

Long Prairie-Grey Eagle

Secondary School

Faculty

Handbook



2024-2025

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Mission Statement

Long Prairie-Grey Eagle Secondary School

The mission of the Long Prairie-Grey Eagle School District, as an innovative progressive leader in education, is to ensure that every student is a confident, responsible global citizen with a passion for learning. This will be accomplished through: state of the art facilities, dynamic positive relationships, rigorous engaging curriculum, in partnership with parents and the community.

NOTICE OF NON-DISCRIMINATION

Independent School District #2753, Long Prairie-Grey Eagle, is committed to providing equal education and employment opportunities to all persons and does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, with regard to public assistance, disability or any other group or class against which discrimination is prohibited by Title IX of the Education Amendments of 1972, Minnesota Statutes Chapter 363, and other applicable state or federal laws. Inquiries regarding compliance should be referred to the Secondary Principal, acting as the Affirmative Action Coordinator, (320)732-2194 ext.1013.

The district has designated the following individuals to coordinate compliance with federal laws on discrimination:

<p>Human Rights/Affirmative Action Coordinator: Secondary School Principal</p> <p><u>Section 504</u></p> <p>Nate Hibbs</p>	<p><u>Title IX</u></p> <p>Mr. Rud</p>
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For further information, contact:

Minnesota Department of Human Rights
 190 East 5th Street, Suite 700
 St. Paul, MN 55101
 Telephone: 651-296-5663
 Toll Free: 800-657-3704
 TTY: 651-296-1283
 FAX: 651-296-9064

U.S. Department of Education
 Office of Civil Rights – Chicago Office
 500 W. Madison Street – Suite 1475
 Chicago, IL 60661
 Telephone: 312-730-1560
 TDD: 312-730-1609
 FAX: 312-730-1576

SCHOOL OFFICES

The District Office is located just inside the central entrance (Door E2) of the Elementary building.

District Office Staff includes:

Superintendent of Schools	Daniel Ludvigson
Business Manager / Human Resource	Sherri Evenson
Bookkeeping / Ordering/ Reimbursement	Jenny Thelen
Payroll / Admin. Assistant	Cindy Dalton
On- Boarding and Exiting	Barb Graves
Food Service / MARSS	Bonita Middendorf

The Secondary School Office is located just inside the central entrance (door S2) of the Secondary building. The Secondary School Office is responsible for grades 7-12 and includes the following staff:

Principal	Barton Rud
Counselor	Jonathan Young
Life Skills Coach	Nathan Hibbs
Activities Director	Kelsey Paurus
Principal's Secretary	Audrey Morrill
Activities/Attendance Secretary	Janis Fearing
Secondary Hispanic Liaison	Guadalupe Montanez
Nurse	Melissa Meagher/ Heather Luebesmier

The Elementary School Office is located inside the central entrance (door W5) of the Elementary building. The Elementary School Office is responsible for grades K-6 and includes the following staff:

Principal	Tammy Cebulla
Community Ed/ Grants	Brad Evenson
Testing Coordinator	Beth Gustafson
Counselor	Nicole Cuchna
Principal's Secretary	Karen Holt
Community Ed/Attendance Secretary	Cassie Zimmer
Elementary Hispanic Liaison	Idania Montanez
Nurse	Melissa Meagher/ Heather Luebesmier

School District Philosophy

Independent School District 2753 exists for the education of its citizens from kindergarten through adult life. School employees are here to aid students in their development. Education includes the facts and concepts associated with the subject matter as well as attitudes, appreciations, skills and outlooks. Teachers are concerned with helping students define goals and work toward their fulfillment. We believe it is important students develop respect for legally and democratically constituted authority including respect for the teacher's position in the educational process. The classroom; however, shall reflect more of an atmosphere of cooperation than authoritarianism. Respect for the student's right to pursue personal goals, even to make mistakes, is important in developing the kind of teacher-student relationship which will permit the teacher encourage:

1. Work beyond minimum goals
2. Students' evaluation of their goals
3. Self examination by students of their goals

Teachers of District 2753 recognize that intrinsic reward (progress toward goals) is a greater force for learning than extrinsic reward (grades).

We are aware of our professional responsibilities to increase our understanding of people and to keep abreast of developments in the subjects we teach, thereby increasing our confidence in the student-teacher relationship. We exhibit by our enthusiasm that learning is exciting and by our dedication to our task that the acquisition of knowledge is of great importance.

All school experiences are considered a part of the curriculum and should fit the student into community life and activities. The school exists for the education of all without regard to physical, mental, social or economic condition, or socioeconomic status. Equal education opportunity means each person will have the opportunity to be educated in relation to his/her needs, interest, abilities, and limitations.

Practices and experiences that have withstood the test of time will be employed. Experimentation with new and promising educational practices will be encouraged.

BOARD OF EDUCATION

Kelly Lemke
 Linda Gohman
 Tanja Levin
 TBD
 Chuck Wolf
 TBD
 Lisa Wright

SCHOOL ORGANIZATION**LONG PRAIRIE-GREY EAGLE
SECONDARY SCHOOL****DEPARTMENT
STAFF LIST
2024-2025**

Principal – Barton Rud
Activities Director – Kelsey Paurus
Counselor – Jonathan Young
Life Skills Coach / 504 - Nathan Hibbs
Communications- Meghan Peterson

ENGLISH

David Blanchard
 Chris Johnson
 Jen Olson
 Ashley Pesta
 Jino Stoner

MATHEMATICS

Kendra Berg
 Jose Jimenez
 Michael Manders
 Brandon Schulte

GUIDANCE OFFICE

Jonathan Young

LIFE SKILLS COACH

Nathan Hibbs

PHY ED

**Angela Eldred
 Tanner Roske
 Brent Sterriker

**FAMILY &
CONSUMER SCIENCE**

Jill Hanson

**WORLD
LANGUAGES**

Stacey Custer

TECHNICAL ED

Ryan Bothun
 **Dave Nelson

MEDIA

**Sandi Terwey

SPEECH

Lisa Marty

NURSE

Melissa Meagher
 Heather Luebesmier

SCIENCE

**Andy Engelhardt
 Chet Hudalla
 Jeff Kent
 Meghan Peterson

MUSIC

Kyle Lamb
 Chuck Speer

ELL

Chantel Panek
 Judith Lawas

ART

Erin Gillie
 Ashley Pohlmann

AGRICULTURE

Curt Gjerstad

TECHNICAL SUPPORT

Mitchell Ganske
 **Dave Nelson
 Skylar Rosenow

SPECIAL EDUCATION

Michelle Halonen
 Jeff Kalpin
 Amy Moldenhauer
 Kaylie Waldvogel
 Kelli Neubauer

INTERPRETER

Guadalupe Montanez

SECRETARIAL

Janis Fearing
 Audrey Morrill

SOCIAL STUDIES

Melanie Childrey
 Paul Urman
 Christopher Vedbraaten

**EDUCATIONAL
ASSISTANTS**

Jen Houdek-ELL
 Renee Coburn- ELL
 Pam Dinkel- SPED
 Michael Bolton- SPED
 Peggy Poegel- SPED
 **Amy Langford- Alternative
 Learning Classroom
 Brianna Petron- SPED
 Lori Rosch- SPED
 Brooke Ostendorf- SPED
 Jennifer Ramos- SPED
 Amy Chapman- SPED
 Guadalupe Montanez- Translator
 Sandra Terwey- Library

COOKS

Kelly Biel
 Donna Freie
 Jane Iverson
 Bernice Opatz
 Kevin Trierweiler

CUSTODIAL

Russ Bruder
 Chris Dubois
 Luke Gavin
 Kali Panitzke
 Mark Riedel

** - Leadership Team

2024-2025 CLASS ADVISORS

7TH GRADE	Ms. Angela Eldred Mr. Andrew Engelhardt Mr. Christopher Vedbratten	Ms. Jen Olson Ms. Meghan Peterson
8TH GRADE	Mrs. Kaylie Waldvogel Mr. Michael Manders Ms. Ashley Pesta	Mr. Tanner Roske Mr. Brent Sterriker
9TH GRADE	Mr. David Blanchard Ms. Erin Gillie Mr. Chet Hudalla	Mr. Jeff Kalpin Mr. Kyle Lamb Ms. Chantel Panek
10TH GRADE	Ms. Kendra Berg Mr. Ryan Bothun Ms. Stacey Custer	Mr. Jose Jimenez Ms. Judith Lawas Amy Moldenhauer
11TH GRADE	Mr. Curt Gjerstad Ms. Michelle Halonen Ms. Jill Hanson	Mr. Jeff Kent Mr. Paul Urman Mrs. Jino Stoner
12TH GRADE	Ms. Melanie Childrey Mrs. Kelli Neubauer Mr. Christopher Johnson	Mr. Brandon Schulte Mr. Chuck Speer

HALLWAY SUPERVISION

I am asking that staff walk around the building between 7:55-8:10 and 3:07-3:15 during the quarter that they are assigned. Music staff should use this time for lessons.

First Quarter

Dave Blanchard
Stacey Custer
Erin Gillie
Jill Hanson
Nathan Hibbs
Jeff Kalpin
Jennifer Olson
Meghan Peterson
Paul Urman

Third Quarter

Andy Engelhardt
Curt Gjerstad
Nate Hibbs
Jose Jimenez
Dave Nelson
Tanner Roske
Judith Lawas
Kaylie Waldvogel
Kelli Neubauer

Second Quarter

Melanie Childrey
Cody Cox
Michelle Halonen
Jeff Kent
Chantel Panek
Ashley Pesta
Brandon Schulte
Brent Sterriker
Jonathan Young

Fourth Quarter

Christopher Vedbratten
Kendra Berg
Mike Manders
Christopher Johnson
Angela Eldred
Kyle Lamb
Jino Stoner
Amy Moldenhauer

PROFESSIONAL DEVELOPMENT / MEETING SCHEDULE 2023-2024

TEACHER IN-SERVICE DAYS

November 11, 2024

November 27, 2024

January 20, 2025

February 13, 2025

February 14, 2025

March 21, 2025

March 24, 2025

April 17, 2025

May 23, 2025

FACULTY & STAFF MEETINGS

7:30 A.M in the auditorium- Every other Friday or as Determined

LEADERSHIP TEAM MEETINGS

Every other Wednesday or as Determined

ACADEMIC INFORMATION AND PROCEDURES

REPORT CARDS AND ACADEMIC PERFORMANCE REPORTS

We will use FAMILY ACCESS for midterm updates. Quarterly reports will still be handed out as in the past. This is in addition to the inclusion of “real-time” grades in FAMILY ACCESS.

Grades/Deficiencies etc. for all of your students must be turned in on the following dates:

<u>GRADING PERIOD</u>	<u>GRADE DUE DATE:</u>
Midterm 1 st Quarter - Wednesday, October 2	Wednesday, October 9- 12:00 noon
1 st Quarter- Wednesday, November 6	Tuesday, November 11 - 12:00 noon
Midterm 2 nd Quarter - Tuesday, December 10	Wednesday, December 11 - 12:00 noon
2 nd Quarter - Friday, January 17	Wednesday, January 22 - 12:00 noon
Midterm 3 rd Quarter - Wednesday, February 19	Wednesday, February 26 - 12:00 noon
3 rd Quarter – Thursday, March 20	Wednesday, March 26 - 12:00 noon
Midterm 4 th Quarter - Friday, April 25	Wednesday, April 30 - 12:00 noon
4 th Quarter - Friday, May 30	Wednesday, June 4 - 12:00 noon

It is your responsibility to keep parents informed of their child’s progress as a part of your ongoing communication.

ELIGIBILITY (School Board Policy 510):

All MSHSL VIOLATIONS will be enforced for grades 7-12 for all levels of play.

ELIGIBILITY (School Board Policy 510):

In order to represent the Long Prairie-Grey Eagle School as a participant in any contest, meet, or public performance as it relates to athletics or fine arts, the following rules set forth by the Long Prairie-Grey Eagle School Board.

LPGE 7-12 Eligibility Policy

Students can lose eligibility during the following dates throughout the school year:

- A. Midterm 1
- B. Quarter 1
- C. Midterm 2
- D. Quarter 2
- E. Midterm 3
- F. Quarter 3
- G. Midterm 4
- H. Quarter 4

A preliminary report informing you that you are in jeopardy of losing eligibility will be communicated to parents / guardians 2 weeks before grades being pulled for eligibility.

Eligibility will be determined by **semester grades** at every grading period.

An eligibility report will be generated the following day after grades are posted and discipline will go into effect the following day.

For example: Grades post for Midterm 1 on October 5th, a report would be generated on October 6th, and any necessary disciplinary action would begin on October 7th.

Athletic Activities:

On the first 'F', students will lose eligibility- 1 or 2 events based on the activity:

Basketball- 2

Hockey- 2

Softball- 2

Baseball- 2

Soccer - 2

All other activities will be 1 event

Fine Arts and Extra-Curricular Activities:

On the first 'F', students will lose eligibility for 1 event.

Students who are living within the LPGE School District but going to an alternative schooling, such as, but not limited to: Home School, Online School, or ALC, are held to the same academic standards as our enrolled LPGE students. It is the parent's responsibility to provide the school an update on their Academic Progress every Midterm and Quarter, which is based upon the LPGE School Calendar. Failure to do so could jeopardize the student's eligibility.

GRADING WITH REGARD TO LPGE HIGH SCHOOL ATTENDANCE POLICY

INCOMPLETES AND HONOR ROLL

Incompletes are no longer issued by instructors. Students will be graded based on work completed. Assignments not turned in have a value of "0". Teachers will have a policy regarding late work.

MAKEUP WORK POLICY

The classroom teacher's responsibility, as far as makeup is concerned, is to see that the student gets fair and reasonable makeup opportunities for missed work. Classroom teachers should also respond to parental requests for homework by 3:30 of the day of the request. The classroom teacher should be sure that all students know what the make-up policy is each semester.

PARENT / TEACHER CONFERENCE DATES

The dates for the open house and parent / teacher conferences in 2024-2025 are:

August 28 (Open House)	3:30-7:30
November 14 (P.T. Conference)	3:30-7:30
November 21 (P.T. Conference)	3:30-7:30
March 6 (P.T. Conference)	3:30-7:30

PROCEDURES FOR SUBMITTING GRADE SHEETS FOR END OF YEAR CHECKOUT

There is no need any longer to submit grade sheets at the end of the year, Skyward saves all grades and student data automatically.

MEDIA CENTER

Teachers who take groups of students to the Media Center are responsible for the behavior of those students. The staff of the Media Center is anxious to serve faculty and students to the best of their ability.

If there are special topics or ways they can prepare for your group, please let them know. Conference and classroom facilities are available in the Media Center for use of students and class groups upon request of the instructor. The Media Specialist is glad to give instruction in the use of the Media Center and its resources, or to be of assistance to teachers planning to give such instruction.

They welcome your requests concerning new materials you would like purchased for the Media Center or the Resource Centers.

The following are cardinal Media Center rules:

1. **Teacher should be present with groups brought to the Media Center.**
2. All material must be checked out. Please observe the due dates and return or renew materials on time.
3. The Media Center is not an extension of the cafeteria or the student lounge. No food, drink, or game-playing will be allowed.
4. Loss or destruction of property is an injustice to your fellow-students and to the general public. Restitution is a matter of honor.
5. Technology use is a privilege guided by rules or respectfulness. This privilege may be restricted.

STAFFING

From time to time it is necessary to meet with families about student progress. Whatever pertinent information we can gather and share regarding individual students will help each of us better understand and fulfill their educational needs. The staffing process is one of the best ways that we have of providing teachers, counselors, and administrators an opportunity to develop a consistent and positive approach to the student.

Staffing conferences will be instituted as needed.

Each staffing session will be chaired by the Administration or Counselor. Each teacher, coach, and advisor of that student will attend. If there is a probation officer and /or welfare worker who is also working with the student, they will also be invited to attend. Special Education staffings are a **requirement** of the law, and must be treated as such. Problems with attendance at the staffing should be cleared with the principal.

There are certain cardinal rules regarding staffing which must always be followed:

1. **Be positive** – bring to the attention of others positive things about a student as well as the negative. This carries with it the admonition to avoid gossip and dwelling on negative things. If one needs to use anecdotes to illustrate an insight, fine, but don't take up valuable time telling tales of woe that lend nothing to the discussion.
2. **Do your homework** – be aware of behavior characteristics of the student. Observe closely in class or activity what the student does because there is always a reason for the student acting in a negative way. If we note behavior and bring it out in the staffing we might gain some insight as to why. Once we have accomplished this, we can work to change it.
3. **Pay close attention to the rule of confidentiality.** We can share with others any information that can help the student, but we have no business gossiping with someone who has no need to know.

GENERAL INFORMATION

AUDITORIUM ASSIGNED SEATING

See Addendum B

BELL SCHEDULE

Refer to attached **Addendum A**

BUDGET

Instructional budgets are available from the office. Do not approach the district office for budget information. The amount in individual instructional budgets changes from year to year and does not carryover. Materials ordered are typically items unique to the program the office would not stock.

Operating capital is spent on textbooks, workbooks, equipment and furniture. Requests are typically submitted in the spring for the following school year.


Reimbursements are only made for instructional supplies. A purchase requisition form be completed and pre-approved regardless of the dollar amounts. Funds must be available in your individual instructional budgets. Obtain reimbursement form (verified claim form) from the office, complete and attach receipts. Sales tax will not be refunded.

CHURCH NIGHT

Wednesday night is church night in Long Prairie-Grey Eagle. Do not schedule any practices or meetings on this night. **The building should be empty of students by 6:00 pm.**

CLASSROOM MATRIX

As we are implementing PBIS across the building, staff will be building and sharing with their students, the classroom matrix based on their own classroom requirements. If you have any questions pertaining to the matrix, please see Mr. Hibbs.

	Classroom Rules	Classroom					
		Routines					
We Are Prepared	<ul style="list-style-type: none"> Bring your Chromebook Bring necessary materials Turn in assignments 						
We Are Respectful	<ul style="list-style-type: none"> Respect other's materials and space Listen when others are speaking 						
We Are Disciplined	<ul style="list-style-type: none"> In seat before bell rings Stay in class Use all time available Actively participate 						
We Are Encouraging	<ul style="list-style-type: none"> Be a role model Be kind Help others Be supportive Have a growth mindset 						

Teacher's Role (Conditions for Learning)	<ul style="list-style-type: none"> Positively teach, reinforce, and model the expectations 							
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CLASSROOM SUPERVISION

Students are not to be left unattended. Paraprofessionals should not be asked to supervise your classes.

COMMENCEMENT

Friday, May 24, 2024

COMP TIME

Comp time is earned when substituting for a colleague. This will be paid according to Master Agreement.

CONTRACTS

DO NOT SIGN CONTRACTS. Staff members are **NOT** authorized to sign any type of contract. All contracts must be signed by the superintendent of schools, or his designee with board authorization. If your organization needs to contract any services, you must submit the contract to the superintendent of schools for review and signature.

COURSE SYLLABUS

1. Every course will have a syllabus that includes the following information:

- Name of class (Must match the registration Manual)
- Name of teacher (school phone, address, e-mail, grading period)
- Course description (Must match the registration Manual)
- Objectives of units/topics to be covered
- Course requirements (assignments and expectations)
- Safety procedures (course specific – materials, etc.)
- Grading policy (late work, weighting, scales)
- Behavior expectation

2. Course syllabus will be posted on teacher web pages.

3. Syllabus will be of high quality (appearance, spelling, grammar).

4. Teachers will hand-out and review the syllabus with the students at the start of the course.

Note 1: Wording regarding credit toward graduation is awarded at completion of the course. Semester length courses will have a quarter grades, but the semester grades signify credit/cumulative GPA earned and appears on transcripts.

Note 2: CIS courses will use the syllabus format provided by the college.

COURSE SYLLABI ARE DUE IN THE PRINCIPAL'S OFFICE PRIOR TO SEPTEMBER 3, 2024. Emailing them to the principal's email will work.

Long Prairie Grey Eagle Public Schools Cyber Security Policy July 2024

Introduction

Information Technology (IT) is an integral and critical component of Long Prairie Grey Eagle, (LPGE) daily business and educational needs. This policy seeks to ensure that LPGE's IT resources efficiently serve the primary business/educational functions of LPGE, provide security for LPGE and users electronic data, and comply with federal and other regulations. IT resources include hardware (computers, servers, peripherals), software (licensed applications, operating systems), network equipment (routers, firewalls, wiring), and IT personnel. The integrity of all IT resources is extremely important to the successful operation of LPGE.

All computer equipment, peripherals, and software are LPGE's property and are provided for business/educational purposes. Proper use and control of computer resources is the responsibility of all employees. Intentional or reckless violation of established policies or improper use of LPGE's computers will result in corrective action up to and including termination.

Employees should also be aware that any work completed on LPGE's computers is subject to monitoring and review, and they should not expect their communications to be private.

Policy Statement

It is the policy of LPGE Schools to use IT resources in a cost-effective manner that safeguards student and employee data and promotes accuracy, safety, Information, and efficiency. The overriding goal of this policy is to comply with all federal and other regulations and to protect the integrity of the private and confidential data that resides within LPGE's technology infrastructure.

Review and Acceptance

The School Board, Technology Director, and IT staff shall review this comprehensive policy at least annually, making such revisions and amendments as deemed appropriate and indicating approval and the date thereof in the policy header.

All LPGE staff are responsible for review and acceptance of this policy annually. Appropriate communications by way of a reminder will be sent by Administration or its assignee along with instructions for acceptance.

Acceptable Use of Information Systems

Definitions

Information Systems: All electronic means used to create, store, access, transmit, and use data, information, or communications in the conduct of administrative, instructional, research, or service activities. Additionally, it is the procedures, equipment, facilities, software, and data that are designed, built, operated, and maintained to create, collect, record, process, store, retrieve, display, and transmit information.

Authorized User: An individual or automated application or process that is authorized access to the resource by the system owner, in accordance with the system owner's procedures and rules.

Overview

Data, electronic file content, information systems, and computer systems at LPGE must be managed as valuable organization resources.

Information Technology's (IT) intentions are not to impose restrictions that are contrary to LPGE's established culture of openness, trust, and integrity. IT is committed to protecting LPGE's authorized users from illegal or damaging actions by individuals either knowingly or unknowingly.

Internet systems including, but not limited to, computer equipment, software, operating systems, storage media, network accounts providing electronic mail, WWW browsing, and File Transfer Protocol (FTP) are the property of LPGE. These systems are to be used for school purposes in serving the interests of LPGE and of its students.

Effective security is a team effort involving the participation and support of every LPGE employee, volunteer, and affiliate who deals with information and/or information systems. It is the responsibility of every computer user to know these guidelines and to conduct activities accordingly.

Purpose

The purpose of this policy is to outline the acceptable use of computer equipment at LPGE. These rules are in place to protect the authorized user and LPGE. Inappropriate use exposes LPGE to risks including virus attacks, compromise of network systems and services, and legal issues.

Scope

This policy applies to the use of information, electronic and computing devices, and network resources to conduct LPGE business or interact with internal networks and business systems, whether owned or leased by LPGE, the employee, or a third party.

All employees, students, volunteers, contractors, consultants, subs, and other workers at LPGE, including all personnel affiliated with third parties, are responsible for exercising good judgment regarding

appropriate use of information, electronic devices, and network resources in accordance with LPGE policies and standards, local laws, and regulations.

Policy Detail

Ownership of Electronic Files

All electronic files created, sent, received, or stored on LPGE-owned, leased, or administered equipment or otherwise under the custody and control of LPGE are the property of LPGE.

Privacy

Electronic files created, sent, received, or stored on LPGE-owned equipment, or otherwise under the custody and control of LPGE are not private and may be accessed by LPGE IT employees or administration at any time without knowledge of the user, sender, recipient, or owner. Electronic file content may also be accessed by appropriate personnel in accordance with directives from Human Resources or the Superintendent.

General Use and Ownership

Authorized users are accountable for all activity that takes place under their username.

Authorized users should be aware that the data and files they create on the school's systems immediately become the property of LPGE. Because of the need to protect LPGE's network, there is no guarantee of privacy or confidentiality of any information stored on any network device belonging to LPGE.

For security and network maintenance purposes, authorized individuals within the LPGE IT Department may monitor equipment, systems, and network traffic at any time.

LPGE's IT Department reserves the right to audit networks and systems on a periodic basis to ensure compliance with this policy.

LPGE's IT Department reserves the right to remove any non-business-related software or files from any system. Examples of non-business-related software or files include, but are not limited to; games, instant messengers, pop email, music files, image files, freeware, and shareware.

System-level and user-level passwords must comply with the Password Policy. Authorized users must not share their LPGE login ID(s), account(s), passwords, Personal Identification Numbers (PIN) or similar information or devices used for identification and authentication purposes. Providing access to another individual, either deliberately or through failure to secure its access, is prohibited.

All PCs, laptops, and workstations should be secured with a password-protected screensaver with the automatic activation feature set at 10 minutes or less.

All users must lockdown their PCs, laptops, and workstations by locking (Windows + L) when the computer will be unattended for any amount of time.

All users are responsible for promptly reporting the theft, loss, or unauthorized disclosure of school information to their immediate supervisor and/or the IT Department.

All users must report any weaknesses in LPGE computer security and any incidents of possible misuse or violation of this agreement to their immediate supervisor and/or the IT Department.

Authorized users must use extreme caution when opening email attachments received from unknown senders, which may contain viruses or e-mail phishing attempts.

Unacceptable Use

Users must not intentionally access, create, store, or transmit material which LPGE may deem to be offensive, indecent, or obscene.

Under no circumstances is an employee or temporary employee of LPGE authorized to engage in any activity that is illegal under local, state, federal, or international law while utilizing LPGE-owned resources.

System and Network Activities

The following activities are prohibited by users, with no exceptions:

- Violations of the rights of any person or company protected by copyright, or other intellectual property, or similar laws or regulations, including, but not limited to, the installation or distribution of “pirated” or other software products that are not appropriately licensed for use by LPGE.
- Introduction of malicious programs into the network or server (e.g., viruses, worms, Trojan horses, email phishing, etc.).
- **Revealing your account password to others or allowing use of your account by others. This includes subs, student teacher assistants, paraprofessionals, family and other household members when work is being done at home.**
- Using a LPGE computing asset to actively engage in procuring or transmitting material that is in violation of sexual harassment or hostile workplace laws.
- Attempting to access any data, electronic content, or programs contained on LPGE systems for which they do not have authorization, explicit consent, or implicit need for their job duties.
- **Installing any software, upgrades, updates, or patches on any computer or information system without the prior consent of LPGE IT.**
- **Installing or using non-standard shareware or freeware software without LPGE IT approval.**
- Installing, disconnecting, or moving any LPGE owned computer equipment and peripheral devices without prior consent of LPGE’s IT Department.
- **Purchasing software or hardware, for LPGE use, without prior IT compatibility review.**
- Purposely engaging in activity that may; degrade the performance of information systems; deprive an authorized LPGE user access to a LPGE resource; obtain extra resources beyond those allocated; or circumvent LPGE computer security measures.
- Downloading, installing, or running security programs or utilities that reveal passwords, private information, or exploit weaknesses in the security of a system. For example, LPGE users must not run spyware, adware, password cracking programs, packet sniffers, port scanners, or any

other non- approved programs on LPGE information systems. The LPGE IT Department is the only department authorized to perform these actions.

- Circumventing user authentication or security of any computer, network, or account.
- Interfering with, or denying service to, any user other than the employee's computer (for example, denial of service attack).

Access to the Internet at home, from a LPGE-owned computer, must adhere to all the same policies that apply to use from within LPGE facilities. Authorized users must not allow family members or other non-authorized users to access LPGE computer systems.

LPGE information systems or hardware must not be used for personal benefit. Examples include but not limited to: Selling products or merchandise, promoting non-school related fundraising activities.

User Passwords

Passwords for LPGE network access must be implemented according to the following guidelines:

- Passwords must adhere to a minimum length of 10 characters
- Passwords must contain a combination of alpha, numeric, and special characters, where the computing system permits (!@#\$%^&* _+=?/~';',<>|\).
- Passphrases are also encouraged. This could be as easy as using a sentence as your password.
- Passwords must not be easily tied back to the account owner such as: username, social security number, nickname, relative's names, birth date, etc.
- Passwords must not be dictionary words or acronyms
- Password changes may be required periodically.

Multi Factor Authentication

LPGE IT department will require Multi Factor Authentication on Google Apps (i.e. Email, Drive etc.) by September 30th 2022.

Employees will have two options to use for Multi Factor Authentication. (only need one of these)

- Personal Cell Phone Text Message
- Classroom Phone Number voice codes

Other district owned Software will be required to have Multi Factor Authentication as the software permits. (This is not available from Skyward at this time)

LPGE Wi-Fi Network

LPGE IT department will provide access to its secure Wi-Fi network on LPGE owned devices only.

LPGE also provides Guest Internet access to personal devices. This is a password protected network. The password will be posted in each building for Guest access. LPGE is not responsible for any damage

to personal devices when using the Guest network. LPGE reserves the right to remove the Guest network or block access to users who are using the guest access in violation of policy.

Review and Acceptance

Each employee must complete a cyber security training program each school year or upon employment. This online training will be assigned and managed by the IT department. Training and assessment must be completed two weeks after the first workshop day. Failure to complete this training may result in the blocking of access to LPGE IT equipment.

Employees will be sent automated tests each month by email. These tests may include phishing attempts or other cyber security tactics to test each employee's understanding of security on IT equipment. The length of the test will be determined by how the employee handles the automated request. (For example, if a phishing email is sent to the user. The user deletes the message. That test is complete. If the user opens and responds to the phishing email they will be required to review material about phishing.)

If an employee fails two phishing tests they will be required to repeat the cybersecurity training within one week of notification from the IT team. Building level administration will be informed of the repeat training.

All LPGE staff are responsible for the review and acceptance of this policy. Acceptable use upon starting work at LPGE. New employee onboarding and training shall include this Policy at a minimum, and in addition to all other applicable training and orientation material, and instructions for acceptance shall be provided at that time. Signed acceptance will be received and retained by Information Technology management.

LPGE Staff Member

Date:_____

DAILY ANNOUNCEMENTS

Daily announcements must be in to Audrey by 7:15 am and should be submitted by email. Students are not permitted to submit notices for the morning bulletin unless such announcements have been approved by the faculty sponsor. Advertising is also prohibited.

DETENTION SUPERVISION

Sign-up sheet will be located in the office and can be filled out prior to the start of school

DISCIPLINE

The smooth working order of any organization requires high standards of discipline by all members. All staff is responsible for the enforcement of rules and a safe learning environment. Phone calls to and from parents should be logged by the teacher.

DUTY DAY – TEACHING STAFF

The duty day for teaching staff is from 7:30 a.m. to 3:30 p.m., unless other arrangements are approved through your building administrator. Staff should be in their rooms during these times. **All staff are not to be off campus during the school day aside from their designated lunch time, this includes all prep time as it is part of the contracted time.**

ELIGIBILITY (School Board Policy 510):

In order to represent the Long Prairie-Grey Eagle School as a participant in any contest, meet, or public performance as it relates to athletics or fine arts, the following rules set forth by the Long Prairie-Grey Eagle School Board.

Students who are living within the LPGE School District but going to an alternative schooling, such as, but not limited to: Home School, Online School, or ALC, are held to the same academic standards as our enrolled LPGE students. It is the parent's responsibility to provide the school an update on their Academic Progress every Midterm and Quarter, which is based upon the LPGE School Calendar. Failure to do so could jeopardize the student's eligibility.

Students can lose eligibility during the following dates throughout the school year:

- A. Midterm 1
- B. Quarter 1
- C. Midterm 2
- D. Quarter 2
- E. Midterm 3
- F. Quarter 3
- G. Midterm 4
- H. Quarter 4

A preliminary report informing you that you are in jeopardy of losing eligibility will be communicated to parents / guardians 2 weeks before grades being pulled for eligibility.

Eligibility will be determined by **semester grades** at every grading period.

An eligibility report will be generated the following day after grades are posted and discipline will go into effect the following day.

For example: Grades post for Midterm 1 on October 5th, a report would be generated on October 6th, and any necessary disciplinary action would begin on October 7th.

Athletic Activities:

On the first 'F', students will lose eligibility- 1 or 2 events based on the activity:

Basketball- 2

Hockey- 2

Softball- 2

Baseball- 2

All other activities will be 1 event

Fine Arts and Extra-Curricular Activities:

On the first 'F', students will lose eligibility for 1 event.

No additional work will be excepted past the grading period date.

E-MAIL RULES AND INFORMATION

Staff is responsible for appropriate and professional e-mail use. Although the District does allow staff to use its e-mail system for personal e-mails, it should be limited. The following e-mail rules apply:

No selling or marketing

No gambling

No chain e-mails

Email to students regarding school issues and events should remain professional in tone

E-mails generated from the District system are not entitled to privacy. Think twice about the content of e-mails. All e-mail messages are archived and retrievable.

EMPLOYEE ABSENCE

All employee absences must be documented using the SMARTER platform, please make sure that you contact your building secretary regarding your time off. Absences due to illness should be submitted upon your return to work. All other absences require prior administrative approval. Staff members may have responsibilities in more than one building. It is the shared staff members' responsibility to notify each of the respective offices when they will be absent. Teachers needing a substitute teacher within their classroom will need to enter that information with Teachers on Call through their Red Rover system.

FIELD TRIPS

Field Trip permission forms should be taken care of at the beginning of the school year and filed in the office- for all field trips during that school year.

FOOD AND BEVERAGE

Students are allowed to eat and drink in the commons area only. Water in clear containers will be allowed throughout the building. Infrequent curriculum-orientated events with food will be allowed. **State law prohibits classes from bringing and sharing home made goods.** Food and drinks, other than outlined in this section, found outside of the commons will be confiscated by staff.

FUND RAISING

All fundraising requests must be approved in advance by the administration. This includes any fundraisers conducted in the summer. Approval forms (Appendix B) are available from building administrators. All monies must be submitted to the accounting office as soon as they are received, on a daily basis at minimum. For security reasons, please do not hold these monies in desk drawers, classrooms, etc.

GRADING

Staff will need to place a zero in the gradebook for all student grades that are not completed and will remain until the student has turned in the work for that assignment for a grade in the class. Asterisks in the gradebook are being eliminated and should not be placed in the gradebook. Teachers need to keep their grades updated on a weekly basis as student eligibility is impacted from the gradebook.

Administration will set a blackout period at each eligibility check in order for a fair assessment of student grades. This will mean that during the blackout period, grades cannot be entered nor changed until the close of the blackout period.

HOMEWORK

Homework is at the individual teacher's discretion. It is, however, to be administered within reason. Children do need some time to escape the grips of school. Remember, homework is to be constructive (growth), not destructive (punishment). Use your professional common sense. Keep homework to a minimum.

IEP's

The goal for the school year will be to complete IEP's before the last two days of school. The SPED department will do their best to limit IEP's towards these last two weeks of the school year as it is already very busy.

INTERNET POLICY

Refer to School Board Policy 524.

LENGTH OF DAY

Teacher's contracted time is from 7:30 am-3:30 pm.

LEVELS OF BEHAVIOR BY STUDENTS AND MANAGEMENT

Levels of Behavior, Intervention and Staff Response

Level One - Non-Exclusionary Practices (Staff Managed)

Behavior Definition

A level one behavior is a minor behavior infraction that is managed by the adult in the setting of the infraction. The staff's response teaches correct, alternative behavior so students can learn and demonstrate safe and expected behaviors. Staff members are expected to employ a variety of non-exclusionary teaching and management strategies in the setting.

Level One Behavior Interventions and Responses

1. Communicate with the student about the behavior.
2. Select and implement interventions and responses that maintain the continuity of instruction or are least disruptive.
3. Consider use of interventions from multiple categories as appropriate.
4. Review and consider a student's IEP or 504 Plan. Collaborate with the case manager to implement interventions and responses.
5. Communicate with parents/guardians about reoccurring behaviors and interventions.
6. Document minor behavior in Skyward.

Intervention and Response Categories

Skills-Based Supports

- Re-teaching of expectations, procedures and routines
- Increase positive feedback for demonstration of expected behavior
- Reminder/Redirection on ways to ask for help or solve problems
- Reminder/Redirection on ways to manage emotions
- Reminder/Redirection of appropriate language
- Teacher/Student conference

Restorative Practices

- Brief individual skill coaching
- Repair/Mend relationship
- Fee restitution

Staff Actions

- Fidelity check of school-wide systems, structures and supports
- Review location expectations (matrix)
- Evaluate supports needed
- Seat change, assigned seating
- Loss of privileges
- Parent/Guardian notification
- Increase active supervision
- Confiscating items

Note: A reoccurring behavior infraction may be treated as an infraction at a higher level

Level Two - Non-Exclusionary (Staff Managed)

Behavior Definition

A level two behavior is a repeated minor behavior infraction that is managed with a brief intervention by an adult in that setting. These actions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in class. A level two behavior may include contact with support staff (case manager, social worker, counselor, paraprofessional behavior interventionist, other teachers).

Level Two Behavior Interventions and Responses

1. Communicate with the student about the behavior.
2. Select and implement interventions and responses that maintain the continuity of instruction or are least disruptive.
3. Consider use of interventions from prior levels and multiple categories.
4. Review and consider a student's IEP or 504 Plan. Collaborate with the case manager to implement interventions and responses.
5. Communicate with parents/guardians about the behaviors and interventions.
6. Document minor behavior in Skyward.

Intervention and Response Categories

Skills-Based Supports

- Re-teaching routines, expectations, and procedures
- Increase positive feedback for demonstration of expected behavior
- Re-teaching ways to ask for help, solve problems, manage emotions
- Self-charting of behaviors
- Skill practice/role play
- Individual skill coaching
- Student contract
- School community service

Restorative Practices

- Guided conversations using restorative questions
- Restorative Circle for problem solving
- Community Service (as restitution)
- Peer mediation
- Reflective essay
- Return to instruction plan

Staff Actions

- Review student data to make an informed decision
- Develop a student skill plan
- Initiate behavior support plan
- Formalize check-in/out plan with adult
- Loss of privileges
- Assigned seating
- Time out of classroom: less than 15 minutes
- Consult with colleagues and a MTSS team member
- Parent/Guardian notification
- Increase active supervision

Note: A reoccurring behavior infraction may be treated as an infraction at a higher level

Level Three (Office Managed)

Behavior Definition

A level three behavior is a major behavior infraction that disrupts the educational setting, targets others, and/or impacts the safety of others. A level three behavior will result in a Behavior Intervention Referral and may result in removal from instruction for part of a day or an entire school day.

Level Three Behavior Interventions and Responses

1. Communicate with the student about the behavior.
2. Select and implement interventions and responses that maintain the continuity of instruction or are least disruptive.
3. Consider use of interventions from prior levels and multiple categories.
4. Review and consider a student's IEP or 504 Plan. Collaborate with the case manager to implement interventions and responses.
5. Communicate with parents/guardians about the behaviors and interventions.
6. Document major behavior in Skyward.

Intervention and Response Categories

Skills-Based Supports

- Individual or small group skill instruction
- Targeted instruction focused on the area of need
- Increase positive feedback for demonstration of targeted behaviors

Restorative Practices

- Restorative back-to-class plan
- Staff-led mediation
- Restitution for property incidents
- Restorative Circle

Staff/Administrative Actions

- Referral to MTSS
- Loss of related privileges
- Alternative instruction
- Student-staff conference
- Change in classroom assignment/schedule
- Consult with School Resource Officer
- Loss of transportation (bus) privileges
- Development of a re-entry plan
- Parent/Guardian contact

Optional administrative actions that may result in removal from instruction

- In-School removal from instruction one (1) day or less
- Out-of-school dismissal from instruction one (1) day or less. Consider student's age and understanding

Level Four (Office Managed)

Behavior Definition

A level four behavior is a major behavior infraction that significantly disrupts the educational setting, targets others, and/or impacts the safety of others and is distinguishable by its repetitiveness and/or severity. A level four behavior results in a Behavior Intervention Referral, may result in dismissal from school for one or more days, and may result in notification to law enforcement.

Level Four Behavior Interventions and Responses

1. Communicate with the student about the behavior.
2. Select and implement interventions and responses that maintain the continuity of instruction or are least disruptive.
3. Consider use of interventions from prior levels and multiple categories.
4. Review and consider a student's IEP or 504 Plan. Collaborate with the case manager to implement interventions and responses.
5. Communicate with parents/guardians about the behaviors and interventions.
6. Document major behavior in Skyward.

Intervention and Response Categories

Skills-Based Supports

- Increase positive feedback for demonstration of individualized behavior plan/goal
- Individualized skill instruction by licensed support staff
- Individual behavior support plan
- IEP/504 Plan Team consultation for potential changes

Restorative Practices

- Restorative transition back-to-class plan
- Neutral party mediation
- Family group conference
- Restitution for property incidents
- Restorative Circle

Staff/Administrative Actions

- Consultation with the School Resource Officer
- Refer to or review with student support team
- Referral to alcohol or drug counselor
- Loss of transportation (bus) privileges
- Consideration of alternative interim educational placement
- Development of a re-entry plan (Required)

Optional administrative actions that may result in removal from instruction

- Out-of-school dismissal from instruction not to exceed four (4) days. Consider student's age and understanding

Level Five (Office Managed)

Behavior Definition

A level five behavior is a behavior infraction that involves removal of the student from the school environment because of the severity of the behavior. Interventions focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior. Level five behaviors are identified as expellable offenses.

Level Five Behavior Interventions and Responses

1. Communicate with the student about the behavior.
2. Select and implement interventions and responses that maintain the continuity of instruction or are least disruptive.
3. Consider use of interventions from prior levels and multiple categories.
4. Review and consider a student's IEP or 504 Plan. Collaborate with the case manager to implement interventions and responses.
5. Communicate with parents/guardians about the behaviors and interventions.
6. Document major behavior in Skyward.

Intervention and Response Categories

Skills-Based Supports

- Individual coaching by licensed staff
- Individual behavior support plan
- Increase positive feedback for demonstration of individualized behavior plan/goal

Restorative Practices

- Family group conference (may be as part of a move to a new setting)

Staff/Administrative Actions

- Consultation with student support team and superintendent
- Development of a re-entry plan

Optional administrative actions that may result in removal from instruction

- Out-of-school dismissal from instruction five (5) or more days (ten (10) days if there is a recommendation for expulsion).
- Consider student's age and understanding
- Possible recommendation for expulsion
- Consult with/refer to local law enforcement

Alphabetical Listing of Behaviors	1	2	3	4	5
ACADEMIC DISHONESTY					
Submitting another person's work as your own, or allowing another person to use your work, including, but not limited to, cheating on a school assignment, plagiarism or using electronic devices or other technology to accomplish this end	●	●	●		
ALCOHOL					
Possessing, using, distributing, or being under the influence of alcohol			●	●	●
ARSON					
The willful or malicious burning of school property				●	●
ASSAULT – SEXUAL					
Exhibiting conduct of a sexual or indecent nature toward another person that is accompanied by actual or threatened physical force or that induces fear, shame or mental suffering and can include the touching of another's intimate parts, or forcing a person to touch any person's intimate parts				●	●
ASSAULT - PHYSICAL					
An act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another; the threat to do bodily harm to another with present ability to carry out the threat				●	●
BOMB THREAT					
Any implied or active threat regarding incendiary or explosive device to cause property damage or injuries, whether or not such a device actually exists				●	●
BULLYING					
Repeated behavior by an individual or group that is intended to cause the victim, or would cause a reasonable person of the same age as the victim, to feel frightened, threatened, intimidated, humiliated, shamed, disgraced, ostracized or physically abused. Bullying can take place in several forms including, but not limited to, written, verbal or nonverbal threats or intimidating or threatening gestures			●	●	●
CYBER-BULLYING					
Bullying using technology or other electronic communication, including, but not limited to, transferring a sign, signal, writing, image, sound, or data, including posting on a social network Internet website or forum, transmitted through a computer, cell phone or another electronic device			●	●	●

Alphabetical Listing of Behaviors	1	2	3	4	5
DISRUPTIVE					
Engaging in brief or low-intensity failure to follow directions or talking back Disruptive enough in brief or low-intensity action that disrupts the learning environment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DRESS CODE VIOLATION					
Wearing clothing that does not fit within the dress code guidelines practiced by the school/district	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DRUGS - ILLEGAL					
Using, possessing, or intending to sell a narcotic, drug or controlled substance, including, but not limited to, inhalants, marijuana and cocaine, drug paraphernalia and look-alike drugs and synthetics					
Paraphernalia: Possessing any device used to consume drugs, including but not limited to, pipes, needles, clips, papers, pods, vapes, and any other containers or materials related to drugs or drug use	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Prescription: Possessing, except as prescribed by a physician and approved by a school nurse, or distributing prescription drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Use/Possession: Possessing, using, distributing, or being under the influence of narcotics, drugs or other controlled substances or look alike substances	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ELOPEMENT					
A student leaving an assigned area without permission from a or knowledge of staff, often to escape and/or avoid a school-related situation or task.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FORGERY					
Signing someone else's name without their permission or knowledge	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GAMBLING					
Playing a game of chance for stakes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GANG ACTIVITY					
Student misconduct that meets all of the following criteria: Belonging to or associating with a group of three or more people who band together under a common identifying symbol, sign, or name, and, while under the supervision of ISD 2753 personnel, participating in a violation listed in this handbook to further an implicit or explicit goal of the gang/group NOTE: Gang activity is documented in conjunction with a primary behavior infraction					

HARASSMENT

Exhibiting unwelcome discriminatory behavior that has the purpose or effect of creating an environment that is intimidating, hostile or offensive with respect to that individual

Alphabetical Listing of Behaviors

Disability Harassment – Unwelcome discriminatory behavior based upon disability

Ethnicity/National Origin Harassment – Unwelcome discriminatory behavior based upon ethnicity

Gender/Sexual Harassment – Unwelcome discriminatory behavior based upon gender or gender identity and/or sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature

Harassment Other – Unwelcome discriminatory behavior based upon familial status, public assistance status and/or age

Racial Harassment – Unwelcome discriminatory behavior based upon race or color

Religious Harassment – Unwelcome discriminatory behavior based upon religion or creed

Sexual Orientation Harassment – Unwelcome discriminatory behavior based upon sexual orientation

HAZING

Wearing clothing that does not fit within the dress code guidelines practiced by the school/district

INAPPROPRIATE LANGUAGE

Use of language that is offensive to others, including but not limited to, profanity, obscenities, or any language that is disruptive to the learning environment; discriminatory language will be considered harassment

LEFT GROUNDS

Leaving building/grounds without permission and returning during the day, including, but not limited to, student leaving campus to eat lunch and returning

MAJOR SCHOOL DISRUPTION

Substantial non-compliance, failure to follow directions, and interruption of learning for self or others

NON-COMPLIANCE

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Repeated failure to follow directions, refuse to do work and/or significant disrupting of the learning environment			●		
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OVER-THE-COUNTER MEDICATIONS

Except as excluded by policy, possessing non-prescription medications or supplements while on school property

Alphabetical Listing of Behaviors	1	2	3	4	5
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Possessing or using over-the-counter medications or supplements without permission

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Selling or distributing over-the-counter medications or supplements

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PARKING VIOLATION

Parking in an unauthorized area on school property or parking without a permit or permission

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PHYSICAL AGGRESSION

An intentional act of physical aggression toward staff or students with intent to harm

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PHYSICAL CONTACT

An act of physical contact toward students including rough housing, horseplay, public displays of affection and sexual acts

●	●	●	●	
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PROPERTY MISUSE

Using an item or piece of equipment in a manner for which it was not intended, including but not limited to, damaging school property or the property of others

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RECKLESS DRIVING

Driving on district property in such a manner to endanger persons or property

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TEASING

A single occurrence of teasing or name calling with or without the intent to injure, degrade, disgrace or intimidate other individuals

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TECHNOLOGY MISUSE

Engaging in inappropriate use of a personal device, camera, computer or other electronic device; discriminatory use will be considered harassment

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THEFT					
Intentionally using, taking or possessing another's property without permission/authorization or with the intent to deprive the owner of his/her property including, but not limited to school supplies, food, clothing, electronics, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
THREAT/INTIMIDATION					
Conveying an intent to cause harm or violence through an oral, written, or physical threat, sign or act	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
TOBACCO and TOBACCO-RELATED DEVICES					
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Alphabetical Listing of Behaviors	1	2	3	4	5
Possessing or using a tobacco-based, look-alike product or tobacco-related device, including, but not limited to, electronic cigarettes, packaging, storage, juice, pods, containers or possession of tobacco-related products such as a lighter or matches	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TRESPASSING					
Being on school district property without permission during or after school hours or after being directed to leave, including, but not limited to, being on district property during a suspension or expulsion	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
TRUANCY					
Being absent from class or school without a lawful excuse					
Skippping Class– Being absent from class without teacher authorization (i.e., student is in the building/on school grounds but not attending class)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tardiness– Arriving late to class or to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unexcused Absence – Being absent from class or school without authorization (i.e., exceeding allowed number of absences, leaving school grounds without permission)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chronic Truancy – Continuing unauthorized absences NOTE: Incidents of chronic truancy are referred to the County Truancy Intervention Specialist and necessitate the filing of a truancy petition/educational neglect with the County Attorney	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VANDALISM					
Deliberate destruction of or damage to district or private property	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

VERBAL ABUSE

The act of forcefully criticizing, insulting, or denouncing another person. Characterized by underlying anger and hostility, it is a destructive form of communication intended to harm the self-concept of the other person and produce negative emotions

**VERBAL AGGRESSION**

Inappropriately using words directed toward another person, including but not limited to name-calling, profanity or other types of inappropriate terms to provoke conflict or physical harm

**WEAPON**

Any firearm, whether loaded or unloaded, any device or instrument designed as a weapon or through its use capable of threatening or producing great bodily harm or death, or any device or instrument that is used to threaten or cause bodily harm or death and combustible or flammable liquids. For more detail, click this link: District Policy 501, Weapons

Alphabetical Listing of Behaviors**1****2****3****4****5**

Firearm: Possessing or using a device designed to be used as a weapon, from which is expelled a projectile by the force of explosion or force of combustion



Other Weapon or Object, not a Firearm: Possessing or using any device or instrument—including any non-conventional weapon—that, in the manner it is used or intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm, or fear of any degree of bodily harm. (Other weapons include knives with blades under 2.5 inches, fake knives, look alike weapons, ammunition, fireworks, etc.)

**WORK REFUSAL**

Regular refusal to attend to assignments and/or activities.

**STANDARDS OF STUDENT BEHAVIOR****Standards of Student Behavior****Intervention Processes**

All intervention actions will be processed pursuant to Long Prairie-Grey Eagle Public Schools discipline policies, the requirements of the Minnesota Pupil Fair Dismissal Act and other applicable law.

- School staff will first use non-exclusionary practices, unless the student may create an immediate danger to self and/or property. Minnesota Statute 121A.45, subdivision 1.

- School staff will use support, responses and interventions in the Code of Conduct to respond to behavior infractions.
- Juvenile or criminal proceedings or consequences against the student do not preclude the school district from disciplining the student for violations of the Rights and Responsibilities Handbook or for other misconduct.
- Any student who violates a policy that has a potential consequence of suspension from school for more than one school day shall have an informal conference with a school administrator.
- If a student's total days of removal from school exceeds ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school.
- All students who violate a policy or rule that has the potential consequence of expulsion or exclusion will be given the opportunity to have a hearing in accordance with Minnesota law.
- See the Minnesota State High School League Official Handbook to determine the impact of administrative actions on student eligibility and participation in Minnesota State High School League activities.

Alternative Educational Services Procedures

When students are removed from class because of a behavior infraction, school staff must provide missed assignments and the opportunity to make up those assignments in a reasonable amount of time without penalty. *Students with Individualized Education Programs (IEPs) and 504 Plans have additional protections.

If a student is suspended for more than five (5) school days, the student is entitled to alternative educational services that will allow the student to progress toward meeting graduation requirements and the suspending administrator must provide the superintendent with a reason for the longer suspension. Generally, Long Prairie-Grey Eagle Public Schools provides alternative educational services according to the following schedule:

Length of Suspension	Services Provided	School Administrator or Designee Responsibility	Parent/Guardian Responsibility
Up to five (5) school days	Current classroom work and homework will be made available, if possible	Arrange for collection of classroom work and homework from teachers	Pick up classroom work and homework from school or arrange to have it mailed to home Return completed work upon student's return to school
Six (6) to ten (10) school days*	Current classroom work and homework will be made available no later than the sixth school day of suspension	Arrange for collection of classroom work and homework from teachers	Pick up classroom work and homework from school or arrange to have it mailed to home Return completed work to school administrator

Up to 15 school days (only pending expulsion, consideration of administrative transfer, or when student constitutes a substantial and immediate danger) *	Alternative education services must be arranged to begin no later than the 11th school day	Arrange for alternative education services as soon as a determination has been made to refer student for expulsion or transfer	Assist school administrator in establishing a schedule for the delivery of alternative education services
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This schedule does not preclude school administrators from providing different alternative educational services that allow the student to progress toward meeting graduation requirements. Each suspension action will include a readmission plan. The readmission plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension.

The school administrator is responsible for ensuring that the school attempts to provide required alternative educational services. Families also have the responsibilities set forth above. Parents who have concerns about the school's compliance with these procedures should contact the school administrator or superintendent promptly.

Students with a Section 504 Plan

Students covered by Section 504 of the Rehabilitation Act of 1973 may be disciplined for behavior related to their disabilities, unless the discipline would result in a significant change of placement. A qualified student with a disability may not be suspended for more than ten cumulative school days without a manifestation determination conducted by the student's 504 team.

Students with an Individualized Education Program (IEP)

When a student with a disability is dismissed for more than ten (10) days in a school year, is being considered for a 45-day unilateral placement, or before initiating any expulsion or exclusion, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination meeting. That meeting must occur as soon as possible, but no more than ten days after the sixth consecutive day of suspension or when the tenth cumulative day of suspension has elapsed. The team will determine if the behavior is related to the student's disability. The team may need to conduct a Functional Behavior Assessment and write a behavior intervention plan to support the student at school.

A dismissal for one (1) school day or less is a day of suspension if the student with a disability does not receive regular or special education instruction during that dismissal period. A student with a disability shall be provided alternative educational services to the extent a suspension exceeds five (5) consecutive school days.

Consistent with federal law, before initiating an expulsion or exclusion, the district, relevant members of the student's IEP team, and the student's parent shall determine whether the student's behavior was caused by or had a direct and substantial relationship to the student's disability and whether the student's conduct was a direct result of a failure to implement the student's IEP. When a student with a disability who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the district shall continue to provide special education and related services during the exclusion or expulsion. Minnesota Statute 121A.43

	IEP Team Meeting Required	Manifestation Determination Required	Functional Behavioral Assessment Plan Required	Alternative Education Services Required
Student removed for one school day or less	No*	No*	No*	No*
Student suspended for less than five consecutive school days	No*	No*	No*	No*
Student suspended for six OR MORE consecutive school days	Yes	Yes	No*	Yes
Student removed for 10 days in a school year	Yes	Yes	Yes	Yes, access to FAPE required
Student placed on in-school suspension	No**	No**	No**	No**
Student suspended from the bus	IEP Specific***	IEP Specific***	IEP Specific***	IEP Specific***
Parent requests a manifestation determination following any removal for disciplinary reasons	Yes	Yes	No*	No*

*Unless the student has been removed 11 or more cumulative days in a school year. Minnesota Statute 121A.43(a).

**In-school suspension is not considered a day of suspension for a student with a disability as long as the student continues to receive regular and special education services during the in-school suspension.

***If bus transportation is a part of the student's IEP, a bus suspension would be treated as a removal unless the school provides transportation in some other way, because that transportation is necessary for the student to obtain access to the location where all other services will be delivered. If bus transportation is not a part of the student's IEP, a bus suspension typically would not be a removal.

LIABILITY

Do not leave your students unattended. Liability violations results when a staff member is proved negligent in his/her responsibility toward the student. This could come from not supervising students in the classroom or other activities that could allow for harm. In addition, failure to instruct students in safety measures, participation in hazardous activities, or lack of appropriate responsibility in situations will leave staff liable.

Any questionable activity or unsafe condition within the building should be reported to the building principal.

LOCKING DOORS – DAILY CHECK OUT

Make sure your doors are locked when you leave each day. **Do not depend on someone else to lock the exterior doors.**

MAINTENANCE REQUESTS

All custodial needs and maintenance repairs must be requested on a Work Order Request form and submitted to your building administrator for approval.

OBSERVATIONS AND GROWTH PLANS

Observations of teaching staff will be conducted throughout the year, the number of which and timeliness of the observations, will be dependent upon whether the teacher is tenured or non-tenured. Tenured teacher's observations are conducted once every three years per contract and non-tenured teachers are conducted three times a year until tenured is granted. Both tenured and non-tenured teachers should upload their growth plans into the system.

OFF CAMPUS ACTIVITIES

Teachers/Advisors/Coaches/Directors planning off campus activities where students are missing class must give 48 hours advance notice to staff in order for students to be excused. In any case, classroom teachers have the right to hold students back for academic reasons. The final say on a student's ability to go and having less than a 48 hours' notice, rests with the building principal.

PAYROLL

All payroll, insurance, leave or flexible benefits plan questions should be addressed to the payroll/human resources department in the District Office.

All new staff must complete paperwork for payroll purposes during workshop days.

Paydays are the 15th of each month beginning on September 15, 2024. All employees will be paid via direct deposit. Direct deposit notices can be viewed online through Employee Access.

PERSONAL LEAVE

Personal leave can be used anytime during the school year as long as there is prior approval. Two days are granted each year and can be carried over to the next year, not to exceed four days. A teacher planning to use a personal day of leave shall give five days notice. No more than three high school teachers can be gone on any given day.

PHONES

As our phone system has proprietary numbers tied directly to the specific room they are currently located in, the phone itself must remain with the room it is currently in.

PREP TIME

Great flexibility exists during teacher prep hours, but it is expected that all staff are to be present in the school itself. If an emergency arises, please inform the administration.

PROGRAMS, PEPFESTS, ETC.

Attendance at all assemblies, programs, pep fests, etc. during the school day is a requirement to help insure proper conduct of all students involved. This includes all teachers and paraprofessionals.

SCHOOL CALENDAR

See enclosed

SECURELY PASS

In order to monitor students and control movement within the building for safety and security concerns, we are employing Securely Pass. Students will be responsible to make a request through their Chromebook for any reasons with regards to leaving the room. This system, once initiated by the student will then either allow the student to leave the room or not based on the first, the availability of openings within the system as well as the teacher's permission. This number is based on criteria that had been set by the office for the number of students on the floor at any one time. All students will be utilizing this system and will be required in order to leave the room.

SHARING OF INFORMATION

All staff have a shared interest in taking care of our student population. To that end, we need to extend caution not to violate FERPA or HIPPA statutes in this pursuit. If you are in acknowledgement of information that you believe may have an impact on that student's day to day activity at school, please share it with Mr. Hibbs, Mr. Young or myself. We will have a posted "handle with care" email sent out from us alerting those staff the student is in contact with during the day, relevant information pertaining to the student's wellbeing.

SICK LEAVE

Try to make preventative medical and dental appointments after school or when school is not in session. Notify the office in advance of any scheduled appointments.

SPECIFIC STAFF RESPONSIBILITIES

The general atmosphere of the building is everyone's responsibility: administration, teachers, support staff and students. A school's atmosphere should be one in which respect for another person's rights and property is the prime consideration. To build such an atmosphere we must consistently reinforce positive actions and work to change the attitudes of those involved in negative actions. How we interact with students in dealing with the variety of situation that occur in a school is the single most important factor in determining the atmosphere of the school. We must work together to maintain an atmosphere of mutual respect for each other, school property and school rules.

To help meet the above need, all staff members must deal with the following items:

1. All classes should begin promptly after the bell rings and not be dismissed until the bell rings. Students should be made aware of our expectations early and made to follow the procedures.
2. Teachers should be in their classroom before school each morning at 7:30 a.m. to help students that have questions, unless otherwise assigned by the principal.
3. Before school, between classes, during passing time, after school, teachers should be in the hallways near their classrooms. Visibility can prevent a lot of problems.
- 21.
4. There is no food allowed in the classroom and the only beverage allowed in the classroom is water. Only in designated areas. (Food Occupations room or Commons)
5. We are a tobacco free school. No use of tobacco is allowed in the building or on school grounds. **Possession of tobacco will earn students 3 days out of school suspension and will be prosecuted by the administration.**
6. See Student Handbook for attendance policy and other items that come under the discipline heading for enforcement.

STAFF DUTY SCHEDULE

Teaching staff have either been assigned to a study hall or another assigned duty such as parking lot, etc. See schedules on page 6.

STAFF TRAVEL

- A. A school vehicle should be used for travel when available. **Driver of the school vehicle must be certified.** All vehicles are to be returned with a full tank of gas. Gas receipts are to be submitted to the District Office.
- B. District vehicles are to be used for school business only.
- C. Reimbursement for the use of your personal vehicle will be paid at the current deferral rate per mile when a school vehicle is not available.
- D. Staff traveling to the same meeting must ride together. If you choose to drive yourself, you will not be reimbursed for mileage.
- E. Meal allowances are as follows:
 - Breakfast \$11.00
 - Lunch \$13.00
 - Dinner \$16.00

These are per meal allowances and can only be used for that meal. We cannot reimburse for alcoholic beverages.
- F. Submit original itemized receipts (not credit card receipts) along with a completed voucher form indicating date, location, and reason for travel. For hotel stays, please submit a “folio” receipt showing itemized charges. Any personal charges (phone calls, movies, etc.) should be paid for at checkout. Reimbursement requests should be submitted to your building administrator for approval prior to sending to the District Office.

STUDENT ACTIVITY ACCOUNT

A student activity account is maintained at the district office but money and receipts need to be directed there through the high school office by Janis. Please don't keep money in your room. All expenditures must be approved by the principal and the club advisor before a check is written and in no case will a bill be paid with a deficit account without previous arrangements. All activities must pay for supplies furnished by the school as well as material purchased out of the school by completing a purchase order.

STUDENTS IN OFFICE

The office is recognized as a safe and open space for staff and students. Please keep all students out of the office unless it pertains to official business. Staff should be utilizing the Securely Pass system as well as monitoring the reasons for students needing to come to the office in the first place. As it is an already confined area, there is a great amount of sensitive information either available or within ear shot of the students and we wish to limit that as much as possible. As a reminder, the nurses have already placed emergency bags with needed items in each classroom and will thus limit the need for the trip to the office.

STUDENT PRINTING

Students needing to print from their Chromebook, please send them to the media computer lab to log in and print from those computers. Students do not have the capability to make color prints and will be printing in black and white. Media center staff are not responsible for printing student work.

STUDENT SUPPORT CENTER

The student support center serves multiple functions including academic support for students as well as a placement for those students serving in-school suspension. If you have a student needing to utilize the student support center, please notify the office first. We have concerns for space availability at different times throughout the day.

STUDENT TELEPHONE CALLS

Telephone calls are only to be made before school, at breakfast, during noon hour or after school, unless there is an emergency. The office phone may be used for local calls. If a student needs to make a call, they can use their cell phone in the office only with advanced permission from the office staff. Students will not be called from class to answer an incoming call except in extreme emergency.

MESSAGES TO STUDENTS

Messages to students will only be delivered at the end of each hour except in an emergency.

SUBSTITUTE INFORMATION

We will be utilizing a third party, Teachers on Call, to notify and schedule our substitute teachers as they are needed. Teachers will need to log in their absence with the SMARTer platform as well as notifying Teacher's on Call through their Red Rover online system. This will cover 99% of all absences, but an emergency situation may occur. In that event please contact your building secretary.

SUBSTITUTE FOLDER

Our substitutes play a very large role on our campus during the school year. We are looking for ways to have everything ready for them when they arrive here in the office. If you are planning on being absent for any reason and a substitute teacher will need to be arranged, **please bring your sub folder to the office and leave it with Audrey**, including all the necessary information for that substitute's success in your room for that day. That information should include lesson plans for each hour, attendance list for student attendance- picture from skyward included with that is always the most helpful, information regarding the class and any notes or helpful hints on dealing with any individual students. If your schedule changes, this will need to be updated within the sub folder. Please make sure that this is updated for this school year. This will help our substitutes to be as successful as possible while they are in your classroom.

SYLLABUS

Please make sure to forward, to your building administrator, a copy of your syllabus for each grade level class you are teaching by September 3, 2024. You will need to include textbook title and description as well as any online sites you will be using as curriculum.

TEXTBOOK DISTRIBUTION

Textbooks should be distributed to students and the number along with the condition should be recorded along with his or her signature. A record of the book distribution should be kept. Lost texts are to be paid for by the students. At the end of the semester/year, it is imperative to collect from each student the textbook that was issued to him/her. A book inventory is required at the year's end for all classes and **will need to be turned in to the office for yearend checkout**. A sample is enclosed. Book Inventories will also need to be submitted electronically at the end of the year.

TRANSPORTATION FOR SCHOOL EVENTS

Buses or vans will be used for transportation of students, athletes, and spectators to all events and practices whenever possible. Follow procedures on mileage form. All staff transporting students must be certified.

THE FOLLOWING REGULATIONS MUST BE FOLLOWED:

- A. Sign up for all van usage with Aksamit Transportation Inc. at 320-594-8228 (Jenny or Mike).
- B. All arrangements for van reservations are to be taken care of through Aksamit Transportation Inc.
- C. All debris (paper, cans, juice bottles, etc.) is to be removed from the van upon return!!
- D. YOU MUST MAKE A FULL STOP AT ALL RAILROAD CROSSINGS!!!!
- E. SEAT BELTS ARE TO BE WORN BY EVERYONE – NO EXCEPTIONS!!!!!!
- F. HEADLIGHTS ARE ON WHEN TRANSPORTING STUDENTS (State Law)!!
- G. DO NOT EXCEED THE PASSENGER LIMIT ON YOUR VAN –
DOORS MUST REMAIN UNLOCKED WHEN TRANSPORTING STUDENTS!!!
- H. ABIDE BY ALL LOCAL, STATE AND FEDERAL LAWS.

VIDEOS IN CLASSROOM

The use of videos, although not promoted, can be a useful tool. As a school, it is imperative that we are not promoting any content that is offensive or pornographic in nature. Staff who are intending for students to view a video are directed to follow these guidelines:

1. Videos should be either G or PG rated
2. The teacher should preview the video first to ensure there are no surprises for students or substitute teachers.
3. Videos with any suggestive sexual content, nude scenes or explicit language are not to be shown

If you need a cleaned-up version of a specific movie, there is the website, cleanmediaworks.com, that sells videos without objectionable material. Let me know if you are having difficulty in finding a suitable video.

BELL SCHEDULES

Addendum A

NORMAL TIME SCHEDULE:

8:00 -Teachers in classroom

1st hour - 8:20-9:15

2nd hour - 9:19-10:09

3rd hour - 10:13-11:02

1st lunch - 11:02-11:37

4A Class - 11:06-11:54

4B Class - 11:37-12:25

2nd lunch - 11:54-12:29

5th hour - 12:29-1:19

6th hour - 1:23 - 2:13

7th hour - 2:17 - 3:07

Buses leave 3:25

ACTIVITY DAY SCHEDULE:

1st hour - 8:20-9:08

2nd hour - 9:12-9:55

3rd hour - 9:59-10:41

4th hour - 10:45-11:31

1st lunch - 11:31-12:01

5A class - 11:31-12:13

5B class - 12:01-12:43

2nd lunch - 12:13-12:43

6th hour - 12:43-1:31

7th hour - 1:35-2:18

Activity hour- 2:18-3:07

ADVISORY TIME SCHEDULE:

1st hour - 8:20-9:08

2nd hour- 9:12-9:58

Advisory - 10:02-10:27

3rd Hour - 10:31-11:17

1st lunch - 11:17-11:47

4A Class - 11:21-12:07

4B Class - 11:51-12:37

2nd lunch 12:07-12:37

5th hour - 12:41-1:27

6th hour - 1:31-2:17

7th hour - 2:21-3:07

EARLY RELEASE SCHEDULE:

1st hour - 8:20-8:50

2nd hour - 8:54-9:24

3rd hour - 9:28-9:58

4th hour - 10:02-10:32

5th hour - 10:36-11:06

1st lunch - 11:06-11:41

6A class - 11:10-11:50

6B class - 11:41-12:22

2nd lunch - 11:50-12:26

7th hour - 12:26-1:07