



SAINT PETER SCHOOL BOARD
Regular Board Meeting
Monday, August 16, 2021
Saint Peter Middle School-Media Center, 100 Lincoln
Dr. , SAINT PETER, MN 56082
6:30 PM

I. Call Meeting to Order	
II. Pledge of Allegiance	
III. Consideration and Adoption of the Agenda	
IV. Consider Requests to Speak on the Agenda	
V. Approval of Consent Agenda Items	3
VI. Action Items	
1. COVID Protocols	62
2. Consider Approval of Lunch/Breakfast Prices for 2021-22	73
3. Consider Adoption of Handbooks for 2021-22	76
4. Approval of Hoffmann Learning Center Leases for 2021-22	408
5. Second/Final Reading of Revisions to the Policy Manual	414
6. Consider Substitute Rates for 2021-22	431
VII. Information Items	
1. Building and Grounds Report	433
2. First Reading of Revision to the Policy Manual	434
VIII. Reports	
1. Building Principals	
2. Superintendent of Schools	
3. Board Members	
a. Around the Table	
IX. Upcoming Meetings of the School Board	
Negotiations Committee	
Tuesday, August 24, 2021	
4:45PM	
SPMS-Conference Room A/B	
Negotiations Committee	
Thursday, August 26, 2021	
4:45PM	
SPMS-Conference Room A/B	
Shared Programs Committee	
Tuesday, August 31, 2021	
4:00PM	
SPMS-Conference Room A/B	

Policy Review Committee
Wednesday, September 1, 2021
2:00PM
SPMS-Conference Room A/B
X. **Adjournment**



ADDENDUM

BOARD MEETING August 16, 2021 Governor's Room 6:30PM

V. CONSENT AGENDA

1. Approval of the Study Session and Regular Board Meeting Minutes of July 12, 2021.
2. Approval of the Special Board Meeting Minutes of August 9, 2021.
3. Approval of Bills (\$2,000,520.57) and wire transfers (\$5,800,726.38) for July 2021.
4. Gifts & Donations
 - a. The acceptance of a \$5,000 grant from the Blandin Foundation for the Friends of Learning Back Pack Program and the Cultural Center of Saint Peter Public Schools.
5. Personnel
 - a. The approval of the hiring of an Aquatics Coordinator (Nicole Ruhland) with Saint Peter Community Education. This is a replacement position.
 - b. The approval of the hiring of a .5 FTE math intervention teacher and paraprofessional (Lauren Haugen) at North Elementary for the 2021-22 school year.
 - c. The approval of the hiring of a 1.0 FTE kindergarten teacher (Hannah Berdan) at South Elementary. This position is in response to increasing enrollment.
 - d. The approval of the hiring of a 1.0 FTE kindergarten teacher (Janaye Rouillard) at South Elementary. This is a replacement position.
 - e. The acceptance of the retirement of a housekeeper (Linda Gibbs) at Hoffmann Learning Center and Minnesota Valley Education District effective July 30, 2021.

- f. The approval of hiring of a 1.0 FTE Spanish teacher (Cari Panitzke) at Saint Peter Middle School. This is a replacement position.
- g. The approval of the transfer of a Saints OT Assistant (Amari Lambert) to a special education paraprofessional at North Elementary. This is a replacement position.
- h. The approval of the hiring of a special education paraprofessional (Lori Gieschen) at North Elementary. This is a replacement position.
- i. The approval of the hiring of a special education paraprofessional (Jamison Willis) at Rock Bend ALC. This is a replacement position for a former MVED contracted position.
- j. The approval of the hiring of a special education paraprofessional (Ashley Wills) at Saint Peter Middle School. This is a replacement position.
- k. The approval of the hiring of a special education paraprofessional (Sara Bye) at Saint Peter ECSE. This is a replacement position.
- l. The acceptance of the resignation of a custodian (Zack Forland) at Saint Peter High School effective August 17, 2021.
- m. The approval of the hiring of a Saints Overtime assistant (Maria Trochez) at Saint Peter Community Education. This is a replacement position.
- n. The approval of the hiring of a Saints Overtime assistant (McKenzie Alders) at Saint Peter Community Education. This is a replacement position.
- o. The approval of the hiring of a 1.0 FTE special education teacher (Cindy Bruce) at South Elementary. This position is in response to increasing needs of students receiving special education services.
- p. The approval of the hiring of a special education paraprofessional (Carlaa Wallig) at Saint Peter Middle School. This is a replacement position.
- q. The acceptance of the retirement of a special education paraprofessional (Carol Potz) at Saint Peter Middle School effective August 27, 2021.

- r. The approval of hiring of a long-term science teacher substitute (Jennifer Leslie) at Saint Peter Middle School. This position is available due to a FMLA leave.
- s. The acceptance of the resignation of a special education paraprofessional (Karleigh Cresswell) at Saint Peter High School effective August 16, 2021.
- t. The approval of the hiring of a special education paraprofessional (Jessica Shane) at South Elementary. This is a replacement position.
- u. The approval of the hiring of a grade 1 long-term substitute teacher (Karen Wilker) at South Elementary. This position is available due to a FMLA leave.
- v. The approval of the hiring of a special education paraprofessional & traffic support (Kia Maas) at South Elementary. This is a replacement position.
- w. The approval of an intermittent Family Medical Leave request for a School Nurse (Rachel Fitch) from August 23, 2021 through September 24, 2021.
- x. The acceptance of the resignation of a paraprofessional (Carolyn Miller) at Saint Peter Early Childhood Special Education.
- y. The acceptance of the resignation of a paraprofessional (Melissa Olson) at Saint Peter Early Childhood Special Education.
- z. The acceptance of the resignation of a paraprofessional (Katherine Gurrola) at Saint Peter Early Childhood Special Education.
- aa. The approval of the hiring of a School Readiness and ECSE Classroom Assistant (Jaimi McClintock) at Saint Peter Early Childhood. This is a replacement position.
- bb. The approval of the hiring of a School Readiness Classroom Assistant (Charmayne Klah) at Saint Peter Early Childhood. This is a replacement position.
- cc. The acceptance of the resignation of a Saints Overtime Assistant (Shelby Swanson) at Saint Peter Community Education effective May 27, 2021.

- dd. The acceptance of the resignation of a homebound teacher (Brandy Johnson Sebera) at Saint Peter Middle school effective August 16, 2021.
- ee. The approval of an intermittent long-term substitute School District Nurse (Mary Powers) from August 23, 2021 through September 24, 2021.
- ff. The approval of 2021-2022 Co-Curricular Advisors and Fall coaches (attached).

THE MINUTES OF THE MEETING HAVE NOT BEEN APPROVED

Minutes of Study Session

The School Board

Saint Peter Public Schools

Members present: Tim Lokensgard, Ben Leonard, Jon Carlson, Vickie Hager, Tracy Stuewe & Bill Soderlund.

Members absent: Drew Dixon

Others present: Superintendent Bill Gronseth, Principals: Jon Graff, Darin Doherty, Doreen Oelke, Jana Sykora, Administrative Team members: Chris Ovrebo, Tim Regner, Heather Deshayes, Marc Bachman, SPMS PE teacher Abby Moore and SPHS CTE teacher Michael Reeser and Sarah Janovsky.

A Study Session of the School Board of Saint Peter Public Schools was held Monday, July 12, 2021, beginning at 5:00 PM in the Saint Peter Middle School-Media Center.

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I. Call Meeting to Order-5:06PM, Leonard

II. Consideration and Adoption of the Agenda-swap items 5 & 4
(Stuewe/Lokensgard, unanimous)

III. Consider Requests to Speak on the Agenda

IV. Long-Term Facilities Maintenance Plan-Business Manger, Tim Regner presented the LTFM Plan for expected maintenance expenses over the next 10 years.

V. Curriculum Review-7th and 8th grade PE teacher, Abby Moore and SPHS CTE teacher Michael Reeser presented the curriculum review process and data along with the recommendations for their programs.

VI. Consider Equity Training Through South Center Service Coop-SCSC received a grant and has invited Saint Peter School Board to join in an equity training specific to the Saint Peter community. The co-op would pay \$6,500 and the SPPS would pay \$1,500. This would be a combination of in-person and online training. The school board would like to begin this in January when the new school board is in place.

VII. Superintendent Evaluation Planning-Ben will work on a questionnaire to send out to the school board to begin the evaluation process of Superintendent Gronseth.

VIII. Other

IX. Upcoming Meetings of the School Board

Communications Committee

Wednesday, July 14, 2021

4:00PM

SPCC-Traverse des Sioux

Instructional Program Committee

Wednesday, July 21, 202

1:00PM
SPMS-Conference Room A/B
X. **Adjournment**-6:23PM (Stuewe/Hager, unanimous)

Dated: August 16, 2021

Drew Dixon, Board Clerk

THE MINUTES OF THE MEETING HAVE NOT BEEN APPROVED

Minutes of Regular Board Meeting

The School Board Saint Peter Public Schools

Members Present: Tim Lokensgard, Ben Leonard, Jon Carlson, Vickie Hager, Tracy Stuewe & Bill Soderlund.

Not Present: Drew Dixon

Others present: Superintendent Bill Gronseth, Principals: Jon Graff, Darin Doherty, Doreen Oelke, Ytve Prafke, Jana Sykora Administrative Team members: Marc Bachman, Tim Regner, Chris Ovrebo and Sarah Janovsky

A Regular Board Meeting of the School Board of Saint Peter Public Schools was held Monday, July 12, 2021, beginning at 6:30 PM in the Saint Peter Middle School-Media Center.

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I. Call Meeting to Order-6:36PM, Leonard

II. Pledge of Allegiance

III. Consideration and Adoption of the Agenda-(Carlson/Stuewe, unanimous)

IV. Consider Requests to Speak on the Agenda

V. Approval of Consent Agenda Items-(Stuewe/Lokensgard, unanimous)

1. Approval of the Regular Board Meeting Minutes of June 21, 2021.

2. Approval of Bills (\$1,946,005.39) and wire transfers (\$2,793,446.11) for June 2021.

3. Grants & Donations

a. The acceptance of a \$2,500 American Library Association Innovative Reading Grant to support "the planning and implementation of a unique and innovative program for children which motivates and encourages reading, especially with struggling readers."

4. Personnel

a. The acceptance of the retirement of a kindergarten teacher (Tarilyn Rushing) at South Elementary effective June 30, 2021.

b. The acceptance of the transfer of a reading intervention teacher at Saint Peter Middle School (Emily Onken) to an instructional coach for grades 2-6. This is a new position.

c. The approval of the hiring of a Secretary to the Principal (Heather Kusler) at North Elementary. This is a replacement position.

d. The approval of the hiring of a 1.0 FTE reading intervention teacher (Ashley Pope) at Saint Peter Middle School. This is a replacement position.

- e. The approval of a Family Medical Leave for a science teacher (Dani Roehrkasse) at Saint Peter High School. Her leave planned to begin on August 23, 2021 and end on October 31, 2021.
- f. The approval of a teaching assignment reduction (Kyle Hilding) from 1.0 to .67 due to student registration numbers and course offerings for the 2021-2022 school year.
- g. The residence of a resignation for a School Information Coordinator (Kurt Hildebrandt) for the 2021-2022 school year.
- h. The approval of a Family Medical Leave for an art teacher (Kelly Nyhammer) at North and South Elementary Schools. Her leave will begin on August 23, 2021 and she will return on September 16, 2021.
- i. The approval of a membership in the Minnesota Rural Education Association (MREA) for the 2021-2022 school year.

VI. Action Items

1. Superintendent to be Identified Officials with Authority (IOwA) for MDE Access- (Carlson/Soderlund) AYE: Hager, Lokensgard, Stuewe, Carlson, Soderlund, Leonard 10
NAY: None Resolution passed
The full resolution is on file in the District Office.
2. Membership in the Minnesota School Boards Association (MSBA) for 2021-2022- (Lokensgard/Hager, unanimous)
3. Membership in the Minnesota State High School League (MSHSL) for 2021-2022 (Carlson/Lokensgard) AYE: Hager, Lokensgard, Stuewe, Carlson, Leonard NAY: Soderlund, Resolution passed
The full resolution is on file in the District Office.
4. Curriculum Review-(Lokensgard/Hager, unanimous)
5. Referendum Resolution (Carlson/Lokensgard) AYE: Hager, Lokensgard, Stuewe, Carlson, Soderlund, Leonard NAY: None Resolution passed

RESOLUTION RELATING TO INCREASING THE GENERAL EDUCATION REVENUE OF THE SCHOOL DISTRICT BY APPROVING A NEW REFERENDUM REVENUE AUTHORIZATION AND CALLING AN ELECTION THEREON

BE IT RESOLVED by the School Board of Independent School District No. 508, State of Minnesota, as follows:

1. The Board hereby determines and declares that it is necessary and expedient for the school district to increase its general education revenue by \$410 per adjusted pupil unit. As provided by law, the ballot question must abbreviate the term "per adjusted pupil unit" as "per

pupil." The additional revenue will be used to finance school operations and the property tax portion thereof will require an estimated referendum tax rate of approximately 0.07194% of the referendum market value of the school district for taxes payable in 2022, the first year it is to be levied. The proposed referendum revenue authorization would be applicable for ten (10) years unless otherwise revoked or reduced as provided by law. The question on the approval of this referendum revenue authorization shall be School District Question 1 on the school district ballot at the special election held to approve said authorization.

2. The ballot question specified above shall be submitted to the qualified voters of the school district at a special election, which is hereby called and directed to be held on Tuesday, November 2, 2021, between the hours of 7:00 o'clock a.m and 8:00 o'clock p.m. **This date is a uniform election date specified in Minnesota Statutes, Section 205A.05.**

3. Pursuant to Minnesota Statutes, Section 205A.11, the school district polling places and combined polling places and the precincts served by the polling places and combined polling places, as previously established and designated by school board resolution adopted November 16, 2020, for elections held in 2021 is hereby designated for this special election.

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4. The clerk is hereby authorized and directed to cause written notice of said special election to be given to the county auditor of each county in which the school district is located, in whole or in part, and to the Commissioner of Education, at least seventy-four (74) days prior to the date of said election. The notice shall specify the date of said special election and the title and language for each ballot question to be voted on at said special election. The notice shall specify the date of said special election and the title and language for each ballot question to be voted on at said special election. Any notice given prior to the date of the adoption of this resolution is ratified and confirmed in all respects.

5. The clerk is hereby authorized and directed to cause notice of said special election to be posted at the administrative offices of the school district at least ten (10) days before the date of said special election.

6. The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said special election and to cause two sample ballots to be posted in the polling places and combined polling places on election day. The sample ballots shall not be printed on the same color paper as the official ballot.

7. The clerk is hereby authorized and directed to cause notice of said special election to be published in the official newspaper of the school district, for two (2) consecutive weeks with the last publication being at least one (1) week before the date of said election.

8. The notice of election so posted and published shall state each question to be submitted to the voters as set forth in the form of ballot below, and shall include information concerning each established precinct, polling place and combined polling place.

The clerk is hereby authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in the polling places and combined polling places on election day.

9. The clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this special election.

10. The clerk is further authorized and directed to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system:

[Form of Ballot on the Following Page]

Special Election Ballot

Independent School District No. 508
(St. Peter Public Schools)

November 2, 2021

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this  .

To vote for a question, fill in the oval next to the word "Yes" on that question.
To vote against a question, fill in the oval next to the word "No" on that question.

School District Question 1
Approval of School District
Referendum Revenue Authorization

13

The board of Independent School District No. 508 (St. Peter Public Schools) has proposed to increase its general education revenue by \$410 per pupil. The proposed referendum revenue authorization would be applicable for ten years unless otherwise revoked or reduced as provided by law.

☐

Yes

Shall the increase in the revenue proposed by the board of Independent School District No. 508 be approved?

☐

No

**BY VOTING "YES" ON THIS BALLOT QUESTION,
YOU ARE VOTING FOR A PROPERTY TAX INCREASE**

Optical scan ballots must be printed in black ink on white material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

11. If the school district will be contracting to print the ballots for this special election, the clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer, at the request of the election official, shall furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

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12. The clerk is hereby authorized and directed to provide for testing of the optical scan voting system within fourteen (14) days prior to the election date. The clerk shall cause notice of the time and place of the test to be given at least two (2) days in advance by publishing the Notice of Testing once in the official newspaper and by causing the notice to be posted in the office of the County Auditor, the administrative offices of the school district, and the office of any other local election official conducting the test.

13. The clerk is hereby authorized and directed to cause notice of the location of the counting center or the place where the ballots will be counted to be published in the official newspaper at least once during the week preceding the week of the election and in the newspaper of widest circulation once on the day preceding the election, or once the week preceding the election if the newspaper is a weekly.

14. As required by Minnesota Statutes, Section 203B.121, the Board hereby establishes a ballot board to process, accept and reject absentee ballots at school district elections not held in conjunction with the state primary or state special election or that are conducted by a municipality on behalf of the school district and generally to carry out the duties of a ballot board as provided by Section 203B.121 and other applicable laws. The ballot board must consist of a sufficient number of election judges trained in the handling of absentee ballots. The ballot board may include deputy county auditors and deputy city clerks who have received training in the processing and counting of absentee ballots. The clerk or the clerk's designee is hereby authorized and directed to appoint the members of the ballot board. The clerk or the clerk's designee shall establish, maintain and update a roster of members appointed to and currently serving on the ballot board and shall report to the Board from time to time as to its status. Each member of the ballot board shall be paid reasonable compensation for services rendered during an election at the same rate as other election judges; provided, however, if a staff member is already being compensated for regular duties, additional compensation shall not be paid for ballot board duties performed during that staff member's duty day.

15. The clerk is hereby authorized and directed to begin assembling names of trained election judges to serve at the polling places and combined polling places during the special election. The election judges shall act as clerks of election, count the ballots cast and submit the results to the school board for canvass in the manner provided for other school district elections. The election must be canvassed between the third and the tenth day following the election.

16. The School District clerk shall make all Campaign Financial Reports required to be filed with the school district under Minnesota Statutes, Section 211A.02 available on the school district's website. The clerk must post the report on the school district's website as soon as possible, but no later than thirty (30) days after the date of the receipt of the report. The school district must make a report available on the school district's website for four years from the date the report was posted to the website. The clerk must also provide the Campaign Finance and Public Disclosure Board with a link to the section of the website where reports are made available.

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6. LTFM Plan-(Lokensgard/Hager) AYE: Hager, Lokensgard, Stuewe, Carlson, Soderlund, Leonard NAY: None Resolution passed
The full resolution is on file in the District Office.

7. Second-Final Reading of Revisions to the Policy Manual-(Stuewe/Soderlund, unanimous)

8. 2020-2021 Mobile Device Handbook-(Stuewe/Lokensgard, unanimous)

VII. Information Items

1. First reading of policies- Policy 601 School District Curriculum and Instructional Goal, Policy 604 Instructional Curriculum, Policy 618 Assessment of Student Achievement

VIII. Reports

1. Building Principals

Mr. Doherty: EC, South & North Update-Summer programming and meal distribution are going well, as well as food service. Teachers will be announced the first week in August.

Mr. Graff: 60 kids in summer programming (this is almost double an average year) Summer enrichment programs going well, MS will offer 6 sessions of jump start for incoming 5th graders.

Mrs. Sykora: Summer programming has been very successful

2. Superintendent of Schools-The buildings are very busy. Appreciates facilities and maintenance for working around what is happening in the buildings to be ready for the upcoming school year. CDC has come out with some new guidance.; more to come on what this will look like for the school year.

3. Board Members

a. Around the Table

Jon Carlson-Jon will dress more appropriately next time.

IX. Upcoming Meetings of the School Board

Communications Committee

Wednesday, July 14, 2021

4:00PM

SPCC-Traverse des Sioux

Instructional Program Committee

Wednesday, July 21, 2021

1:00PM

SPMS-Conference Room A/B

X. Adjournment-7:53PM (Hager/Stuewe, unanimous)

Dated: August 16, 2021

Drew Dixon, Board Clerk

THE MINUTES OF THE MEETING HAVE NOT BEEN APPROVED

Minutes of Special Board Meeting

The School Board Saint Peter Public Schools

Members Present: Drew Dixon, Tim Lokensgard, Ben Leonard, Jon Carlson, Tracy Stuewe & Bill Soderlund.

Members Absent: Vickie Hager

Others present: Superintendent Bill Gronseth, Administrative Assistant Sarah Janovsky

A Special Board Meeting of the School Board of Saint Peter Public Schools was held Monday, August 9, 2021, beginning at 6:30 PM in the Saint Peter Middle School-Media Center.

I. **Call Meeting to Order**-Leonard, 6:30PM

II. **Consideration and Adoption of the Agenda**-(Carlson/Lokensgard, unanimous)

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III. **Pledge of Allegiance**

IV. **Approval of Resolution Calling for a General Election**-(Lokensgard/Soderlund) Role Call
Yay: Carlson, Soderlund, Leonard, Lokensgard, Stuewe, Dixon NAY: None Resolution Passed

RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD MEMBERS AND CALLING THE SCHOOL DISTRICT GENERAL ELECTION

BE IT RESOLVED by the School Board of Independent School District No. 508, State of Minnesota as follows:

1. It is necessary for the school district to hold its general election for the purpose of electing three (3) school board members for terms of four (4) years each.

The clerk shall include on the ballot the names of the individuals who file affidavits of candidacy on said general election during the period for filing such affidavits, as though they had been included by name in this resolution.

2. The general election is hereby called and directed to be held on Tuesday, the 2nd day of November, 2021, between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m.
3. Pursuant to Minnesota Statutes, Section 205A.11, the school district combined polling places and the precincts served by those polling places as previously established and designated by school board resolution for school district elections not held on the day of a statewide election, are hereby designed for said general election.
4. The clerk is hereby authorized and directed to cause written notice of said general election to be provided to the county auditor of each county in which the school district is located, in whole or in

part, at least seventy-four (74) days before the date of said election. The notice shall include the date of said general election and the office or offices to be voted on at said general election.

The clerk is hereby authorized and directed to cause notice of said general election to be posted at the administrative offices of the school district at least ten (10) days before the date of said general election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said general election and to cause a sample ballot to be posted in each polling place on election day. The same ballot shall not be printed on the same color paper as the official ballot. The sample ballot for a polling place must reflect the offices, candidates, and rotation sequence on the ballots used in that polling place.

The clerk is hereby authorized and directed to cause notice of said general election to be published in the official newspaper of the school district for two (2) consecutive weeks with the last publication being at least one (1) week before the date of said election. 18

The notice of election so posted and published shall state the offices to be filled set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.

The clerk is authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each polling place on election day.

5. The clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this election, and generally to cooperate with election officials to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color, and instructions as may be necessary to accommodate an optical scan voting system.
6. The clerk is further authorized and directed to cause or to cooperate with the proper election officials to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color, and instructions as may be necessary to accommodate an optical scan voting system.

**SCHOOL DISTRICT BALLOT
INDEPENDENT SCHOOL DISTRICT NO. 508
SAINT PETER PUBLIC SCHOOLS
GENERAL ELECTION
NOVEMBER 2, 2021**

To vote, completely fill in the oval(s) next to your choice(s), like 

SCHOOL BOARD MEMBER
VOTE FOR UP TO THREE

☐ CANDIDATE U

☐ CANDIDATE V

☐ CANDIDATE W

☐ _____
write-in, if any

☐ _____
write-in, if any

☐ _____
write-in, if any

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Optical scan ballots must be printed in black ink on white material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are viable when the ballots are enclosed in a secrecy sleeve.

7. The name of each candidate for office at this election shall be rotated with the names of the other candidates for the same office in the manner specified in Minnesota law.
8. If the school district will be contracting to print the ballots for this election, the clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer shall furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit, or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

Dated: August 10, 2021

Drew Dixon, Clerk

V. Close Meeting to Discuss Superintendent Evaluation for 2020-2021-6:35PM
(Carlson/Lokensgard, unanimous)

VI. Open Meeting-8:08PM (Carlson/Dixon, unanimous)

VII. Upcoming Meetings of the School Board

Negotiations Committee
Friday, August 13, 2021
7:00AM
SPMS-Conference Room A/B

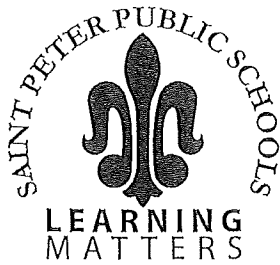
Regular Board Meeting
Monday, August 16, 2021
6:30PM
SPCC-Governor's Room

VIII. Adjournment-8:09PM (Dixon/Stuewe, unanimous)

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Dated: August 16, 2021

Drew Dixon, Board Clerk



DISTRICT OFFICE
100 Lincoln Drive, Suite 229
Saint Peter, MN 56082-1351
507-934-5703 (Office)
507-934-2805 (Fax)
www.stpeterschools.org

Date: August 11, 2021

To: Dr. Bill Gronseth - Superintendent

From: Bee Ong - Finance Accountant

Re: **Monthly Construction Bills, Board Bills,
Payroll & Student Activity Amounts:**

21

July 2021 - Construction Account	\$0.00
July 2021 - Board Bills	\$1,009,366.76
July 2021 - Payroll Account	\$991,153.81
July 2021 - Student Activity	\$0.00
	<u>\$2,000,520.57</u>

St. Peter Public Schools
Independent School District 0508
Wire Transfer Report
July-21

Folder: DO Staff Share
File: WIRE TRANSFER REPORT

MSDLAF to USBank	7/14/2021	1,098,550.00 (Feb/Aug bond pymt)
MSDLAF to FNB payroll account ACH	7/15/2021	450,000.00
MSDLAF to FNB payroll account ACH	7/30/2021	495,000.00
MSDLAF-Max to FNB BO	7/1/2021	975,000.00
MSDLAF-Max to FNB BO	7/2/2021	500,000.00
MSDLAF-Max to FNB BO	7/16/2021	500,000.00
MSDLAF-LA to FNB BO	7/26/2021	500,000.00
 FNB-BO to BCBS - medicare health	 7/22/21	 15,282.00
 Wire of federal payroll taxes	 7/1/2021	 150,746.75
Wire of federal payroll taxes	7/16/2021	159,867.27
Wire of federal payroll taxes	7/19/2021	109.31
Wire of federal payroll taxes	7/21/2021	183.93
Wire of federal payroll taxes	7/23/2021	123.86
 Wire of state payroll taxes	 7/2/2021	 25,700.86
Wire of state payroll taxes	7/19/2021	26,415.31
Wire of state payroll taxes	7/20/2021	5.75
Wire of state payroll taxes	7/22/2021	31.45
Wire of state payroll taxes	7/26/2021	0.52
 PERA payments	 7/1/2021	 20,406.76
PERA payments	7/6/2021	20,286.70
PERA payments	7/19/2021	90.95
PERA payments	7/21/2021	111.89
PERA payments	7/23/2021	90.47
 TRA payments	 7/1/2021	 79,041.28
TRA payments	7/6/2021	88,795.73
 Further	 7/6/2021	 3,686.20
Further	7/6/2021	275,660.00
Further	7/6/2021	333,778.91
Further	7/8/2021	817.50
Further	7/8/2021	1,000.00
Further	7/13/2021	16,955.52
Further	7/20/2021	1,007.98
Further	7/22/2021	763.75
Further	7/27/2021	7,219.06
 Horace Mann	 7/7/2021	 2,339.00
Horace Mann	7/21/2021	2,339.00
 Ameriprise/NBSGroup Bill	 7/2/2021	 1,475.00
Ameriprise/NBSGroup Bill	7/16/2021	1,475.00
 Pioneer - Dental direct debits	 7/6/2021	 4,806.21
Pioneer - Dental direct debits	7/12/2021	946.94
Pioneer - Dental direct debits	7/12/2021	3,419.06
Pioneer - Dental direct debits	7/19/2021	2,243.90
Pioneer - Dental direct debits	7/21/2021	1,424.50
Pioneer - Dental direct debits	7/26/2021	3,121.09
 CCF - BCBS debits	 7/15/2021	 3,730.35
CCF - BCBS debits	7/22/2021	5,463.25
CCF - BCBS debits	7/29/2021	21,153.42
 Electronic Deposit Fees - Gateway	 7/6/2021	 20.00
Electronic Deposit Fees - Merch Billing	7/7/2021	39.95
 Total Wires		 5,800,726.38



DATE: August 11, 2021

MEMO TO: Bill Gronseth
CC: School Board Members

FROM: Tami Skinner, Director of
Community & Family Education

RE: Our St Peter Blandin Foundation
Grant Funds

The Our St. Peter group received a \$5,000 grant from the Blandin Foundation. The group has requested that Saint Peter Community & Family Education disperse the \$5,000 check to the following entities. \$2,000 to the Friends of Learning Backpack Program and \$3,000 to the Cultural Center of Saint Peter Public Schools.

I recommend that we accept the grant funds and disperse the money as requested.



TO: Bill Gronseth, Superintendent,
School Board Members

FROM: Tami Skinner, Community & Family
Education Director

SUBJECT: Aquatics Coordinator Hire

DATE: July 22, 2021

The Aquatics Coordinator position was posted, and interviews were conducted. This is a replacement position for Abby Moore.

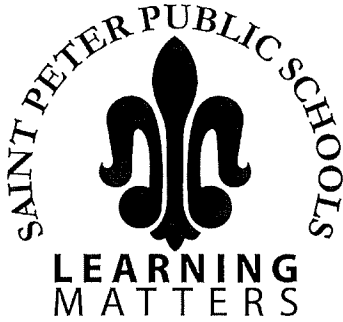
I am pleased to recommend the hiring of Nicole Ruhland. Her years of aquatics experience in managing the St. Peter Roy T. Lindenberg Memorial Outdoor Swimming Pool makes her an ideal candidate for this position.

24

NEW EMPLOYEE SUMMARY

- **Nicole Ruhland**
 - A yearly stipend of **\$\$4,741**, paid in monthly installments
 - Replacement Position
 - Start Date: Aug. 1, 2021
 - Before the official start date, Nicole will have up to 12 hours of training with Abby Moore. Nicole will submit these hours on a timesheet at a rate of \$27.09/hour.

CC: Nicole Ruhland



Date: July 21, 2021
To: Mr. Bill Gronseth, Superintendent
Saint Peter School Board
From: Darin Doherty, Principal
Re: Math Intervention Teacher and
Paraprofessional Position

I am recommending the hire of the following individual for a 0.5 FTE math intervention teacher and paraprofessional at North Elementary. These are replacement positions. Nine applications were received and four candidates were interviewed.

25

- Lauren Hagen– A licensed K-6 Elementary Education teacher to be placed at **Lane BA, Step 1, 0.5 FTE (\$21,453)** of the current teacher master agreement.

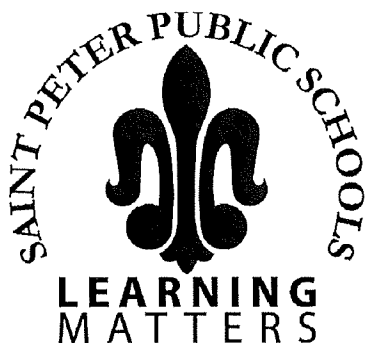
Lauren will also work student contact days as a paraprofessional for 3 hours each student contact day. She will be placed at **Lane B, Step 1 (\$6,983)** \$13.30/hour based on the current paraprofessional master agreement. Lauren will submit a timesheet bimonthly for these hours.

Lauren received her undergraduate degree from Minnesota State University, Mankato and she is originally from Waseca.

We are looking forward to a great year with Ms. Hagen working with students at North Elementary School.

If you have questions, please contact me.

CC: lauren.lewis0605@gmail.com
grp_hire_certified@stpetersschools.org
grp_hire_para@stpetersschools.org



MEMO TO: Bill Gronseth, Superintendent
Saint Peter School Board

FROM: Doreen Oelke, South Elem. Principal

DATE: July 15, 2021

SUBJECT: Berdan Hire Memo

I am pleased to recommend the hiring of Hannah Berdan as a 1.0 FTE kindergarten teacher at South Elementary. This new position is in response to increasing enrollment.

Ms. Berdan is a New Ulm native who graduated from Minnesota State University Mankato in 2020. We are excited to welcome her to the South Elementary staff. Please feel free to contact us if you have any questions regarding this recommendation.

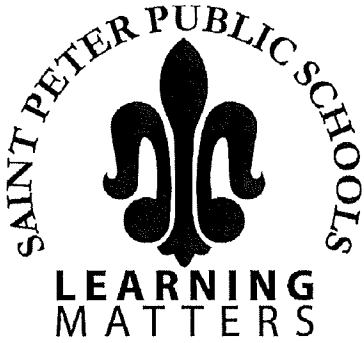
26

NEW EMPLOYEE SUMMARY

- **Hannah Berdan**
 - BA, Step 1 salary is *\$42,905 based on the 2020-21 Master Agreement. (*This will be updated once a new agreement is reached)
 - Start Date is the beginning of the 2021-2022 school year

cc:

Hannah Berdan
Certified Hire Group



MEMO TO: Bill Gronseth, Superintendent
Saint Peter School Board

FROM: Doreen Oelke, South Elem. Principal

DATE: July 15, 2021

SUBJECT: Rouillard Hire Memo

I am pleased to recommend the hiring of Janaye Rouillard as a 1.0 FTE kindergarten teacher at South Elementary. This is a replacement position created by Tarilyn Rushing's retirement.

Ms. Rouillard comes to us from the Mankato school district where she taught kindergarten and second grade. We are confident that Ms. Rouillard will be a wonderful addition to the South Elementary staff. Please feel free to contact us if you have any questions regarding this recommendation.

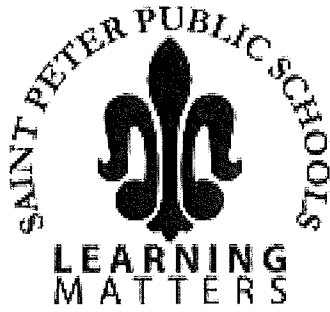
27

NEW EMPLOYEE SUMMARY

- **Janaye Rouillard**
 - MA, Step 3 salary is *\$52,438 based on the 2020-21 Master Agreement.
(*This will be updated once a new agreement is reached)
 - Start Date is the beginning of the 2021-2022 school year

cc:

Janaye Rouillard
Certified Hire Group



July 29, 2021

To: Bill Gronseth

From: Marc Bachman
Operations and Maintenance Supervisor

RE: Retirement

It is with pleasure and regret that I share that Linda Gibbs has turned in a letter of retirement. Linda has been a helpful smile to the Hoffman Learning Center and Minnesota Valley Education District since 1991! We are grateful for the service Linda provided us all these years and wish her a long and happy retirement.

Linda's retirement is effective immediately July, 30, 2021.

28

The position Linda held in the district will be evaluated as a part of the review currently taking place by the district as we prepare for the new staffing assignments for the 2021-2022 school year. Once determined the position will be posted internally. If no qualified applicants are identified the position will be advertised in the local media and interviews will take place during the month of August.

Cc: Linda Gibbs
Cheri Portner
Mike Keller
Drew Brodeen
Jana Sykora
Tamara Engle

July 30, 2021

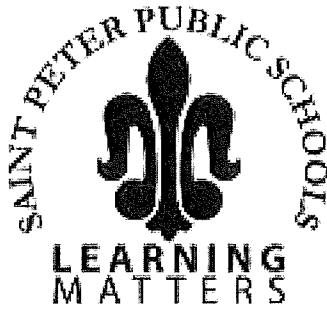
I Linda Gibbs as of July 30th 2021 have decided to retire from School District 508. Have enjoyed this part-time job for 30 years and also all of the people.

29

Would also like to be considered as a substitute if needed thru the school year.

Happy for the employment for all these years.

Sincerely,
Linda Gibbs



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Jon Graff

DATE: August 9, 2021

SUBJECT: Spanish Teacher Hire

Applications were received and interviews took place for a Saint Peter Middle School Spanish teacher.

I am pleased to recommend Cari Panitzke for the position. Cari comes to us with 25 years of experience in the Spanish classroom at GFW Schools. We are excited to welcome her to the team.

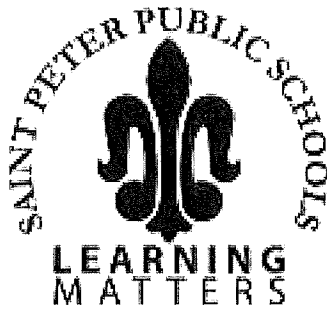
30

This is a replacement position.

EMPLOYEE SUMMARY

- Cari Panitzke
- Rate of Pay: Step 11/MA = \$69,220
- Start date: 2021-2022 School Year
- 1.0 FTE

CC: Cari Panitzke
grp_hire_certified



MEMO TO: Mr. Bill Gronseth
District 508 School Board

FROM: Darin Doherty, Principal
North Elementary School

DATE: August 9, 2021

SUBJECT: Paraprofessional Transfer

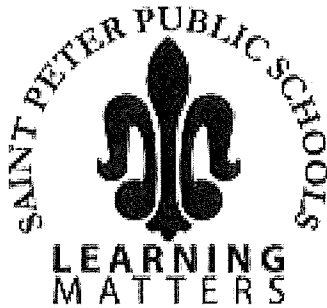
I would like to recommend that you accept the transfer of **Amari Lambert** from Saint OT assistant to a special education paraprofessional at North Elementary School. The special education paraprofessional position at North is a replacement position.

31

Miss Lambert's first day in the new position will be September 1, 2021. Amari's rate of pay will not change. She will work 6.75 hours/day on student contact days and she will complete a timesheet for all hours worked.

Please contact me with questions.

CC: grp_hire_para@stpeterschools.org
tskinner@stpeterschools.org
alambert2@stpeterschools.org



MEMO TO: Mr. Bill Gronseth
District 508 School Board

FROM: Darin Doherty, Principal
North Elementary School

DATE: August 9, 2021

SUBJECT: Special Education Paraprofessional
Hire

Applications were received and interviews took place for the following paraprofessional position at North Elementary School. This position is a replacement position. I am recommending the following candidate:

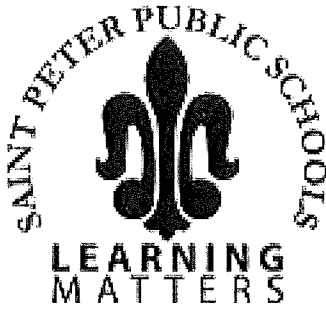
- **Lori Gieschen** - 6.75 hours/student contact day at a rate of \$13.30/hour (Step 1/Lane B). Lori's first day will be September 1, 2021, and she will complete a timesheet for all work completed.

32

We are very excited to officially welcome Lori to North! She has served students as a substitute paraprofessional for a number of years and most recently taught at a private school in St. Peter.

If you have any questions, please contact me.

CC: ljgieschen@gmail.com
grp_hire_para@stpeterschools.org



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Jana Sykora

DATE: August 9, 2021

SUBJECT: Para Hire

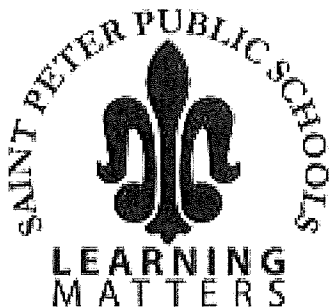
Applications were received and interviews took place for a paraprofessional position at Rock Bend ALC. I am pleased to recommend Jamison Willis for the position. This is a replacement position for a former MVED contracted position.

EMPLOYEE SUMMARY

- **Jamison Willis**
 - 6.75 hours per student contact day
 - Step 1/B at a rate of \$13.30/hour
 - Start date: 2021-2022 school year

33

CC: Jamison Willis
grp_hire_para



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Jon Graff

DATE: August 6, 2021

SUBJECT: Para Hire

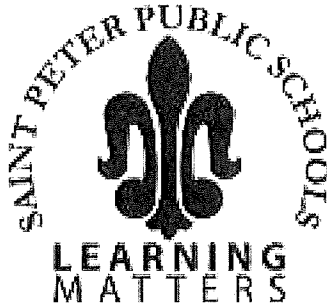
Applications were received and interviews took place for a paraprofessional position at Saint Peter Middle School. I am pleased to recommend Ashley Wills for the position. This is a replacement position.

EMPLOYEE SUMMARY

- **Ashley Wills**
 - 6.5 hour per student contact day
 - Step 1/B at a rate of \$13.30/hour.
 - Start date: 2021-2022 school year

34

CC: Ashley Wills
grp_hire_para



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Ytive Prafke, EC Administrator

DATE: August 4, 2021

SUBJECT: Recommendation to Hire

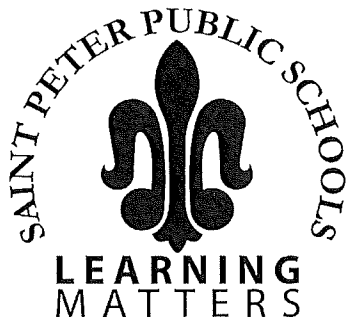
Please consider the following recommendation:

NEW EMPLOYEE SUMMARY

- **Sara Bye**
 - Step 1 Lane A- \$13.00 per hour
 - 6.75 hours per day-ECSE student contact days (4 days per week)
 - Start date: August 23, 2021
 - Replacement Position
 - Sarah's employment will be covered under the Paraprofessional Agreement
 - Sarah will fill out timesheets for her hours

35

CC: Sara Bye
grp_hire_para



August 4, 2021

To: Bill Gronseth

**From: Marc Bachman
Operations and Maintenance Supervisor**

RE: Resignation

Zack Forland has submitted his letter of resignation as custodian at the high school. Zack's last day of work will be August 17, 2021. We appreciate Zack's willingness to initially fill in for us as a substitute and eventually help both the Middle School and High School prepare for learning day after day. We wish him well in his next endeavor.

36

The search for a replacement will begin internally and we will advertise in the local media if necessary to fill this position.

**Cc: Zack Forland
Bob Ploog
Annette Engledinger
Mike Keller
Drew Brodeen**



Marc Bachman <mbachman@stpeterschools.org>

Zacks 2 Weeks

1 message

Zachariah Forland <zforland2@stpeterschools.org>

Wed, Aug 4, 2021 at 10:11 AM

To: Marc Bachman <mbachman@stpeterschools.org>

Hey Marc I Appreciate the opportunity to work for the school but I feel its time for me to move on. You can consider this my 2 week notice as of August 4th 2021.

Thanks for everything, Zachariah L Forland



TO: Bill Gronseth, Superintendent,
School Board Members

FROM: Tami Skinner, Community & Family
Education Director

SUBJECT: Saints Overtime Staff

DATE: August 4, 2021

Interviews were conducted, and I am pleased to report that Maria Trochez was hired as a Saints Overtime Assistant. Maria's previous work experiences make her an ideal candidate for this position.

This is a replacement position.

38

EMPLOYEE SUMMARY

- Maria Trochez
- Rate of pay - \$13/hr.
- Part-time hours to be submitted on a timesheet
- 2021-22 School Year



TO: Bill Gronseth, Superintendent,
School Board Members

FROM: Tami Skinner, Community & Family
Education Director

SUBJECT: Saints Overtime Staff

DATE: August 4, 2021

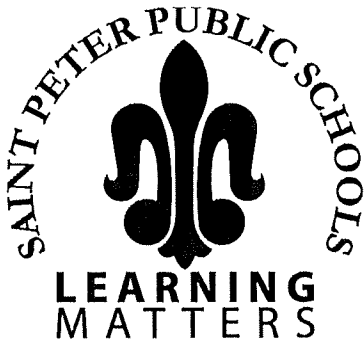
Interviews were conducted, and I am pleased to report that McKenzie Alders was hired as a Saints Overtime Assistant. McKenzie's previous work experiences make her an ideal candidate for this position.

This is a replacement position.

39

EMPLOYEE SUMMARY

- **McKenzie Alders**
- Rate of pay - \$13/hr.
- Part-time hours to be submitted on a timesheet
- 2021-22 School Year



MEMO TO: Bill Gronseth, Superintendent
Saint Peter School Board

FROM: Doreen Oelke, South Elem. Principal

DATE: August 3, 2021

SUBJECT: Bruce Reassignment Memo

I am pleased to recommend the reassignment of Cindy Bruce as a 1.0 FTE special education teacher at South Elementary. This new position is in response to increasing needs of our special education students.

Ms. Bruce has been working at South Elementary as a special education paraprofessional for the past 14 years. She is a graduate of Minnesota State University. She has requested a Tier 1 license through the Professional Educator Licensing and Standards Board. Please feel free to contact me if you have any questions regarding this recommendation.

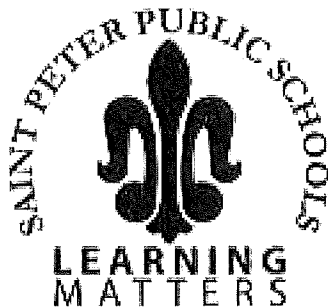
40

NEW EMPLOYEE SUMMARY

- **Cindy Bruce**
 - BA, Step 1 salary is *\$42,905 based on the 2020-21 Master Agreement. (*This will be updated once a new agreement is reached)
 - Start Date is the beginning of the 2021-2022 school year

cc:

Cindy Bruce
Certified Hire Group



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Jon Graff

DATE: August 3, 2021

SUBJECT: Para Hire

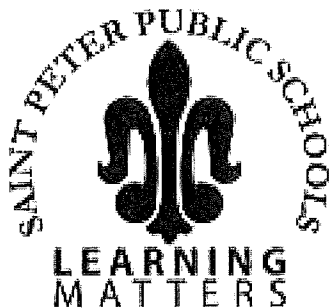
Applications were received and interviews took place for a paraprofessional position at Saint Peter Middle School. I am pleased to recommend Carlaa Wallig for the position.

EMPLOYEE SUMMARY

- **Carlaa Wallig**
 - 6.5 hour per student contact day at a rate of \$13.00/hour.
 - Start date: 2021-2022 School Year

41

CC: Carlaa Wallig
grp_hire_para



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Jon Graff

DATE: August 3, 2021

SUBJECT: Paraprofessional Retirement

Please accept the resignation of Carol Potz, special education paraprofessional at Saint Peter Middle School. Carol will be retiring from her role on August 27, 2021. We would like to thank Carol for her 20 years of exceptional service to the students of Saint Peter and wish her the best of luck in her retirement.

CC: Carol Potz
grp_hire_para



Jon Graff <jgraff@stpeterschools.org>

Hi From Carol Potz

1 message

Carol Potz <cpotz@stpeterschools.org>
To: Jon Graff <jgraff@stpeterschools.org>

Mon, Aug 2, 2021 at 2:17 PM

Carol J. Potz
181 Cherry St. E.
Kasota, MN 56050
cpotz@stpeterschools.org
507-420-1736
August 2, 2021

Dear Mr. Graff,

After careful thought I have decided to retire from my position of Paraprofessional at the SPPS effective August 27, 2021. I have thoroughly enjoyed my years of employment here at SPPS. Working here at the schools has been very rewarding in many ways. I am very grateful for my years with the Special Need Children.

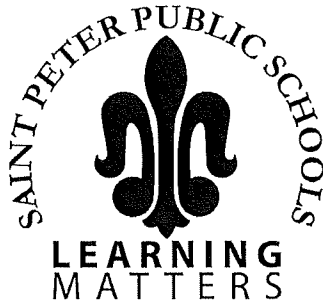
43

Sincerely,
Carol J. Potz

.



Virus-free. www.avast.com



TO: Members of the School Board
Mr. Bill Gronseth

FROM: Jon Graff

DATE: August 3, 2021

RE: Personnel Recommendation
Long-term Middle School Math
Substitute Teacher

44

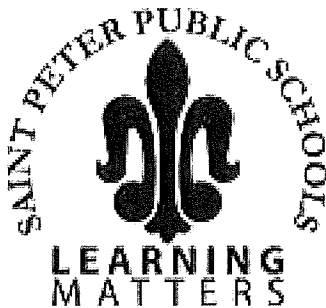
I am happy to recommend the hiring of Mrs. Jennifer Leslie for the position of full-time, long-term science substitute teacher. The position is available due to planned maternity leave for Emilie Kaus. The position is planned to begin on or near September 1, 2021 and extend until November 19, 2021.

Per Article 34, Section 5 of the Teacher Master Agreement, "Teachers who substitute for the same classroom teacher for a period of thirty (30) consecutive days or longer shall be placed on the salary schedule retroactively at the beginning step of the appropriate lane."

EMPLOYEE SUMMARY

- **Jennifer Leslie**
 - 1.0 FTE
 - Step 1/BA+30
 - Daily Rate: \$256.40
 - Start Date: September 1, 2021

cc: Jennifer Leslie
Grp_hire_certified



MEMO TO: Members of the School Board
Mr. Bill Gronseth

FROM: Annette Engeldinger

DATE: August 11, 2021

SUBJECT: Paraprofessional Resignation

Please accept the resignation of Karleigh Cresswell, special education paraprofessional at Saint Peter High School effective August 16, 2021. We thank Karleigh for her service to the district and her work with the students at Saint Peter High School. We wish her all the best.

Aug 6, 2021, 3:24 PM (5
days ago)

Karleigh Cresswell

to me, Jennifer

Annette and Jenn,

I want to say thank you so much for the kindness and support that you guys have shown me over the last year while taking me under your wing as a Saints Paraprofessional. I have enjoyed the caring staff and wonderful students and families that make up this community. I always had support for any questions that helped me quickly felt confident in my role which hopefully translated to the students I was so lucky to have worked with.

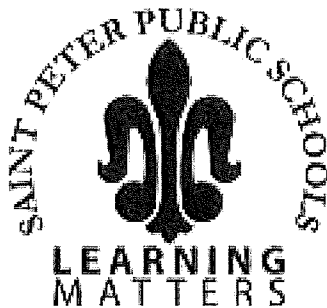
Recently an opportunity found me. A teaching position as a STEAM teacher was open and I was recommended by someone else. It has since moved quickly with me accepting the position that will help move me forward towards my goals. I am nervous for this next step but I know that the staff I have worked with here have only helped me become a stronger person who is able to take on challenges and ask for help.

I am sad to say goodbye to the wonderful Saints community but hope you can understand and support this new journey for me. I hope that our paths will cross again soon professionally or personally.

I have a key and parking pass that I can come bring back to the school whenever it may be convenient.

Wishing everyone the best for a happy and healthy school year,

Karleigh Cresswell



MEMO TO: Bill Gronseth, Superintendent
Saint Peter School Board

FROM: Doreen Oelke, Principal

DATE: August 11, 2021

SUBJECT: Recommendation to Hire

I am pleased to recommend Ms. Jessica Shane for a 6.75 hours per day special education & traffic support paraprofessional position at South Elementary. This is a replacement position.

NEW EMPLOYEE SUMMARY

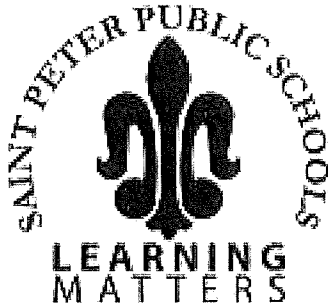
47

- **Jessica Shane**
 - Start date: August 23, 2021
 - Step 1A, \$13.00 per hour, 6.25 hours per day SPED Para
.50 hour per day traffic/safety support

We are excited to have Ms. Shane join our staff. Please let me know if you have any questions.

CC:

Grp_hire_para
Tara Johnson (Para Mentor)



MEMO TO: Members of the School Board
 Bill Gronseth, Superintendent

FROM: Doreen Oelke, Principal

DATE: August 12, 2021

SUBJECT: Grade 1 Long Term Substitute
 Teacher

I am pleased to recommend Karen Wilker for the position of Grade 1 Long Term Substitute Teacher. This replacement position is for Mariah Eyler, who is on FMLA leave.

48

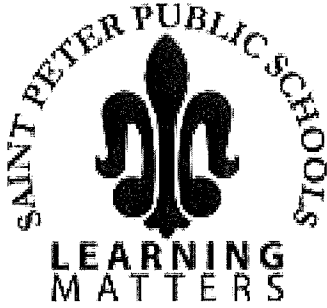
NEW EMPLOYEE SUMMARY

- **Karen Wilker**
 - MA +30 Step 1 (*\$36.63 per hour)
 - Grade 1 Long Term Substitute Teacher
 - Timesheets will be submitted
 - Term: August 23, 2021 - October 20, 2021

*Based on the 2020-21 contract.

Thank you, and please let me know if you have any questions.

CC: Karen Wilker
 grp_hire_certified



MEMO TO: Bill Gronseth, Superintendent
Saint Peter School Board

FROM: Doreen Oelke, Principal

DATE: August 13, 2021

SUBJECT: Recommendation to Hire

I am pleased to recommend Ms. Kia Maas for a 6.75 hours per day special education & traffic support paraprofessional position at South Elementary. This is a replacement position.

NEW EMPLOYEE SUMMARY

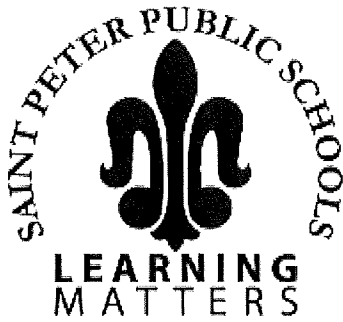
49

- **Kia Maas**
 - Start date: August 23, 2021
 - Timesheets will be submitted
 - Step 1A, \$13.00 per hour, 6.25 hours per day SPED Para
.50 hour per day traffic/safety support

We are excited to have Ms. Maas join our staff. Please let me know if you have any questions.

CC:

Grp_hire_para
Tara Johnson (Para Mentor)



MEMO TO: Superintendent Gronseth
Saint Peter School Board

FROM: Ytve Prafke

DATE: August 9, 2021

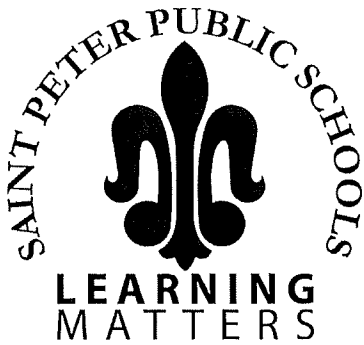
SUBJECT: Family Medical Leave Request

This memo is to recommend the approval of a Family Medical Leave request from Rachel Fitch, School Nurse.

Ms. Fitch is requesting an intermittent Family Medical Leave from August 23, 2021, through September 24, 2021. Ms. Fitch will submit a calendar of unpaid leave days to the District Office.

50

Thank you for your consideration and please reach out if you have any questions.



MEMO TO: Superintendent Bill Gronseth
School Board

FROM: Ytive Prafke

DATE: August 9, 2021

SUBJECT: ECSE Paraprofessional Resignation

I am writing to recommend that you accept the resignation of Carolyn Miller from her position as a paraprofessional in the Early Childhood Special Education Program. We certainly appreciate Carolyn's work and dedication during her employment and wish her the best! Please let me know if you have any questions.



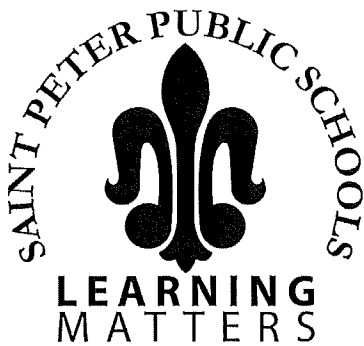
MEMO TO: Superintendent Bill Gronseth
School Board

FROM: Ytve Prafke

DATE: August 9, 2021

SUBJECT: ECSE Paraprofessional Resignation

I am writing to recommend that you accept the resignation of Melissa Olson from her position as a paraprofessional in the Early Childhood Special Education Program. We certainly appreciate Melissa's work and wish her the best! Please let me know if you have any questions.



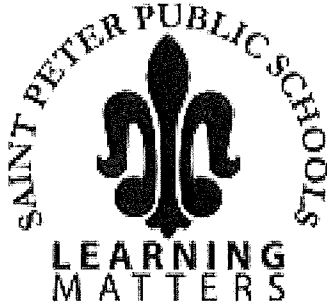
MEMO TO: Superintendent Bill Gronseth
School Board

FROM: Ytive Prafke

DATE: August 9, 2021

SUBJECT: ECSE Paraprofessional Resignation

I am writing to recommend that you accept the resignation of Katherine Gurrola from her position as a paraprofessional in the Early Childhood Special Education Program. We certainly appreciate Katie's work and wish her the best! Please let me know if you have any questions.



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Ytve Prafke, EC Administrator

DATE: August 13, 2021

SUBJECT: Recommendation to Hire

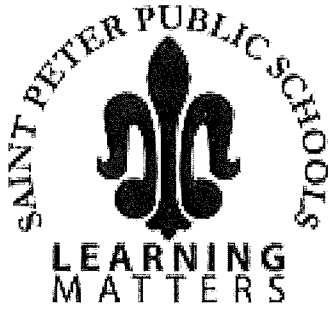
Please consider the following recommendation:

NEW EMPLOYEE SUMMARY

- **Jaimi McClintock**
 - School Readiness and ECSE Classroom Assistant
 - \$13.00/hour
 - Start date: August 23, 2021
 - Replacement Position
 - Jaimi will complete timesheets for her hours.
 - Jaimi's schedule will be 4 hours ECSE and 2.5 hours School Readiness. Her timesheets will be coded accordingly.

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CC: Jaimi McClintock
grp_hire_para



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Ytve Prafke, EC Administrator

DATE: August 13, 2021

SUBJECT: Recommendation to Hire

Please consider the following recommendation:

NEW EMPLOYEE SUMMARY

- **Charmayne Klah**
 - School Readiness Classroom Assistant
 - \$13.00/hour
 - Start date: August 23, 2021
 - Replacement Position
 - Charmayne will complete timesheets for her hours.
 - School Readiness Assistant positions are **not** included in the Paraprofessional Educator Agreement

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CC: Charmayne Klah
grp_hire_para



MEMO TO: Bill Gronseth, Superintendent
School Board Members

FROM: Tami Skinner

DATE: August 16, 2021

SUBJECT: Saints Overtime Assistant
Resignation

I am writing to recommend that you accept the resignation of Shelby Swanson as a Saints Overtime Assistant. Her last day of employment was May 27, 2021.

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Ms. Swanson has done a great job of working with children and will be greatly missed. We wish her the very best in her future endeavors.

Please feel free to contact me if you have any questions regarding this resignation.

CC: Shelby Swanson



Jon Graff <jgraff@stpetersschools.org>

Homebound Services

Brandy Johanson Sebera <bjohansonsebera@stpetersschools.org>

Wed, Aug 11, 2021 at 8:51 AM

To: Jon Graff <jgraff@stpetersschools.org>

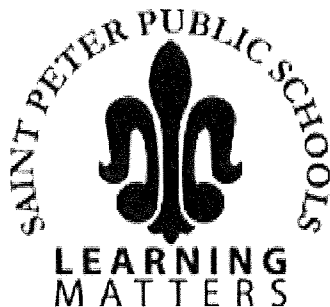
Cc: Jacki Madden <jacki.madden@mnved.org>

Hello Jon,

I wanted to let you know that I will not be able to provide homebound services for Kylie during the 2021-2022 school year. I have been presented with an opportunity to do work on a national level in the field of deaf-blindness (outside of my new position with the MN Deaf-Blind Project) and will be pursuing that path.

I appreciate the opportunity to work with your school district and hope there may be future partnerships.

Thank you,
Brandy



MEMO TO: Bill Gronseth, Superintendent
Saint Peter School Board

FROM: Jon Graff, Principal
DATE: August 16, 2021

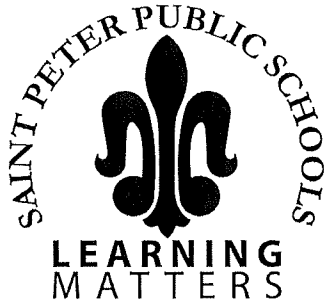
SUBJECT: Middle School Homebound
Services Instructor Resignation

Please accept the resignation of Brandy Johnson Sebera, homebound teacher at Saint Peter Middle School, effective August 16, 2021.

We would like to thank Brandy for her contributions to the district and wish her the best of luck with her future endeavors.

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CC: Brandy Johnson Sebera
Grp_hire_certified



TO: Members of the School Board
Mr. Bill Gronseth

FROM: Ytve Prafke

DATE: August 16, 2021

RE: Nurse Substitute

Please consider the following recommendation regarding a long-term substitute School District Nurse while Rachel Fitch is on Intermittent Family Medical Leave.

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EMPLOYEE SUMMARY

- **Mary Powers**
 - Intermittent Long-Term Substitute
 - August 23, 2021-September 24, 2021
 - Mary will complete timesheets for her work.

cc: Mary Powers

Will	Bennett	Assistant Varsity Coach	Boys Soccer
Melic	Thomas	JV / B Squad Coach	Boys Soccer
Kelson	Lund	C Squad Coach	Boys Soccer
George	Schoenborn	JV Assistant Coach	Boys Soccer
Breanna	Steele	Head Coach	Girls Soccer
Jen	Koehler - Sandborg	Assistant Varsity Coach	Girls Soccer
Sean	Keating	JV / B Squad Coach	Girls Soccer
Kari	Malz	JV / B Squad Coach	Girls Soccer
Bill	Stuewe	Head Boys Coach	CC - Boys
Jeff	Portugue	Head Girls Coach	CC - Girls
Ryan	Timmerman	Boys Assistant Coach	CC - Boys
Robbie	Deering	Fall Play Director	Fall Play
Jen	Maldonado	Assistant Director	Fall Play
		Choreographer	Fall Play
		Fall Play Tech Director .5	Fall Play
Bre	Bergstrom	Musical Vocal Director	Fall Play
David	Haugh	Fall Play Pit Director	Fall Play
Brian	Odland	Head Coach	Football
Steve	Alger	Asst. Varsity Coach	Football
Doug	Boyer	Vol. Varsity Stipend	Football
Justin	Helget	B Squad Coach	Football
Kent	Bass	B Squad Coach	Football
Logan	Reese	B Squad Coach	Football
Brock	Hanson	Vol. Varsity Stipend	Football
Kurt	Moelter	C Squad Coach	Football
Scott	Robinson	C Squad Coach	Football
Neil	Doose	MS Coach - 8th	Football
Alex	Weis	MS Coach - 8th	Football
Andy	Viker	MS Coach - 7th	Football
Khamprasong	Chantharak	MS Coach - 7th	Football
Doug	Boyer	Strength Coach / Weight Rm Sup	General
Aaron	Rothenberger	Head Coach	Girls Tennis
Bob	Messerli	Asst. Coach	Girls Tennis
Bridget	Mathiowetz	MS Coach	Girls Tennis
Mary	Lager	Head Coach	Swimming
Abby	Whritenour	Diving Coach	Swimming
Jennifer	Denzer	Assistant Varsity Coach	Swimming
Carmen	Hanson	Head Coach	Volleyball
Stacy	Hahn	B Squad Coach	Volleyball
Jordyn	Jarr	C Squad Coach	Volleyball
Niki	Zitur	MS Coach - 8th	Volleyball
Bailey	Briton	MS Coach - 8th	Volleyball
Madison	Bergren	MS Coach - 7th	Volleyball
Erika	Gustafson	Head Coach	Speech
Nora	Leonard	.3 Asst Coach	Speech

Courtney	Leonard	.3 Assistant Coach	Speech
Lauren	Mayer	.3 Asst Coach	Speech
Isabelle	Zwaschka	.8 Assistant	Speech
Dave	Haugh	Senior High Instrumental Dir.	
Michel	Haugh	Summer Band Asst.	
		Senior High Choral Dir.	
Steve	Alger	MS Site Coordinator	
Missy	Terpstra	Concessions Supervisor	
Gus	Sorbo	Sound Technician	
Dave	Borslien	Ecology Club	
Chris	Harmes	Knowledge Bowl 9-12 Advisor	
Dan	Clark	Mock Trial	
		Mock Trial	
Peggy	Dimmock	Academic Decathlon	
Andrew	Vollmer	Academic Pentathlon	
Eva	Hendrickson	Visual Arts Advisor	
Dave	Kennedy	Math League	
Maggie	Carlson	Natl Honor Society	
Leah	Knutson	MS Student Council	
Peggy	Dimock	HS Student Council	
Peggy	Dimock	Sr. Class Advisor	
Carmen	Hanson	HS Student Council	
Carmen	Hanson	Sr. Class Advisor	
Dani	Roehrkaske	Jr. Class	
Amanda	Rodning	Jr. Class	
Jodi	Nixon	Prom Advisor	
Eva	Hendrickson	So. Class	
Sarah	Knobe	So. Class	
Robert	Deering	Fr. Class	
Jennifer	Curtis	Fr. Class	
Cory	Abels	HS Sound Person	
Jennifer	Maldonado	Respectors of Diversity Advisor	
Sara	Knobe	School Newspaper	



ADDENDUM

BOARD MEETING Monday, August 16, 2021 SPMS-Media Center 6:30 PM

VI. ACTION ITEMS

1. AGENDA ITEM #1

Subject: COVID Protocols

Action: A motion is needed

Background: While we were all hopeful that the COVID pandemic was subsiding, it has continued to have a resurgence with new variants across the globe and right here in our community. For this purpose, we have developed COVID protocols for the coming school year. As the situations continues to change, our protocols must be flexible to adjust as necessary.

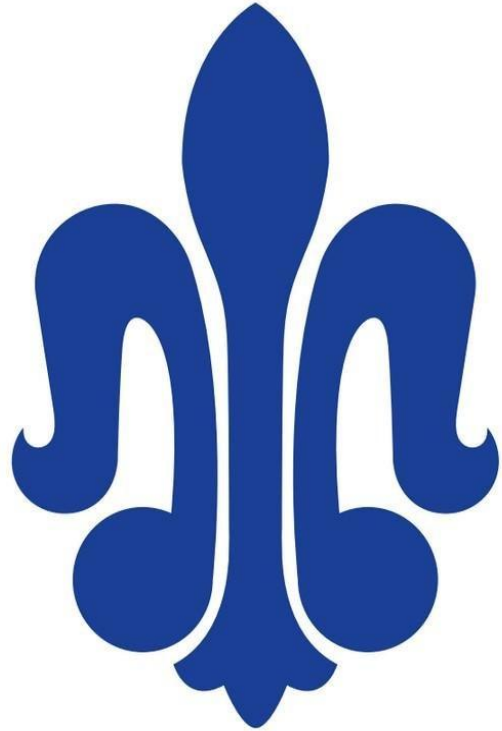
Our priorities remain focused on the safety of our students and staff. Our ability to provide ongoing in-person learning is also a priority.

The CDC, MDH, and other medical experts recommend universal masking in all K-12 schools regardless of vaccination status. Wearing masks will reduce the number of quarantines and will help us to continue to have as many students and staff in person on an ongoing basis.

At this time we are recommending that we implement an additional mitigation strategy of universal masking for all students and staff. This will be reviewed at the September 20, 2021 School Board Meeting. If the community transmission levels are ranked below the substantial level and the infection rate is below 5%, removal of a mask requirement will be considered.

Presentation: Superintendent Gronseth, Principals

Recommendation: We recommend approving the additional mitigation strategy of universal masking and revisiting the data on September 20, 2021.



COVID- 19 Protocols, Data & Recommendations

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August 16, 2021



Priorities as We Developed Protocols

- **Health and safety of students and staff**

When it comes to the safety of our students and staff, we want to err on the side of caution. It would be better to look back and say we may not have needed to take certain actions rather than wish we had done more.

- **Maintain in-person learning**

We know students learn best in person. While we have applied for provisional online provider status, we would like to avoid the necessity of using hybrid or distance learning.

- **Follow State & Federal Guidance**

Following State and Federal Guidance has been included in our School District Goals.



COVID Around the Country

- During the last two weeks there has been a significant increase in COVID cases in the US. This peak is projected to last 4-6 weeks. The number of new positive cases in children has gone from 38,654 during the week of July 22 to 71,721 the week of July 29 and to 93,824 during the week of August 5. The states that have started school have seen the largest increases.
- In 14 states that have started school, over 10,000 students have been quarantined. Examples:
 - Breward County Schools , Florida: 470 cases, 1000+ quarantine (75,000)
 - Jefferson County, Kentucky: 66 cases, 291 quarantine (80,000)
 - Ware County Schools, Georgia: 143 cases, 829 quarantine (5700)
 - Marion County Schools, Arkansas: 43 cases, 839 quarantine (4,000)
 - Kersan County Schools, South Carolina: 151 cases, 570 quarantine (10,500)

Recommendations vs. Requirements



Last year the State was operating under Peacetime Emergency Powers. This provided the authority to require or mandate specific protocols. They do not have authority to do so at this time. Other entities, such as the CDC, also lack the authority to mandate specific protocols. For this reason, the State and CDC have made the strongest recommendations possible.

Recommendations:

The Department of Education and the Department of Health have recommended following the guidance for PreK-12 Schools from the Centers for Disease Control (CDC).

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Requirements:

The Federal Government has mandated that masks must be worn on all school buses.

CDC Guidance



Data to Monitor:

Vaccination Levels (Goal 70%)*:

Nicollet: (>12 years) 59.7%; 64.3% with one dose

Le Sueur: (>12 years) 44.9%; 48.7% with one dose

Blue Earth (>12 years) 56.8%; 61.8% with one dose

Community Transmission Levels (Goal Low or Moderate)*:

Nicollet: Substantial (30 new cases in last 7 days- up 87.53%)

Le Sueur: High (41 new cases in last 7 days- up 57.69%)

Blue Earth: High (86 new cases in last 7 days- up 100%)

Positivity rate (Goal <5%)*: Nic.: 5.21%; L.S.: 8.76%; B.E: 7.37%

Health System Capacity: County reports that patients are being sent elsewhere because beds are not available

School community data: unknown at this time

* Data as of August 12



Prevention Strategies:

The recommendations include using more of these strategies during times of increased community transmission.

- Promoting vaccination

- Consistent and correct universal masking for all students, staff, teachers, and visitors inside schools (ages 2+)

- Screening testing every two weeks for unvaccinated and 3-5 days after an exposure

- Increased Ventilation

- Handwashing and respiratory etiquette

- Physical distancing of 3 feet

- Staying home when sick

- Cleaning and disinfection

- Contact tracing, isolation, and quarantine

Saint Peter Schools Protocols



- Promoting vaccination: Information shared through multiple venues
- Increased Ventilation: Our ventilation systems are running longer to increase air flow
- Handwashing and respiratory etiquette: Signage and direct teaching
- Physical distancing of 3 feet: whenever possible
- Staying home when sick: included in guidance
- Cleaning and disinfection: Increased cleaning of high touch surfaces and common areas
- Contact tracing and quarantine: Families will be notified of exposures
- Isolation: Positive cases to stay out of school until: 1) it has been 10 days since they first felt sick or tested positive, 2) they feel better, and 3) it has been 24 hours since they last had a fever without using medicine that lowers fever.
- Tiered bussing to avoid exposures
- Recommended Universal Masking for all >2 years*

*We are recommending increasing this to a requirement.

Saint Peter Schools Protocols



Recommended Universal Masking for all >2 years*

At this time we are recommending that we require universal masking inside schools for the start of the school year. This would be in place starting August 30 through October 1. Those who are not able to wear a mask for medical reasons would be exempt with documentation from a medical provider.

The data will be reviewed again at the September 20, 2021 School Board Meeting to consider going back to recommended masking if:

- Community transmission rate is moderate or low
- Positivity rate is below 5%
- We have not had multiple positive cases within our school community

Saint Peter Schools Protocols



Reasons for recommendation of Universal Masking:

- Recommended by MDE, MDH, CDC, AAP, Nicollet County and local medical Community
- Increased community transmission to the substantial level.
- Surrounding communities at the high transmission level.
- Unknown number of cases in our school community.
- Keeps students in school - Avoids quarantine when all are masked.
- Schools that have started in other parts of the country without masks have high positive cases and quarantine numbers.
- Aligns with our priorities of student and staff safety, maintaining in-person learning, and following State and Federal guidance.



Questions?



ADDENDUM

BOARD MEETING Monday, August 16, 2021 SPMS-Media Center 6:30 PM

VI. ACTION ITEMS

2. AGENDA ITEM #2

Subject: Set Breakfast and Lunch Prices for 2021-2022

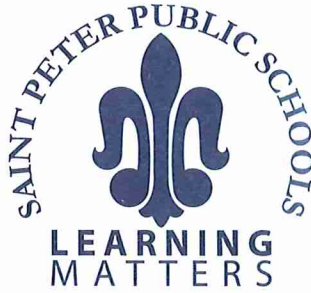
Action: Requires a Motion

Background: Each year the Federal Government and MDE provide direction to school districts participating in the school breakfast and lunch programs regarding meal pricing. The school district has reviewed this year's information and meal price recommendations are included in your Board packet.

The Finance Committee reviewed the proposal at its meeting and to recommend the approval of the proposed increases for the 2021-2022 school year

Presentation: Business Manager

Recommendation: I recommend approving breakfast and lunch prices for the 2021-2022 school year.



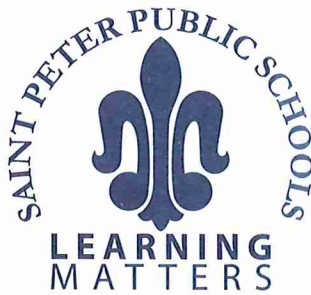
DISTRICT OFFICE • 100 Lincoln Dr Ste 229 • Saint Peter MN 56082-1351 • 507-934-5703 (Office) • 507-934-2805 (Fax) • www.stpeterschools.org

Date: 8/1/2021
To: Bill Gronseth
From: Tim Regner
RE: Recommended Breakfast and Lunch Prices 21/22

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Attached to this memo is a document showing the recommended Breakfast and Lunch Prices for the 2021/22 school year.

The prices for 2021/22 will be as on the attached sheet for the coming year. The Paid Lunch Equity (PLE) calculation for FY22 showed a minimum price increase of .10 for lunch meals. Part of the reason for the increase was we did not raise the price last year as we were not required to due to t Covid. This year even though we are increasing the lunch price the meals will be at no cost to the students for the year for the first lunch. We are also recommending a .05 increase in the breakfast price but again the breakfasts are free like the lunches for students. We are also recommending raising the adult breakfast and lunch prices approximately 3% to help cover our costs for purchasing the meals. We did not increase the adult lunch and breakfast prices last year.



DISTRICT OFFICE • 100 Lincoln Dr Ste 229 • Saint Peter MN 56082-1351 • 507-934-5703 (Office) • 507-934-2805 (Fax) • www.stpetersschools.org

Date:	7/9/2021				
To:	Bill Gronseth				
From:	Tim Regner				
RE:	2021/22 Recommended Breakfast and Lunch Prices.				
		18/19	19/20 prices	20/21 prices	21/22 prices
	Kindergarten Breakfast		0.00	0.00	0.00
	Grades 1-4 Breakfast		1.40	1.40	1.45
	Reduced		0.00	0.00	0.00
	Grades K-4 Lunch		2.90	2.90	3.00
	Reduced		0.00	0.00	0.00
	Grades 5-8 Breakfast		1.40	1.40	1.45
	Reduced		0.00	0.00	0.00
	Grades 5-8 Lunch		3.00	3.00	3.10
	Reduced		0.00	0.00	0.00
	Grades 9-12 Breakfast		1.40	1.40	1.45
	Reduced		0.00	0.00	0.00
	Grades 9-12 Lunch		3.10	3.10	3.20
	Reduced		0.00	0.00	0.00
	Adult Breakfast		2.20	2.20	2.25
	Adult Lunch		4.00	4.00	4.10
Listed above, in the far right column, are the breakfast and lunch prices the Board of Education is being asked to approve for the 2021/22 school year.					

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ADDENDUM

BOARD MEETING Monday, August 16, 2021 SPMS-Media Center 6:30 PM

VI. ACTION ITEMS

<i>3. AGENDA ITEM #3</i>

Subject: Consider Adoption of Handbooks for 2021-22

Action: Requires a Motion

Background: On an annual basis, the School Board is presented with recommended changes to PreK-12 handbooks.

At tonight's meeting, principals will provide an overview of each handbook and will be prepared to answer questions.

Presentation: Superintendent

Recommendation: I recommend approving the 2021-22 handbooks.



MEMO TO: Bill Gronseth, Superintendent
Saint Peter School Board

FROM: Doreen Oelke, Principal

DATE: August 12, 2021

SUBJECT: South Elementary Student - Parent Handbook

All changes to the South Elementary Student-Parent Handbook were made to accommodate school procedures and practices without the strict COVID measures we had in place last fall. The areas impacted are as follows:

- School Hours
- Stars Academy
- Building Security
- Student Drop Off and Pick Up
- Recess
- Field Trips
- Visiting School
- School Visits by Children
- Parent Council
- Volunteers
- Saints Over Time

Please let me know if I can answer any questions you may have about these changes.



Date: August 13, 2021

To: Mr. Bill Gronseth
Saint Peter School Board

From: Darin Doherty

Re: Student/Parent Handbook
Revision for 2021-22 SY

The following list describes the proposed changes to the North Elementary School Parent/Student Handbook for the 2021-22 school year. I have enclosed the complete handbook for your reference.

- School Start/end Times - (page 8) Update on the times of the academic day at North.
- Bus Services - (page 9) Information was added to indicate all students must have a bus pass to ride each year.
- School Weapons Policy - (page 49) Appedix A was added with our current board policy.
- Pupil Fair Dismissal Act - (page 55) Appendix B was added with a copy of the MN State Staute

Alignment of rules, practices, and procedures were also conducted to assist with continuity between K-4 grade experiences. If you have questions or would like more information about these proposed changes, please contact me.



TO: Bill Gronseth, Superintendent
Members of the Board

FROM: Jon Graff

DATE: August 12, 2021

RE: 2021-2022 Student-Parent Handbook

Attached is the 2021-2022 Saint Peter Middle School student-parent handbook.

The handbook is divided into the following eight sections:

- Section 1: Academics
- Section 2: Attendance
- Section 3: Student behavior
- Section 4: Guidelines and Procedures
- Section 5: Technology
- Section 6: Health and Medication
- Section 7: Co-curricular
- Section 8: Policy

The handbook topics are reviewed by the SPMS Building Leadership Team each summer.

This summer's review included the following changes:

1. Section 1: Academics
 - a. Course Offerings - Changes to reflect this years course offerings including 7th and 8th grade exploratory elective offerings and elimination of French as a world language elective
2. Section 2: Attendance
 - a. Changes to reflect the 2021-2022 start and end times (8:30am - 3:35pm)
3. Section 4G: Fees and Fines
 - a. Eliminate subsection IV-A to reflect current state statute and district practice.
 - i. Eliminate: "Students who have end of the year obligations will have their final grades withheld until all obligations are met."



TO: Mr. Gronseth
Members of the School Board

FROM: Annette Engeldinger
Brian Odland

DATE: August 12, 2021

RE: 2020-2121 Student-Parent Handbook

The following changes are being recommended for the Saint Peter High School Student-Parent Handbook.

Saint Peter High School Student-Parent Handbook

- **Academics, (section 1, Final Examinations)** - The following language is being removed: Students who have outstanding obligations (detention, library fines, athletic uniforms not turned in, class books or materials not turned in, etc.) will have their final grades held until these obligations are satisfactorily completed. This applies to the end of each term.
- **Guidelines and Procedures (section 3)** - Addition
ARMED INTRUDER - Students and staff will follow ALICE training protocol in the event of an armed intruder.
- **Driving Infractions and Transportation** - The language will change from “Stealing, forging, or using a false permit will result in a 5-day school suspension and the loss of parking privileges,” to “Stealing, forging, or using a false permit *may* result in suspension and the loss of parking privileges.”
- **Graduation Requirements** - Changes in state testing requirements (if any) from the state of Minnesota will be reflected.



TO: Mr. Gronseth
Members of the School Board

FROM: Jana Sykora

DATE: August 12, 2021

RE: 2020-2121 Student-Parent Handbooks

Please accept the 2021-2022 student handbooks for our two alternative learning programs: Rock Bend ALC and Oshawa Learning Academy at Hoffmann Learning Center.

These handbooks were created by reviewing past program practices and documents. Both handbooks have policies consistent with those outlined in the Saint Peter High School student handbook.

**SOUTH ELEMENTARY
STUDENT-PARENT HANDBOOK
2021-2022**

**1405 South 7th Street
St. Peter, MN 56082
507-934-2754**



Dear Parents and Students;

Welcome to South Elementary! South is a community of learners focused on the unique needs of children ages 5-7 years old. Within our K-1 environment, students are guided through their educational journey by teachers who are responsive to their social, emotional, behavioral and educational needs. We are a culturally diverse school that respects the values, traditions and expectations of the various cultures represented within our building.

Academically, South's primary purpose is to provide students with strong foundational early literacy and numeracy instruction to serve as building blocks for lifelong learning. Through our STEAM program (Science, Technology, Engineering, the Arts and Mathematics), students are guided by a specialist in lessons designed to foster students' natural curiosity about the world and how it works.

Within the general classroom setting our students have additional opportunities to practice communication, creativity, collaboration, & motor skills in our 3 dedicated "Imagination Station" learning spaces. These new areas will provide our students with daily opportunities to engage in multisensory activities.

To support the social and emotional learning goals we have for students, South implements the district-wide PBIS system through its STAR Pride program. STAR Pride provides the structure to introduce schoolwide and personal behavioral expectations centered on safety, respect and responsibility. The framework of the South plan establishes the processes that are necessary across the system for setting expectations and modeling appropriate behavior for students. In addition to this, we utilize the Top 20 curriculum as a part of our ongoing commitment to the social emotional well-being of our students. This program encourages our students to think, learn and communicate effectively.

We are excited to partner with parents on their child's educational journey and we look forward to watching each of our students blossom and grow in his or her unique way. We are looking forward to an amazing year!

Sincerely,
Doreen Oelke
Principal of South Elementary

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Section 1 Academics:

Conferences

A strong school to home to school partnership is a key component in a student's success. Parent teacher conferences are an excellent way to foster this. At South, parent teacher conferences will be scheduled for 20 minutes, 3 separate times throughout the school year. In the event that parents choose not to attend their child's conference together, the conference time will be split equally between the two parents. The 3 conferences are as follows:

Beginning of the Year Conferences

August 30 & 31 Parent/Teacher Conferences 7:30-3:30 NO SCHOOL
*Students should attend this conference with their parents

Fall Conferences

Nov. 4,9,11 & 16 Parent/Teacher Conferences 3:30-7:30
*Students are asked NOT to attend this conference

Spring Conferences

March 24, 29 & 31 Parent/Teacher Conferences 3:30-7:30
April 5 Parent/Teacher Conferences 3:30-7:30
*Students should attend this conference with their parents

Report Cards

Parents will receive report cards at the end of each quarter of school. Parents are invited and encouraged to contact their child's teacher at any time if they have questions or concerns regarding their child.

STARS Academy

Students who demonstrate a need for additional academic support may be referred to STARS Academy, which is a Targeted Service Program. Small group instruction aligned to grade level standards help support at risk learners. This program is offered in 1 hour after school sessions on Monday and Thursday evenings. This program also offers a summer program. Information will be provided to you if your child demonstrates a need for this support.

Transfer from School

If a student withdraws from school before the end of the school year, the school office should be notified at least two days before the departure. Parents should stop in the office with transfer information so that the student's records can be sent to the new school when requested.

Release of School Records

It is the policy of the St. Peter Schools to release school records to the new school which a St. Peter student attends. Records to be released may include:

- health record
- transcript which includes grades, attendance, and standard group test scores
- special education records including the current
- IEP, individual testing (psychological, achievement, speech and language, adaptive, behavioral, and emotional) and social history information.
- personal career file

Section 2 Attendance:

School Hours

School begins at 8:00 a.m. Dismissal is at 2:55 p.m., and buses leave the grounds at 3:00 p.m. Adult supervision is available from 7:40 a.m. to 3:10 p.m. Saints Overtime child care is provided on site. Information on this program is available through the St. Peter Community Education Office.

Building Security

In our continuing efforts to keep students safe while they are at school, all entrances are locked during the school day. Adult supervisors are on duty at 7:40 a.m. at the gym doors. All visitors must stop at the reception area and receive a visitor's badge before they are admitted into the building. Maintaining a safe environment for our students and staff is of utmost importance to us. A safety and security plan has been developed and procedures will be put in place at the discretion of the building principal.

Student

Attendance

Reporting: Each teacher will be responsible for reporting their classroom attendance by 8:15 am.

Students arriving after 8:00 a.m. must stop in the office and receive a pass.

When a student is absent, parents are required to phone the school office and report it. **The phone number for reporting absences is 934-2754.** Attempts will be made to contact the families of absent students that have not notified us.

Tardiness: Students arriving after 9:00 am, but before lunch, will be marked as a ½ day absent.

We believe that all students in our school must be in attendance on a regular basis in order for us to provide the best possible educational program. We expect all of our students to attend school every day unless they are home sick or there is a family emergency.

We understand that scheduling doctors and dentist appointments takes coordination and availability of openings. Whenever possible, we encourage you to make doctor and dentist appointments after school hours.

Reporting Attendance

Step 1: Teachers report attendance to the office by 8:15 am. Teachers maintain regular contact with parents of students with repeated absences. Any chronic absences are reported to the social worker and school principal. The school office monitors attendance via a monthly report.

Step 2: After six (6) absences (unexcused or excused without proper reason or apparent medical condition) the principal and social workers review the case and send a letter to the parents notifying them of an upcoming contact from the (principal, school nurse, social worker, other.) This contact will be made within two (2) weeks of the initial letter. Minnesota Statutes mandating school attendance and the long-range effects of chronic absences will be discussed with the parents.

Step 3: After seven (7) absences the attendance team will meet to determine the next intervention to be made. Individual cases will vary. Team members may include the parent, principal, teacher, school social worker, nurse, county social service representative, school psychologist, and others relevant to the individual situation.

Step 4: If attendance has not improved, after the team conference, reporting educational neglect to the appropriate agencies may happen.

Leaving School

For the safety of students leaving the building during the school day, parents/guardians need to come to the school reception office to meet the student and to sign the student out. If someone other than a parent or emergency contact person listed on Infinite Campus will be picking up the student, a call must be made or a note must be sent to inform the office.

Student Drop Off and Pick Up

Parents who drop off/pick up their children are reminded that the lower ramp is an area reserved for the buses and staff parking only. For the safety of our students, please do not park in that area. Students who are transported to school via private transportation will use our "drop and go" lot. To use this, drivers will pull up along the designated area, wait for school personnel to greet their child, and the staff will then guide them along the sidewalk for a safe entry into the building. Supervisors are on duty at 7:40 a.m.

Transportation Eligibility

Bus transportation will be provided for students who meet one of the following requirements:

- Students who live 1 mile or more from the school they attend
- Students who live within the city limits east of Highway 169 or south of Highway 99 and are without the benefits of crossing signals, and/or students who live within the city limits east of Highway 22 and north of St. Julian St.

Parents are permitted to designate a licensed day care facility or the home of a relative, as the home of a student for transportation. All students must have a completed bus form on file to be issued a bus pass. This pass will be used to track your child in the event of an emergency.

Saints Bus Service - Lucas Schaefer (Manager) 934-4690

We work closely with Saints Bus Service to provide our students with a safe ride to and from school and school related events.

Students at South and all other schools in the state, receive school bus safety training twice each school year. Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding the school buses as are expected on school property or at school activities, functions, or events. The State of Minnesota provides school districts guidelines for creating rules at the bus stop and on the bus. For the safety of all riders, please help reinforce the importance of following these bus rules with your child:

At the Bus Stop

- Get to the bus stop 5 min before your pickup time.
- Respect the property of others.
- Keep your arms, legs, and property to yourself.
- Use appropriate language.
- No fighting, teasing, bullying, playing at the bus stop.
- Stay away from the street.
- This is a "waiting place" not a "playing place."

On the Bus

- This is a place that must be orderly and safe for all riders.
- Always listen to the bus driver.
- Sit in your seat facing forward.
- Talk quietly and use appropriate language.
- Keep all parts of your body in the bus.
- Keep your arms, legs and belongings to yourself.
- No fighting, teasing, bullying or playing around on the bus.
- Do not throw any objects.
- No eating or drinking on the bus.
- No sharp objects on the bus.
- Do not damage the bus

Consequences for school bus/bus stop misconduct will apply to all routes. Parents will be notified of any misconduct by your child via a bus conduct report. The discipline procedure for misconduct will be as follows:

First offence

Student will review the bus safety rules with a school staff member and parents will receive a call to discuss the incident & the consequences for subsequent bus misconduct reports.

Second offence: Student will again have the bus safety rules reviewed in a second session with a school staff member, and additional consequences may be given. A call will be made to the parents to inform them that additional instances may result in a suspension from riding the bus.

Third Offense: Additional instruction on the importance of following the bus safety rules will be given to the student and a call will be made to the parents to inform them of consequences and or suspension

Fourth & Future Offences: Student will conference with the principal and parents will be notified of a suspension from riding the bus. Suspension duration will begin with 1 day and increase with each offence. They could result in removal from riding the bus for the remainder of the year. Any serious infraction may be cause for immediate removal.

Section 3: Student Behavior

STAR (Stop, Think, and Reflect) Room

The purpose of the STAR Room is to support a safe, positive behavioral, and academic learning environment for our students. Through interaction with our STAR room paraprofessional, students are encouraged to stop, think, and reflect on undesirable choices and create a positive plan for moving forward.

STAR Pride (Positive Behavioral Intervention System)

South's Star Pledge

At South, we treat each other with respect, take responsibility for our learning, and strive for a safe school for all.

We believe that a respectful school climate is essential to enhance student pride and care for themselves, others, and the learning environment. The way children feel about themselves, classmates, and school, definitely affects their attitude and ability to learn. With your help, a healthy, positive attitude can be developed about school and the value of learning.

Our goal is to guide students to work for positive behavior choices. We want students who leave South Elementary to possess academic and social skills that will prepare them to function as responsible citizens.

As a kindergarten and first grade school, our faculty and staff understand that students are learning what it means to be responsible, respectful and safe. Learning these skills is a normal part of childhood development. A number of services are in place at South Elementary to provide students with assistance when needed to address behavioral and/or academic needs.

Classroom

- Behavior expectations and modeling begin here
- Classroom management strategies are in place

STAR Room (Stop-Think-And-Reflect)

- Purpose is to support the child both academically and behaviorally in a calm, quiet environment
- A plan will be developed with your child and sent home for your review

Individual/ Group Counseling

- Available upon referral with parent permission
- Student will work with a licensed professional

Crisis Prevention Intervention (CPI)

- Program is a safe, non-harmful behavior management system designed to help staff provide the best possible care, welfare, safety, and security for children in crisis

STAR Pride at South Elementary

Be Respectful		Be Responsible	Be Safe
Classroom	• Listen • Follow directions • Use an inside voice • Be kind	• Be ready to learn • Do your best • Tell the truth • Clean up	• Keep hands/feet to self • Use materials appropriately • Walk • Ask an adult to go other places
Music	• Look at teacher • Listen quietly • Use good manners	• Pay attention • Follow directions • Do your best	• Stay in your own space • Use best singing voice • Do actions properly
Phy Ed	• Be a good listener • Take turns	• Complete all tasks (individual/group) • Follow directions • Help pick up equipment	• Wear proper shoes & clothes • Use equipment properly
Art	• Look at teacher • Listen to teacher • Share with others • Hands and feet to self	• Follow directions • Clean up after yourself • Put away supplies	• Use art tools safely and appropriately • Clean up spills • Push in chairs
Hallway	• Quiet • Keep hands/ feet to self • Stand in line quietly • Face forward	• Face forward • Walk quietly • Stay out of lockers	• Face forward • Walk • Keep hands and feet to self
Cafeteria	• Use good manners • Listen to adults • Use an inside voice	• Follow directions • Clean up area • Throw away trash • Put trays/utensils on cart	• Only eat your food • Hands to self • Stay seated until dismissed
Playground	• Listen to adults • Be a friend • Take care of equipment • Walk, talk, rock	• Stay in allowed areas • Return equipment to cart • Line up at whistle	• Use equipment properly • Play by the rules
Media/Comp	• Use computer, books, shelf markers, and furniture correctly • Talk quietly • Use good manners	• Follow directions • Take care of library books • Bring back books on time	• Four people at a table • Push in chairs • Walk
Bathroom	• Be quiet • Privacy in stall • Wait at the wall for a free stall	• Flush • Wash hands • Return to room quickly	• Throw trash away • Walk • Hands and feet to self

Bus	• Listen to adults on bus • Use an inside voice • Hands and feet to self	• Be at your stop on time • Keep backpack closed • Go where you belong	• Sit in your seat • Face forward • Walk

Section 4: Guidelines and Procedures

Phone Calls to Teachers

If a parent wishes to speak to a teacher, it is best to call before school begins or after school ends. If this is inconvenient, a message may be left on voicemail for the teacher to return your call. Oftentimes, voicemail may not get checked until after the students are excused. For this reason, **Please do not leave urgent messages regarding dismissal on a teacher's voicemail.** If your child's end of the day plans change, please call the office by 2:00 p.m. This will allow us adequate time to convey the message to both the teacher and the student and aid in a smooth dismissal.

Dress Code

It is important that students dress appropriately for the weather. Gym shoes will be required for each day that your child has physical education. In the event that it is a hardship for your family to provide adequate clothing for your child, please contact the school counselor or the office. Hats may be worn inside school at the discretion of the classroom teacher.

Dress for Weather

Because of our continually changing weather, please make sure that students are sent to school dressed appropriately and with proper footwear during extreme weather temperatures/conditions. If you need assistance with these items, please let your teacher know.

Recess

Students are outdoors for 30 minutes each day. The recess period will be inside during inclement weather when the temperature or wind chill is -10 degrees F or colder or at the discretion of school staff. A parent's written request is needed for a child to stay indoors, and a doctor's excuse will be needed if a student needs to stay in for more than three consecutive days.

Field Trips

During the school year, field trips are taken to various locations. Permission slips must be signed at the beginning of the year to allow students to participate in these trips.

Emergency Drills and Emergency Action Plans

Minnesota State Regulations require that emergency drills be conducted during the school year. We participate in nine practice drills throughout the year. Talk with your child about the "why" of these drills. When the alarm sounds, each class follows a prearranged plan for evacuation. Site emergency communication plans have been developed for each site.

Pledge of Allegiance

Students and staff at South Elementary recite the Pledge of Allegiance to the United States of America each morning. This occurs within the classrooms. Anyone who does not wish to participate in reciting the pledge may respectfully elect not to do so.

Visiting School

All visitors are required to sign in at the office and display a name badge before entering the main building. When possible all classroom visits should be pre-arranged with the teacher and/or principal.

Bikes and Skateboards

Bike racks are provided for parking bikes. For safety reasons, we do not allow skateboards, scooters, or rollerblades on the playground.

Elopement Plan

If the need should arise, a specific elopement plan will be developed in collaboration with parents, case manager, teacher, principal, social worker, nurse and others as identified by the student's needs.

Closing School

Schools may be closed by the Superintendent of Schools in the event of extreme weather conditions or emergency circumstances. The district will use the phone system called "Blackboard Connect" for official announcements. These announcements will come to your phone and email. Flexible Learning plans will be utilized when full day closures occur.

Flexible Learning Days

The term "Flexible Learning Day" refers to a day when school is canceled due to inclement weather and students participate in curriculum-aligned learning opportunities at home. Kindergarten and 1st grade students will have options for both digital and hands-on assignments. These assignments are designed to align with the current classroom curriculum. Teachers, students, and parents will be able to communicate throughout the day through each classroom's shared virtual space (SeeSaw). When potential storms are forecasted, student iPads will be sent home with students. This will allow all students to have technology access to complete Flexible Learning Day assignments.

Address/Phone Changes

Parents/Students who have a change of address, telephone number or email address during the school year should report these changes to the District Registration Office, 507-934-4210.

Meals/Milk

Special COVID related Federal funding allows us to offer FREE breakfast & lunch to all students. Students who do not wish to participate are welcome to bring lunch from home.

Snack Cart

A mid-morning snack is available to South students each day via the South Snack Cart. The snack cart options include a variety of government food program approved snack options. The cost will be \$20.00/quarter. Parents have the option of paying 2 times per year or once yearly if they wish to have their child participate in the Snack Cart Program..

Treats

State law prohibits homemade food from being brought to school to serve as treats for parties, birthdays. Students are welcome to bring store bought treats if they wish. Please check with your child's teacher to see if there are any known allergies within the classroom.

Invitations to Parties

In order to be sensitive to the feelings of all students, we ask that invitations to parties which must exclude some children be made outside of the school day. Teachers may share contact information upon request, provided that the parent has given the teacher permission to do so.

Athletic Events at the High School

South students will receive free admission to most high school activity events with their school provided student id card. We ask that elementary and intermediate students attend St. Peter High School athletic events accompanied by an adult. While in attendance at athletic events, students should behave in a way that is consistent with our STAR Pride expectations or they will be asked to leave the event.

Soliciting and Trading

Because of the problems that may arise, students may not trade personal items or solicit for individual profit.

School Visits by Children

Occasionally, requests are made by students to have children who are friends or relatives visit school and spend the day in their classroom. Unfortunately, we are not able to accommodate these requests.

Valuables

The school cannot be held responsible for items lost or broken at school. Please do not allow your child to bring valuable or treasured items to school. This includes toys, game cards/trading cards, video games, & personal tablets. If you feel that it is an absolute necessity to allow your child to bring a mobile phone to school, please let them know that their phone should stay in their backpack throughout the school day. Items brought to school are the student's responsibility. It is suggested that valuable items remain at home. Please mark all of your child's personal items that will be sent to school (using a permanent marker). This will help us identify these items and get them returned to their owner.

Parent Council

This group serves in a number of ways to help enhance and support education at South Elementary. Parents meet to learn more about ways to support the home to school relationship, network with other parents, and provide special enrichment opportunities for South students and their families. Meeting notices will be sent home with the students and reminders will be placed on social media postings.

Volunteers

We welcome parent and community volunteers into our school and appreciate their willingness to share their time with us. Individuals interested in donating time to the school should contact the office to complete a background check form.

Lost and Found

We have a lost and found table in the gym hallway. Parents and students are encouraged to check this area for articles, which may have been lost.

Crisis Prevention Intervention

CPI are certified staff members trained in crisis intervention. The program is a safe behavior management system designed to help staff provide for the best possible care, welfare, safety, and security of disruptive children by showing compassion and empathy, supporting emotional and physical well-being, preventing danger, risk, and injury, and ensuring harmony, not harm.

Response to Intervention Team & Student Assessment Team

The Multi-Tiered Systems of Support Team meets to initiate and direct the intervention process for at risk students. The team works with classrooms teachers & support staff to provide support, document interventions, and monitor progress for students. Students demonstrating little growth may be referred for further assessment.

Background Checks

Background checks are completed on all employees and anyone that provides an extended service involving students in our school district.

Animals in the Classroom

Requests for bringing animals to the classroom require prior approval from the building principal. The request should include the educational purpose, proof of animal health records, as well as guardian consent for each student in the classroom. The consent form will be distributed prior to approval and will include acknowledgment of any known student allergies. If consent is not granted, reasonable accommodations will be made when appropriate. If the animal is staying for an extended time, the

teacher is responsible for submitting an animal care plan, which should include allocated responsibility in the event of an absence. The school reserves the right to deny an animal request at any time.

Gifts to Employees and School Board Members

The School District recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation and gratitude. "Gift" means money, real or personal property, a service, a loan, a forbearance, forgiveness of indebtedness, or a promise of future employment that is given without something of equal or greater value being received in return.

Media Center

Students will have a weekly opportunity to visit the school library and check out books. It is helpful to note your child's library day on the calendar so that books can be promptly returned. This will help provide our students and their families with an ever changing variety of books to read together. Parents will be asked to pay for any books that are lost or damaged while in their child's possession.

Saints Overtime Care (SOT)

SOT is a Community Ed sponsored program. This program provides quality before and after school care for children grades K - 6. The K-1 program is housed at South Elementary. Children enrolled in the program will participate in a variety of planned and supervised activities. The staff allows time for play, study, and encourages creative and social growth. Weather permitting children may spend a part of each day outside play.

The after school SOT program is open on school days and runs from 2:55 until 5:45p.m. There will not be after school SOT on Early Release Days. A nutritious snack is served each day. Registration forms and information are available at Community Ed, call 934-3048.

Responsible Student Use of Technology

Using Technology Devices at School Technology devices are intended for use at school each day.

Many class assignments, assessments, additional course content delivery will occur on the devices.

Backgrounds, Passwords, and Apple IDs

Inappropriate media may not be used as a background or stored on the device.

Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, gang related symbols or pictures will result in disciplinary actions.

Take care to protect your passwords. Do not share your passwords.

Elementary iPads will not require individual Apple IDs. Chromebooks will require a School District issued Gmail username and password.

Printing

Printing from technology devices is NOT supported by the School District of Saint Peter. When requested by the teacher, use digital submission of assignments to reduce the printing expenses

Accessing, Managing and Saving Your Digital Work

Most course content creations will not be saved to the devices. They will be uploaded to a cloud service, or emailed/shared with the student's teacher.

Cloud-based storage systems, such as Google Drive, will be available for student use.

Google Drive includes a suite of products (Docs, Slides, Drawings, Spreadsheets, Forms) that lets you create different kinds of online documents, work on them in real time with other people, and store your documents and your other files.

Acceptable Use Guidelines

General Guidelines

Students will have access to all available forms of electronic media and communication which is in support of education and research and in support of the educational goals and objectives of the School District of Saint Peter.

Students are responsible for their ethical and educational use of the technology resources of the School District of Saint Peter.

Students will recognize that their reputation in cyberspace is nothing to take lightly. One's digital footprint can last a lifetime.

Access to the School District of Saint Peter technology resources is a privilege and not a right. Each employee, student and/or parent will be required to follow the District's Internet Safety and Acceptable Use (Board Policy 363.2).

Transmission of any material that is in violation of any federal or state law is prohibited. This includes, but is not limited to the following: confidential information, copyrighted material, and threatening or obscene material.

Any attempt to alter data, the configuration of a device, or the files of another user, without the consent of the individual, building administrator, or technology administrator, will be considered an act of vandalism and subject to disciplinary action in accordance with the student handbook and other applicable school policies.

Privacy and Safety

Do not go into unapproved social media sites, chat rooms, or send chain letters without permission. If applicable, teachers may create discussion groups for communication among students for educational purposes.

Do not open, use, or change files that do not belong to you.

Do not reveal your full name, phone number, home address, social security number, credit card numbers, passwords or passwords of other people.

Remember that storage is not guaranteed to be private or confidential.

If you inadvertently access a website that contains obscene, pornographic or otherwise offensive material, exit the site immediately, and report it to a teacher. This is an open share policy, students who report inappropriate material will not be disciplined if they do so in an immediate manner. Any sharing of student work and/or student images on school district sites, and/or school district-sanctioned sites will first have to be approved by parents.

Legal Property

Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.

Plagiarism is a violation of the student policy. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.

Use or possession of hacking software is strictly prohibited and violators will be subject to discipline.

Violation of applicable state or federal law, including the Minnesota Penal Code, Computer Crimes, will result in criminal prosecution or disciplinary action by the District.

Electronic Communication

Do not transmit language/material that may be considered profane, obscene, abusive, or offensive to others.

Do not send mass emails, chain letters or spam.

Email & communications sent/received should be related to educational needs.

Email & communications are subject to inspection by the school at any time.

Consequences

The student in whose name a system account and/or a technology device is issued will be responsible at all times for its appropriate use.

Non-compliance with the policies of this document or the District's Internet Safety and Acceptable Use will result in disciplinary action.

Electronic mail, network usage, and all stored files shall not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use.

The district cooperates fully with local, state or federal officials in any investigation concerning or relating to violations of computer crime laws.

Technology Device Identification

Student technology devices will be labeled in the manner specified by the school.

Devices can be identified by their serial number.

Devices are the responsibility of the student and teacher. Students found to be vandalizing devices on purpose may be subject to disciplinary action.

Account Security

School issued user IDs and passwords may be used to access course content and materials.

User IDs and passwords are confidential and should not be shared.

Students can reset their passwords with the assistance of the Library Media Center Help Desk when necessary.

Damage/Repair Fees

Damages and repairs will be dealt with on a case by case basis. Fines will be levied if need be with prices never to exceed the full cost of the device and/or case.

Section 6: Health and Medication

Illness - What happens if a child becomes ill at school?

If a child becomes ill at school and would need to go home, school personnel will call the parent at home or at work. If the parent cannot be reached, the person you have designated as your child's emergency contact will be called. A transportation arrangement for the ill child is the responsibility of the parent. Until the child is picked up, he/she will be cared for in the school nurse's office.

Sick Child - When should a child stay home?

If a child is vomiting or has diarrhea, he/she should remain at home for 24 hours after the vomiting and/or diarrhea has stopped. If a child has a temperature of 100 degrees or greater, he/she should remain at home for 24 hours after the temperature has returned to normal.

Emergency Information

Parents have access to make phone and address changes on our district's Infinite Campus information system. Each child is required to have emergency information on file. Please notify the school office your family's information changes. It is the parent/guardian's responsibility to make arrangements for proper care in the event of illness/injury. If the parent is unable to be reached, other contacts will be called and asked to assume temporary care of the child or make decisions in regard to the care of the child. In the event of an emergency or serious illness, it is the policy of the St. Peter Public School District #508 to provide appropriate medical response and to contact the parent/guardian in a timely manner.

In a life-threatening emergency, the school will contact emergency response personnel immediately. The parent/guardian, or designated emergency person will be contacted at the same time. If the situation is not life-threatening, but the student requires urgent care and the school cannot contact a parent/guardian or designee, school personnel will transport the student to the St. Peter Clinic or St. Peter's River's Edge Hospital for care. When parents arrive at the clinic or hospital, they will be able to change health care providers at that time if they so desire. It is the responsibility of the parent/guardian to pay any incurred medical expenses.

Staying Indoors at Recess

Except during inclement weather, students are expected to be outdoors at recess. It may be necessary, on occasion, for students to stay in for health reasons. A parent's written request is needed for a child to remain inside at recess; and a doctor's excuse will be expected if a student needs to stay in for an extended amount of time.

Medication

Any medication a child takes during the school day needs to be kept in the school health office. Exceptions to this are inhalers for asthma and epi-pens for allergic reactions. In the event that a child will be carrying an inhaler or an epi-pen it is required that the health office is informed of the condition and that the child is carrying these medications. These medications will require a health care provider's written statement for the administration of medication as well as a parent's written consent to use these medications in school.

All medications require the following to be administered in the school setting.

1. A statement from the physician for the administration of medication
2. Written parent consent for the administration of medication in the school setting.
3. Medication must come in its original container from the pharmacy with the accurate pharmacy label and instructions. Over the counter medications must also come in the original container with the original medications in the bottle. Medications that are not in the original containers cannot be given by school personnel.

Communicable Disease

If your child develops a communicable disease throughout the school year we encourage you to notify the school health office. This will help us to identify other students with similar

symptoms. Some examples of common communicable health concerns are chicken pox, pink eye, strep throat, head lice, impetigo, and influenza. Please call the school nurse if you have questions regarding your child's illness or have questions about returning to school. Staff and students are encouraged to get an annual influenza vaccine to prevent influenza.

Immunization Law

Minnesota State Law requires all children attending schools to be fully immunized against diphtheria, tetanus, pertussis, (DTaP), polio, and measles, mumps, and rubella (MMR), Varicella, and Hepatitis B. A student entering grades 3-6 should have the following vaccines if they are fully immunized: Five DTaP, four polio, two measles mumps and rubella vaccine, two varicella vaccine, and three hepatitis B vaccines. These vaccines are required to be on file in the school health office for a student to be in school. Students who are not fully immunized will need to update their vaccinations to remain in school. Parents who hold medical or conscientious objections to the vaccine law will need to submit the vaccine exemption portion of the immunization form for their students to be in school. Students who do not provide documentation or conscientious objection paperwork by the identified deadline, will not be allowed to attend until such paperwork is provided. The school nurse will assist families to identify low cost vaccines in the community if needed.

Student Records and Information

The school district maintains select information necessary to carry out an effective educational program for each child. Parents have the right to examine the contents of their child's records. Others having access to the records include school staff that have a legitimate educational purpose, another school district, a college or educational institution in which the student may enroll, and the courts when a record is requested by judicial subpoena. Only with written parental consent will a student's record be available to any other party. It shall be the policy of #508 to designate the following personal identifiable information contained in a student's education record as "directory information", and it will disclose that information without prior written consent: student's name & grade level. However, due to the age of our South students, many parents often inquire about contact information for other students within the classroom. At the beginning of the school year, parents will be asked to sign a waiver if they prefer that their address and phone number NOT be given out to other parents, as requested, for setting up playdates, birthday parties and other out of school events.

Equal Education Opportunity

All school employees are committed to enhancing students' quality of life by developing and fostering understanding and appreciation of a free and diverse society and providing equal opportunity for all. The school seeks to ensure equitable access and opportunities in all areas of educational programming. Teachers, students and families who seek reasonable accommodations for students are asked to convene the student's learning team to develop an appropriate plan. Any person having questions is asked to contact the building principal or the Superintendent of Schools.

Trespassing on School Property

It is a misdemeanor for a person to enter or be found in a public or non-public elementary, intermediate, middle or secondary school building unless the person:

1. Is enrolled as a student in the school, a parent or guardian of an enrolled student in the school, or an employee of the school or school district;
2. Has permission or an invitation from a school official to be in the building;
3. Is attending a school event, class or meeting to which the person, the public or the student's family is invited;
4. Has checked in the school building in a manner required for visitors to the school. (Office)

Child Abuse and Neglect Law

In accordance with the State Law (Statute Number 626.556) all cases where there is reasonable cause to believe a child is being neglected or physically or sexually abused shall be reported immediately to the local welfare agency.

Teachers may report all such cases directly to the local welfare agency or may seek the assistance of the building principal, the school social worker, and/or the Student Assistance Team. Reports will be made by telephone with a follow-up letter, and will remain confidential information among the persons listed above.

Smoking Policy

Because the Board of ISD 508, St. Peter, is aware of the warning issued by the Surgeon General concerning the dangers of tobacco use; and because the health and physical education programs promote programs to discourage the use of tobacco products; and because studies indicate that passive smoke inhalation may be dangerous to the health of non-smokers; and whereas teachers and other adults may be viewed as role models by students to emulate, it shall be the policy of this Board to declare all buildings and vehicles of ISD 508 as tobacco free areas for all persons at all times. Further, it shall be requested of all persons attending school functions to refrain from using tobacco products on school grounds as well. Students are prohibited from using or possessing tobacco products on school grounds at all times.

Weapons Policy

POLICY - It is the policy of the school district to maintain a positive, safe, secure learning and working environment. In striving to attain such an environment, the district takes the position of no tolerance for weapons in our schools, except as specifically stated below. All weapons or instruments that have the appearance of a weapon are prohibited within all school environments and the school zone, except for educational purposes as authorized in advance by the building principal or designee. School environments include, but are not limited to: district-owned buildings; leased or rented facilities; school-sponsored activities; field trips; school vehicles and school buses (rented or owned); and school bus stops. Anyone found to be in possession of a weapon in any area defined in this policy, before, during, or after school hours is subject to administrative and/or legal actions.

POSSESSION - Students and non-students, including employees and other adults, are forbidden to knowingly or voluntarily possess, store in any area subject to one's control, handle, transmit, or use any instrument that is considered a weapon or a "look-alike" weapon in any of the school environments listed above.

STUDENT REPORTING - Students who see or become aware of a weapon at school must not touch it or remain in the presence of a person or group if a weapon is present. Students must notify an adult immediately for the safety of all concerned.

WEAPONS - "Weapon" means any firearm, whether loaded or unloaded; any chemical, substance, device or instrument designed as a weapon; or through its use capable of threatening or producing bodily harm or death; or any device or instrument that is used to threaten, strike terror, or cause bodily harm or death.

CATEGORY I WEAPONS - The district takes a position of "Zero Tolerance" on the following objects:

1. All firearms, whether loaded or unloaded.
2. Other guns of all types including pellet, B-B, stun, look-alike, and non -functioning guns that could be used to threaten others.
3. Knives, switchblades or automatically opening blades, daggers, swords, razors.
4. Artificial knuckles or other objects designed to be worn over the fist or knuckles.
5. Blackjacks, clubs, nun chucks, throwing stars.
6. Explosives.
7. Poisons, chemicals, or substances capable of causing bodily harm.
8. Bow and arrows, slingshots.
9. Any other device or instrument used to intimidate, threaten or inflict harm.

CATEGORY I VIOLATION BY STUDENTS - The procedure for all offenses is:

1. Confiscation of the weapon (if it can be done safely), or call 911 and request assistance if needed.
2. Notification of Superintendent of designees.
3. Hold an administrative hearing with student(s) which will include:
 - a. Notification of parent/guardian.
 - b. Initial suspension from school for up to five days.
 - c. Involvement of police with recommendation to charge.
 - d. Recommendation to the Superintendent regarding expulsion.
4. Federal law requires the expulsion from school for a period of not less than one year, any student who brings a firearm to school.

CATEGORY I VIOLATION OF OTHER YOUTHS AND ADULTS, INCLUDING EMPLOYEES -

1. Immediate policy involvement with recommendation to charge.
2. Employees will also be subject to district investigation and application of relevant district policies and disciplinary procedures.

CATEGORY II WEAPONS (POSSESSION OF OBJECTS WHICH MAY OR MAY NOT BE CONSIDERED WEAPONS)

While this policy represents a "Zero Tolerance" position on weapons and/or look-alike weapons, there are several objects which are questionable regarding whether they are considered weapons and whether the presence of these objects requires activation and enforcement of this policy. The administrator may use his/her discretion when interpreting use and intent with such objects. Such potentially dangerous objects may include, but are not limited to:

1. Small pocket knives, razor blades.
2. Fireworks, firecrackers, and smoke bombs.
3. Throwing darts.
4. Nuisance items and toys.
5. Unauthorized tools.
6. Mace.

CATEGORY II VIOLATION BY STUDENTS - The procedure for offenses is:

1. Confiscation of an object or weapon (if it can be done safely).
2. Notification of parent/guardian.
3. Hold an administrative hearing with student(s) which may include:
 - a. Initial suspension from school for up to five days.
 - i. involvement of police with recommendation to charge.
 - ii. Recommendation to the Superintendent regarding expulsion.

CATEGORY II VIOLATION BY OTHER YOUTHS AND ADULTS, INCLUDING EMPLOYEES:

1. Administrative decision on police involvement with recommendation to charge.
2. Employees may also be subject to district investigation and application of relevant district policies and disciplinary procedures.

ADMINISTRATIVE DISCRETION REGARDING POSSESSION:

- 1.K-12: A student who finds a weapon on the way to school, on school property, or in the school building and takes the weapon immediately to the principal's office shall not be considered in possession of a weapon.
- 2.K-6: While this policy represents a "Zero Tolerance" position on weapons possession on school property and on or at those places or vehicles listed above and is intended to prohibit all weapons for any reason, there could be a very rare occasion when a weapon is inadvertently brought onto school property or is in one's possession. If such an occasion is clearly the case, the elementary building principal, after a thorough investigation, may use discretion in determining the appropriateness of applying "Category II" consequences for a "Category I" violation (other than firearms - item d, Category I Violation by Students).

AUTHORIZED INSTRUCTIONAL AND WORK-RELATED EQUIPMENT AND TOOLS - While this policy represents a "No Tolerance" position on weapons and/or look-alike weapons, it is not meant to interfere with instruction or use of appropriate equipment and tools by employees and students. Such equipment, when properly used and stored, shall not be considered a weapon for purposes of this policy. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, the guidelines and consequences of this policy will take effect.

EXCEPTIONS - This policy pursuant to Minnesota Statutes, provides for the following exceptions:

1. Licensed peace officers, military personnel, or students participating in military training, who are performing duties.
2. School district approved firearm safety courses or activities conducted on school property.
3. School district approved possession and use of dangerous weapons by ceremonial color guard.
4. School district approved a gun or knife show held on school property.
5. School district approved possession and use of starter guns for athletic contests.
6. Possession of dangerous weapons with prior written permission of the building principal.

The Minnesota Pupil Fair Dismissal Act. Minn. Stat. 127.26 to 127.39 applies to all pupils. Accordingly, all students, regardless of disability, will be suspended from school for one to five days, pending further investigation of the weapons policy violation. If the alleged violator is "a student with a disability" pursuant to Minnesota and federal law, special due process procedures are required. Within five days of a suspension, a team meeting shall occur. The team shall determine whether the weapons policy violation is related to the disability. If the team determines that the misconduct is unrelated to the student's disability, the student will be disciplined in the same manner as students without disabilities. The disabled student who violates this weapons policy will not be expelled if the assessment team determines that the misconduct is related to the student's disability. If the misconduct is related to the student's disability, and if following suspension and readmission to school the student continues to violate this policy; and if the parent or guardian will not agree to a more restrictive placement, school officials may seek court assistance to expel the student.

Drug, Alcohol and Assault Policy

POLICY - It is the policy of this school district to maintain a positive, safe, and secure learning and working environment. In striving to attain such an environment, the district takes the position of no tolerance for illegal drug/alcohol possession, use, sale, or distribution in our schools. In addition, the district takes the position of no tolerance for assault in our schools.

IMPLEMENTATION - The students, staff, parents, and community will be continually educated in the understanding and implementation of this policy. Police officers will also be involved in the educational aspects, implementation, and enforcement of this policy. Staff, students, parents, and community groups will be involved in developing, implementing, and extending programs which address problems regarding chemical use and assault. All groups will also be involved in sharing information which could lead towards dealing with potential problems or solving existing problems.

A. Possession, sale, use, or distribution of illegal drugs/alcohol.

Students are forbidden to knowingly or voluntarily possess, sell, use, or distribute illegal drugs or alcohol on school grounds. Such grounds have been defined by the weapons policies in place as extending 300 feet surrounding any immediate school building.

The procedure used for dealing with student offenses will be as follows:

1. Confiscation of all illegal drugs/alcohol.
2. Notification of parent/guardian.
3. Administrative hearing with the student which may include:
 - a. Initial suspension from school for up to five days.
 - b. Involvement of police with recommendation to charge.
 - c. Recommendation to the Superintendent regarding expulsion.

B. Assault

Students are forbidden to threaten bodily harm or death to other persons. While on school grounds, students are also forbidden to engage in fighting with another person or persons. *Fighting shall be characterized by aggressive violent behavior by two or more individuals with the intent of inflicting physical harm upon one another and differentiated from poking, pushing, shoving or scuffling.

The procedure for verbal assault (threats) will be as follows:

1. Notification of parent/guardian.
2. Administrative hearing held with the student which may include:
 - a. Assignment of detention.
 - b. Assignment of in-school suspension.
 - c. Suspension from school for up to five days.
 - d. Involvement of police with recommendation to charge.

The procedure for physical assault (fighting) will be as follows:

1. Notification of parent/guardian.
2. Administrative hearing held with the student which may include:
 - a. Assignment of detention.
 - b. Assignment of in-school suspension.
 - c. Suspension from school for up to five days.
 - d. Involvement with police with recommendation to charge.

C. Hazing

The Saint Peter Schools will not allow hazing. Hazing means to commit an act against a student or coercing a student into committing the act that creates a substantial risk of harm in order for the student to be initiated into or affiliated with a student organization. This policy is applicable both on and off school grounds and both during and after/before school hours. Students are encouraged to report hazing incidents to any school employee, who in turn will report the incident to the principal. Students who involve themselves in hazing will be subject to disciplinary actions which conform with the Pupil Fair Dismissal Act. It will be the intent that the sanctions will be sufficiently severe to deter violations from occurring.

D. Intimidation

The Saint Peter Schools will not allow intimidation. Intimidation is the act of threatening the well-being, health, or safety of any student, either verbally, by gesture, or symbols commonly understood to convey hatred or contempt for others on the basis of their sex, race, or religious affiliation.

Harassment Policy

I.GENERAL STATEMENT OF POLICY

It is a mission of Independent School District 508 (the "School District") to 1) Affirm the rights of individuals to be themselves and to be accepted in the school community; and 2) Create and maintain a physically and psychologically safe and respectful environment where learning, growth, and self-esteem can be attained by everyone. Therefore, it is the policy of the "School District" to maintain a learning and working environment that is free from harassment and violence. The School District prohibits any form of harassment or violence

It shall be a violation of this policy for any administrator, teacher, pupil or other school personnel of the School District to harass a pupil, teacher, administrator or other school personnel by this policy. It shall be a violation of this policy for any administrator, teacher, pupil or other school personnel of the School District to inflict, threaten to inflict, or attempt to inflict violence upon any pupil, teacher, administrator or other school personnel.

It will be the responsibility of all professional employees of the School District to take appropriate action against any form of harassment or violence. The School District will act to take appropriate action or discipline when this policy has been violated.

II. DEFINITIONS

- A. School Personnel - School Personnel includes school board members to the supervision and control of the District.
- B. Professional Employees - Professional Employees of the District include teachers, administrators and any other persons charged with the supervision of students.
- C. Harassment - Harassment consists of physical or verbal conduct when the conduct:
 - 1. Has the purpose or effect of creating an intimidating, hostile or offensive working or academic Environment;
 - 2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 - 3. Otherwise adversely affects an individual's employment or academic opportunities.
- D. Violence - Violence is a physical act of aggression or assault upon another.
- E. Assault - Assault is (this does not include necessary restraint of a pupil by teachers, administrators or other school personnel to avoid physical harm to persons or property):
 - 1. An act done with intent to cause fear in another of immediate bodily harm or death;
 - 2. The intentional infliction of or attempt to inflict bodily harm upon another; or
 - 3. The threat to do bodily harm to another with present ability to carry out the threat.
- F. Sexual Harassment - Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - 1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 - 2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - 3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.
 - 4. Sexual harassment may include but is not limited to:
 - a. Unwelcome verbal harassment or abuse;
 - b. Unwelcome behavior or words directed at an individual because of gender;
 - c. Unwelcome pressure for sexual favors;
 - d. Unwelcome sexual or inappropriate patting, pinching, or physical contact. (This does not include necessary restraint of a pupil by teachers, administrators or other school personnel to avoid physical harm to persons or property.);
- E. Unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- F. Unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status.
- G. Racial Harassment - Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:
 - 1. Has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;

2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or

academic performance;

3. otherwise adversely affects an individual's employment or academic opportunities.

H. Religious Harassment - Religious harassment consists of physical or verbal conduct which is Related to an individual's religion when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;

2. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or

academic performance;

3. otherwise adversely affects an individual's employment or academic opportunities.

I. Sexual Violence - Sexual violence is a physical act of aggression or force or the threat thereof which involves the

touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as

defined in Minnesota Statutes Section 609.341, include the primary genital area, groin, inner thighs, buttocks, or

breast, as well as the clothing covering these areas.

Sexual violence may include, but is not limited to:

1. Touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or

the opposite sex;

2. Coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;

3. Coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or

4. Threatening to force or coerce sexual acts, including the touching of intimate parts or Intercourse, on another.

J. Racial Violence - Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

K. Religious Violence - Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.

III. REPORTING PROCEDURES

The School Board hereby designates Kelly Jensen as the School District Human Rights Supervisor to oversee the actions taken in response to reports or complaints of harassment or violence. If the complaint involves the Human Rights Supervisor, the complaint shall be filed directly with the Superintendent.

The School District shall conspicuously post the name of the Human Rights Supervisor, including mailing addresses and telephone numbers.

Submission of a good faith complaint or report of harassment or violence will not affect the complainant's or reporter's future employment, grades, or work assignments.

Use of formal reporting forms is not mandatory.

In a formal investigation, the School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School District's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

Nothing in this policy shall prevent any person from reporting harassment or violence directly to the District Human Rights Supervisor or to the Superintendent.

IV. REPORTS OR COMPLAINTS AGAINST DISTRICT PROFESSIONALS OR PERSONNEL

A. Reporting Procedures. Any person who believes he or she has been the victim of harassment or violence by an administrator, teacher, or other school personnel of the School District, or any person with knowledge or belief of conduct which may constitute harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to the appropriate building principal, the District Human Rights Supervisor, or the Superintendent.

In each school building, the building principal is the person responsible for receiving and investigating oral or written reports of harassment or violence at the building level. Any adult School District personnel who receives a report of harassment or violence by an administrator, teacher or other school personnel shall inform the building principal immediately. The School District encourages the reporting party or complainant to use the report form available from the principal of each building or available from the School District office, but oral reports shall be considered complaints as well. The building principal may request, but may not insist upon, a written complaint.

Upon receipt of a report, the principal must notify the School District Human Rights Supervisor immediately, without screening and prior to investigating the report. A written statement of the facts alleged will be forwarded as soon as practical by the principal to the Human Rights Supervisor. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the Human Rights Supervisor. If the complaint involves the building principal, the complaint shall be made or filed directly with the Superintendent or the School District Human Rights Supervisor by the reporting party or complainant.

B. Investigation. By authority of the School District, the Human Rights Supervisor, upon receipt of a report or complaint alleging harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by School District officials or by a third party designated by the School District.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In determining whether alleged conduct constitutes a violation of this policy, the School District should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Conduct which constitutes harassment or violence of a sexual, racial or religious nature shall be considered most seriously. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

In addition, the School District may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged harassment or violence.

The investigation will be completed as soon as practicable. The School District investigator shall make a written report to the Superintendent and the Human Rights Supervisor upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

C. School District Action. Upon receipt of a written report upon completion of an investigation, the School District will take appropriate action. Such action may include, but is not limited to, warning, suspension, transfer, restitution, termination, or discharge, School District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, Minnesota and federal law and School District policies.

The result of the School District's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the School District in accordance with state and federal law regarding data or records privacy.

V. REPORTS OR COMPLAINTS AGAINST STUDENTS

It is the philosophy of the School District that students are in school to be educated. Therefore, any behavior which alters the effectiveness of the learning environment will be addressed and corrected. Additionally, students who behave in ways which intimidate, offend or cause discomfort for other students or adults will first be educated regarding more appropriate and respectful behaviors.

Students will be disciplined for harassing or violent behavior when they have not responded to efforts to educate them or when the behavior is serious enough to endanger the safety of others.

All School District professionals and personnel are responsible for the enforcement of this policy. Teachers and teacher assistants will address behavior by students which is harassing or violent as such behavior is observed. Students who do not respond to teacher intervention will be referred to the building principal for further intervention. Corrective action taken at the building level may include, but is not limited to, referral to the peer-mediation program, a conflict resolution or other counseling session with a district counselor or social worker, restitution, community service opportunities in the school, a written problem solving paper, a conference with the student's parent(s), and a warning conference with the student. Disciplinary action for severe behavior may include any of the above, as well as suspension, exclusion, expulsion, and a report to law enforcement. Harassment which is sexual, religious, or racial in nature, and any form of physical violence will be treated as severe behavior.

Building principals must maintain written records of interventions attempted to correct harassing and violent behavior. This record will be available to, and reviewed by, the District Human Rights Supervisor on a regular basis.

Nothing in this policy, nor any action by any District professional or personnel shall discourage or prevent any student from filing a written complaint of harassment or violence with the building principal, the District Human Rights Supervisor, or the Superintendent. A copy of all written complaints must be sent immediately to the District Human Rights Supervisor, and an investigation by the building principal must commence within one school day of receipt of the complaint. The building principal will forward to the Superintendent and the Human Rights Supervisor a written statement of findings and action taken when such investigation is complete.

VI. REPRISAL

The School District will discipline or take appropriate action against any administrator, teacher, pupil, or other school personnel who retaliates against any person who reports alleged harassment or violence of any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. RIGHT TO ALTERNATE COMPLAINT PROCEDURES

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

VIII. HARASSMENT OR VIOLENCE AS ABUSE

Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. S 626.556 may be applicable.

Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged harassment, violence, or abuse.

XI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each District building in areas accessible to pupils and staff members.
- B. This policy shall appear in the student and teacher handbooks.
- C. The School District will develop a method of discussing this policy with students and employees.
- D. This policy shall be reviewed at least annually for compliance with state and federal law.

POLICY TO PROHIBIT DISCRIMINATION

It is the intent of the School Board Policy of Independent School District No. 508 to comply with federal and state law prohibiting discrimination to the end that no person

shall on the grounds of race, color, national origin, creed, religion, sex, marital status, status with regard to public assistance, age or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program; or in employment or recruitment, consideration or selection therefore, whether full-time or part-time under any education program or activity operated by the district for which it receives federal financial assistance.

Inquiries regarding compliance with the Policy to Prohibit Discrimination may be directed to District Human Rights Officer, St. Peter Public School, St. Peter, Minnesota, Telephone 507-934-4210 or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C. 20201

POLICY TITLE IX GRIEVANCE PROCEDURE

Students or employees of Independent School District 508 who feel that they have been discriminated against in violation of the District's Policy to Prohibit Discrimination shall avail themselves of the following grievance procedure:

I. FILING, TIME LIMIT FOR FILING:

A. A student or employee who believes himself or herself to be a victim of sex discrimination in violation of Title IX of the Education Amendments of 1972, may file a grievance in writing with the District's Title IX Compliance Officer if not grievable by means of another grievance procedure. The report shall include:

- 1. The complainant's name, address, phone number, and status in the district, i.e. employee, student.
- 2. The time, place, and circumstances of the alleged act.
- 3. The name of the district employee or representative against whom the complaint is filed.
- 4. Such other information that the complain-tees believe pertinent to their case.

B. The grievance must be filed within seven (7) calendar days of the alleged discriminatory act/conduct or it is waived.

C. The compliance officer shall within five (5) working days send a copy of the allegation to the person against whom allegations) of discrimination are made.

II. INVESTIGATION: INFORMAL CONFERENCE

A. The district compliance officer shall make a prompt investigation of each charge filed. All parties involved in allegations of discrimination shall be notified of the date and procedures for hearings of such allegations.

B. If, after investigation, it is the compliance officer's opinion that the charge lacks foundation, the officer shall inform the complainant within fifteen (15) calendar days of the date of filing of the charges.

C. However, should the compliance officer's investigation disclose the possibility that the charge is valid or has some foundation, the officer shall meet informally with the complainant and the district officials/employees involved and endeavor to arrive at an equitable solution to the problem.

III. APPEAL: TIME LIMITS ON APPEALS

A. If the complainant is dissatisfied with either the results of the informal conference or the compliance officer's finding that no violation of Title IX has occurred; the complainant may appeal that decision to the School Board. Such an appeal must be taken within five (5) days from the date the complainant was informed of the compliance officer's decision.

B. The appeal must be in writing and state with particularity the reasons the complainant disagrees with the compliance officer's disposition of his/her case.

IV. OPTIONAL HEARING PROCEDURES, DECISIONS REVIEW BY BOARD

A. If the grievance is not informally resolved, both the complainant and the alleged discriminator shall have the opportunity to be heard on their own behalf.

B. The hearing will be held before any one of the following, at the option of the school board:

1. The full school board

2. A committee of three school board members appointed by the board chairperson

3. A district administrator recommended by the compliance officer and approved by the board

C. The written decision issued as a result of a hearing held pursuant to this section shall be final, subject to review by the full board as provided in the following statement.

D. The school board may accept, reject or modify the relief recommended by its designee or the committee of three board members.

Bullying

The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

I. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such an act is committed on or off school district property and /or with or without the use of school district resources.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, false reporting of bullying, or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with School District's policies and procedures. The School District may take into account the following factors:

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

G. The School District will investigate all complaints of bullying and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the School District who is found to have violated this policy.

H. Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions and education about bullying up to and including suspension, and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from School District property and events and/or termination of services and/or contracts.

II. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or Materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of signs, signals, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

1. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following: Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

D. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

E. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

F. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

G. "Student" means a student enrolled in the public school.

III. REPORTING PROCEDURE

A. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy:

1. Shall report the alleged acts immediately to an appropriate School District official; or
2. A person may report bullying anonymously, but action may not be taken against an alleged perpetrator based solely on an anonymous report.

B. The School District encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the School District office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

D. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary

contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

E. A teacher, school administrator, volunteer, contractor, or other School District employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building report taker immediately.

F. Reports of bullying, or other prohibited conduct, are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

G. Submission of a good faith complaint or report of bullying, or other prohibited conduct, will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

H. The School District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School District's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

IV. SCHOOL DISTRICT ACTION

A. Within three days of the receipt of a complaint or report of bullying, or other prohibited conduct, the School District shall undertake or authorize an investigation by School District officials or a third party designated by the School District.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of bullying or other prohibited conduct, the complainant, the reporter, and School-district personnel who fail to inform the building report taker of conduct that may constitute bullying, or other prohibited conduct, in a timely manner may be subject to disciplinary action the building principal or responsible authority will be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation students or others, pending completion of an investigation of bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and other applicable school district policies; and applicable regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

V. RETALIATION OR REPRISAL

The School District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the School District who commits an act of reprisal or who retaliates against any person who makes a good faith report of alleged bullying, or prohibited conduct, or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VI. TRAINING AND EDUCATION

A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, and publications on school rules, procedures, and standards of conduct.

B. The school district shall require ongoing professional development to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

- A Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
- B. the complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
- C. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
- D. The incidence and nature of cyberbullying; and
- E. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

- a. Engage all students in creating a safe and supportive school environment;
- b. Partner with parents and other community members to develop and implement prevention and intervention programs;
- c. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
- d. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
- e. Teach students to advocate for themselves and others;
- f. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
- g. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy in the student handbook.

VII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

Decisions in the Absence of School Board Policy

When a situation arises that is not covered by School Board policy and requires immediate attention, the Superintendent will act to resolve the situation. The Superintendent shall inform the

School Board, as soon as practical, that such an action has been necessary. At the discretion of the School Board Chair, the Superintendent's decision will be reviewed at an appropriate time.

POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. Revisions shall be made in consultation with students, parents, and community organizations.

Release of Directory Information

WHEREAS, the School District has occasion to release such information, it shall be the policy of the School District to designate the following personally identifiable information contained in a student's education record as "directory information," and it will disclose that information without prior written consent:

1. the student's name
2. the student's grade level
3. the student's weight and height, if a member of an athletic team
4. pictures of students participating in or attending extra-curricular activities, school events, and High School League activities or events

Parents or guardians of a student or an eligible student (student who is 18 years of age or older or a student attending a post-secondary school) shall be given public notice of this policy on an annual basis and informed of a date by which they may object to the disclosure of such information. Upon notification to the School District on a form provided by the School District, such information pertaining to the student shall not be released.

Corporal Punishment

The School Board prohibits the use of corporal punishment. However, in accordance with M.S. 60.379, reasonable force may be used by a teacher or other member of the instructional, support or supervisory staff of a public school when necessary to restrain the child from hurting him/her self or any other person or property.

Interrogations and Searches

The school administration retains control over lockers and desk space loaned to students and regulates admission and parking of vehicles on school grounds. School principals have the right and duty to inspect and search students' lockers and desks and student or non-student vehicles when a principal reasonably suspects, upon information received from the police or otherwise, that drugs, weapons, dangerous, illegal or prohibited matter or goods stolen from the school or from members of the staff or student body are likely to be found therein.

In addition, school principals will conduct periodic inspections of the school locker areas and/or the parking lots on district premises. These inspections may be announced or unannounced and may be carried out using specially trained dogs to sniff out and alert staff to the presence of substances prohibited by law or district policy.

School principals also have the right and duty to search a student's person if he/she has a high degree of suspicion that drugs, weapons, dangerous, illegal or prohibited matter, or; such stolen goods are likely to be found on the student's person. The results of such a search may be turned over to the police for inspection or examination and may be the subject of criminal or juvenile court prosecution or of school disciplinary proceedings.

Searches and inspections may be carried out without notice, without consent and without a search warrant.

The superintendent of schools will develop reasonable guidelines that address specific needs of the school district related to searches of the school buildings, grounds and a student's person. Guidelines shall be clearly communicated to students and parents/guardians.

Equal Employment

001.4 Equal Educational Opportunity

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, and parental status, status with regard to public assistance, disability, sexual orientation, or age. The school district also makes reasonable accommodations for students with disabilities.

B. The school district prohibits the harassment or bullying of any individual. For information about the types of conduct that constitute a violation of the school district's policy on harassment, violence and bullying, and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment, violence and bullying.

C. This policy applies to all areas of education including academics, coursework, and co-curricular activities, or other rights or privileges of enrollment.

D. It is the responsibility of every school district employee to comply with this policy.

E. Any person having any questions regarding this policy should discuss it with a building principal or the Superintendent of Schools.

Citizen Complaints and Review

006.12

I. GENERAL STATEMENT OF POLICY

The School Board recognizes the right of citizens to register complaints about instructional materials used in the curriculum of the School District. The School Board also recognizes that it has the authority to make final decisions on all complaints about instructional materials, including textbooks.

II. DEFINITIONS

A. Instructional materials shall be defined to include all textbooks and supplementary instructional enrichment materials in which there is specific reference to the various curriculum guides or, in the absence of definitive curriculum guidelines, instructional materials that are considered basic and essential to the curriculum offering.

B. An inquiry is defined as a request for information about instructional material used within the classroom.

C. A complaint is defined as a demand for deletion of instructional material from the curriculum or the exemption of a student from a phase of the prescribed curriculum.

D. Alternative instruction is instruction for a portion of the curriculum that a parent/guardian, or an adult student 18 years or older finds objectionable.

III. INFORMAL COMPLAINT PROCEDURE

A. All instructional materials shall remain in the curriculum until the procedures listed below have been fully completed.

1. Inquiries or complaints shall be directed to the building principal.

2. The building principal shall then assume responsibility for processing the inquiry or complaint on an informal level.

3. The principal shall make available to the person instituting the inquiry and/or complaint the following:

a. The instructional material in question;

b. The appropriate curriculum; and

c. The adopted School Board policy relating to the adoption of instructional material.

B. The principal receiving the inquiry or complaint shall notify the following:

1. The teacher or teachers directly involved;

2. The department chair or grade level leader; and

3. The Superintendent.

C. The principal may arrange informal meetings with any or all of the staff listed in Item B.

D. If the inquiry is resolved by these means, the principal shall notify all parties concerned with the resolution of the inquiry. If the complaint is not resolved, he or she shall institute the procedure outlined in either Item IV or Item V as appropriate.

E. The principal shall submit a report of the proceedings and the outcomes to the Superintendent.

IV. FORMAL COMPLAINT PROCEDURE

A. If the complainant, after having followed the process outlined in Section III, is not satisfied with the outcome, a formal complaint procedure will be instituted.

1. The Superintendent shall request the complainant to file a written complaint using the form located in the Administrative Rules and Regulations.

2. When the formal complaint has been filed, the Superintendent shall appoint a committee according to the following formula: a. A maximum of three teacher representatives of the department or grade level where an objection has been raised and complaint filed. Department chair or grade level leader; c. Two principals; d. A maximum of three lay people residing within the School District; and The membership of the Committee must be an odd number.

3. The committee shall read and review: a. The complaint with the complainant; b. The material cited in Section III-A-3; and c. The report of the principal in Section III-E.

4. The committee shall provide the Superintendent with the minutes of its deliberations and a recommendation based on the factual information available.

5. The Superintendent shall review the relevant materials and shall notify the School Board of the committee's recommendation and his or her support of the recommendation regarding the complaint.

6. The School Board reserves the right to either approve or reject the Superintendent's recommendation as presented.

7. The Superintendent shall notify the complainant of the action taken.

V. ALTERNATIVE EDUCATION REQUEST

A. A parent, guardian, or adult student 18 years or older, may request that the School District personnel make a reasonable arrangement for alternative instruction to replace the content of material that they find objectionable. In such a case, the building principal shall:

1. Request that the teacher involved, in consultation with the grade level leader or department head, offer an alternative method of instruction to the complainant that meets the outcomes of the district-approved curriculum;

2. Request that the teacher involved review and award credit for work completed under the alternative plan; and

3. Notify the Superintendent of the plan for alternative instruction.

B. If the proposed alternative plan does not meet the concerns of the person making the request, the person making the request may provide the alternative instruction. In such a case, the following procedure will be put in place.

1. The complainant shall provide the principal with the instructional plan they will follow in providing the alternative instruction;

2. The instructional plan shall contain the learner outcomes for the student, the materials to be used in instruction and the means of assessing student achievement of the intended outcomes;

3. The instructional plan must be approved by a committee appointed by the building principal; 4. School District personnel will evaluate, assess, and award credit on the quality of a student's work under this alternative arrangement;

5. The School District will not pay for costs of alternative instruction.

NORTH ELEMENTARY SCHOOL STUDENT - PARENT HANDBOOK 2021-2022



815 N. 9th Street - Saint Peter, Minnesota 56082
Phone: (507) 934-3260
FAX: (507) 934-1865

Website: www.stpetersschools.org
Social Media: www.twitter.com/northelem

All district wide policies are on the school website at www.stpetersschools.org or may be viewed at the District Office 100 Lincoln Dr., Suite 229, St. Peter, MN 56082

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WELCOME TO NORTH ELEMENTARY SCHOOL

Situated in the beautiful Minnesota River Valley, North Elementary School is located in the middle of Saint Peter within an established neighborhood of residential homes. From the outside, it looks no different than most traditional elementary schools. And although North's physical structure and location is impressive and well-maintained, it pales in comparison to the creative and personalized learning experiences that occur on a daily basis in and around the school.

STRENGTHENING THE CORE

In serving students in grades 2-4, North Elementary places a strong emphasis on expanding and accelerating student learning in the core areas of literacy and mathematics. Lesson design and classroom structures at this level reflect an intervention and enrichment philosophy to ensure high levels of learning for all students. To make this happen, all teachers differentiate instruction to meet individual student needs. During mathematics and reading blocks, students first participate in whole-class instruction and then transition to small groups that are configured based on student performance on weekly mini-assessments. Students who demonstrate significant learning needs are served by additional licensed teachers during W.I.N. time (What I Need). Students demonstrating mastery of core reading and math skills are involved in enrichment experiences during small group times. Because students move in and out of different groups throughout the school day, the stigma traditionally attached to "ability grouping" is a non-issue. Independent work is supported with mobile devices that reinforce math and reading skills.

ENCORE CLASSES AND FLEXIBLE LEARNING

Students at North Elementary experience physical education, art, music and STEM (Science, Technology, Engineering and Mathematics) on a rotating five-day schedule. The "Take 20" room and "Makerspace" gives students the necessary space to extend their learning through physical movement and makerspaces.

SOCIAL-EMOTIONAL LEARNING AND SUCCESS

Our work around social-emotional learning is rooted in the belief that when children feel safe and recognized in the classroom, they can succeed academically. Social and emotional learning is the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. Our building-wide PBIS curriculum is deeply embedded in research and an understanding of the developmental needs of our 2nd through 4th grade students. Specifically, North students learn a set of social and emotional skills that include cooperation, responsibility, empathy, and self-control.

NAVIGATING THE Cs

Whether learning is happening in core or encore classes, a common thread of instruction is the use of 21st century skills in communication, collaboration, critical thinking, and creativity. Students are asked to develop and share thoughts, questions, ideas and solutions with their peers and work together to reach a goal. Students bring incredible know-how to school every day, and North teachers see it as their role to help students put their skills, talents and interests to work. In the end, students win when learning paths blossom and creativity is sparked. This is the overarching goal of North Elementary and we can't wait to get started!

Darin Doherty
Principal

NORTH ELEMENTARY SCHOOL

STRATEGIC PLAN 2016-2020

Vision Statement: LEARNING MATTERS

Mission Statement: To inspire a passion for learning that encourages and enables all individuals to reach their highest potential.



Core Beliefs:

We Believe:

- A system-wide culture of continuous improvement drives the work of the school district.
- All students can learn and have the right to an exceptional education.
- Safe and caring school environments are essential foundations for student learning.
- Collaboration amongst staff, parents and community members enhances the fulfillment of our mission.
- Resilience is recognized and encouraged within the school experience.

Strategic Directions:

In order to reach our vision, we must:

- Implement a guaranteed and relevant curriculum.
- Align resource allocation to rigorous educational goals.
- Engage in regular and on-going data/evidence collection, use and reporting to stakeholders.
- Develop critical thinkers, collaborators, communicators and problem solvers throughout the system.

Strategic Priorities for 2019-2020: (what we want to accomplish this school year)

- Implement Fountas and Pinnell Classroom's Interactive Read Aloud, Shared Reading, Reading Mini Lessons, Phonics, and Word Study, and Benchmark Assessment System to deliver balanced literacy instruction.
- Implement Bridges in Math curriculum to deliver an aligned mathematical program and support the professional learning that has taken place through the unpacking of standards.
- Daily learning targets are identified and visible in specialist classes so learning expectations are clear for students and teachers.
- Research and develop a report card that aligns with standards and allows for efficient achievement communication between school and home.
- Continue to develop critical thinkers, collaborators, communicators, and problem-solvers through the use of maker activities, capstone graduate portrait and core curriculum.
- Identify members of a task force to build a comprehensive structure for implementing student-led conferences.

OUR SCHOOL DAY

Starting and Ending Times

The instructional school day for North Elementary students is 8:00 a.m. - 3:00 p.m. Students should arrive no earlier than 7:45 a.m. All doors will open at 7:45 a.m. and lock at 8:00 a.m. Students will exit the building starting at 3:00 p.m. Students walking/biking home and being picked up will exit the building through doors 4, 5, and 6. Students riding the bus will exit the building through doors 1, 2 and 3.

Building Security

All entrance doors into our building, except the main entrance (door #1) will be locked each day at 8:00 a.m.

Gym Shoes

Each student should have a separate pair of gym shoes for physical education class. This pair of shoes may be left at school and should be used only in the gymnasium. Only shoes with non-marking soles may be used in the gym.

Appropriate Clothing

At North, we do not have a specific dress code. However, only clothing or appearance that is not considered distracting or disruptive to the educational program may be worn at school. Students are encouraged to keep themselves clean, healthy, and sanitary.

Leaving School Early

For the safety of students leaving the building during the school day, parents/guardians need to come to the school reception office to meet the student and to sign the student out. If someone other than the parent/guardian or emergency contact will be picking up the student, a note must be sent to the office with the information regarding who that will be. IF NO NOTE IS BROUGHT IN, THE STUDENT WILL NOT BE RELEASED. THIS IS FOR YOUR CHILD'S SAFETY.

Phone Calls to School

If you wish to speak to a teacher, it is best to call before school begins or after school ends. If this is inconvenient, a message may be left on voicemail for a teacher to return your call. We also ask that you **call prior to 2:00 p.m.** if you need to leave a message for your child. We cannot guarantee that your child will receive the message although we will attempt to get the message to them. Parents are encouraged to contact the building principal's secretary to schedule a phone conversation or meeting at any time to discuss a concern.

Media Center

Students are encouraged to return books as soon as they are finished with them and to check out new ones. Parents can help by assisting students in remembering to return books on or before the due date.

Recess During Inclement Weather

Recess during cold or inclement weather will be inside if the temperature or wind chill/real-feel is -10 or below.

Field Trips

During the school year field trips are taken by the various classes. With each field trip, permission slips are sent home for parent/guardian signatures. In the event that a parent/guardian does not want their child to go on a field trip, the child should be in attendance at school on that day or parent/guardians may excuse the student for the day. Teachers may request parent/guardian chaperones to help supervise children during the field trip.

Fire, Emergency and Weather Drills

Regulations require that emergency drills be conducted during the school year. By law, we are required to run five (5) fire drills, five (5) lockdowns and one (1) severe weather drill. When the alarm sounds, each class will follow the directions outlined by the teacher. The purpose for the drills is to practice emergency procedures in case an emergency occurs.

Patriotic Exercises

During morning announcement time, the Pledge of Allegiance will be recited each day. Anyone who does not wish to participate in reciting the pledge may elect not to do so.

WHAT PARENTS NEED TO KNOW

Where to pick-up/drop-off Your Student

To pick up or drop off your student, please use 7th Street, Flandreau Street, or Traverse Street. These streets border the school. The parking lot is reserved for school buses to transition through between the hours of 7:40-8:00 a.m. and 2:45-3:10 p.m.

Bus Services

We work closely with Saints Bus service to provide our students with a safe ride to and from school and school related events. **All students will need to be registered for riding the bus and carry their assigned bus pass visible to the driver(s).** The contact information for Saints Bus Service (934-4690) is as follows:

Students at North and all other schools in the state, receive extensive school bus safety training twice each school year. Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding the school buses as are

expected on school property or at school activities, functions, or events. The State of Minnesota provides school districts guidelines for creating rules at the bus stop and on the bus. For the safety of all riders, please help reinforce the importance of following these bus rules with your child:

At the Bus Stop

- Get to the bus stop 5 min before your pickup time.
- Respect the property of others.
- Keep your arms, legs, and property to yourself.
- Use appropriate language.
- No fighting,teasing,bullying,playing at the bus stop.
- Stay away from the street.
- This is a “waiting place” not a “playing place.”

On the Bus

- This is a place that must be orderly and safe for all riders.
- Always listen to the bus driver.
- Sit in your seat facing forward.
- Talk quietly and use appropriate language.
- Keep all parts of your body in the bus.
- Keep your arms, legs and belongings to yourself.
- No fighting, teasing, bullying or playing around on the bus.
- Do not throw any objects.
- No eating or drinking on the bus.
- No sharp objects on the bus.
- Do not damage the bus

Consequences for school bus/bus stop misconduct will apply to all routes. Parents will be notified of any misconduct by your child via a bus conduct report. The discipline procedure for misconduct will be as follows:

- First offense:
Student will be warned, parents will receive a notice, and students will review the bus safety rules with a school staff member.
- Second offense: Student will again have the bus safety rules reviewed in a second session with the a school staff member, and additional consequence may be given, and a notice will be sent to parents.
- Third Offense: Additional instruction on the importance of following the bus safety rules will be given to the student and a call will be made to the parents to inform them that additional instances will result in a suspension from riding the bus. Additional consequences may be given.
- Fourth & Future Offenses: Student will conference with the principal and parents will be notified of a suspension from riding the bus. Suspension duration will begin with 3 days and increase with each offense. They could result in removal from riding the bus for the remainder of the year. Any serious infraction may be cause for immediate removal.

TRANSPORTATION ELIGIBILITY

Bus transportation will be provided for students who meet one of the following requirements:

- Students who live 1 mile or more from the school they attend
- Students who live within the city limits east of Highway 169 or south of Highway 99 and are without the benefits of crossing signals, and/or students who live within the city limits east of Highway 22 and north of St. Julian St.

Parents are permitted to designate a licensed day care facility or the home of a relative, as the home of a student for transportation.

Parent/Teacher Conferences

Parent-teacher conferences for all students will be held at the beginning of the school year with parents being contacted for appointments OR parents registering online. There will also be conferences held in the fall and spring of each school-year. Parents or teachers may request a conference at any time.

Title I Parent Advisory Committee

Parents who have children participating in Title I reading and/or math intervention classes are invited to be members of the Title I Parent Advisory Committee. The committee meets three or four times a year. If your child is being serviced by the Title I program, you will receive notices of the meetings.

North PTO (Parent/Teacher Organization)

In order to strengthen effective communication between home and school, a parent group meets regularly. This group serves in an advisory role to the principal. All meetings are open to the public and will be announced.

Volunteers

Members of the community who would enjoy donating time to the school program may call the school office to receive information on how they can help. If parents are able to routinely volunteer at school or during other school activities a background check will be required.

Student Records

The school district maintains some information necessary to carry out an effective educational program for each child. Parents have the right to examine the contents of their children's records. Others having access to the records include school staff having a legitimate educational interest in the child; another school district; a college or educational institution in which the student may enroll; and the courts when a record is requested by judicial subpoena. Only with written parental consent will a student's record be available to any other party. When a student reaches 18 years of age, required consent and the rights accorded the parent shall thereafter be required of and accorded to the student.

Visiting School

All visitors are required to sign in at the office and display a name badge before entering the main building. Access to the building may be limited due to the tracing requirements of COVID-19.

Equal Education Opportunity

All school employees at North Elementary School are committed to enhancing students' quality of life by developing and fostering understanding and appreciation of a free and diverse society and providing equal opportunity for all. The school seeks to ensure equitable access and opportunities in all areas of educational programming at North. Teachers, students and families who seek reasonable accommodations for students are asked to convene the student's learning team to develop an appropriate plan. Any person having questions are asked to contact the building principal or the Superintendent of Schools.

WHAT STUDENTS NEED TO KNOW

Valuables

Items brought to school are the student's responsibility. It is suggested that valuable items be left at home. School staff cannot guarantee student items will be safe and secure.

School Phone use by Students

Students will be discouraged from using school telephones except in emergency cases. Please try to make any special arrangements necessary for your child at home before he/she leaves for school.

Textbooks and Library Books

All textbooks and library books are furnished free of charge by the school district. Parents/guardians assume financial responsibility for lost or damaged books.

Building-wide Behavioral Expectations

At North we have a positive behavior intervention and support model called "North Stars." All staff are involved in the development and application of the program. Multi-tiered behavioral interventions will be implemented with students, with parents/guardians being notified and involved in the interventions.

Disciplinary action might be taken if students do not follow these expectations and a pattern of behavior is established by the student that doesn't follow the building-wide expectations. It is the policy of the Saint Peter School District to follow the Minnesota Pupil Fair Dismissal Act in the suspension, exclusion, and expulsion of students. A copy of the school board policy concerning discipline is available at the North Office or online at www.stpetersschools.org

Personal Mobile Devices

Student mobile devices may be used during the instructional time at each teacher's discretion. During social learning times (recess, lunch, breaks, etc.) mobile devices should not be used. If a student has a mobile device, it is their responsibility to keep it safe and use it in a manner that is conducive to learning. If the mobile device is used in a manner deemed irresponsible during the school day it will be given to the principal and will be returned only to a parent/guardian.

Responsible use of Technology

Technology devices are intended for use at school each day. Many class assignments, assessments, additional course content delivery will occur on the devices.

Backgrounds, Passwords, and Apple IDs

- Inappropriate media may not be used as a background or stored on the device.
- Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, gang related symbols or pictures will result in disciplinary actions.
- Take care to protect your passwords. Do not share your passwords.
- Elementary iPads will not require individual Apple IDs. Chromebooks will require a School District issued Gmail username and password.

Printing

Printing from personal technology devices is NOT supported by the School District of Saint Peter.

Accessing, Managing and Saving Your Digital Work

- Most course content creations will not be saved to the devices. They will be uploaded to a cloud service, or emailed/shared with the student's teacher.
- Cloud-based storage systems, such as Google Drive, will be available for student use.
- Google Drive includes a suite of products (Docs, Slides, Drawings, Spreadsheets, Forms) that lets you create different kinds of online documents, work on them in real time with other people, and store your documents and your other files.

Acceptable Use Guidelines

General Guidelines:

- Students will have access to all available forms of electronic media and communication which is in support of education and research and in support of the educational goals and objectives of the School District of Saint Peter.
- Students are responsible for their ethical and educational use of the technology resources of the School District of Saint Peter.
- Students will recognize that their reputation in cyberspace is nothing to take lightly. One's digital footprint can last a lifetime.

- Access to the School District of Saint Peter technology resources is a privilege and not a right. Each employee, student and/or parent will be required to follow the District's Internet Safety and Acceptable Use.
- Transmission of any material that is in violation of any federal or state law is prohibited. This includes, but is not limited to the following: confidential information, copyrighted material, and threatening or obscene material.
- Any attempt to alter data, the configuration of a device, or the files of another user, without the consent of the individual, building administrator, or technology administrator, will be considered an act of vandalism and subject to disciplinary action in accordance with the student handbook and other applicable school policies.

Privacy and Safety

- Do not go into unapproved social media sites, chat rooms, or send chain letters without permission. If applicable, teachers may create discussion groups for communication among students for educational purposes.
- Do not open, use, or change files that do not belong to you.
- Do not reveal your full name, phone number, home address, social security number, credit card numbers, password or passwords of other people.
- Remember that storage is not guaranteed to be private or confidential.
- If you inadvertently access a website that contains obscene, pornographic or otherwise offensive material, exit the site immediately, and report it to a teacher. This is an open share policy, students who report inappropriate material will not be disciplined if they do so in an immediate manner.
- Any sharing of student work and/or student images on school district sites, and/or school district-sanctioned sites will first have to be approved by parents.

Legal Property

- Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.
- Plagiarism is a violation of the student policy. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- Use or possession of hacking software is strictly prohibited and violators will be subject to discipline. Violation of applicable state or federal law, including the Minnesota Penal Code, Computer Crimes, will result in criminal prosecution or disciplinary action by the District.

Electronic Communication

- Do not transmit language/material that may be considered profane, obscene, abusive, or offensive to others.
- Do not send mass emails, chain letters or spam.
- Email & communications sent/received should be related to educational needs.
- Email & communications are subject to inspection by the school at any time.

Consequences

- The student in whose name a system account and/or a technology device is issued will be responsible at all times for its appropriate use.
- Non-compliance with the policies of this document or the District's Internet Safety and Acceptable Use will result in disciplinary action.
- Electronic mail, network usage, and all stored files shall not be considered confidential and may be monitored at any time by designated district staff to ensure appropriate use.
- The district cooperates fully with local, state or federal officials in any investigation concerning or relating to violations of computer crime laws.

Technology Device Identification

- Student technology devices will be labeled in the manner specified by the school.
- Devices can be identified by their serial number.
- Devices are the responsibility of the student and teacher. Students found to be vandalizing devices on purpose may be subject to disciplinary action.

Account Security

- School issued user IDs and passwords may be used to access course content and materials.
- User IDs and passwords are confidential and should not be shared.
- Students can reset their passwords with the assistance of the Library Media Center Help Desk when necessary.

Damage/Repair Fees

- Damages and repairs will be dealt with on a case by case basis as per the student handbook school district property usage policies. Fines will be levied if need be with prices never to exceed the full cost of the device and/or case.

Student Conduct Expectations

**BE SAFE
BE RESPONSIBLE
BE RESPECTFUL**

These expectations may include, but are not limited to the following:

A. PLAYGROUND EXPECTATIONS

- Students are expected to show respect for and follow directions given by the supervisor.
- Students are expected to stay within the boundaries of the playground as set by school personnel.
- Students are expected to play outside at morning or lunch recess and to line up properly in front of the door when the bell rings or when called by school personnel.

- Students are expected to refrain from throwing or kicking objects that are not approved playground equipment.

B. HALLWAY EXPECTATIONS

- Students are expected to walk and talk quietly when passing in the halls.
- Playground equipment or physical education equipment will be carried in the halls.
- Students are expected to talk softly and use all restroom facilities in a proper manner.
- Students are expected to play outside in the morning or wait in the hallway by the gym until the supervisor instructs them to go to their classroom.
- Students are expected to close locker doors quietly.

C. RESTROOM EXPECTATIONS

Students are expected to behave in a socially acceptable manner in the restroom.

D. LUNCHROOM EXPECTATIONS

- Students are expected to behave in a socially acceptable manner in the cafeteria.
- Students are expected to sit in their designated area.
- Students are expected to go directly to their next event.

E. STUDENT EXPECTATIONS REGARDING CLASSROOM BEHAVIOR

- Students are expected to follow the directions of the classroom teacher and show respect for the teacher and classmates at all times.
- Students are expected to be ready to learn as directed by their teacher at 8:00AM.

F. EXTREME MISCONDUCT

North Elementary will follow the school district's policies regarding drug/alcohol, assault, weapon, and harassment as stated in the Student/Parent Handbook.

G. CONSEQUENCES

- Although North Elementary promotes self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. When necessary, school personnel will select from a range of appropriate and effective consequences. The Student Conduct Program currently utilized is a discipline option for school personnel: The adult will inform the student and guardian of the violation.
- The student may be removed from the classroom and sent to the North Star Room to complete a plan for change.
- If the principal determines that the consequence is suspension of the student from school parent/guardians will be immediately notified. They will receive information about Pupil Fair Dismissal Act (found in Appendix B) and a reentry plan will be communicated.
- A summarization of the violation and the plan for change will be sent home to parents/guardians.

GETTING INFORMATION HOME

Closing Schools

Schools may be closed by the Superintendent of Schools or designee in the event of extreme weather conditions or emergency circumstances. The district will use the phone system called “Blackboard Connect” for official announcements. These announcements will come to your phone and email on file with the district. PLEASE CONTACT THE SCHOOL IN A TIMELY FASHION WHEN PHONE NUMBERS AND ADDRESSES CHANGE SO THAT YOU WILL RECEIVE THESE EMERGENCY MESSAGES.

Flexible Learning Days

All students at North have access to a shared virtual space called SeeSaw. Students have been using SeeSaw to document their learning through the guidance of their teachers at school. By using their Google login information, students can access the SeeSaw app through mobile devices or the app.seesaw.me webpage on a computer. If a Flexible Learning Day occurs, students will login to their Seesaw account and complete the learning tasks assigned by their teachers. North teachers will have the day's tasks posted on the Seesaw site by 10:00 am on the Flexible Learning Day. For students who don't have internet access on inclement weather days, their teacher will provide time and resources for them to complete the Flexible Learning Day tasks on the next day that school is in session.

Report Cards

Report cards will be available at the end of each quarter, and will be available online through Infinite Campus, our student data reporting system. Report cards will also be sent home with students at the end of the week following a teacher workday. You may sign up for Infinite Campus by contacting central registration at the district office.

OUR SCHOOL GROUNDS

Bicycles, Skateboards and Scooters

Students may ride bicycles, skateboards or scooters to school. Bike racks are provided for parking bikes. Skateboards and scooters should be stored inside the building. Students must assume responsibility for their own property. For safety reasons, the following rules must be complied with:

- All bicycles must be parked in the bike racks. It is recommended that bicycles be locked and that all safety rules are obeyed.
- Students may not ride their bicycles, skateboards or scooters during the school day, unless it is for teacher supervised, educational purposes.
- Students may not ride a bicycle, skateboard or scooter belonging to another student.
- Students are not allowed to ride a bicycle, skateboard or scooter on school grounds during a school day. This is for their safety as there is a lot of traffic with pick-up and

drop-off. They must walk with them to where they will be placed for the school day before school and walk to the end of school property at the end of the day.

Supervision Before and After School

Supervision will NOT be provided for students prior to 7:45 a.m. this school year to reduce the amount of close personal contact. Students should not arrive at school before this time. At the conclusion of the instructional day at 3:00 p.m. students waiting to be picked up will be supervised by our crossing guards until 3:15 p.m. After 3:15 p.m. any students who haven't been picked up will be taken to the office to contact parents. During inclement weather students may wait inside the building entrance. North's behavioral expectations apply on school grounds at all times.

Trespass on School Property

It is a misdemeanor for a person to enter or be found in a public or non-public elementary, intermediate, middle or secondary school building unless the person:

- is enrolled as a student in the school, a parent or guardian of an enrolled student in the school, or an employee of the school or school district;
- has permission or an invitation from a school official to be in the building;
- is attending a school event, class or meeting to which the person, the public or the student's family is invited;
- has reported their presence in the school building in a manner required for visitors to the school. (Report to the main office)

THE SCHOOL OFFICES

Address Changes

Parents/Students who have a change of address, telephone number or email address during the school year should report these changes to the District Office, 507-934-5703 ext. 1016.

Lunch Ticket and Milk Fees (All breakfast and lunches are free for K-12 students this school year from 8/30/2021 until 5/31/22.)

Meal *Meal prices include milk	2021-22 Prices
Kindergarten Breakfast	FREE for all K students
Grades 1-4 Breakfast	\$1.35
Grades K-4 Lunch	\$2.90

Adult Breakfast	\$ 2.15
Adult Lunch	\$ 3.90
Extra Milk	\$0.40

FREE BREAKFAST AND LUNCH for all students who qualify for FREE OR REDUCED meals.

To be the most alert, energetic, and productive every student should have a good breakfast before school each day. Although children may not be hungry when they first wake up, a good breakfast is essential to the demands of work. If your child does not prefer eating before they leave for school, we can offer a nutritious breakfast. We have a full service kitchen that provides us with breakfast and lunch. Both meals and milk are available through the food service. The students are assigned an account number and parents are to put money in the account periodically. Reminder notices are sent out when the account is getting low. Forms are available for parents/guardians to fill out for free and reduced meals. These forms will be made available all year. If you are having difficulty keeping up with your account balance, please contact the office.

Unpaid Meal Charges

Saint Peter Public Schools offers breakfast and lunch meals to students who meet state and federal guidelines. The District works to promote healthy eating habits and enhance learning as well as maintain the financial integrity of the National School Breakfast and Lunch program and eliminate stigmatization of children who are unable to pay meal charges.

School districts in Minnesota are required to have procedures in place to establish consistent practices for the provision of meals to students who have insufficient funds in their school meal accounts and the collection of unpaid meal debt. The following information outlines the school district's procedure:

Meals for Students

All students, regardless of their lunch account balance, will be offered a reimbursable school breakfast and lunch each school day. Students with a negative meal account balance of -\$20.00 or more are not allowed to charge for additional items, however students may purchase extra items with cash.

Payment Options

Families can pay for meals online via Infinite Campus at no charge or submit a check or cash at any school office or cafeteria.

Free and Reduced Meal Program

Applications for free/reduced meals are required yearly for each family to receive benefits. Families can apply for free/reduced-price meal benefits anytime during the school year. Meal applications are distributed to all families prior to the first day of classes. Applications are also available in school offices, on the school district website (stpetersschools.org) or at the District Office. Families can apply for meal benefits anytime during the school year should family size or income change.

Attendance

Children are expected to be in school every day unless they are ill or there is a family emergency. If a student is absent a parent/guardian is required to call the school (507) 934-3260 ext 4038. If no answer, leave a message. A phone call with a brief description of why student is absent will excuse the absence. If our attendance clerk is not able to reach a parent/guardian OR a message is not left on the attendance line by a parent/guardian the student will be marked as unexcused. (A written description of student absence will also be accepted.) It is recommended that appointments be made outside school hours whenever possible. Parents/guardians should notify the school if a child will be absent for an extended period of time so that make-up work may be provided.

Absence from School

If a child is absent from school without lawful excuse for more than seven days, the child's parent or guardian will be contacted and, if necessary, the county attorney may be informed.

At North Elementary attendance is taken two times daily. The first attendance is taken at 8:15 am. and the second is after each homeroom lunch/recess. If a student arrives after 9:00 am. he/she will be marked as absent for the morning, which is calculated as ½ day absence. If the student is not present in his/her homeroom after lunch/recess they will be counted as absent ½ day.

Reporting Attendance

- Step 1: Teachers report attendance to the office by 8:15 am. Teachers maintain regular contact with parents of students with repeated absences. Any chronic absences are reported to the social worker and school principal. The school office monitors attendance via a monthly report.
- Step 2: After six (6) absences (unexcused or excused without proper reason or apparent medical condition) the principal and social workers review the case and send a letter to the parents notifying them of an upcoming contact from the (principal, school nurse, social worker, other.) This contact will be made within two (2) weeks of the initial letter. Minnesota Statutes mandating school attendance and the long-range effects of chronic absences will be discussed with the parents.
- Step 3: After seven (7) absences the attendance team will meet to determine the next intervention to be made. Individual cases will vary. Team members may include the

parent, principal, teacher, school social worker, nurse, county social service representative, school psychologist, and others relevant to the individual situation.

- Step 4: If attendance has not improved after the team conference, reporting educational neglect or truancy to the appropriate agencies may happen.

Transfer from School

If a student withdraws from school before the end of the school year, the school office should be notified at least two days before the date of departure. Parents should contact Central Registration with transfer information so that the student's records can be sent to the new school when requested.

Child Abuse and Neglect

In accordance with the State Law (Statute Number 626.556) all cases where there is reasonable cause to believe a child is being neglected or physically or sexually abused shall be reported immediately to the local welfare agency.

Teachers may report all such cases directly to the local welfare agency or may seek the assistance of the building principal, the school social worker, and/or the Student Assistance Team. Reports will be made by telephone with a follow-up letter, and will remain confidential information among the persons listed above.

INFORMATION FROM THE NURSE

If a child becomes ill at school and would need to go home, school personnel will call the parent at home or work. If the parent cannot be reached, the person you have designated, as your child's emergency alternate will be called. Transportation arrangements for the ill child are the responsibility of the parent. Until the child is picked up, he/she will be cared for in the nurse's office. If there is a change of telephone numbers for either you or the emergency alternate, please notify the school.

When Should a Child Stay Home?

If a child is vomiting or has diarrhea, he/she should stay home for 24 hours after the vomiting or diarrhea has stopped. If a child has a temperature 100 degrees or greater, he/she should remain at home. Students should remain at home for 24 hours without fever reducing medication, such as Tylenol, before returning to school. Schools are not properly staffed or equipped to tend to the clinical needs of sick children. Our school can only temporarily provide for your child's medical needs if they are ill. Parents should arrive promptly following a phone call from school.

Emergency Care Policy

In the event of an emergency or serious illness, it is the policy of the school district to provide appropriate medical response and to contact the parent/guardian as quickly as possible. In the event of a serious emergency, the school will call 911, emergency response personnel

immediately. The parent/guardian or designee will be contacted at the same time. If the situation is not life threatening but the student requires urgent care and the school cannot contact a parent/guardian or designee, school personnel will transport (or call 911) the student to the nearest clinic or hospital. It is the responsibility of the parent/guardian to pay an incurred medical expense. It is the parent/guardian's responsibility to make arrangements for proper care in the event of illness/injury. If the parent is unable to be reached, other contacts will be called and asked to assume temporary care of the child or make decisions in regard to the care of the child.

Medication

Parents/guardians requesting that medication (either prescription or nonprescription) be administered during school hours by school staff are required to provide the following:

- A statement from the physician for the administration of medication
- A parent release for the administration of medication
- The medication in the original, properly labeled, pharmacy container

Immunization Law

Minnesota State law requires all children attending public schools to be fully immunized against diphtheria, tetanus, pertussis (DTP), polio, and measles, mumps and rubella (MMR). A student entering grades K - 6 should have had 5 DPT, 4 polio, 2 MMR immunizations, and 3 Hepatitis B vaccines, and two varicella (chickenpox) vaccines. Parents who hold conscientious beliefs contrary to the immunizations law need to submit the conscientious objection form to the school. Students who are not fully immunized will need to update their vaccinations to remain in school. The school nurse will assist families in identifying vaccines needed and local resources available to meet those needs.

Communicable Diseases

In the event that your child develops a communicable disease during the school year, please notify the school so we can then observe other students for signs of illness. Examples of common childhood communicable diseases are chicken pox, pink eye, strep throat, head lice, impetigo, flu, and the common cold. Please call the nurse if you have questions regarding your child's illness or when your child can return to school. Any question or concerns call our school nurse, Mary Powers, RN or Kari Peterson, RN. If you are unable to reach the nurse, please contact one of the building secretaries and they will have the nurse return your call ASAP.

Staying Indoors at Recess

Except during inclement weather, students are expected to be outdoors at recess. It may be necessary, on occasion, for students to stay in for health reasons. A parent's written request is needed for a child to remain inside at recess; and a doctor's recommendation will be expected if a student needs to stay in for an extended amount of time.

ADDITIONAL INFORMATION

Lost and Found

We have a lost and found table near the office. Parents and students are encouraged to check this area for articles, which may have been lost. At the conclusion of the school year, unclaimed items will be donated or disposed of.

Dress for the Weather

Because of our continually changing weather, please make sure that students are sent to school dressed appropriately and with proper footwear during extreme weather temperatures/conditions.

Treats

State law prohibits homemade food from being brought to school to serve as treats for parties, birthdays, etc.

Private Parties

In order to be sensitive to the feelings of all students, we ask that invitations to parties which may exclude some children be made outside of the school day.

Athletic Events at the Middle and High School

We ask that elementary students attend St. Peter High School athletic events accompanied by an adult. While in attendance at athletic events, students should behave in a North Star manner or they will be asked to leave the event, or stay with their parent/guardian.

Soliciting and Trading

Because of the problems that may arise, students may not trade personal items or solicit for individual profit.

School Visitation by Children

Occasionally, requests are made by students to have children who are friends or relatives visit school. We discourage such visits because it causes disruption to the normal classroom routine and the process of learning. All expectations to this rule must be reviewed by the building principal.

Elopement Plan

Students who have demonstrated a pattern of elopement from the school setting will have a specific elopement plan developed in collaboration with parents, case manager, teacher, principal, social worker, nurse and others as identified.

Parent/Guardian Guide to Statewide Testing



Parent/Guardian Guide to Statewide Testing

This document provides basic information to help parents/guardians make informed decisions that benefit their children, schools and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- Students who do not participate will receive a score of "not proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)

- Based on the Minnesota Academic Standards; given annually in grades 3-8 and in high school in reading and mathematics; given annually in grades 5, 8 and in high school for science.
- Majority of students take the MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

ACCESS and Alternate ACCESS for English Learners

- Based on the WIDA English Language Development Standards.
- Given annually to English learners in grades K–12 in reading, writing, listening and speaking.
- Majority of English learners take ACCESS for ELLs.
- Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The reading and mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Because test content represents the academic standards as completely as possible, preparing for and taking the assessments uses the very same knowledge, processes and strategies included in the standards.

Are there limits on local testing?

As stated in 120B.301, for students in grades 1-6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7-12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is less than 1 percent of instructional time in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.state.mn.us/Students/Families/StatewideTesting/) (education.state.mn.us > Students and Families > Statewide Testing).



Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

*To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.*

Date _____ (This form is **only** applicable for the 20____ to 20____ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides a *Parent/Guardian Guide to Statewide Testing* on the [MDE website](#) (Students and Families > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____ MCA/MTAS Reading

_____ MCA/MTAS Science

_____ MCA/MTAS Mathematics

_____ ACCESS or Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my student will receive a score of "not proficient" and waives the opportunity to receive a college-ready score that could save him/her time and money by not having to take remedial, non-credit courses at a Minnesota State college or university. My school and I may lose valuable information about how well my student is progressing academically. In addition, opting out may impact the school, district, and state's efforts to equitably distribute resources and support student learning.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only.

Student ID or MARSS Number _____

SCHOOL POLICIES (PARTIAL LIST OF DISTRICT POLICIES)

Background Checks

Background checks are completed on all employees and anyone that provides an extended service involving students in our school district.

Animals in the Classroom

Requests for bringing animals to the classroom require prior approval from the building principal. The request should include the educational purpose, proof of animal health records, as well as guardian consent for each student in the classroom. The consent form will be distributed prior to approval and will include acknowledgment of any known student allergies. If consent is not granted, reasonable accommodations will be made when appropriate. If the animal is staying for an extended time, the teacher is responsible for submitting an animal care plan, which should include allocated responsibility in the event of an absence. The school reserves the right to deny an animal request at any time.

Emergency Care Policy

In the event of emergency or serious illness, it is the policy of the St. Peter Public School District #508 to provide appropriate medical response and to contact the parent/guardian in a timely manner. In a life-threatening emergency, the school will contact emergency response personnel immediately. The parent/guardian, or designated emergency person, will be contacted at the same time. If the situation is not life-threatening, but the student requires urgent care and the school cannot contact a parent/guardian or designee, school personnel will transport the student to the St. Peter Clinic or St. Peter Community Hospital for care. When parents arrive at the clinic or hospital, they will be able to change health care providers at that time if they so desire. It is the responsibility of the parent/guardian to pay any incurred medical expense.

Smoking Policy

Because the School Board of ISD 508, St. Peter, is aware of the warning issued by the Surgeon General concerning the dangers of tobacco use; and because the health and physical education programs promote programs to discourage the use of tobacco products; and because studies indicate that passive smoke inhalation may be dangerous to the health of nonsmokers; and whereas teachers and other adults may be viewed as role models by students to emulate, it shall be the policy of this Board to declare all buildings and vehicles of ISD 508 as tobacco free areas for all persons at all times. Further, it shall be requested of all persons attending school functions to refrain from using tobacco products on school grounds as well. Students are prohibited from using or possessing tobacco products on school grounds at all times.

Weapons Policy

It is the policy of the school district to maintain a positive, safe, secure learning and working environment. In striving to attain such an environment, the district takes the position of no tolerance for weapons in our schools, except in certain instances. (See Appendix A - Weapons Policy for further information.)

All weapons or instruments that have the appearance of a weapon are prohibited within all school environments and the school zone, except for educational purposes as authorized in advance by the building principal or designee. School environments include, but are not limited to: district-owned buildings; leased or rented facilities; school-sponsored activities; field trips; school vehicles and school buses (rented or owned); and school bus stops. Anyone found to be in possession of a weapon in any area defined in this policy, before, during, or after school hours is subject to administrative and/or legal actions.

POSSESSION - Students and non-students, including employees and other adults, are forbidden to knowingly or voluntarily possess, store in any area subject to one's control, handle, transmit, or use any instrument that is considered a weapon or a "look-alike" weapon in any of the school environments listed above.

STUDENT REPORTING - Students who see or become aware of a weapon at school must not touch it or remain in the presence of a person or group if a weapon is present. Students must notify an adult immediately for the safety of all concerned.

SCHOOL WEAPONS - "Weapon" means any firearm whether loaded or unloaded; any chemical, substance, device or instrument designed as a weapon; or through its use capable of threatening or producing bodily harm or death; or any device or instrument that is used to threaten, strike terror, or cause bodily harm or death.

STUDENTS WITH DISABILITIES - The Minnesota Pupil Fair Dismissal Act. Minn. Stat. 127.26 to 127.39 applies to all pupils. Accordingly, all students, regardless of disability, will be suspended from school for one to five days, pending further investigation of the weapons policy violation. If the alleged violator is "a student with a disability" pursuant to Minnesota and federal law, special due process procedures are required. Within five days of a suspension, a team meeting shall occur. The team shall determine whether the weapons policy violation is related to the disability. If the team determines that the misconduct is unrelated to the student's disability, the student will be disciplined in the same manner as students without disabilities. The disabled student who violates this weapons policy will not be expelled if the assessment team determines that the misconduct is related to the student's disability. If the misconduct is related to the student's disability, and if following suspension and readmission to school the student continues to violate this policy; and if the parent or guardian will not agree to a more restrictive placement, school officials may seek court assistance to expel the student.

Drug, Alcohol and Assault Policy

POLICY - It is the policy of this school district to maintain a positive, safe, and secure learning and working environment. In striving to attain such an environment, the district takes the position of no tolerance for illegal drug/alcohol possession, use, sale, or distribution in our schools. In addition, the district takes the position of no tolerance for assault in our schools.

IMPLEMENTATION - The students, staff, parents, and community will be continually educated in the understanding and implementation of this policy. Police officers will also be involved in the educational aspects, implementation, and enforcement of this policy. Staff, students, parents, and community groups will be involved in developing, implementing, and extending programs which address problems regarding chemical use and assault. All groups will also be involved in sharing information which could lead towards dealing with potential problems or solving existing problems.

ADMINISTRATIVE RULES AND REGULATIONS

Possession, sale, use, or distribution of illegal drugs/alcohol

Students are forbidden to knowingly or voluntarily possess, sell, use, or distribute illegal drugs or alcohol on school grounds. Such grounds have been defined by the weapons policies in place as extending 300 feet surrounding any immediate school building.

The procedure used for dealing with student offenses will be as follows:

1. Confiscation of all illegal drugs/alcohol.
2. Notification of parent/guardian.
3. Administrative hearing with the student which may include:
 - a. Initial suspension from school for up to five days.
 - b. Involvement of police with recommendation to charge.
 - c. Recommendation to the Superintendent regarding expulsion.

Assault

Students are forbidden to threaten bodily harm or death to other persons. While on school grounds, students are also forbidden to engage in fighting with another person or persons. *Fighting shall be characterized by aggressive violent behavior by two or more individuals with the intent of inflicting physical harm upon one another and differentiated from poking, pushing, shoving or scuffling.

The procedure for verbal assault (threats) will be as follows:

1. Notification of parent/guardian.
2. Administrative hearing held with the student which may include:
 - a. Assignment of detention.
 - b. Assignment of in-school suspension.

- c. Suspension from school for up to five days.
- d. Involvement of police with recommendation to charge.

The procedure for physical assault (fighting) will be as follows:

1. Notification of parent/guardian.
2. Administrative hearing held with the student which may include:
 - a. Assignment of detention.
 - b. Assignment of in-school suspension.
 - c. Suspension from school for up to five days.
 - d. Involvement with police with recommendation to charge.

Hazing

The Saint Peter Schools will not allow hazing. Hazing means to commit an act against a student or coercing a student into committing the act that creates a substantial risk of harm in order for the student to be initiated into or affiliated with a student organization. This policy is applicable both on and off school grounds and both during and after/before school hours. Students are encouraged to report hazing incidents to any school employee, who in turn will report the incidents to a principal. Students who involve themselves in hazing will be subject to disciplinary actions which conform with the Pupil Fair Dismissal Act. It will be the intent that the sanctions will be sufficiently severe to deter violations from occurring.

Intimidation

The Saint Peter Schools will not allow intimidation. Intimidation is the act of threatening the well being, health, or safety of any student, either verbally, by gesture, or symbols commonly understood to convey hatred or contempt for others on the basis of their sex, race, or religious affiliation.

POLICY PROHIBITING HARASSMENT AND VIOLENCE

I. GENERAL STATEMENT OF POLICY

It is a mission of Independent School District 508 (the "School District") to 1) Affirm the rights of individuals to be themselves and to be accepted in the school community; and 2) Create and maintain a physically and psychological safe and respectful environment where learning, growth, and self-esteem can be attained by everyone. Therefore, it is the policy of the "School District" to maintain a learning and working environment that is free from harassment and violence. The School District prohibits any form of harassment or violence.

It shall be a violation of this policy for any administrator, teacher, pupil or other school personnel of the School District to harass a pupil, teacher, administrator or other school personnel by this policy. It shall be a violation of this policy for any administrator, teacher, pupil or other school personnel of the School District to inflict, threaten to

inflict, or attempt to inflict violence upon any pupil, teacher, administrator or other school personnel.

It will be the responsibility of all professional employees of the School District to take appropriate action against any form of harassment or violence. The School District will act to take appropriate action or discipline when this policy has been violated.

II. DEFINITIONS

- A. School Personnel - School Personnel includes school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the District.
- B. Professional Employees - Professional Employees of the District include teachers, administrators and any other persons charged with the supervision of students.
- C. Harassment - Harassment consists of physical or verbal conduct when the conduct:
 - 1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
 - 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 - 3. otherwise adversely affects an individual's employment or academic opportunities.
- D. Violence - Violence is a physical act of aggression or assault upon another.
- E. Assault - Assault is (this does not include necessary restraint of a pupil by teachers, administrators or other school personnel to avoid physical harm to persons or property):
 - 1. an act done with intent to cause fear in another of immediate bodily harm or death;
 - 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 - 3. the threat to do bodily harm to another with present ability to carry out the threat.
- F. Sexual Harassment - Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - 1. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 - 2. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - 3. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.
 - 4. Sexual harassment may include but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome behavior or words directed at an individual because of gender;
 - c. unwelcome pressure for sexual favors;

- d. unwelcome sexual or inappropriate patting, pinching, or physical contact. (This does not include necessary restraint of a pupil by teachers, administrators or other school personnel to avoid physical harm to persons or property.);
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - f. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status.
- G. Racial Harassment - Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:
- 1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
 - 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance;
 - 3. otherwise adversely affects an individual's employment or academic opportunities.
- H. Religious Harassment - Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:
- 1. has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;
 - 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance;
 - 3. otherwise adversely affects an individual's employment or academic opportunities.
- I. Sexual Violence - Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes Section 609.341, include the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
Sexual violence may include, but is not limited to:
- 1. touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - 2. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
 - 3. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - 4. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.
- J. Racial Violence - Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.
- K. Religious Violence - Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.

III. REPORTING PROCEDURES

The School Board hereby designates Kelly Jensen as the School District Human Rights Supervisor to oversee the actions taken in response to reports or complaints of harassment or violence. If the complaint involves the Human Rights Supervisor, the complaint shall be filed directly with the Superintendent.

The School District shall conspicuously post the name of the Human Rights Supervisor, including mailing addresses and telephone numbers.

Submission of a good faith complaint or report of harassment or violence will not affect the complainant's or reporter's future employment, grades, or work assignments. Use of formal reporting forms is not mandatory.

In a formal investigation, the School District will respect the privacy of the complainant, the individual(s) against whom the complaint is file, and the witnesses as much as possible, consistent with the School District's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

Nothing in this policy shall prevent any person from reporting harassment or violence directly to the District Human Rights Supervisor or to the Superintendent.

IV. REPORTS OR COMPLAINTS AGAINST DISTRICT PROFESSIONALS OR PERSONNEL

A. Reporting Procedures. Any person who believes he or she has been the victim of harassment or violence by an administrator, teacher, or other school personnel of the School District, or any person with knowledge or belief of conduct which may constitute harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to the appropriate building principal, the District Human Rights Supervisor, or the Superintendent.

In each school building, the building principal is the person responsible for receiving and investigating oral or written reports of harassment or violence at the building level. Any adult School District personnel who receives a report of harassment or violence by an administrator, teacher or other school personnel shall inform the building principal immediately. The School District encourages the reporting party or complainant to use the report form available from the principal of each building or available from the School District office, but oral reports shall be considered complaints as well. The building principal may request, but may not insist upon, a written complaint.

Upon receipt of a report, the principal must notify the School District Human Rights Supervisor immediately, without screening and prior to investigating the report. A written statement of the facts alleged will be forwarded as soon as practical by the principal to the Human Rights Supervisor. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the Human Rights Supervisor. If the complaint involves the building principal, the

complaint shall be made or filed directly with the Superintendent or the School District Human Rights Supervisor by the reporting party or complainant.

- B. Investigation. By authority of the School District, the Human Rights Supervisor, upon receipt of a report or complaint alleging harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by School District officials or by a third party designated by the School District.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In determining whether alleged conduct constitutes a violation of this policy, the School District should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Conduct which constitutes harassment or violence of a sexual, racial or religious nature shall be considered most seriously. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all facts and surrounding circumstances.

In addition, the School District may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged harassment or violence.

The investigation will be completed as soon as practicable. The School District investigator shall make a written report to the Superintendent and the Human Rights Supervisor upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

- C. School District Action. Upon receipt of a written report upon completion of an investigation, the School District will take appropriate action. Such action may include, but is not limited to, warning, suspension, transfer, restitution, termination, or discharge. School District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and School District policies.

The result of the School District's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the School District in accordance with state and federal law regarding data or records privacy.

V. REPORTS OR COMPLAINTS AGAINST STUDENTS

It is the philosophy of the School District that students are in school to be educated. Therefore, any behavior which alters the effectiveness of the learning environment will be addressed and corrected. Additionally, students who behave in ways which intimidate, offend or cause discomfort for other students or adults will first be educated regarding more appropriate and respectful behaviors.

Students will be disciplined for harassing or violent behavior when they have not responded to efforts to educate them or when the behavior is serious enough to endanger the safety of others.

All School District professionals and personnel are responsible for the enforcement of this policy. Teachers and teacher assistants will address behavior by students which is harassing or violent as such behavior is observed. Students who do not respond to teacher intervention will be referred to the building principal for further intervention. Corrective action taken at the building level may include, but is not limited to, referral to the peer-mediating program, a conflict resolution or other counseling session with a district counselor or social worker, restitution, community service opportunities in the school, a written problem solving paper, a conference with the student's parent(s), and a warning conference with the student. Disciplinary action for severe behavior may include any of the above, as well as suspension, exclusion, expulsion, and a report to law enforcement. Harassment which is sexual, religious, or racial in nature, and any form of physical violence will be treated as severe behavior.

Building principals must maintain written records of interventions attempted to correct harassing and violent behavior. This record will be available to, and reviewed by, the District Human Rights Supervisor on a regular basis.

Nothing in this policy, nor any action by any District professional or personnel shall discourage or prevent any student from filing a written complaint of harassment or violence with the building principal, the District Human Rights Supervisor, or the Superintendent. A copy of all written complaints must be sent immediately to the District Human Rights Supervisor, and an investigation by the building principal must commence within one school day of receipt of the complaint. The building principal will forward to the Superintendent and the Human Rights Supervisor a written statement of findings and action taken when such investigation is complete.

VI. REPRISAL

The School District will discipline or take appropriate action against any administrator, teacher, pupil, or other school personnel who retaliates against any person who reports alleged harassment or violence of any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. RIGHT TO ALTERNATE COMPLAINT PROCEDURES

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

VIII. HARASSMENT OR VIOLENCE AS ABUSE

Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. S 626.556 may be applicable.

Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged harassment, violence, or abuse.

XI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each District building in areas accessible to pupils and staff members.
- B. This policy shall appear in the student and teacher handbooks.
- C. The School District will develop a method of discussing this policy with students and employees.
- D. This policy shall be reviewed at least annually for compliance with state and federal law.

POLICY TO PROHIBIT DISCRIMINATION

It is the intent of the School Board Policy of Independent School District No. 508 to comply with federal and state law prohibiting discrimination to the end that no person shall on the grounds of race, color, national origin, creed, religion, sex, marital status, status with regard to public assistance, age or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program; or in employment or recruitment, consideration or selection therefore, whether full-time or part-time under any education program or activity operated by the district for which it receives federal financial assistance.

Inquiries regarding compliance with the Policy to Prohibit Discrimination may be directed to District Human Rights Officer, St. Peter Public School, St. Peter, Minnesota, Telephone 507-934-4210 or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C. 20201

POLICY TITLE IX GRIEVANCE PROCEDURE

Students or employees of Independent School District 508 who feel that they have been discriminated against in violation of the District's Policy to Prohibit Discrimination shall avail themselves of the following grievance procedure:

I. FILING, TIME LIMIT FOR FILING:

- A. A student or employee who believes himself or herself to be a victim of sex discrimination in violation of Title IX of the Education Amendments of 1972, may file a grievance in writing with the District's Title IX Compliance Officer if not grievable by means of another grievance procedure. The report shall include:
 - 1. The complainant's name, address, phone number, and status in the district, i.e. employee, student.
 - 2. The time, place, and circumstances of the alleged act.
 - 3. The name of the district employee or representative against whom the complaint is filed.
 - 4. Such other information that the complain-tees believe pertinent to their case.
- B. The grievance must be filed within seven (7) calendar days of the alleged discriminatory act/conduct or it is waived.
- C. The compliance officer shall within five (5) working days send a copy of the allegation to the person against whom allegation(s) of discrimination are made.

II. INVESTIGATION: INFORMAL CONFERENCE

- A. The district compliance officer shall make a prompt investigation of each charge filed. All parties involved in allegations of discrimination shall be notified of the date and procedures for hearings of such allegations.
- B. If, after investigation, it is the compliance officer's opinion the charge lacks foundation, the officer shall so inform the complainant within fifteen (15) calendar days of the date of filing of the charges.
- C. However, should the compliance officer's investigation disclose the possibility that the charge is valid or has some foundation, the officer shall meet informally with the complainant and the district officials/employees involved and endeavor to arrive at an equitable solution to the problem.

III. APPEAL: TIME LIMITS ON APPEALS

- A. If the complainant is dissatisfied with either the results of the informal conference or the compliance officer's finding that no violation of Title IX has occurred; the complainant may appeal that decision to the School Board. Such an appeal must be taken within five (5) days from the date the complainant was informed of compliance officer's decision.
- B. The appeal must be in writing and state with particularity the reasons the complainant disagrees with the compliance officer's disposition of his/her case.

IV. OPTIONAL HEARING PROCEDURES, DECISIONS REVIEW BY BOARD

- A. If the grievance is not informally resolved, both the complainant and the alleged discriminator shall have the opportunity to be heard on their own behalf.
- B. The hearing will be held before any one of the following, at the option of the school board:
 - 1. The full school board
 - 2. A committee of three school board members appointed by the board chairperson
 - 3. A district administrator recommended by the compliance officer and approved by the board
- C. The written decision issued as a result of a hearing held pursuant to this section shall be final, subject to review by the full board as provided in the following statement.
- D. The school board may accept, reject or modify the relief recommended by its designee or the committee of three board members.

BULLYING PROHIBITION

The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

I. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such an act is committed on or off school district property and /or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, false reporting of bullying, or permits, condones, or tolerates bullying shall be subject to discipline for that act in

accordance with School District's policies and procedures. The School District may take into account the following factors:

1. The developmental and maturity levels of the parties involved;
 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 3. Past incidences or past or continuing patterns of behavior;
 4. The relationship between the parties involved; and
 5. The context in which the alleged incidents occurred.
- G. The School District will investigate all complaints of bullying and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the School District who is found to have violated this policy.
- H. Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions and education about bullying up to and including suspension, and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from School District property and events and/or termination of services and/or contracts.

II. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or Materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or

activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
1. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- D. “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- D. “Prohibited conduct” means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- E. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

F. “Student” means a student enrolled in the public school.

III. REPORTING PROCEDURE

- A. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy:
 - 1. Shall report the alleged acts immediately to an appropriate School District official; or
 - 2. A person may report bullying anonymously, but action may not be taken against an alleged perpetrator based solely on an anonymous report.
- B. The School District encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the School District office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.
- E. A teacher, school administrator, volunteer, contractor, or other School District employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building report taker immediately.
- F. Reports of bullying, or other prohibited conduct, are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- G. Submission of a good faith complaint or report of bullying, or other prohibited conduct, will not affect the complainant’s or reporter’s future employment, grades, work assignments, or educational or work environment.
- H. The School District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School District’s obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

IV. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying, or other prohibited

conduct, the School District shall undertake or authorize an investigation by School District officials or a third party designated by the School District.

- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and School-district personnel who fail to inform the building report taker of conduct that may constitute bullying, or other prohibited conduct, in a timely manner may be subject to disciplinary action the building principal or responsible authority will be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

V. RETALIATION OR REPRISAL

The School District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the School District who commits an act of reprisal or who retaliates against any person who makes a good faith report of alleged bullying, or prohibited conduct, or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation

includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VI. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, and publications on school rules, procedures, and standards of conduct.
- B. The school district shall require ongoing professional development to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - a. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - b. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - c. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - d. The incidence and nature of cyberbullying; and
 - e. Internet safety and cyberbullying.
- A. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- B. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- C. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to

students. The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct. The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

- Engage all students in creating a safe and supportive school environment.
- Partner with parents and other community members to develop and implement prevention and intervention programs;
- Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
- Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
- Teach students to advocate for themselves and others;
- Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
- Foster student collaborations that, in turn, foster a safe and supportive school climate.

- D. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- E. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy in the student handbook.

VII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.

- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

GIFTS TO EMPLOYEES AND SCHOOL BOARD MEMBERS

- A. The School district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.
- B. “Gift” means money, real or personal property, a service, a loan, a forbearance, forgiveness of indebtedness, or a promise of future employment that is given without something of equal or greater value being received in return.

FLYERS AND HANDOUTS

Throughout the school year, we are asked by many organizations to send home information with students about certain programs or opportunities for children. Please check with the office before sending anything home. To help determine the guidelines, the district has put together this list:

- Anything from District 508, St. Peter Park & Rec, GAC community service activities, can be sent home with students.
- Any other flyers that relates to community organizations sponsoring youth activities will be made available to students and an announcement will be made to notify students.
- Flyers that relate to private businesses may be posted on school-site bulletin boards.

DECISIONS IN THE ABSENCE OF SCHOOL BOARD POLICY

When a situation arises that is not covered by School Board policy and requires immediate attention, the Superintendent will act to resolve the situation. The Superintendent shall inform the School Board, as soon as practical, that such an action has been necessary. At the discretion of the School Board Chair, the Superintendent’s decision will be reviewed at an appropriate time.

POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. Revisions shall be made in consultation with students, parents, and community organizations.

RELEASE OF SCHOOL RECORDS

It is the policy of the St. Peter Schools to release school records to the new school which a St. Peter student attends. Records to be released may include:

- health record
- transcript which includes grades, attendance, and standard group test scores
- special education records including the current
- IEP, individual testing (psychological, achievement, speech and language, adaptive, behavioral, and emotional) and social history information.
- personal career file

POLICY ON RELEASE OF DIRECTORY INFORMATION

WHEREAS, the School District has occasion to release such information, it shall be the policy of the School District to designate the following personally identifiable information contained in a student's education record as "directory information," and it will disclose that information without prior written consent:

- the student's name
- the student's grade level
- the student's weight and height, if a member of an athletic team
- pictures of students participating in or attending extra-curricular activities, school events, and High School League activities or events

Parents or guardians of a student or an eligible student (student who is 18 years of age or older or a student attending a post-secondary school) shall be given public notice of this policy on an annual basis and informed of a date by which they may object to the disclosure of such information. Upon notification to the School District on a form provided by the School District, such information pertaining to the student shall not be released.

CORPORAL PUNISHMENT

The School Board prohibits the use of corporal punishment. However, in accordance with M.S. 60.379, reasonable force may be used by a teacher or other member of the instructional, support or supervisory staff of a public school when necessary to restrain the child from hurting him/her self or any other person or property.

INTERROGATIONS AND SEARCHES

The school administration retains control over lockers and desk space loaned to students and regulates admission and parking of vehicles on school grounds. School principals have the right and duty to inspect and search students' lockers and desks and student or non-student vehicles when a principal reasonably suspects, upon information received from police or otherwise, that drugs, weapons, dangerous, illegal or prohibited matter or goods stolen from the school or from members of the staff or student body are like to be found therein.

In addition, school principals will conduct periodic inspections of the school locker areas and/or the parking lots on district premises. These inspections may be announced or unannounced and may be carried out using specially trained dogs to sniff out and alert staff to the presence of substances prohibited by law or district policy.

School principals also have the right and duty to search a student's person if he/she has a high degree of suspicion that drugs, weapons, dangerous, illegal or prohibited matter, or; such stolen goods are likely to be found on the student's person. The results of such search may be turned over to the police for inspection or examination and may be the subject of criminal or juvenile court prosecution or of school disciplinary proceedings.

Searches and inspections may be carried out without notice, without consent and without a search warrant.

The superintendent of schools will develop reasonable guidelines that address specific needs of the school district related to searches of the school buildings, grounds and a student's person. Guidelines shall be clearly communicated to students and parents/guardians.

APPENDIX A SCHOOL WEAPONS POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

A. “Weapon”

1. A “weapon” means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

B. “School Location” includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

C. “Possession” means having a weapon on one’s person or in an area subject to one’s control in a school location.

IV. EXCEPTIONS

A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal’s office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal’s office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon’s location.

B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:

1. active licensed peace officers;
2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
3. persons authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;

4. persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045;
 - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for “antique firearms which are carried or possessed as curiosities or for their historical significance or value.
 - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with §§ 624.714 and 624.715.
5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;
6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
7. a gun or knife show held on school property;
8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

[Note: Nothing prevents a school district from being more stringent in its weapons policy with respect to students and school district employees than the criminal law, except that the school district may not prohibit the lawful carry or possession of firearms in a parking facility or parking area. Although some school districts may choose to incorporate all of the exceptions to the criminal law, other school districts may choose either not to incorporate some or all of the exceptions or to further limit them. For example, a school district may choose to require written permission from the superintendent, not just a principal, for someone to possess a dangerous weapon in a school location. This would impose a more stringent requirement than exception (7) to Section 609.66, Subdivision 1d. However, a school district may not regulate firearms, ammunition, or their respective components, when possessed or carried by nonstudents or nonemployees, in a manner that is inconsistent with Section 609.66, Subdivision 1d.]

C. Policy Application to Instructional Equipment/Tools

While the school district does not allow the possession, use, or distribution of weapons by students or nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the “lawful” carry or possession of a firearm in a school parking lot or parking facility is specifically limited to nonstudent permit-holders authorized under Minn. Stat. § 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder’s vehicle shall constitute a violation of this policy.

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/ DISTRIBUTION

A. The school district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using, or distributing weapons shall include:

1. immediate out-of-school suspension;
2. confiscation of the weapon;
3. immediate notification of police;
4. parent or guardian notification; and
5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

C. Administrative Discretion

While the school district does not allow the possession, use, or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.
3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

[Note: An employer may establish policies that restrict the carry or possession of firearms by its employees while acting in the course and scope of employment. Employment-related sanctions may be invoked for a violation. Thus, for example, reasonable limitations may be imposed on the method of storing firearms by permit-holding employees while at work or performing employment-related duties. Reasonable limitations may include requiring firearms to have trigger locks and to be stored in a locked container or locked compartment of the vehicle.]

B. Other Non Students

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.

2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

Legal References:

Minn. Stat. § 97B.045 (Transportation of Firearms)

Minn. Stat. § 121A.05 (Referral to Police)

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)

Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)

Minn. Stat. § 609.605 (Trespass)

Minn. Stat. § 609.66 (Dangerous Weapons)

Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)

Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)

18 U.S.C. § 921 (Definition of Firearm)

***In re C.R.M.* 611 N.W.2d 802 (Minn. 2000)**

Appendix B
PUPIL FAIR DISMISSAL ACT

121A.40 CITATION.

Sections 121A.40 to 121A.56 may be cited as the "Pupil Fair Dismissal Act."

121A.41 DEFINITIONS.

Subdivision 1. Applicability. As used in sections 121A.40 to 121A.56, the terms defined in this section shall have the meanings assigned them.

Subd. 2. Dismissal. "Dismissal" means the denial of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class.

Subd. 3. District. "District" means any school district.

Subd. 4. Exclusion. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a pupil for a period that shall not extend beyond the school year.

Subd. 5. Expulsion. "Expulsion" means a school board action to prohibit an enrolled pupil from further attendance for up to 12 months from the date the pupil is expelled.

Subd. 6. Parent. "Parent" means (a) one of the pupil's parents, (b) in the case of divorce or legal separation, the parent or parents with physical custody of the pupil, including a noncustodial parent with legal custody who has provided the district with a current address and telephone number, or (c) a legally appointed guardian. In the case of a pupil with a disability under the age of 18, parent may include a district-appointed surrogate parent.

Subd. 7. Pupil. (a) "Pupil" means any student:

1. without a disability under 21 years of age; or

2. with a disability under 21 years old who has not received a regular high school diploma or for a child with a disability who becomes 21 years old during the school year but has not received a regular high school diploma, until the end of that school year; and
3. who remains eligible to attend a public elementary or secondary school.

(b) A "student with a disability" or a "pupil with a disability" has the same meaning as a "child with a disability" under section 125A.02.

Subd. 8. School. "School" means any school defined in section 120A.05, subdivisions 9, 11, 13, and 17.

Subd. 9. School board. "School board" means the governing body of any school district.

Subd. 10. Suspension. "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a pupil from attending school for a period of no more than ten school days. If a suspension is longer than five days, the suspending administrator must provide the superintendent with a reason for the longer suspension. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability. Each suspension action may 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. Consistent with section 125A.091, subdivision 5, the readmission plan must not obligate a parent to provide a sympathomimetic medication for the parent's child as a condition of readmission. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days.

Subd. 11. Alternative educational services. "Alternative educational services" may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under section 123A.05 selected to allow the pupil to progress toward meeting graduation standards under section 120B.02, although in a different setting.

121A.42 POLICY.

No public school shall deny due process or equal protection of the law to any public school pupil involved in a dismissal proceeding which may result in suspension, exclusion, or expulsion.

121A.43 EXCLUSION AND EXPULSION OF PUPILS WITH A DISABILITY.

- a. Consistent with federal law governing days of removal and section 121A.46, school personnel may suspend a child with a disability. When a child with a disability has been suspended for more than five consecutive school days or ten cumulative school days in the same school year, and that suspension does not involve a recommendation for expulsion or exclusion or other change of placement under federal law, relevant members of the child's individualized education program team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's individualized education program. That meeting must occur as soon as possible, but no more than ten days after the sixth consecutive day of suspension or the tenth cumulative day of suspension has elapsed.
- b. A dismissal for one school day or less is a day or a partial day of suspension if the child with a disability does not receive regular or special education instruction during that dismissal period. The notice requirements under section 121A.46 do not apply to a dismissal of one day or less.
- c. A child with a disability shall be provided alternative educational services to the extent a suspension exceeds five consecutive school days.

(d) Before initiating an expulsion or exclusion under sections 121A.40 to 121A.56, the district, relevant members of the child's individualized education program team, and the child's parent shall, consistent with federal law, determine whether the child's behavior was caused by or had a direct and substantial relationship to the child's disability and whether the child's conduct was a direct result of a failure to implement the child's individualized education program. When a child with a disability who has an individualized education program is excluded or expelled under sections 121A.40 to 121A.56 for misbehavior that is not a manifestation of the child's disability, the district shall continue to provide special education and related services during the exclusion or expulsion.

121A.44 EXPULSION FOR POSSESSION OF FIREARM.

- a. Notwithstanding the time limitation in section 121A.41, subdivision 5, a school board must expel for a period of at least one year a pupil who is determined to have brought a firearm to school except the board may modify this expulsion requirement for a pupil on a case-by-case basis. For the purposes of this section, firearm is as defined in United States Code, title 18, section 921.
- b. Notwithstanding chapter 13, a student's expulsion or withdrawal or transfer from a school after an expulsion action is initiated against the student for a weapons violation under paragraph

(a) may be disclosed by the school district initiating the expulsion proceeding. Unless the information is otherwise public, the disclosure may be made only to another school district in connection with the possible admission of the student to the other district.

121A.45 GROUNDS FOR DISMISSAL.

Subdivision 1. Provision of alternative programs. No school shall dismiss any pupil without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property.

Subd. 2. Grounds for dismissal. A pupil may be dismissed on any of the following grounds:

- a. willful violation of any reasonable school board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements;
- b. willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
- c. willful conduct that endangers the pupil or other pupils, or surrounding persons, including school district employees, or property of the school.

Subd. 3. Parent notification and meeting. If a pupil's total days of removal from school exceeds ten cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the pupil and the pupil's parent or guardian before subsequently removing the pupil from school and, with the permission of the parent or guardian, arrange for a mental health screening for the pupil. The district is not required to pay for the mental health screening. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the pupil

assessed or diagnosed to determine whether the pupil needs treatment for a mental health disorder.

121A.46 SUSPENSION PROCEDURES.

Subdivision 1. Informal administrative conference before suspension. The school administration shall not suspend a pupil from school without an informal administrative conference with the pupil. The informal administrative conference shall take place before the suspension, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension.

Subd. 2. Administrator notifies pupil of grounds for suspension. At the informal administrative conference, a school administrator shall notify the pupil of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the pupil may present the pupil's version of the facts.

Subd. 3. Written notice of grounds for suspension. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of sections 121A.40 to 121A.56, shall be personally served upon the pupil at or before the time the suspension is to take effect, and upon the pupil's parent or guardian by mail within 48 hours of the conference. The district shall make reasonable efforts to notify the parents of the suspension by telephone as soon as possible following suspension. In the event

a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the pupil and the pupil's parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing.

Subd. 4. Suspension pending expulsion or exclusion hearing. Notwithstanding the provisions of subdivisions 1 and 3, the pupil may be suspended pending the school board's decision in the expulsion or exclusion hearing; provided that alternative educational services are implemented to the extent that suspension exceeds five days.

121A.47 EXCLUSION AND EXPULSION PROCEDURES.

Subdivision 1. Requiring a hearing; pupil may waive hearing. No exclusion or expulsion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the pupil and parent or guardian. The action shall be initiated by the school board or its agent.

Subd. 2. Written notice. Written notice of intent to take action shall:

- a. be served upon the pupil and the pupil's parent or guardian personally or by mail;
- b. contain a complete statement of the facts, a list of the witnesses and a description of their testimony;
- c. state the date, time, and place of the hearing;
- d. be accompanied by a copy of sections 121A.40 to 121A.56;
- e. describe alternative educational services accorded the pupil in an attempt to avoid the expulsion proceedings; and inform the pupil and parent or guardian of the right to:
 1. have a representative of the pupil's own choosing, including legal counsel, at the hearing. The district shall advise the pupil's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Department of Education;
 2. examine the pupil's records before the hearing;
 3. present evidence; and
 4. confront and cross-examine witnesses.

Subd. 3. Hearing schedule. The hearing shall be scheduled within ten days of the service of the written notice unless an extension, not to exceed five days, is requested for good cause by the school board, pupil, parent or guardian.

Subd. 4. Convenient time and place of hearing. The hearing shall be at a time and place reasonably convenient to pupil, parent or guardian.

Subd. 5. Closed or open hearing. The hearing shall be closed unless the pupil, parent or guardian requests an open hearing.

Subd. 6. Impartial hearer. The hearing shall take place before:

1. an independent hearing officer;
2. a member of the school board;
3. a committee of the school board; or
4. the full school board;

as determined by the school board. The hearing shall be conducted in a fair and impartial manner.

Subd. 7. Creating hearing record. The school board shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense. Testimony shall be given under oath. The hearing officer or a member of the school board shall have the power to issue subpoenas and administer oaths.

Subd. 8. Access to pupil's records. At a reasonable time prior to the hearing, the pupil, parent or guardian, or representative, shall be given access to all public school system records pertaining to the pupil, including any tests or reports upon which the proposed action may be based.

Subd. 9. Pupil's right to compel testimony. The pupil, parent or guardian, or representative, shall have the right to compel the attendance of any official employee or agent of the public school system or any public employee or any other person who may have evidence upon which the proposed action may be based, and to confront and to cross-examine any witness testifying for the public school system.

Subd. 10. Pupil's right to present evidence and testimony. The pupil, parent or guardian, or representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

Subd. 11. Pupil not compelled to testify. The pupil cannot be compelled to testify in the dismissal proceedings.

Subd. 12. Hearer's recommendation limited to evidence at hearing; service within two days. The recommendation of the hearing officer or school board member or committee shall be based solely upon substantial evidence presented at the hearing and must be made to the school board and served upon the parties within two days of the end of the hearing.

Subd. 13. Basis of school board decision; opportunity for comment. The school board shall base its decision upon the recommendation of the hearing officer or school board member or committee and shall render its decision at a meeting held within five days after receiving the recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's recommendations provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the commissioner of education of the basis and reason for the decision.

Subd. 14. Admission or readmission plan. (a) A school administrator shall prepare and enforce an admission or readmission plan for any pupil who is excluded or expelled from school. The plan may include measures to improve the pupil's behavior, including completing a character education program, consistent with section 120B.232, subdivision 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the pupil of not improving the pupil's behavior.

(b) The definition of suspension under section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. A readmission plan must provide, where appropriate, alternative education services, which must not be used to extend the student's current suspension period. Consistent with section 125A.091, subdivision 5, a readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School officials must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect or medical or educational neglect.

121A.48 GOOD FAITH EXCEPTION.

A violation of the technical provisions of the Pupil Fair Dismissal Act, made in good faith, is not a defense to a disciplinary procedure under the act unless the pupil can demonstrate actual prejudice as a result of the violation.

121A.49 APPEAL.

A party to an exclusion or expulsion decision made under sections 121A.40 to 121A.56 may appeal the decision to the commissioner of education within 21 calendar days of school board action. Upon being served with a notice of appeal, the district shall provide the commissioner and the parent or guardian with a complete copy of the hearing record within five days of its receipt of the notice of appeal. All written submissions by the appellant must be submitted and served on the respondent within ten days of its actual receipt of the transcript. All written submissions by the respondent must be submitted and served on the appellant within ten days of its actual receipt of the written submissions of the appellant. The decision of the school board must be implemented during the appeal to the commissioner.

In an appeal under this section, the commissioner may affirm the decision of the agency, may remand the decision for additional findings, or may reverse or modify the decision if the substantial rights of the petitioners have been prejudiced because the administrative findings, inferences, conclusions, or decisions are:

1. in violation of constitutional provisions;
2. in excess of the statutory authority or jurisdiction of the school district;
3. made upon unlawful procedure, except as provided in section 121A.48;

4. affected by other error of law;
5. unsupported by substantial evidence in view of the entire record submitted; or
6. arbitrary or capricious.

The commissioner or the commissioner's representative shall make a final decision based upon the record. The commissioner shall issue a decision within 30 calendar days of receiving the entire record and the parties' written submission on appeal. The commissioner's decision shall be final and binding upon the parties after the time for appeal expires under section 121A.50.

121A.50 JUDICIAL REVIEW.

The decision of the commissioner of education made under sections 121A.40 to 121A.56 is subject to judicial review under sections 14.63 to 14.69. The decision of the commissioner is stayed pending an appeal under this section.

121A.51 REPORTS TO SERVICE AGENCY.

The school board shall report any action taken pursuant to sections 121A.40 to 121A.56 to the appropriate public service agency, when the pupil is under the supervision of such agency.

121A.52 NONAPPLICATION OF COMPULSORY ATTENDANCE LAW.

The provisions of section 120A.22, subdivision 5, shall not apply to any pupil during a dismissal pursuant to sections 121A.40 to 121A.56.

121A.53 REPORT TO COMMISSIONER OF EDUCATION.

Subdivision 1. Exclusions and expulsions; physical assaults. The school board must report through the department electronic reporting system each exclusion or expulsion and each physical assault of a district employee by a student within 30 days of the effective date of the dismissal action or assault to the commissioner of education. This report must include a statement of alternative educational services, or other sanction, intervention, or resolution in response to the assault given the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

Subd. 2. Report. (a) The school board must include state student identification numbers of affected pupils on all dismissal and other disciplinary reports required by the department. The department must report annually to the commissioner summary data on the number of dismissals and physical assaults of district employees by a student by age, grade, gender, race, and special education status of the affected pupils. All dismissal and other disciplinary reports must be submitted through the department electronic reporting system.

(b) The commissioner must aggregate the district data reported under this section and include the aggregated data, including aggregated data on physical assaults of a district employee by a student, in the annual school performance reports under section 120B.36.

121A.54 NOTICE OF RIGHT TO BE REINSTATED.

Whenever a pupil fails to return to school within ten school days of the termination of dismissal, a school administrator shall inform the pupil and the pupil's parents by mail of the pupil's right to attend and to be reinstated in the public school.

121A.55 POLICIES TO BE ESTABLISHED.

- a. The commissioner of education shall promulgate guidelines to assist each school board. Each school board shall establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of sections 121A.40 to 121A.56. The policies shall emphasize preventing dismissals through early detection of problems and shall be designed to address students' inappropriate behavior from recurring. The policies shall recognize the continuing responsibility of the school for the education of the pupil during the dismissal period. The alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress towards meeting the graduation standards adopted under section 120B.02 and help prepare the pupil for readmission.
- b. An area learning center under section 123A.05 may not prohibit an expelled or excluded pupil from enrolling solely because a district expelled or excluded the pupil. The board of the area learning center may use the provisions of the Pupil Fair Dismissal Act to exclude a pupil or to require an admission plan.

(c) Each school district shall develop a policy and report it to the commissioner on the appropriate use of peace officers and crisis teams to remove students who have an individualized education program from school grounds.

121A.56 APPLICATION.

Subdivision 1. Prohibition against discrimination remains in effect. Sections 121A.40 to 121A.56 shall not be deemed to amend or otherwise affect or change section 363A.13, subdivision 2.

Subd. 2. Portions of school program for credit. Sections 121A.40 to 121A.56 shall apply only to those portions of the school program for which credit is granted.

SAINT PETER MIDDLE SCHOOL
STUDENT – PARENT
HANDBOOK
2020 - 2021



100 Lincoln Drive - Saint Peter, MN 56082-1332
Phone: (507) 934-4210
FAX: (507) 934-4783
www.stpeterschools.org

Welcome to Saint Peter Middle School!

We are committed to meeting the unique needs of the middle-level learner. We strive to equip each student with the knowledge and skills necessary for their next level of education and life. We will reach this goal by fostering a collaborative learning environment inclusive of rigorous core content, exploratory opportunities, and elective offerings which are responsive to the physical and social emotional needs of fifth through eighth grade students.

At Saint Peter Middle School, you will experience:

A Collaborative Learning Environment

Each student will belong to one of four “houses.” Each house consists of approximately 170 students who share the same four core content teachers (English language arts, math, science, and social studies). Our four houses include Oak House (5th Grade), Spruce House (6th Grade), Maple and Pine Houses (7th and 8th Grade combined). Age specific houses in the 5th and 6th grade allow staff to focus on the specific needs of 5th and 6th graders. Mixed-age houses in the 7th and 8th grades allow for increased teacher collaboration, the ability for students to remain in the same house for two consecutive years, and prepares students for the mixed age groupings that they will experience in high school elective courses.

Rigorous Core, Exploratory, and Elective Courses

At each grade level, students learn essential content in English language arts, math, science, and social studies. Students also engage in exploratory and elective courses (art, family and consumer science, health, music (band/choir), physical education, STEM (science, technology, engineering, and math), Spanish, and AVID (advancement via individual determination)), which build upon core content knowledge and increase students’ acquisition of the 21st century skills (collaboration, communication, critical thinking, and creativity) through a broad range of hands-on learning activities. Further, exploratory and elective courses provide students with an opportunity to explore their strengths and interests. Being exposed to multiple exploratory and elective courses aid students in choosing courses in high school and ultimately in making decisions for future career paths.

Physical, Social, and Emotional Learning

Students in middle school are navigating school and life amidst physical, social, and intellectual change. Saint Peter Middle School recognizes and embraces the role it plays in the positive development of each, and is committed to supporting its students on their journey through adolescence.

We look forward to working with you!

Sincerely,

Jon Graff
Principal

Steve Alger
Dean of Students

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SAINT PETER MIDDLE SCHOOL STRATEGIC PLAN 2017-2020



Vision Statement: LEARNING MATTERS

Mission Statement: To inspire a passion for learning that encourages and enables all individuals to reach their highest potential.

Core Beliefs:

We Believe:

- A system-wide culture of continuous improvement drives the work of the school district.
- All students can learn and have the right to an exceptional education.
- Safe and caring school environments are essential foundations for student learning.
- Collaboration amongst staff, parents and community members enhances the fulfillment of our mission.
- Resilience is recognized and encouraged within the school experience.

Strategic Directions:

In order to reach our vision, we must:

- Implement a guaranteed and relevant curriculum.
- Align resource allocation to rigorous educational goals.
- Engage in regular and on-going data/evidence collection, use and reporting to stakeholders.
- Develop critical thinkers, collaborators, communicators and problem solvers throughout the system.

1. Foster a culture of continuous improvement through the support of departmental collaborative teams.
 - a. Refine and align common essential standards, common learning targets, and common assessments.
2. A focus on academic success for all by concerted efforts to systematically improve tier 1 instructional supports through the following means:
 - a. Vertical and horizontal alignment of standards, assessments, and curriculum
 - b. Creation of systematic data collection, analysis, and response to student need
 - c. Utilization of instructional strategies which incorporate whole group, purposeful small group, and individual supports within each block
 - d. Provide purposeful and targeted support to teaching staff through a peer coaching model
3. Emphasize positive, safe, and equitable school culture through the continued support of PBIS, AVID, Top 20, and Restorative Practices
4. Assess the effectiveness of our system by engaging in constant and ongoing review of student achievement and perception data from a lens of equity and inclusion.

SECTION 1: ACADEMICS

A. Course offerings:

5th Grade and 6th Grade	7th Grade	8th Grade
Advisory <u>Core:</u> English Language Arts Math Physical Education Science Social Studies <u>Exploratory:</u> Art Transitions (5th Grade) Health (6th Grade) Music STEM <u>Elective:</u> Band <u>Intervention:</u> Literacy Concepts and Skills Math Intervention	Advisory <u>Core:</u> English Language Arts Pre Algebra Life Science Physical Education US Studies <u>Exploratory:</u> Art Family and Consumer Science STEM Health <u>Exploratory Elective:</u> Environmental Technology First Aid & Health Careers Food Around the World Art Around the World <u>Elective:</u> AVID Band Choir Spanish World Cultures <u>Intervention: (A/B Day)</u> Literacy Concepts and Skills Math Intervention	Advisory <u>Core:</u> English Language Arts Algebra 1 (Linear) Geography Earth Science Physical Education <u>Exploratory:</u> Art Family and Consumer Science STEM Health <u>Exploratory Elective:</u> Environmental Technology First Aid & Health Careers Food Around the World Art Around the World <u>Elective:</u> AVID Band Choir Spanish World Cultures <u>Intervention:</u> Literacy Concepts and Skills Math Intervention

B. Academic Integrity:

At Saint Peter Middle School, we expect our students to show Saints PRIDE and we hold our students and staff to the highest standards of performance and integrity.

Academic integrity is achieved when a student:

1. Takes full credit for his or her own work, and gives full credit to those who have helped, or influenced him or her.
2. Represents his or her own work honestly and accurately.
3. Collaborates with other students only as specifically directed or authorized.

Student behaviors that promote academic integrity and student achievement:

1. Try to keep a realistic schedule and balance academics, extra-curricular, social and family life and sleep. It may be necessary to limit activities if feeling overwhelmed.

2. Be organized. Keep class notes and handouts in a binder or other organizational tool that is easily accessible. This will reduce anxiety when studying for a test or completing assignments
3. Seek help from teachers. Ask for clarification if you do not understand an assignment.
4. Keep current with assignments. Don't wait until the last minute to study for a test or complete an assignment.
5. Only work with another student if the teacher has specifically given permission.
6. Accept the fact that real learning requires serious and sometimes tedious effort

I. Academic Integrity Violations

i. Level 1 Violations

Copying another student's homework, class work or ideas without the instructor's permission. Not acknowledging the writer's ideas or direct words within an assignment. Copying or paraphrasing an excerpt from the internet or any other source without citing the source. **(Cheating/Plagiarism)**

Allowing another student to copy homework or class work without the instructor's permission **(Facilitation)**

Misrepresenting one's self to the teacher. **(Falsification)**

ii. Level 2 Violations

Cheating on exams, tests or quizzes. Copying or buying an essay, lab report, or project and submitting it as your own. **(Cheating/Plagiarism)**

Using an assignment from a student who previously took the course (cheating) or providing that assignment to a current student. **(Facilitation)**

iii. Level 1 Consequences

Teacher confers with student and notifies parent.
Alternate assignment or no credit for assignment
Minor referral to administrator

IV. Level 2 Consequences

Teacher confers with student and notifies parent
No credit for assignment
Major referral to administrator
Administrative conference
Office consequence

C. Grading:

- I. Middle School grades are given each quarter. The grade for each quarter is determined by percentages with a final grade for quarter, semester, or year long course determined by averaging percentages.
- II. Grade marks are an indicator of academic performance; a tool used to determine progress toward a particular skill or knowledge base. Marks are not intended to be used in a punitive manner nor are marks to be lowered because of misconduct. This does not mean that points cannot be awarded for performance.

D. Incompletes:

- I. A mark of "Incomplete" may be given to a student who has not completed all the requirements of a course.
- II. All incompletes must be made up within three (3) weeks of the end of the quarter/semester in which they occurred. An incomplete not made up within three (3) weeks will result in the loss of credit for any unfinished work.

E. Parent/Guardian Contact:

- I. Report cards are available online to parents, guardians, and students. Paper copies will be mailed per parent/guardian request. Academic progress reports are available online throughout the school year.
- II. Parent conferences will be held during each school year. The dates for parent conferences are noted in the school calendar.
- III. In cases when significant academic or social concerns arise, the school will convene a meeting with the student, parent/guardians and teacher to develop an improvement plan.
- IV. The school's Student Support Team monitors progress on each student's improvement plan.
- V. Parents will receive a midterm notification from the school when a student is not passing a class.
- VI. Parents are encouraged to access Infinite Campus as a means of keeping current with their student's progress at school. Infinite Campus provides up to date, online access to student attendance, progress reports, and end of the quarter report cards. For more information or to sign up for parent portal, please contact Kathy Wobbrock at 934-4210 ext. 418 or at kwobbrock@stpetersschools.org

F. Summer School:

- I. 7th and 8th grade Students who earn two or more FINAL "F" grades in classes will be assigned to attend a three-week, (60 hour) summer school session designed to deliver the knowledge and skills necessary for students to be successful in their next grade level.
- II. 8th grade students who successfully complete the 60 hour summer school program will receive .5 credits toward high school.

G. Guidance and Social Work:

- I. The School Counseling Program at SPMS is designed to be comprehensive and developmentally appropriate for students at the middle level. The School Counselor and Social Worker assists students with personal and social difficulties, academic challenges, academic and career planning, and connecting students and families with outside resources. School counseling and social work services are available to all students. Students interested in meeting with the school counselor or social worker should come to the counseling office to sign up for an appointment. The ideal time to do this is before school, during passing time, during lunch, after school, or with permission from the classroom teacher. The counselor or social worker will get a pass to the student and will meet with the student as soon as possible.
- II. At times it may be advisable to hold a Student Assistance Team Meeting (S.A.T.) at the request of the counselor, social worker, teacher, principal or parent to address concerns regarding a student's progress in school. This meeting provides the opportunity for people on the student's team to concentrate their efforts in order to better understand, resolve or address a particular student's difficulty. Parents or any staff member who works with the student may request a S.A.T. meeting for that child.
- III. If you have questions about school counseling or social work services, contact Michelle Doose, school counselor at mdoose@stpetersschools.org or Sarah Mages, school social

worker at smages@stpeterschools.org

- IV. All staff members employed at Saint Peter Public Schools are mandated reporters. Minnesota law requires that in all cases in which there is reason to believe a child is being neglected, or physically or sexually abused, a mandated reporter must be immediately report these concerns to the Department of Human Services in the county in which the child resides.

SECTION 2: ATTENDANCE

- I. Regular attendance is absolutely essential to progress in schoolwork. It is our goal to help students develop the habit of being on time and prepared; skills that will transfer to their adult life.

A. School Day:

- I. The instructional school day for Saint Peter Middle School is from 8:30am - 3:35pm.

B. Building Security/Supervision:

- I. All entrance doors into the building will be locked at 8:30 am except the office entrance doors (Capitol Drive Door A)
- II. Supervision will be provided for students from 8:10 a.m. to the conclusion of the instructional day. Students should not arrive at school before this time. Because there is no formal supervision following dismissal at 3:35 p.m., students are encouraged to leave the school grounds unless they supervised by a staff member (coach, advisor, teacher, etc..)

C. Drop off/Pick Up

- I. Pick up and drop off locations are designated for the following areas:
 - Football Field Parking lot loop (at the top of Grace Street)
 - Capitol Drive: Reserved for drop off/pick up during school hours and for students with limited mobility.
 - District office Parking Lot (North end of Building): Accessible via Broadway
 - Pool Lot (South end of Building): Accessible via Grace Street
 - Lincoln Drive - **Bus drop off and pick up only**
 - Buses will drop off approximately 8:10 am
 - Buses will pick up approximately 3:35 pm

D. Absences:

- I. If a student must miss school, a parent/guardian must make contact with the middle school office in order to verify/excuse the absence. If no answer, leave a message with a short description of who you are and why the student will be absent from school (a written description will also be accepted). Please do your best to call the school the morning of the absence. Doing so will help us ensure that all students are safe and accounted for. Absences will be marked unexcused until a parent/guardian has contacted the school.
- II. Absence Procedure:
 - Parent calls middle school office the morning of absence to verify/excuse the absence. Phone Number: 507-934-4210
 - Upon his or her return to school, the student will stop in the office to pick up a blue assignment sheet (designed to help students keep track of any missing work).
 - The student will then take the assignment sheet to each of his or her teachers throughout the day and collect any missing work.

E. Anticipation of Absence:

- I. Students who anticipate an absence should call the school office in advance. In most cases, students will be able to acquire the material they will miss from their teacher ahead of time and be better able to stay current with their course content.
- I. Anticipated absence procedure:
 - Parent/guardian calls the school to inform of upcoming absence
 - Student stops in the office prior to the upcoming absence and obtains a pink assignment sheet.
 - Students takes pink advanced assignment sheet to each of his or her teachers throughout the day and collects advanced assignments.

F. Leaving School Early:

- I. For the safety of students leaving the building during the school day, a parent/guardian needs to come to the school reception office to meet the student and to sign the student out. If someone other than the parent/guardian or emergency contact will be picking up the student, the office must be notified in advance who will be picking the student up.

G. Tardies:

- I. Being on time to class encompasses life skills such as organization and time management. Being late to class not only affects the student who is late (Missing instruction), but also distracts those already in the classroom from their learning. In the event that a student does not make it to their assigned class on time, they will be marked tardy. Parents/guardians of students with excessive tardies will be notified and individual behavior plans will be developed by the student and student support team. Failure to meet these behavior plans may result in disciplinary action.

H. Truancy:

- I. Minnesota State Statute 120.101, subd.5d requires that children under the age of 17 receive instruction.
- II. Students who are absent without a valid excuse are considered truant.
- III. Students with an unexcused absence from any class period(s) on 7 different days are considered habitually truant. Once an unexcused absence has been recorded on 7 different school days, a truancy petition will be filed with the county attorney's office. This may result in the student and parent(s)/guardian being summoned to a formal court proceeding.
- IV. Saint Peter Public Schools work closely with Nicollet County Probation to ensure that students and families receive the support they need in order to maintain appropriate attendance. A member of Nicollet County Probation will contact families if attendance issues arise.

I. Co-Curricular:

- I. In order to participate in co-curricular activities, students must be at school during the afternoon (3rd and 4th blocks) on the day of the event/practice unless excused by a doctor's note.

J. Policy on Make-up Work:

- I. Students who have been absent from school have twice the length of time missed to make up daily work or tests assigned while the student was absent. For example: If a student misses two days of school, the student will have four days to make up any missing work. At the end of the allotted time, the teacher, at her/his own discretion, will award either a letter grade or give an incomplete for the assignment. An assignment not turned in by the end of the allotted time may result in an "F".

- II. In the cases of both excused and unexcused absences, the teacher may assign different or additional materials to cover the material missed during the absence.
- III. Assignments made while students are in attendance should be turned in on time.
Example: If an assignment is assigned on Wednesday due on Monday and the student is absent on Friday, the assignment is still due on Monday.
- IV. In the case of unexcused absences, the teacher may choose not to award credit for the work missed during the absence.

SECTION 3: STUDENT BEHAVIOR

A. Behavioral Expectations

- I. Saint Peter Public Schools utilizes Positive Behavior Interventions and Supports (PBIS). PBIS is a building-Wide approach to explicitly define, teach, practice, and review the positive behaviors we expect from our students. At Saint Peter Middle School, we expect all students to show Saints PRIDE by behaving in ways that exhibit
 - A. Preparedness
 - B. Respect
 - C. Integrity
 - D. Determination
 - E. Empathy

If all involved in the Saint's community have PRIDE, then we can ensure a positive and safe learning environment for all.

II. Bus Behavioral Expectations:

While on the bus, students are expected to:

- A. Follow all safety procedures
 - B. Use appropriate language and volume
 - C. Assist in keeping the bus clean
 - D. Respect the rights of other students to have a safe and enjoyable ride
- * Failure to meet bus expectations will result in the loss of bus privileges

III. Cafeteria Behavior Expectations

While in the cafeteria, students are expected to:

- A. Clean up after themselves.
 - B. Respect one another and wait their turn to receive their food.
 - C. Treat the cafeteria staff with respect at all times.
 - D. Consume their food in the cafeteria.
 - E. Remain in designated areas until released by the lunchroom area supervisors.
- *Weather permitting, students will be allowed to go outside of the building in designated areas.

IV. Classroom Behavior Expectations

When in classrooms, students are expected to:

- A. Participate in class activities in a positive manner.
- B. Arrive on time with the materials specified by the instructor.
- C. Complete coursework to the best of their ability
- D. Respect the learning of others
- E. Abide by the individual classroom teacher's policies and guidelines (i.e. backpacks, headphones, etc.).

V. Hallway Behavior Expectations

When in the hallways, students are expected to:

- A. Walk at all times.

- B. Show respect for each other.
- C. Show respect for property.
- D. Use appropriate language and volume.
- E. Assist in keeping the hallways safe and clean.

VI. Student Assemblies and Events

When attending assemblies and events, students are expected to:

- A. Be quiet and listen to the person or group who is presenting
- B. Do not talk during the program unless told to do so.
- C. Applaud or clap when appropriate, Never whistle or boo.
- D. Remain seated until dismissed by the person in charge.
- E. Be respectful

VII. After School Co-Curricular Events

When attending after school extra-curricular events, Middle School students are expected to:

- A. Sit in the bleachers/stands and watch the event
- B. Be positive
- C. Be respectful to all participants, spectators, officials, and supervisors

B. Failure to Meet Behavioral Expectations:

Disciplinary action may be taken against students for any behavior that disrupts good order, impedes the educational process, or violates the rights of others. Disciplinary action may include, but is not limited to the following:

A. Conference with a teacher, counselor, staff member, dean of students, or principal.	F. Parent/guardian conference with school staff.
B. Removal from class.	G. Modified school schedule.
C. Detention.	H. Suspension.
D. Loss of school privileges.	I. Exclusion.
E. Co-curricular ineligibility	J. Expulsion.
	K. Reasonable restraint for the protection of self or others.

C. Pupil Fair Dismissal Act:

- I. It is the policy of the School District to follow the Minnesota Pupil Fair Dismissal Act in the suspension, exclusion, and expulsion of students. The basic provisions of the Pupil Fair Dismissal Act shall be published in the Student Handbook and distributed to all students during the first month of the school year.
- II. Nothing in this policy is intended to conflict with the Pupil Fair Dismissal Act.
 - A. Parent/Guardian Notification:
Parents/guardians shall be notified in writing of violation of the rules of conduct and resulting disciplinary actions by first-class mail except as provided otherwise by the Pupil Fair Dismissal Act. Disciplinary referrals will be mailed from the Middle School office.
 - B. Student Notification:
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. The complete Pupil Fair Dismissal Act can be found in this handbook on page 46.

D. Behavior Referrals (Minors and Majors):

Saint Peter Middle School will utilize two types of behavioral referrals designed to help staff

monitor and support positive student behavior.

- I. Minor behaviors are behaviors of minor consequence, but worthy of taking note. Minor behaviors are handled directly by the adult and student involved. Inappropriate behavior is discussed and expectations are re-taught to each student.
- II. Major behaviors are behaviors which need to be dealt with outside of the classroom and will involve the dean or principal.

E. Parent Notification of Behavior:

- I. Parents will be notified by phone call and/or letter if a minor behavior becomes a pattern (3 or more minors for a similar behavior) or when a major behavior occurs.

SECTION 4: GUIDELINES AND PROCEDURES

A. Animals in the Classroom:

- I. Requests for bringing animals to the classroom require prior approval from the building principal. The request should include the educational purpose, proof of animal health records, as well as guardian consent for each student in the classroom. The consent form will be distributed prior to approval and will include acknowledgement of any known student allergies. If consent is not granted, reasonable accommodations will be made when appropriate. If the animal is staying for an extended time, the teacher is responsible for submitting an animal care plan, which should include allocated responsibility in the event of an absence. The school reserves the right to deny an animal request at any time.

B. Background Checks:

- I. Background checks are completed on all employees and anyone that provides an extended service involving students in our school district

C. Bicycles, Skateboards, and Scooters:

- I. Students may ride bicycles, skateboards, or scooters to school. Bike racks are provided for parking and bikes. Skateboards and scooters should be stored inside the building. The school is not responsible for bicycles, skateboards, or scooters ridden to school and parked on school property.
- II. For safety, the following rules must be complied with.
 - A. All bicycles must be parked in the bike racks. It is recommended that bicycles be locked and that all safety rules are obeyed.
 - B. Students may not ride their bicycles, skateboards, or scooters during the school day.
 - C. Students should take extra precaution on busy sidewalks by walking their bike.
 - D. Students should cross roads only at designated intersections and follow instructions of crossing guards

D. Dances:

- I. Only Saint Peter Middle School groups may sponsor dances, which are approved and cleared by the Student Council.
- II. All dances must have the following adults present:
 - A. Principal or advisor
 - B. Eight adult chaperones
 - C. One police officer
 - D. Advisors whose organizations sponsor a dance are expected to attend.

- III. Students wishing to bring an outsider to a school dance must obtain a pass from the Principal's office to the dance.
- IV. Any student who leaves the dance will not be readmitted.
- V. Guests are subject to the same rules as students of Saint Peter Middle School.

E. Elopement Plan:

- I. Students who have demonstrated a pattern of elopement from the school setting will have a specific elopement plan developed in collaboration with parents, case manager, teacher, principal, social worker, nurse and others as identified.

F. Emergency Drills:

- I. Regulations require that emergency drills be conducted during the school year. By law, we are required to run five (5) fire drills, five (5) lockdown drills, and one (1) severe weather drill. When the alarm sounds, each class will follow the directions outlined by the teacher. By practicing emergency procedures, we will be better able to respond if/when an emergency occurs.

G. Fees and Fines

- I. No student shall be required to pay a fee for a required program, project, or activity that occurs during the regular school year.
- II. Fees may be charged in the following areas:
 - A. In any program where the resultant product, in excess of minimum requirements and at the student's option, becomes the personal property of the student.
 - B. Admission fees or charges for extracurricular activities where attendance is optional.
 - C. A parking permit fee for any vehicle using the school's parking lot.
 - D. A security deposit to assure the return of materials, supplies or equipment.
 - E. Personal physical education and athletic equipment and apparel.
 - F. Items or products that are purchased for personal use, such as, student publications, class rings, annuals and graduation announcements.
 - G. Fees specifically permitted in any other statute.
 - H. Field trips considered supplementary to a district's educational program and not required or graded.
 - I. Any authorized voluntary student health and accident benefit plan.
 - J. For use of musical instruments that the district owns or rents.
 - K. Students may be required to furnish personal or consumable items including pencils, papers, pens, erasers and notebooks.
- III. Fees may not be charged in the following areas:
 - A. Textbooks, workbooks, art materials, laboratory supplies and towels.
 - B. Supplies necessary for participation in any instructional course except as specifically authorized.
 - C. Field trips that are required as a part of a basic educational program or course.
 - D. Graduation caps, gowns or any other specific form of dress necessary for the educational program.
 - E. Instructional costs for necessary school personnel employed in any course or educational program required for graduation.
 - F. Library books required to be utilized for any educational course or program. (A fee may be charged for lost books).
 - G. Admission fees, dues or fees for any activity the student is required to attend.
 - H. Any admission or examination cost of any required educational course or program.

- I. Locker rentals. (A deposit for a padlock or key is permissible).

H. Field Trips

- I. Occasionally certain classes offer opportunities for students to visit sites outside the school that are related to the course. These opportunities are a privilege and may be denied for just cause. It is required that students return the signed "parent permission slip" to their teacher before they leave on the field trip. Only school-authorized transportation will be used and at least one faculty member will chaperone each vehicle used for the field trip. Parents are allowed to only take their own child from a school function.

I. Gifts to School District Employees

- I. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia. Employees may accept items of insignificant value of a promotional or public relations nature. The superintendent has discretion to determine what value is "insignificant."

J. Lost and Found

- I. Lost and found articles are located in the Middle School Office. Students and parents are encouraged to check this area for items that may have been lost.

K. Messages and Calls from Home

- I. Except in cases of emergency, the office does not call students out of classes when parents leave messages for their student. The office will attempt to call students from class at the end of a class period if possible, lunch, or at the end of the school day.

L. Pledge of Allegiance

- I. The School Board recognizes the need to provide instruction in the proper etiquette, display, and respect of the United States flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end. Students in this School District shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted by each individual classroom teacher or the teacher's surrogate; or over a school intercom system by a person designated by the school principal or other person having administrative control over the school. Any student or teacher may decline to participate in recitation of the Pledge of Allegiance to the flag. Others must respect the choice not to recite the Pledge. Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag. Students will also be instructed in patriotic exercises.

M. School Closing/Flexible Learning Day Procedures

- I. School closing: In the event of bad weather, school closings and late start announcements will be made over local television and radio stations beginning about 6:30 a.m. The school district will also activate its emergency communications system (ConnectEd). The same local media and ConnectEd will be used if school must be dismissed early. Each rural student is asked to make prior arrangements to stay in town in case future weather conditions do not permit the buses to follow their routes. Parents/guardians may choose not to send their child to school if, in their estimation, the weather is too severe and school has not been closed.

- II. Flexible Learning Day: Saint Peter Schools utilizes Flexible Learning Days. The term “Flexible Learning Day” refers to a day when school is cancelled due to inclement weather and students participate in curriculum-aligned learning opportunities at home.
 - A. Teachers and students at the middle school level use Google Classroom as a shared virtual space in their classes,
 - B. Students know how to access their teacher’s shared virtual space and will be expected to check in for Flexible Learning Day assignments.
 - C. Teachers will have assignments posted to Google Classroom by 10:00 am and will be available for questions and discussion via that space or email throughout the day.
 - D. For those students without internet access who live close to the middle school, the media center will be open for computer use. We also have several internet “hotspots” for students to check out from the media center. Flexibility on assignment deadlines will be granted for students with limited or no access.

N. Searches (Locker, Personal)

- I. Equipment such as lockers belongs to the school district, but students may be allowed to use the equipment as a convenience. The school insists that lockers be properly cared for and not used for the storage of appropriate school materials. Students are encouraged to use padlocks on their lockers to help protect their belongings. Students may rent padlocks at a fee of \$5.00 at the MS/HS office. The money will be refunded on the return of the padlock, at the end of the school year.
- II. Student’s Rights
 - A. A search of a student’s person should be limited to a situation where the administration has reasonable belief that the student is concealing evidence of an illegal act or school rule violation.
 - B. Dangerous items (such as firearms, weapons, etc.) and other items, which may be used to substantially disrupt the educational process, will be removed from the student’s possession.
 - C. A general inspection of school properties including, but not limited to, lockers or desks may be conducted on a regular basis. Illegal items and items belonging to the school or another person will be seized.
 - D. All items seized may be returned to the proper authorities or the true owner.
 - E. Students may be given the opportunity to be present when a search of personal possessions is conducted if there is no reason to believe that their presence would be a threat to the safety of themselves or others.
 - F. When a custodial interrogation takes place in school (in relation to a locker search) by a law enforcement official or police officer, students should be advised of their rights by the proper authority, including the right to counsel and the right to remain silent.
 - G. Lockers may be searched by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant. This is 1995 Minnesota Legislation (HF107, Article 3, Sec. 10-12).
 - H. It is a policy of the state of Minnesota (Subdivision 1) that 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. These searches may be carried out by a specially trained dog. 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 the students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

- I. School principals will conduct periodic inspections of the school locker areas and/or parking lots on district premises. These inspections may be announced or unannounced and may be carried out using specially trained dogs to sniff out and alert staff to the presence of substances prohibited by law or district police.

O. Student Appearance

- I. Students are not subjected to a formal dress code. However, in order to provide the very best learning environment, clothing or hairstyles deemed disruptive or which cause a distraction to the educational process will not be allowed. Teachers and other staff will make the determination of disruption or distraction. Violations include, but are not limited to, chains, chain wallets, and any clothing which promotes alcohol, drugs, tobacco, nudity, sexually inappropriate behavior, or violence/harassment. If a student's appearance is determined to be a distraction or inappropriate in the school setting, the student will be responsible to correct the situation by:
 - A. Changing the attire
 - B. Covering the attire or distraction, or
 - C. Removing the attire or distraction.
 - D. Students who continually refuse to comply with requests to dress accordingly will be subject to all discipline procedures.
- II. Student Rights and Responsibilities
 - A. Student dress and grooming are the responsibility of the student and her/his parent/guardian.
 - B. Dress and grooming shall be clean and in keeping with health and sanitary practices.
 - C. Students should not wear clothing or hairstyles that can be hazardous to them in their school activities such as shop, lab work, physical education and art.
 - D. Dress and grooming shall not disrupt the educational process.
 - E. Students whose dress is in violation of these standards will be subject to dismissal.

P. Visitors

- I. Students who are interested in enrolling at Saint Peter Middle School are welcome to visit during the school day. Only in cases of emergencies will other student visitors be allowed to visit during the school day. All visitors are to first report to the principal's office to obtain permission to be in the school building during the school day.

Q. Withdrawal Procedure

- I. Students who plan on withdrawing from Saint Peter Middle School should obtain from the Counselor's office the proper withdrawal form and have each of the teachers sign it. Once all teachers have signed the withdrawal form and collected the books, the withdrawal form should be brought to the counselor's office. A letter from the Principal will be mailed to the parents to verify the withdrawal.

SECTION 5: TECHNOLOGY

A. Personal Electronic Device Expectations

- I. Cell phones and other personal electronic devices may be used at the following times, providing they are not used for the invasion of personal space and/or property of another person
 - A. Before and after school
 - B. During passing times between scheduled classes,
 - C. During a student's own lunch time, and
 - D. When actively advocated for by teaching staff.
- II. Cell Phones and other personal electronic devices may not be used at the following times:
 - A. During designated class periods, unless under specific direction of the classroom teacher,
 - B. During assigned Saints Time,
 - C. During excused restroom breaks and/or visits to lockers that fall during scheduled class times, and
 - D. During all testing times, including state-mandated examinations
- III. Students are strongly encouraged to protect their electronic devices against the risk of theft or loss. School personnel will make limited effort to investigate these losses or thefts. The school district assumes no responsibility for lost, stolen, or confiscated devices.

B. Failure to Meet Personal Electronic Device Expectations

- I. First Violation:
 - A. The student's device will be turned into the office.
 - B. The student will be allowed to pick up their device at the end of the school day.
- II. Second Violation:
 - A. The student's device will be turned into the office.
 - B. A parent/guardian must pick up the device.
- III. Third Violation:
 - A. Conference with parent and administration
 - B. Behavioral plan

SECTION 6: HEALTH AND MEDICATION

A. Emergency Care Policy

- I. In the event of an emergency or serious illness, it is the policy of the School District to provide appropriate medical response and to contact the parent/guardian in a timely manner.
- II. In a life-threatening emergency, the school will contact emergency response personnel immediately. The parent/guardian or designated emergency person will be contacted at the same time.
- III. If the situation is not life threatening, but the student requires urgent care and the school cannot contact a parent/guardian or designee, school personnel will transport the student to the Saint Peter Community Hospital for care. The School District will not provide transportation outside of Saint Peter for care. When parents/guardians arrive at the hospital, they will be able to change health care providers if they so desire. It is the responsibility of the parent/guardian to pay any incurred medical expenses.

B. Injuries or Illnesses/Accident Reporting Procedure/Insurance

- I. Injuries and Illnesses
 - A. Students should notify the nearest teacher in case of injury, illness or emergency.
 - B. Students who become ill should go to the principal's office or the nurse's office. Students who become ill while at school should NOT go to the restroom and sit for the class period. Students who do this will be marked as unexcused.
 - C. When they are due in a class, students should report to class and obtain a pass before going to the nurse's office. This applies to all visits to the school nurse *except emergencies*.
 - D. Students may not leave the school building for illness without first reporting to the principal's office and obtaining a leave school permit. The nurse or principal's office will telephone the parents/guardians to obtain their permission for the student to leave the building.
- II. Accident Reporting Procedure
 - A. Students who suffer injuries from any particular accident should report to their teacher or immediate supervisor. If the supervisor is not available, the student should report to the principal's office, at which time the proper action will be taken.

C. Medications

- I. The School District acknowledges that some students may require prescribed and/or non-prescribed medication during the day. Medication will be administered by the school nurse or her/his designee, such as a trained health assistant, a principal, or a teacher.
 - A. Prescription and non-prescription medication requires a completed, signed authorization from the student's parent or guardian. The School District may rely on an oral request from the parent or guardian to administer medication for up to two school days, until a written authorization is received.
 - B. Prescription and non-prescription medication must come to school in the original prescription container. A medication permission form must be completed annually and/or when a change in the prescription occurs.
 - C. Prescribed medication that is to be taken in school requires a written order from the physician. Medications are generally not to be carried by the student. If an exception is to be made, there must be a written agreement between the School District and the parent. Medications will be left with the appropriate School District representative, except as noted in a written agreement between the School District and the parent. Students are allowed by Minnesota statute to carry inhalers for asthma and epi-pens for allergic reactions.
 - D. Parents or guardians must notify the school if any change in the student's medication or if the medication is no longer required. For medication dosage changes, the School District must receive written notification from the physician.
 - E. For drugs or medicine used by children with a disability, administration of medicine may be provided as specified in the individual education plan (IEP).
 - F. The school nurse, or other designated person, shall be responsible for filling out the medication administration forms in the student's health record section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.

D. Physical Examinations

- I. For the benefit of the individual student and the protection of other students and school personnel, it is the policy of the Saint Peter Public Schools to recommend periodic physical examinations of all students by a licensed physician. The selection of a licensed physician shall be made by the parents or guardians and the examination shall be at their expense.
- II. A physical examination is recommended for all students prior to entry into kindergarten.
- III. A physical examination is recommended for all students prior to entry into seventh grade.
- IV. Physical examinations are required prior to participating in interscholastic activities.
 - A. The first exam must occur prior to participating in activities in grades 7 – 9.
 - B. The second exam must occur prior to participating in activities in grades 10 – 12.
- V. A student whose parents or guardians object to physical examinations on religious or constitutional grounds shall be exempted from such requirements if a statement signed by the student's parents or guardians requests the exemption and states the ground for the request. Exempting a student from the physical examination does not exempt the student from participating in the program of physical education. If such exemption is utilized, the student or parent (depending upon the student's age) shall furnish a written statement to the School District verifying that either the student has no disabilities and can fully participate or, setting forth the disabilities and limitations of the student. These exemptions do not apply to activities governed by the Minnesota State High School League (MSHSL).

SECTION 7: CO-CURRICULAR

A. Co-Curricular Philosophy/Guidelines:

- I. It is the philosophy of Saint Peter Middle School that all students be given the opportunity to participate in co-curricular activities. The purpose of middle level activities is to provide opportunities for students to expand their physical and social growth outside the classroom.
- II. Cuts are not made from athletic teams in seventh and eighth grade. All squad members will receive comparable coaching attention and significant opportunities to participate in practices and games. However, participants will not necessarily play the same amount of time. Every attempt will be made to include all interested students in non-athletic activities.
- III. In order to participate in after-school activities, students must attend their afternoon classes (5th - 8th periods) unless excused by a Dr. note. This pertains to both practices and events.
- IV. Extracurricular activities or practices will finish by 6:00 p.m. on Wednesdays during the school year.
- V. Students who participate in Minnesota State High School League activities will be governed by the rules, regulations, guidelines, and penalties developed by the Minnesota State High School League.
- VI. There is a \$45 for each athletic activity. For a complete list of all other co-curricular fees, please contact the Activities Office.
 - A. There is a maximum \$250 fee per season per family (except hockey).
 - B. Refunds of fees for activities will be made until halfway through the season for those students who cease to participate in the activity.
 - C. There will be no refund of the activity fee in the event a student becomes ineligible to participate as a result of violation of Minnesota State High School League or Saint Peter High School rules and regulations.
 - D. Students from families who determine that a fee is prohibitive may make application to the appropriate building level principal for consideration to waive the fee or reduce it to an amount that the family can provide.

- E. A maximum of \$250.00 per family per season has been established to provide for participation by a number of students from a family (except hockey).

B. Co-Curricular Offerings:

Drama		Speech	
Student Council		Mathcounts	
Yearbook			
Boys' Football	7 & 8	Girls' Basketball	7 & 8
Boys' Basketball	7 & 8	Girls' Softball	7 & 8
Boys' Wrestling	7 & 8	Girls' Gymnastics	7 & 8
Boys' Cross Country	7 & 8	Girls' Track	7 & 8
Boys' Baseball	7 & 8	Girls' Golf	7 & 8
Boys' Track	7 & 8	Girls' Volleyball	7 & 8
Boys' Golf	7 & 8	Girls' Tennis	7 & 8
Boys' Tennis	7 & 8	Girls' Swimming	7 & 8
Boys' Soccer	7 & 8	Girls' Hockey	7 & 8
		Girls' Soccer	7 & 8

C. Academic Policy for Co-Curricular Participants:

- I. All students must be passing all classes in order to participate in Co-Curriculars. Any middle school student who earns an "F" grade for a marking period will become ineligible for one week or one event, whichever is longer.
- II. An ineligible student, who can prove he/she is passing after the one week ineligibility period, will become eligible and put on academic probation until the next marking period. If a student slips back to an "F" grade during the probationary period, he/she will become ineligible until the next marking period. Prior to the serving a period of ineligibility, an Academic Review Meeting will be held with the student, activities director and dean of students.

D. Change of Level of Play of Athlete:

- I. Certain guidelines should be adhered to when considering the change of level of play of an athlete.
 - A. The coaching staff of that sport shall discuss if the individual athlete is ready for the move to a higher level of competition and whether or not there is a need within the program for such a move.
 - B. The head coach of that sport shall discuss with the activities director the reasons for wanting to implement such a move and pick up the necessary forms that need to be signed.
 - C. The head coach shall contact the parent, explain what the move is that they would like to do, and ask if the parent approves the move. If they do not approve, proceed no further.
 - D. The head coach shall bring the signed paperwork to the activities director for final approval and his signature.
- II. **Advantages of changing levels:**
 - A. The athlete is challenged to play with and against better competition.
 - B. He/she may play for a longer season.
 - C. The frustrations an athlete may have due to the disparity in skill level may be minimized.
 - D. Athletes will be given an opportunity to advance their skill level in a team sport, just as they can in an individual sport.
- III. **Disadvantages of changing levels:**
 - A. Parents and athletes of the team in which the athlete is moving to may feel they are being displaced.

- B. Athletes/parents from the team the athlete is leaving and team the athlete is going to, could disagree with the move causing socialization issues in school and the community for the athlete.
- C. Athletes may feel they are not connected to any team.
- D. The team the athlete leaves may lose a role model and an extra teacher to help them develop better skills.
- E. Expectations from coaches, parents, teammates and fans may be greater.
- F. Increased time commitment, more frequent and later home arrivals after games, split shifts in practice, transportation issues, may negatively impact the athlete's school work and the parental responsibilities.
- G. The injury risk factor increases due to increased participation.

E. Minnesota State High School League Rules

Saint Peter Middle School Eligibility Information for participants in Minnesota State High School League Activities

I. Rights and Responsibilities for Students Who Participate in Minnesota State High School League-Sponsored Activities:

A. Students who participate in Minnesota State High School League activities must abide by the guidelines as published in the Minnesota State High School League eligibility information bulletin in the area of athletics, speech, and music. Students will not be permitted to begin participation until the eligibility bulletin is signed by the parents/guardians and the student.

B. Students must attend an information session prior to the beginning of the season that addresses rules and the regulations of participation, including the consequences for the use or possession of mood altering chemicals. Although not mandatory, parents/guardians are expected to attend these meetings with their students.

C. The parent/guardian, by signing the bulletin, agrees to work with the school in monitoring the behavior of their student as it relates to violations of Minnesota State High School League Rules and Regulations.

II. Rules for Participation:

Students who participate in Minnesota State High School League activities shall not, at any time, regardless of the quantity:

- A. use, consume, possess, buy, sell, or give away a beverage containing alcohol;
- B. use, consume, possess, buy, sell, or give away tobacco;
- C. use, consume, possess, buy, sell, or give away any other controlled substance (it is not a violation for a student to possess a controlled substance specifically prescribed for the student's own use by her/his doctor); or
- D. use, consume, possess, buy, sell, or give away drug paraphernalia

III. Category I Activities:

- A. Category I activities at Saint Peter Middle School include athletic and speech activities.
- B. Violations

1. First Violation

Penalty: after confirmation of the first violation, the student shall lose eligibility for the next two consecutive interscholastic contests or two (2) weeks of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.

2. Second Violation

Penalty: after confirmation of the second violation, the student shall lose eligibility for the next six (6) consecutive interscholastic contests or four (4) weeks, whichever is greater, in which the student is a participant. No exception is permitted for a student who becomes a participant in a treatment program.

3. Third and Subsequent Violations

Penalty: after confirmation of the third or subsequent violations, the student shall lose eligibility for the next twelve (12) consecutive interscholastic contests or six (6) weeks, whichever is greater, in which the student is a participant.

If after the third or subsequent violations, the student on her/his own volition becomes a participant in a chemical dependency program or treatment program, the student may be certified for reinstatement in MSHSL activities after a minimum period of six (6) weeks. Only the director or a counselor of a chemical dependency treatment center may issue such certification.

Successful completion of a chemical dependency treatment program will satisfy only the most recent violation. Any other violations for which the penalty has not been satisfied must still be served in full.

D. Penalties are Cumulative

Penalties shall be cumulative beginning with and throughout the student's participation on any 7-12 grade team or activity.

E. Captain Selection

A student shall be disqualified to be a captain of a team if the student serves a penalty during the season of participation in which he/she is serving as captain.

F. If a student denies violation of a bylaw, is allowed to participate and is subsequently found guilty of the violation, the student will be disqualified from all interscholastic activities for nine additional weeks beyond the student's original period of ineligibility.

IV. **Category II Activities:**

A. Category II activities at Saint Peter Middle School include band, choir and drama.

B. Violations

After confirmation of the violation, the student is ineligible to perform at the next regularly scheduled, class-related performance or event (excluding pep band). Penalties shall be cumulative beginning with and throughout the student's participation in a high school activity. *Serving a Category II suspension does not fulfill a Category I suspension.*

Serving a Category I suspension does not fulfill a Category II suspension.

V. **Guidelines for Compliance with Minnesota State High School League Rules and Regulations:**

A. Any and all reported violations of Minnesota State High School League rules and regulations must be reported to the athletic director or building principal. Coaches, directors, or advisors cannot declare a participant ineligible. Coaches, directors, or advisors are directed to inform people who report violations to them to take their allegations to the athletic director.

B. Participation in co-curricular activities cannot be denied to an eligible student by a coach, director, or advisor.

C. A coach, director, or advisor who directly witnesses a violation or who has a confession of a violation given to him/her is directed to report such an incident to the athletic director or building level principal.

D.Coaches, directors, and advisors are expected to know the school policies regarding the evaluation and suspicion of chemical abuse problems.

E. Coaches, directors, and advisors are expected to act according to their professional judgment at all times.

VI. SAINT PETER MIDDLE SCHOOL CO-CURRICULAR CODE OF CONDUCT

Students from Saint Middle School who participate in co-curricular activities sponsored by Saint Peter Middle School are expected to follow the standards of behavior listed below. Although the standards listed below do not carry a pre-determined ineligibility penalty, the Board of Education, staff and administration of District 508 believe that students who represent Saint Peter Middle School have an obligation to meet the standards listed below:

A. Students are not to involve themselves in behavior that could lead to a criminal charge or court action. Students who are convicted of such a charge during a season of play will have their participation reviewed under the policy stated above; and

B. Students are not to involve themselves in activities that result in vandalism to Saint Peter Middle School or any other school that Saint Peter competes against. Students who are involved in vandalism of Saint Peter Middle School or any other school in which Saint Peter competes against will have their participation reviewed under the policy stated above.

C. Students are not to involve themselves with any behavior or action that reflects negatively upon themselves, their team or group, or their school.

A student who is under penalty of exclusion, expulsion or suspension or whose character or conduct violates the Code of Conduct is not in good standing and is ineligible for a period of time as determined by the principal.

Code of Conduct Review

In addition to the rules and regulations as stated in the Minnesota State High School League eligibility information bulletin, the following procedure for individual student participation shall apply:

A. In the event a serious problem arises in the areas of academic achievement, behavior, attendance or citizenship, a staff member may make a request to the principal that the student's participation in that co-curricular activity be reviewed.

B. Upon receipt of this request from a staff member, the principal will call together a guidance counselor, the staff member who made the request, and the director and/or coach of the co-curricular activity in which the student is involved. The student may be present, with a support person whom she/he chooses.

C. Following a review of the case, this group will make a recommendation to the high school principal in regard to the continued participation of the student in the co-curricular activity in which she/he is involved.

VII. Transfer Students:

Students who transfer to Saint Peter Middle School from another school and who wish to participate in Minnesota State High School League-sponsored activities must meet specific eligibility requirements. Transfer students who have questions about this policy are encouraged to contact the high school activities director.

SECTION 8: POLICY

A. Acceptable use of The Computer Network and Internet:

Acceptable Use of the School District Computer Network

I. Rules and Regulations

- A. The following information outlines the rules and regulations related to Board of Education Policy 006.14 Acceptable Use and Internet Policy.
- B. Despite its enormous educational potential, the Internet also contains the potential for abuse. Saint Peter Public Schools is not responsible for ensuring the accuracy or usability of any information found on external networks. For safety purposes, Saint Peter Public Schools employs both an Internet filter and firewall, and maintains compliance with CIPA (Children's Internet Protection Act).
- C. The Board of Education expects all students to abide by the Acceptable Use Procedures of Saint Peter Public Schools. Failure to follow the guidelines may result in disciplinary action.

II. Limited Educational Purpose

- A. The Saint Peter Public Schools computer network has not been established as a public access service and is not an "open" or "limited open" forum. The term "educational purpose" includes but is not limited to information management, classroom activities, media center projects, research, career development, and limited curriculum-related work on an individual student basis.
- B. Saint Peter Public Schools has the right to place reasonable restrictions on the material accessed or posted through the system. Students are expected to follow the rules set forth by the district and the law when using the Saint Peter Public Schools computer network.
- C. Students may not use the Saint Peter Public Schools computer network for commercial purposes. This means products or services may not be offered, provided, or purchased through the Saint Peter Public Schools computer network.
- D. The Saint Peter Public Schools computer network may not be used for political lobbying. It may be used to communicate with elected representatives and to express opinions to them on political issues.

III. Internet Access

- A. Students shall have access to Internet World Wide Web information resources through their classroom, library, or school computer lab.
- B. Parent(s)/guardian(s) are given the opportunity to determine their child's access to the Internet when they enter the public school system, and in Grades 3 and 7. Students and their parent(s)/guardian(s) must sign an Acceptable Use Consent Form to be granted access to the Internet. Parent(s)/guardian(s) can withdraw their approval at any time.
- C. The use of the school district system and access to use of the Internet is a privilege, not a right. The school district reserves the right to limit or remove any user's access to the school district's computer system, equipment and Internet access at any time for any reason.

IV. Unacceptable Uses

A. Personal Safety

- 1. Students shall not post personal contact information about themselves or other people on the Internet. Personal contact information could

include, but is not limited to, student's or employee's home address or telephone number, a student's school address, and an employee's work address. It is not a violation of this policy to include the school's return address on outgoing email communications.

2. Students shall not agree to meet with someone met online without parent's approval.
3. Students shall promptly disclose to their teacher or other school employee any message received that is inappropriate or causes discomfort.

B. Illegal Activities

1. Students shall not attempt to gain unauthorized access to Saint Peter Public Schools computer network or to any other computer system through Saint Peter Public Schools computer network or go beyond authorized access. This includes attempting to log in through another person's account or access another person's files.
2. Students shall not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means.
3. Students shall not use the Saint Peter Public Schools computer network system to engage in any illegal act, such as arranging for the sale or use of drugs or alcohol; that facilitate criminal gang activity; that facilitate gambling; or that violate any local, state or federal statute.
4. Students shall not use the Internet or the district's computer network to harass or threaten the safety of others.
5. Students shall not misuse the computer equipment or network, to include but not exclusive of, deletion or violation of password protected information, computer programs, data, password or system files; inappropriate access of files, directories, Internet sites; deliberate contamination of system, unethical use of information, or violation of copyright laws is prohibited.

C. System Security

1. Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use their accounts.
2. Students shall immediately notify a teacher or the system administrator if they have identified a possible security problem. Students should not look for security problems, because this may be construed as an illegal attempt to gain access. Under no conditions should students provide other students with their password.
3. Students who gain access to teacher computer files, directory, programs, and website without permission from the teacher will be subject to disciplinary action.
4. The district will assign specific staff with security, management, and account responsibilities associated with the district's Internet resources and network accounts.
5. Tampering with the district's computer security system, and/or applications, and/or documents, and/or equipment, will be considered vandalism, destruction, and defacement of school property. Please be advised that it is a federal offense (felony) to break into any security

system. Financial and legal consequences of such actions are the responsibility of the user and/or student's parent or guardian.

D. Inappropriate Language

1. Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.
2. Students shall not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
3. Students shall not post information that could cause damage or a danger of disruption.
4. Students shall not engage in personal attacks, including prejudicial or discriminatory attacks, based on a person's race, gender, sexual orientation, religion, national origin or disability, or engage in any other harassment or discrimination prohibited by school district policy or by law.
5. Students shall not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If students or staff are told by a person to stop sending them messages, they must stop.
6. Students shall not knowingly or recklessly post false or defamatory information about a person or organization.

E. Respect for Privacy

1. Students shall not re-post a message that was sent to them privately without written permission of the person who sent them the message.
2. Students shall not post private information about another person on the Internet.

F. Respecting Resource Limits

1. Students shall use the system only for educational and career development activities and limited curriculum-related work on an individual student basis.
2. Students will have access to limited space on the school's computer server. Users are responsible for making back-up copies of the documents and files that are critical to their use.
3. Students shall not deliberately or knowingly delete another student's file.
4. Students and employees shall only use software that is supplied by the school district.
5. Students shall not install hardware or software on the school district's computer system without the permission of the technology coordinator.

G. Plagiarism and Copyright Infringement

1. Students shall not plagiarize works that are found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
2. Students shall respect the rights of copyright owners. Copyright infringement occurs when one inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, follow the expressed requirements. If students are unsure whether or not work can be used, request permission from the copyright owner. Copyright law can be very confusing; ask media specialists for guidance as needed.

H. Access to Inappropriate Materials

1. Students shall not use the Saint Peter Public Schools computer network to access material that is profane or obscene (pornography), contains viruses, network hacking programs, or similar programs that advocate illegal acts, or that advocates violence or discrimination towards other people (hate literature).
2. If students mistakenly access inappropriate information, they should immediately inform their teacher, media specialist, or another district employee. This will protect them against claims that they have intentionally violated this policy.
3. Parent(s)/guardian(s) should instruct students if there is additional material that they think it would be inappropriate for them to access. The district expects that students follow their parent's instructions in this matter.
4. Educators will monitor student use of the Internet in schools and will take reasonable measures to prevent access by students to inappropriate materials on the Internet and World Wide Web and restrict access to materials harmful to students.
5. The district may monitor the on-line activities of students, and operate technology protection measures (filtering/blocking devices or software) on all computers on the district's computer network as required by law. The filtering/blocking software will attempt to protect against access to visual depictions that are obscene, harmful to students, and child pornography, as required by law. Invasion or disabling of the filtering/blocking device installed by the district, including attempts to evade or disable, is a violation of the Acceptable Use Policy.
6. Students have access to laptop computers for overnight use. When connecting to the Internet, our firewall does **NOT** filter inappropriate content off the school network. Parents may restrict students from having access to a laptop computer for overnight use by informing the Media Center.

V. Disciplinary Action

- A. The school district may take disciplinary action when a student violates any portion of the Acceptable Use Policy. Disciplinary action may include, but it is not limited to:
- B. Meeting with the Technology Coordinator, Media Center Specialist or Principal;
- C. Detention/School-After-Hours;
- D. Loss of school privileges;
- E. Parent/Guardian conference with school staff;
- F. Modified school programs;
- G. Removal from class;
- H. Co-curricular ineligibility;
- I. Suspension;
- J. Exclusion;
- K. Expulsion.

VI. Student Rights and Responsibilities

A. Free Speech

1. Student right to free speech is set forth in School Board Policy 007.5 which applies also to communication. The Saint Peter Public Schools computer network is considered a limited forum, similar to the school newspaper, and, therefore, the district may restrict speech for valid educational reasons.

B. Search and Seizure

1. Students should not expect any privacy in the contents of personal files on the district system. Administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly.
2. The district may examine all information stored on district technology resources at any time. The district may monitor staff and student technology usage. Electronic communications, all data stored on the district's technology resources, and downloaded material, including files deleted from a user's account, may be intercepted, accessed, or searched by a district administrator or designees at any time.
3. Routine maintenance and monitoring of Saint Peter Public Schools computer system may lead to discovery that this policy or the following policies or laws have been violated. An individual search shall be conducted if there is reasonable suspicion policies have been violated.
4. Parent(s)/guardian(s) of students have the right at any time to request to see the contents of student's files.

C. Due Process

1. The school district shall cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through Saint Peter Public Schools computer network.
2. In the event there is a claim that students have violated this policy or other Board policy in use of the Saint Peter Public Schools computer network, they shall be provided with information related to the suspected violation and have an opportunity to present an explanation.
3. If the violation also involves a violation of other provisions of School Board policy, it shall be handled in a manner described in School Board Policy which deals with dismissal, including suspension, exclusion, and expulsion. Additional restrictions may be placed on use of individual Internet accounts, or could result in suspension, expulsion, and/or financial liability

VII. Limitation of Liability

- A. The school district does not assume and, hereby, expressly disclaims liability for the misuse of its computers, equipment, e-mail, and Internet programs that violate this policy or any applicable law. The district makes no guarantee that the functions or the services provided by or through the district system shall be error-free or without defect. The district is not responsible for any damage suffered through the use of its computer system, including but not limited to, the loss of data, interruptions in service, the accuracy or quality of information obtained through or stored in the system, damages or injuries from improper communications, damage to property used to access school district computers or online resources, or financial obligations resulting from the use of school district resources.
- B. Through the Saints Digital Learning Initiative, Saint Peter High School continues its commitment to offering students and teachers access to best-practice

strategies and modern equipment to improve the classroom experience. Beginning with the Class of 2017, all 9th grade students will be issued an iPad Mini through a 1-to-1 digital learning program that will provide each student a personal learning tool that can be adapted to various courses and learning experiences. Our 1-to-1 digital learning program will provide students new opportunities for authentic experiences to develop the skills and strategies for using emerging digital tools that they will need to be prepared to achieve success in college and careers in the 21st Century. Please consult the *Saints Digital Learning Initiative 1-to-1 Handbook* for program details, expectations, and terms and conditions. Handbooks are available upon request from the high school office.

B. Anti-Discrimination:

- I. It is the intent of the School Board Policy to comply with federal and state law prohibiting discrimination to the end that no person shall, on the grounds of race, color, national origin, creed, religion, sex, marital status, status with regard to public assistance, age or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program; or in employment or recruitment, consideration or selection thereof; whether full-time or part-time, under any educational program or activity operated by the district for which it receives federal financial assistance.
- II. The School District has a written plan to help assure that curriculum and materials, which are used in the district educational program, are designed to insure that staff and student gain an understanding and appreciation of diverse persons. In addition, special emphasis is placed on understanding the cultural diversity of the United States of America. A complete copy of this plan is on file at the district office.

C. Background Checks:

- I. All employees of Saint Peter Public Schools are required to pass criminal background checks. These checks include the Minnesota Bureau of Criminal Apprehension check and also the nationwide Orange Tree employment screening.

D. Bombs and Bomb Threat Policy:

Instructions for Receiver of a Call:

- A. Schools have been primary "targets" of bomb threats particularly on a seasonal basis (Spring and Fall). However, there have also been documented cases where actual bombs have been found and/or detonated. Bomb threats should be taken seriously.
- B. A person receiving a bomb threat should try to attract someone else's attention (without tipping off the call) in an attempt to have the call traced. (Note: office staff are most likely to receive such a call and should be familiar with the process for tracing a call). Obtain as much information as possible, i.e., the time set for the explosion, the exact location of the bomb, the type of explosive device and what it looks like; and, why the bomb was placed in the school. Justify your request for more data by expressing a desire to save the lives of innocent people. Pay particular attention to any strange or unusual background noises and the voice of the caller.
- C. Immediately notify the building administrators and the superintendent of school. A decision will be made on whether or not to evacuate the building. It is not recommended that school evacuation be made in all cases; however, circumstances will vary in each incident.

- D. On request of building administrators or superintendent, call police department (931-1550) and/or sheriff's department (931-1570).
- II. Building Administrators or Designee Responsibilities Check the receiver of the call for authenticity and other pertinent information.
 - A. Report to the emergency command center.
 - B. Call the police and/or sheriff's office, if not already done.
 - C. Evaluate the bomb threat and determine the course of action that will be taken from the emergency command center.
 - D. Deploy search teams from the command center to search the outside and inside of the building.
 - E. Alert all staff members to conduct a search of their classroom, office or work area and report any unusual conditions.
 - F. Meet with the law enforcement officials regarding search and further procedures.
 - G. Handle all inquiries from the news media.
 - H. Follow the administrative rules for bomb threat procedures.
 - I. IF STUDENTS ARE AWARE OF WEAPONS, BOMBS OR OTHER DANGEROUS DEVICES ON SCHOOL PROPERTY OR THREATENED TO BE BROUGHT ONTO SCHOOL PROPERTY, THEY SHOULD IMMEDIATELY NOTIFY AN ADULT.
- III. Evacuation of the Building
 - A. If the building is to be evacuated in response to a bomb threat:
 - 1. Notify the police department immediately.
 - 2. Evacuate the building immediately with everyone going at least 500 feet from the building (175 paces).
 - 3. **School should not be canceled or students sent home.**
 - 4. Teachers will make a visual check of their classrooms, as they evacuate, reporting anything unusual to the police.
 - 5. **DO NOT TOUCH ANYTHING SUSPICIOUS.**
 - 6. Teachers, aides, nurses will be responsible for persons in rooms at time of evacuation.
 - 7. Teachers will take their class roll once evacuated. Teachers who do not have classes should make certain everyone is at least 500 feet from the building.
 - 8. Building administrators or custodians make a visual check for persons still in the building.
 - 9. Do not reenter the building or an area of the building unless cleared by the police department. If requested by the police department, the head building supervisor, and a building designee, should conduct a visual search of the interior and exterior of the building.
 - 10. If the evacuation is for the remainder of the school day, move students a safe distance from the building. Activate a plan to move the students to a secure area. Students will be dismissed or transported from this area.
 - 11. Secure all doors.
 - 12. If the building is NOT to be evacuated in response to a bomb threat, as a minimum, follow instruction #4 above.
 - B. Responsibilities of Faculty and Staff
 - 1. Make a visual check of classroom, offices or work areas. Report anything unusual to the principal. DO NOT TOUCH ANYTHING.
 - 2. If evacuation is necessary, follow the fire drill evacuation to at least 500 feet (175 paces) from the building.
 - 3. Staff who have rooms that have outside doors should check to see that they are locked before evacuating the building.

4. Do not enter the building until told to do so by the building administrator or designee.

E. Bullying Prohibition:

- I. **PURPOSE:** The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.
- II. **General Statement of Policy:**
 - A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such an act is committed on or off school district property and /or with or without the use of school district resources.
 - B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying
 - C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy
 - D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
 - E. False accusations or reports of bullying against another student are prohibited.
 - F. A person who engages in an act of bullying, reprisal, false reporting of bullying, or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with School District's policies and procedures. The School District may take into account the following factors:
 1. The developmental and maturity levels of the parties involved;
 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 3. Past incidences or past or continuing patterns of behavior;
 4. The relationship between the parties involved; and
 5. The context in which the alleged incidents occurred.
 - a) The School District will investigate all complaints of bullying and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the School District who is found to have violated this policy.
 - b) Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions and education about bullying up to and including suspension, and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from School District property and events and/or termination of services and/or contracts.
- III. **Definitions:** For purposes of this policy, the definitions included in this section apply.
 - A. **"Bullying"** means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. An actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 2. Materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.
- B. The term, "bullying," specifically includes cyberbullying as defined in this policy. **"Cyberbullying"** means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. **"Immediately"** means as soon as possible but in no event longer than 24 hours.
- D. **"Intimidating, threatening, abusive, or harming conduct"** means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. **"On school premises, on school district property, at school functions or activities, or on school transportation"** means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- F. **"Prohibited conduct"** means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. **"Remedial response"** means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. **"Student"** means a student enrolled in the public school.
- IV. **Reporting Procedure:**
- A. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy:

1. Shall report the alleged acts immediately to an appropriate School District official; or
 2. A person may report bullying anonymously, but action may not be taken against an alleged perpetrator based solely on an anonymous report.
- B. The School District encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the School District office, but oral reports shall be considered complaints as well.
 - C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.
 - D. A teacher, school administrator, volunteer, contractor, or other School District employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building report taker immediately. School-district personnel who fail to inform the building report taker of conduct that may constitute bullying, or other prohibited conduct, in a timely manner may be subject to disciplinary action.
 - E. Reports of bullying, or other prohibited conduct, are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building principal or responsible authority will be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
 - F. Submission of a good faith complaint or report of bullying, or other prohibited conduct, will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
 - G. The School District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School District's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. School District Action:

- A. Within three days of the receipt of a complaint or report of bullying, or other prohibited conduct, the School District shall undertake or authorize an investigation by School District officials or a third party designated by the School District.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action.

Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and other applicable school district policies; and applicable regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. Retaliation or Reprisal:

- A. The School District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the School District who commits an act of reprisal or who retaliates against any person who makes a good faith report of alleged bullying, or prohibited conduct, or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. Training and Education:

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, and publications on school rules, procedures, and standards of conduct.
- B. The school district shall require ongoing professional development to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and
 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
 - D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
 - E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students. The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct. The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:
 1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the school's primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
 - F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
 - G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy in the student handbook.

VIII. Notice:

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.

- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. Policy Review:

- A. To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. Revisions shall be made in consultation with students, parents, and community organizations.

F. Drug/Alcohol and Assault Policy:

- I. **General Statement of Policy:** Students are forbidden to knowingly or voluntarily possess, sell, use, or distribute illegal drugs/alcohol or tobacco on school grounds or at school-sponsored activities. School grounds include 300 feet surrounding any immediate school building.

II. Procedures for Tobacco Offenses:

- A. Notification of the parent/guardian;
- B. Minors will automatically be referred to the police for charges to be filed when the student is found smoking or possessing tobacco, or when distributing tobacco in school or at school-sponsored activities.
- C. Students will be sent home for the remainder of the school day.
- D. Smoking violations will result in the student's loss of Commons privileges for the entire year.
- E. Minnesota State High School League rules will apply to all tobacco-related violations. These consequences will be handled by the school's Activities Director.
- F. The school nurse will be directed to meet with the student to discuss the health implications of tobacco use.
- G. The tobacco product will be confiscated.

III. PROCEDURES FOR DRUG/ALCOHOL OFFENSE

- A. Notification of the parent/guardian
- B. Students will automatically be referred to the police for charges to be filed when the student voluntarily possesses, sells, uses, or distributes illegal drugs/alcohol on school grounds;
- C. An administrative hearing will be held with the student, which will include:
 - 1. An initial suspension from school for up to five days; and
 - 2. Consideration of whether a recommendation should be made to the Superintendent to expel the student.
 - 3. Drug/alcohol violations will result in the student's loss of Commons privileges for the entire year;
 - 4. the activities director will apply all Minnesota State High School League Rules;
 - 5. A school social worker or counselor will be directed to meet with the student to discuss the health implications of drug/alcohol use; and
 - 6. All illegal drugs/alcohol will be confiscated.

- IV. **Assault General Statement of Policy:** Students are forbidden to threaten bodily harm or death to other persons. While on school grounds or at school activities, students are forbidden to engage in fighting with another person or persons.

- A. Assault or Fighting:** Assault or fighting consists of aggressive, violent behavior by two or more individuals with the intent of inflicting physical harm upon one another and shall be differentiated from poking, pushing, shoving or scuffling. The disciplinary procedure for fighting will include:
1. Notification of parent/guardian; and
 2. An administrative hearing held with the student, which may result in:
 - a) Assignment of after-school detention;
 - b) Assignment of in-school detention;
 - c) Suspension from school for up to five days; and /or
 - d) Involvement of police.
- B. Verbal Assault:** Verbal assault shall be defined as abusive, threatening, profane, or obscene language, either oral or written. It includes conduct that degrades people because of their race, religion, ethnic background, or physical or mental disability. The disciplinary procedure for verbal assault (threats) will include notification of parent/guardian and an administrative hearing held with the student. Consequences may include detention, suspension from school for up to five days and/or the involvement of police.

G. Equal Educational Opportunity:

- I. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age. The school district also makes reasonable accommodations for students with disabilities.
- II. The school district prohibits the harassment or bullying of any individual. For information about the types of conduct that constitute violation of the school district's policy on harassment, violence and bullying, and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment, violence and bullying.
- III. This policy applies to all areas of education including academics, coursework, and co-curricular activities, or other rights or privileges of enrollment.
- IV. It is the responsibility of every school district employee to comply with this policy.
- V. Any person having any questions regarding this policy should discuss it with a building principal or the Superintendent of Schools.

H. Freedom of Expression:

- I. One of the basic purposes of education is to prepare students for responsible self-expression in a democratic society. Citizens in our democracy are permitted free expression under the First and Fourteenth Amendments. Students do not leave their rights at the schoolhouse door. They have the right of free expression as long as they do not substantially interrupt the educational process.
- II. Students Rights
 - A. Students have the right to express personal opinions in student publications and in participating in publishing such publications.
 - B. Students may not be required to participate in patriotic exercises.
 - C. Students may wear distinctive insignias, such as buttons and armbands, so long as they do not substantially interfere with the educational process. This freedom shall not interfere with the freedom of others to express themselves.
- III. School Publications
 - A. A student publication is designed to serve as a vehicle for instruction and is, in addition, a means of communication. The student publication staff produces it with input from the student body and counsel from the publications advisor.

- B. A school publication can best function when it provides a full opportunity for students to inquire, question and exchange ideas. Articles should reflect all areas of student interest, including topics about which there may be dissent and controversy. It is the intent of the board that students be provided with avenues for the research of ideas and causes of interest to them and be allowed to express their opinions. Controversial subjects should be presented with consideration for a variety of viewpoints. Nothing in this policy is intended to allow censoring of any article merely because it is controversial or because it criticizes a particular school, a school procedure, school administrators, teachers, or the school system itself.
- IV. Student Right to Petition
 - A. Students shall retain the right of petition within the school system. The issued petitioned and the signatures attached shall be presented to the principal, who will study and act upon the petition.

H. Harassment and Violence Policy:

Board of Education Policy Prohibiting Harassment and Violence

- I. **General Statement of Policy:** It is the policy of the School District to maintain a learning and working environment that is free from harassment and violence by:
 - A. Prohibiting any form of harassment or violence;
 - B. Affirming the rights of individuals to be themselves; and
 - C. Creating and maintaining a physically and psychologically safe and respectful environment where learning, growth, and self-esteem can be attained by everyone.
 - D. It will be the responsibility of all professional employees of the School District to take appropriate action against any form of harassment or violence. The School District will act to take appropriate action or discipline when this policy has been violated.
 - E. It shall be a violation of this policy for any administrator, teacher, student, or other school district personnel to harass, to inflict, threaten to inflict, or attempt to inflict violence upon any student, teacher, administrator, or other school personnel.
- II. **Definitions:**
 - A. **SCHOOL DISTRICT PERSONNEL:** School District personnel include Board of Education members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the School District.
 - B. **PROFESSIONAL EMPLOYEES:** Professional employees of the district include teachers, administrators and any other persons charged with the supervision of students.
 - C. **HARASSMENT:** Harassment shall be defined as physical or verbal conduct that has the purpose or effect of:
 - 1. creating an intimidating, hostile or offensive working or academic environment;
 - 2. substantially or unreasonably interfering with an individual's work or academic performance; or
 - 3. adversely affecting an individual's employment or academic opportunities.
 - D. **VIOLENCE:** Violence shall be defined as:
 - 1. an act done with intent to cause fear in another of immediate bodily harm or death;
 - 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 - 3. the threat to do bodily harm to another with present ability to carry out the threat.
 - 4. This does not include necessary restraint of a student by teachers, administrators, or other School District personnel to avoid physical harm to persons or property.
 - E. **SEXUAL HARASSMENT:** Sexual harassment shall be defined as:
 - 1. unwelcome sexual advances;
 - 2. unwelcome pressure for sexual favors;
 - 3. sexually motivated physical conduct or other verbal or physical conduct; or
 - 4. communication of a sexual nature when:
 - a) submission to that conduct or communication is made a term or

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III. Reporting Procedures:

- A. The Board of Education hereby designates the Human Rights Officer to oversee the actions taken in response to reports or complaints of harassment or violence. If the complaint involves the Human Rights Officer, the complaint shall be filed directly with the Superintendent.
- B. The School District shall conspicuously post the name of the Human Rights Officer, including mailing addresses and telephone numbers.
- C. Submission of a good faith complaint or report of harassment or violence will not affect the complainant or reporter's future employment, grades, or work assignments.
- D. Use of a formal reporting form is not mandatory.
- E. In a formal investigation, the School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School District's legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations.
- F. **NOTHING IN THIS POLICY SHALL PREVENT ANY PERSON FROM REPORTING HARASSMENT OR VIOLENCE DIRECTLY TO THE DISTRICT HUMAN RIGHTS SUPERVISOR OR TO THE SUPERINTENDENT.**

IV. Reports or Complaints Against District Professionals or Personnel:

- A. **REPORTING PROCEDURES:** Any person who believes he or she has been the target or victim of harassment or violence by an administrator, teacher, or other School personnel of the School District, or any person with knowledge or belief of conduct which may constitute harassment or violence toward a student, teacher, administrator, or other School Personnel should report the alleged acts immediately to the appropriate building principal, the School District Human Rights Officer, or the Superintendent. A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. In each School District building, the building principal is the person responsible for receiving and investigating oral or written reports of harassment or violence at the building level. Any adult School District personnel who receives a report of harassment or violence by an administrator, teacher or other School District personnel shall inform the building principal immediately. The School District encourages the reporting party or complainant to use the report form that can be obtained from the principal of each building or from the School District office. Oral reports shall be considered complaints as well. The building principal may request, but may not insist upon, a written complaint. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- C. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- D. Upon receipt of a report, the principal must notify the School District Human Rights Officer immediately without screening and prior to investigating the report. A written statement of the alleged facts will be forwarded as soon as practical by the principal to the Human Rights Officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights supervisor. If the complaint involves the building principal, the complaint shall be made or filed directly with the Superintendent or the School District Human Rights Officer by the reporting party or complainant.
- E. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

- F. False accusations or reports of violence or harassment against another person are prohibited.
 - G. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures as outlined in the student handbook.
 - H. Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.
 - I. Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.
 - J. Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.
- V. INVESTIGATION: By authority of the School District, the Human Rights Officer, -within three days of the receipt of a report or complaint alleging harassment or violence, shall undertake or authorize an investigation. The investigation may be conducted by School District officials or by a third party designated by the School District.
- A. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods and documents that may provide pertinent information to the investigator.
 - B. In determining whether alleged conduct constitutes a violation of this policy, the School District should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Conduct that constitutes harassment or violence of a sexual, racial or religious nature shall be considered most seriously. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
 - C. In addition, the School District may take immediate steps, at its discretion, to protect the target or victim, complainants, teachers, administrators, or other School District personnel pending completion of an investigation of alleged harassment or violence.
 - D. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the decision of discipline or other remedial responses.
 - E. The investigation will be completed as soon as practical. The School District investigator shall make a written report to the Superintendent and the Human Rights Officer upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the Board of Education. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.
- VI. SCHOOL DISTRICT ACTION: Upon receipt of a written report after the completion of an investigation, the School District will take appropriate action. Such action may include, but is not limited to, warning, suspension, transfer, restitution, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School District action taken from violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and School District policies.
- A. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment

or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.

- B. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. Reports or Complaints Against Students:

- A. It is the philosophy of the School District that students are in school to be educated. Therefore, any behavior that alters the effectiveness of the learning environment will be addressed and corrected. Additionally, students who behave in ways that intimidate, offend or cause discomfort for other students or adults will first be educated regarding more appropriate and respectful behaviors.
- B. Students will be disciplined for harassing or violent behavior when they have not responded to efforts to educate them or when the behavior is serious enough to endanger the safety of others.
- C. All School District professionals and personnel are responsible for the enforcement of this policy. Teachers and teacher assistants will address behavior by students that is harassing or violent as such behavior is observed. Students who do not respond to teacher intervention will be referred to the building principal for further intervention. Corrective action taken at the building level may include, but is not limited to, referral to the peer-mediation program, a conflict resolution or other counseling session with a School District counselor or social worker, restitution, community service opportunities in the school, a written problem solving paper, a conference with the student's parent(s)/guardian(s), and a warning conference with the student. Disciplinary action for severe behavior may include any of the above, as well as suspension, exclusion, expulsion, and a report to law enforcement. Harassment that is sexual, religious, or racial in nature, and any form of physical violence will be treated as serious behavior.
- D. Building principals must maintain written records of interventions attempted to correct harassing and violent behavior. These records will be available to, and reviewed by, the School District Human Rights Officer on a regular basis.
- E. Nothing in this policy, or any action by any School District professionals or personnel shall discourage or prevent any student from filing a written complaint of harassment or violence with the building principal, the School District Human Rights Officer, or the Superintendent. Complaint forms will be available to all students from the principal of each building and the School District office. A copy of all written complaints must be sent immediately to the School District Human Rights Officer, and an investigation by the building principal must commence within one school day of receipt of the complaint. The building principal will forward to the Superintendent and the Human Rights Officer a written statement of findings and action taken when such investigation is complete.

VIII. Retaliation or Reprisal:

- A. The School District will discipline or take appropriate action against any administrator, teacher, or other School District personnel who retaliates against any person who reports alleged harassment or violence of any person who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

IX. Right to Alternative Complaint Procedures:

- A. These procedures do not deny the right of any individual to pursue other avenues of recourse that may include filing charges with the Minnesota Department of Human

Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

B. Harassment or Violence As Abuse:

- C. Under certain circumstances, alleged harassment or violence may also be classified as abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statute, Section 626.556 may be applicable.
- D. Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. Dissemination of Policy and Training:

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
- B. Copies of this policy shall be available in the school district's employment office and will be distributed to new school district employees and independent contractors who regularly interact with students.
- C. This policy shall appear in the student handbook.
- D. The school district will discuss this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

J. Hazing Policy:

- I. **Purpose:** The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the School District and are prohibited at all times.

II. General Statement of Policy:

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the School District shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the School District shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on and off School District property and during and after school hours.
- E. A person who engages in an act that violates School District policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline.
- F. The School District will investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the School District who is found to have violated this policy.

III. Definitions:

- A. **"Hazing"** means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The harms of hazing include, but are not limited to, mental stress, embarrassment, shame, or humiliation that adversely affects the mental health or dignity of the student or that adversely affects student performance. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body;
 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
 4. Any activity that intimidates or threatens the student with ostracism; and
 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of School District policies or regulations.
- B. **“Student Organization”** means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular School District events. A student organization does not have to be an official School District organization to come within the terms of this definition.

IV. Reporting Procedures:

- A. Any person who believes he or she has been the victim of hazing is encouraged to report the alleged acts immediately to an appropriate School District official designated by this policy.
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report directly to a School District human rights officer or to the Superintendent.
- C. Teachers, administrators, volunteers, contractors, and other employees of the School District shall be particularly alert to possible situations, circumstances, or events, which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct, which may constitute hazing, shall inform the building principal immediately.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant's or reporter's future employment, grades, or work assignments.

V. School District Action Plan:

- A. Upon receipt of a complaint or report of hazing, the School District shall undertake or authorize an investigation by School District officials or a third party designated by the School District.
- B. The School District may take immediate steps, at its discretion, to protect the complainant, report, students, or others pending completion of an investigation of hazing.
- C. Upon completion of the investigation, the School District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Fair Dismissal Act, School District policies and regulations.

VI. Reprisal:

- A. The School District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the School District who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

VII. Dissemination of Policy:

- A. This policy shall appear in each school's student handbook and in each school's staff handbook.

K. PUPIL FAIR DISMISSAL ACT:

121A.40 CITATION. Sections 121A.40 to 121A.56 may be cited as the "Pupil Fair Dismissal Act." 121A.41

I. DEFINITIONS. Subdivision

- A. 1. Applicability. As used in sections 121A.40 to 121A.56, the terms defined in this section shall have the meanings assigned them. Subd. 2. Dismissal. "Dismissal" means the denial of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class. Subd. 3. District. "District" means any school district. Subd. 4. Exclusion. "Exclusion" means an action taken by the school board to prevent enrollment or reenrollment of a pupil for a period that shall not extend beyond the school year. Subd. 5. Expulsion. "Expulsion" means a school board action to prohibit an enrolled pupil from further attendance for up to 12 months from the date the pupil is expelled. Subd. 6. Parent. "Parent" means (a) one of the pupil's parents, (b) in the case of divorce or legal separation, the parent or parents with physical custody of the pupil, including a noncustodial parent with legal custody who has provided the district with a current address and telephone number, or (c) a legally appointed guardian. In the case of a pupil with a disability under the age of 18, parent may include a district-appointed surrogate parent. Subd. 7. Pupil. (a) "Pupil" means any student: (1) without a disability under 21 years of age; or (2) with a disability under 21 years old who has not received a regular high school diploma or for a child with a disability who becomes 21 years old during the school year but has not received a regular high school diploma, until the end of that school year; and (3) who remains eligible to attend a public elementary or secondary school. (b) A "student with a disability" or a "pupil with a disability" has the same meaning as a "child with a disability" under section 125A.02. Subd. 8. School. "School" means any school defined in section 120A.05, subdivisions 9, 11, 13, and 17. Subd. 9. School board. "School board" means the governing body of any school district. Subd. 10. Suspension. "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a pupil from attending school for a period of Pupil Fair Dismissal Act Page 2 no more than ten school days. If a suspension is longer than five days, the suspending administrator must provide the superintendent with a reason for the longer suspension. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability. Each suspension action may 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. Consistent with section 125A.091, subdivision 5, the readmission plan must not obligate a parent to provide a sympathomimetic medication for the parent's

child as a condition of readmission. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days. Subd. 11. Alternative educational services.

"Alternative educational services" may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under section 123A.05 selected to allow the pupil to progress toward meeting graduation standards under section 120B.02, although in a different setting.

- II. 121A.42 POLICY. No public school shall deny due process or equal protection of the law to any public school pupil involved in a dismissal proceeding which may result in suspension, exclusion, or expulsion.
- III. 121A.43 EXCLUSION AND EXPULSION OF PUPILS WITH A DISABILITY. (a) Consistent with federal law governing days of removal and section 121A.46, school personnel may suspend a child with a disability. When a child with a disability has been suspended for more than five consecutive school days or ten cumulative school days in the same school year, and that suspension does not involve a recommendation for expulsion or exclusion or other change of placement under federal law, relevant members of the child's individualized education program team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's individualized education program. That meeting must occur as soon as possible, but no more than ten days after the sixth consecutive day of suspension or the tenth cumulative day of suspension has elapsed. (b) A dismissal for one school day or less is a day or a partial day of suspension if the child with a disability does not receive regular or special education instruction during that dismissal period. The notice requirements under section 121A.46 do not apply to a dismissal of one day or less. (c) A child with a disability shall be provided alternative educational services to the extent a suspension exceeds five consecutive school days. (d) Before initiating an expulsion or exclusion under sections 121A.40 to 121A.56, the district, relevant members of the child's individualized education program team, and the child's parent shall, consistent with federal law, determine whether the child's behavior was caused by or had a direct and substantial relationship to the child's disability and whether the child's conduct was a direct result of a failure to implement the child's individualized education program. When a child with a disability who has an individualized education program is excluded or expelled under sections 121A.40 to 121A.56 for misbehavior that is not a manifestation of the child's disability, the district shall continue to provide special education and related services during the exclusion or expulsion.
- IV. 121A.44 EXPULSION FOR POSSESSION OF FIREARM. (a) Notwithstanding the time limitation in section 121A.41, subdivision 5, a school board must expel for a period of at least one year a pupil who is determined to have brought a firearm to school except the board may modify this expulsion requirement for a pupil on a case-by-case basis. For the purposes of this section, firearm is as defined in United States Code, title 18, section 921. (b) Notwithstanding chapter 13, a student's expulsion or withdrawal or transfer from a school after an expulsion action is initiated against the student for a weapons violation under paragraph (a) may be disclosed by the school district initiating the expulsion proceeding. Unless the information is otherwise public, the disclosure may be made only to another school district in connection with the possible admission of the student to the other district.

- V. 121A.45 GROUNDS FOR DISMISSAL. Subdivision 1. Provision of alternative programs. No school shall dismiss any pupil without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property. Subd. 2. Grounds for dismissal. A pupil may be dismissed on any of the following grounds: (a) willful violation of any reasonable school board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements; (b) willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or (c) willful conduct that endangers the pupil or other pupils, or surrounding persons, including school district employees, or property of the school. Subd. 3. Parent notification and meeting. If a pupil's total days of removal from school exceeds ten cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the pupil and the pupil's parent or guardian before subsequently removing the pupil from school and, with the permission of the parent or guardian, arrange for a mental health screening for the pupil. The district is not required to pay for the mental health screening. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the pupil Pupil Fair Dismissal Act Page 4 assessed or diagnosed to determine whether the pupil needs treatment for a mental health disorder.
- VI. 121A.46 SUSPENSION PROCEDURES. Subdivision 1. Informal administrative conference before suspension. The school administration shall not suspend a pupil from school without an informal administrative conference with the pupil. The informal administrative conference shall take place before the suspension, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. Subd. 2. Administrator notifies pupil of grounds for suspension. At the informal administrative conference, a school administrator shall notify the pupil of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the pupil may present the pupil's version of the facts. Subd. 3. Written notice of grounds for suspension. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of sections 121A.40 to 121A.56, shall be personally served upon the pupil at or before the time the suspension is to take effect, and upon the pupil's parent or guardian by mail within 48 hours of the conference. The district shall make reasonable efforts to notify the parents of the suspension by telephone as soon as possible following suspension. In the event a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the pupil and the pupil's parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing. Subd. 4. Suspension pending expulsion or exclusion hearing. Notwithstanding the provisions of subdivisions 1 and 3, the pupil may be suspended pending the school board's decision in the expulsion or exclusion hearing; provided that alternative educational services are implemented to the extent that suspension exceeds five days.
- VII. 121A.47 EXCLUSION AND EXPULSION PROCEDURES. Subdivision 1. Requiring a hearing; pupil may waive hearing. No exclusion or expulsion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the pupil and parent or guardian. The action shall be initiated by the school board or its agent. Subd. 2. Written notice. Written notice of intent to take action shall: (a) be served upon the pupil and the pupil's parent or guardian personally or by mail; (b) contain a complete statement of the facts, a list of the witnesses and a description of their testimony; (c) state the date, time, and place of the hearing; (d) be accompanied by a copy of sections 121A.40 to 121A.56; Pupil Fair Dismissal Act Page 5 (e) describe alternative educational

services accorded the pupil in an attempt to avoid the expulsion proceedings; and (f) inform the pupil and parent or guardian of the right to: (1) have a representative of the pupil's own choosing, including legal counsel, at the hearing. The district shall advise the pupil's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Department of Education; (2) examine the pupil's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. Subd. 3. Hearing schedule. The hearing shall be scheduled within ten days of the service of the written notice unless an extension, not to exceed five days, is requested for good cause by the school board, pupil, parent or guardian. Subd. 4. Convenient time and place of hearing. The hearing shall be at a time and place reasonably convenient to pupil, parent or guardian. Subd. 5. Closed or open hearing. The hearing shall be closed unless the pupil, parent or guardian requests an open hearing. Subd. 6. Impartial hearer. The hearing shall take place before: (1) an independent hearing officer; (2) a member of the school board; (3) a committee of the school board; or (4) the full school board; as determined by the school board. The hearing shall be conducted in a fair and impartial manner. Subd. 7. Creating hearing record. The school board shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense. Testimony shall be given under oath. The hearing officer or a member of the school board shall have the power to issue subpoenas and administer oaths. Subd. 8. Access to pupil's records. At a reasonable time prior to the hearing, the pupil, parent or guardian, or representative, shall be given access to all public school system records pertaining to the pupil, including any tests or reports upon which the proposed action may be based. Subd. 9. Pupil's right to compel testimony. The pupil, parent or guardian, or representative, shall have the right to compel the attendance of any official employee or agent of the public Pupil Fair Dismissal Act Page 6 school system or any public employee or any other person who may have evidence upon which the proposed action may be based, and to confront and to cross-examine any witness testifying for the public school system. Subd. 10. Pupil's right to present evidence and testimony. The pupil, parent or guardian, or representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony. Subd. 11. Pupil not compelled to testify. The pupil cannot be compelled to testify in the dismissal proceedings. Subd. 12. Hearer's recommendation limited to evidence at hearing; service within two days. The recommendation of the hearing officer or school board member or committee shall be based solely upon substantial evidence presented at the hearing and must be made to the school board and served upon the parties within two days of the end of the hearing. Subd. 13. Basis of school board decision; opportunity for comment. The school board shall base its decision upon the recommendation of the hearing officer or school board member or committee and shall render its decision at a meeting held within five days after receiving the recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's recommendations provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the commissioner of education of the basis and reason for the decision. Subd. 14. Admission or readmission plan. (a) A school administrator shall prepare and enforce an admission or readmission plan for any pupil who is excluded or expelled from school. The plan may include measures to improve the pupil's behavior, including completing a character education program, consistent with section 120B.232, subdivision 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the pupil of not improving the pupil's behavior. (b) The definition of suspension under section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. A readmission plan must provide, where appropriate, alternative education services, which must not be used to

extend the student's current suspension period. Consistent with section 125A.091, subdivision 5, a readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School officials must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect or medical or educational neglect.

- VIII. 121A.48 GOOD FAITH EXCEPTION. A violation of the technical provisions of the Pupil Fair Dismissal Act, made in good faith, is not a defense to a disciplinary procedure under the act unless the pupil can demonstrate actual prejudice as a result of the violation.
- IX. 121A.49 APPEAL. A party to an exclusion or expulsion decision made under sections 121A.40 to 121A.56 may appeal the decision to the commissioner of education within 21 calendar days of school board action. Upon being served with a notice of appeal, the district shall provide the commissioner and the parent or guardian with a complete copy of the hearing record within five days of its receipt of the notice of appeal. All written submissions by the appellant must be submitted and served on the respondent within ten days of its actual receipt of the transcript. All written submissions by the respondent must be submitted and served on the appellant within ten days of its actual receipt of the written submissions of the appellant. The decision of the school board must be implemented during the appeal to the commissioner. In an appeal under this section, the commissioner may affirm the decision of the agency, may remand the decision for additional findings, or may reverse or modify the decision if the substantial rights of the petitioners have been prejudiced because the administrative findings, inferences, conclusions, or decisions are: (1) in violation of constitutional provisions; (2) in excess of the statutory authority or jurisdiction of the school district; (3) made upon unlawful procedure, except as provided in section 121A.48; (4) affected by other error of law; (5) unsupported by substantial evidence in view of the entire record submitted; or (6) arbitrary or capricious. The commissioner or the commissioner's representative shall make a final decision based upon the record. The commissioner shall issue a decision within 30 calendar days of receiving the entire record and the parties' written submission on appeal. The commissioner's decision shall be final and binding upon the parties after the time for appeal expires under section 121A.50.
- X. 121A.50 JUDICIAL REVIEW. The decision of the commissioner of education made under sections 121A.40 to 121A.56 is subject to judicial review under sections 14.63 to 14.69. The decision of the commissioner is stayed pending an appeal under this section.
- XI. 121A.51 REPORTS TO SERVICE AGENCY. The school board shall report any action taken pursuant to sections 121A.40 to 121A.56 to the appropriate public service agency, when the pupil is under the supervision of such agency.
- XII. 121A.52 NONAPPLICATION OF COMPULSORY ATTENDANCE LAW. The provisions of section 120A.22, subdivision 5, shall not apply to any pupil during a dismissal pursuant to sections 121A.40 to 121A.56.
- XIII. 121A.53 REPORT TO COMMISSIONER OF EDUCATION. Subdivision 1. Exclusions and expulsions; physical assaults. The school board must report through the department electronic reporting system each exclusion or expulsion and each physical assault of a district employee by a student within 30 days of the effective date of the dismissal action or assault to the commissioner of education. This report must include a statement of alternative educational services, or other sanction, intervention, or resolution in response to the assault given the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status. Subd. 2. Report. (a) The school board must include state student identification numbers of affected pupils on all dismissal and other disciplinary reports required by the department. The department must report annually to the commissioner

summary data on the number of dismissals and physical assaults of district employees by a student by age, grade, gender, race, and special education status of the affected pupils. All dismissal and other disciplinary reports must be submitted through the department electronic reporting system. (b) The commissioner must aggregate the district data reported under this section and include the aggregated data, including aggregated data on physical assaults of a district employee by a student, in the annual school performance reports under section 120B.36.

- XIV. 121A.54 NOTICE OF RIGHT TO BE REINSTATED. Whenever a pupil fails to return to school within ten school days of the termination of dismissal, a school administrator shall inform the pupil and the pupil's parents by mail of the pupil's right to attend and to be reinstated in the public school.
- XV. 121A.55 POLICIES TO BE ESTABLISHED. (a) The commissioner of education shall promulgate guidelines to assist each school board. Each school board shall establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of sections 121A.40 to 121A.56. The policies shall emphasize preventing dismissals through early detection of problems and shall be designed to address students' inappropriate behavior from recurring. The policies shall recognize the continuing responsibility of the school for the education of the pupil during the dismissal period. The alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress towards meeting the graduation standards adopted under section 120B.02 and help prepare the pupil for readmission. (b) An area learning center under section 123A.05 may not prohibit an expelled or excluded pupil from enrolling solely because a district expelled or excluded the pupil. The board of the area learning center may use the provisions of the Pupil Fair Dismissal Act to exclude a pupil or to require an admission plan. Pupil Fair Dismissal Act Page 9 (c) Each school district shall develop a policy and report it to the commissioner on the appropriate use of peace officers and crisis teams to remove students who have an individualized education program from school grounds.
- XVI. 121A.56 APPLICATION. Subdivision 1. Prohibition against discrimination remains in effect. Sections 121A.40 to 121A.56 shall not be deemed to amend or otherwise affect or change section 363A.13, subdivision 2. Subd. 2. Portions of school program for credit. Sections 121A.40 to 121A.56 shall apply only to those portions of the school program for which credit is granted.

L. Minnesota Options Program:

- I. SCHOOL DISTRICT ENROLLMENT OPTIONS OR OPEN ENROLLMENT permits kindergarten through twelfth grade students to apply to attend a school outside the district in which they live. The nonresident district must receive applications before January 1 for enrollment the following fall. Accepted students must agree to attend the new district for one full year. School districts with desegregation plans require that applications be sent to the home district first for approval to leave, before it is sent onto the nonresident district.
- II. AREA LEARNING CENTERS provide year-round education toward a high school diploma for students 13 years of age through adult on a full or part-time basis. Students develop, with an instructor, a learning plan, which best fits their course needs and learning style.
- III. EDUCATION PROGRAMS FOR MINOR PARENTS AND PREGNANT MINORS are designed to ensure that teens, who are parents or pregnant, complete their high school education. When requested, educational programs, which fit the needs of the individual, must be made available, by the school district, along with any necessary supportive services.

M. Social Security Numbers for State Reporting:

- I. All Minnesota school districts are a part of a statewide computer reporting system, which uses the student social security number to record information

about your child. This information is, in turn, provided to the Minnesota Department of Education. This Department is required by law to collect and store information about each pupil, each staff member, and each educational program**. Therefore, we ask that you, the parent, provide your child's social security number although you are not legally required to do so.

- II. The Department of Education uses this information to determine how much money the school district receives from the state and federal government. This information is also used to judge the quality of the state's educational programs, to improve instruction, to follow trends in student enrollment, and to track student participation in various programs.
- III. Your child's school district will share this information with the Department of Education. The Department of Education will share the information with the Department of Human Services to allocate additional funding and improve instruction.
- IV. As a parent, you do not have to provide your child's social security number. If you choose not to provide the number, the school district staff might need to submit another type of report to receive money distributed by the state or federal government.

**Minnesota Statutes Sections 121.932 and 124.17.

N. Student Assistance Program:

- I. The School District recognizes that there is a responsibility shared among parents/guardians, community members, and professional school staff for the educational development of students. Whenever student behaviors or physical appearances indicate potentially serious problems which adversely affect educational growth or negatively influence the educational climate, it becomes the responsibility of the school to provide assistance.
- II. The state of Minnesota has mandated by law that professional educators who have knowledge or reasonable cause to believe a student is being neglected or physically/sexually abused, shall report such information immediately to the appropriate authorities.
 - A. Child abuse or neglect and chemical abuse may be revealed by a variety of symptoms in school, such as absenteeism or truancy, inability to concentrate on tasks, low achievement, or signs of excessive aggression.
 - B. No student with chemical dependency, mental or physical problems, or serious personal problems, will have his/her student status affected for seeking and/or accepting diagnosis and treatment. If the student refuses to accept assistance or continually does not respond to treatment, or if significant indications of chemical abuse or other problems persist Policy 007.2 (Student Conduct) will be implemented.
- III. The professional staff of each building or division in the School District shall establish a Student Assistance Team (SAT), which shall consist of the building principal, the school nurse, the school social worker or counselor, and two professional staff members appointed by the principal. This team will make supportive consultation and technical assistance available to the employee making the referral. In the case of a concern of probable child abuse or neglect, the staff member with the knowledge of the incident is responsible for making the report to the police or county officials. The staff member

should consult with either the School Social Worker or the School Counselor for assistance in making the report to the proper agency. In the case of chemical abuse, the team, along with the referring employee, will decide if further intervention is warranted.

O. Student Records:

- I. It is the policy of the Saint Peter Public Schools to release school records to a new school that a Saint Peter student attends. Records to be released include:
 - A. Health record;
 - B. A transcript, which includes grades, attendance and standard group test scores;
 - C. Special education records, including the current I.E.P., individual testing results (psychological, achievement, speech and language, adaptive, behavioral and emotional, along with social history information); and,
 - D. Personal career file
- II. Student Rights
 - A. All student records shall be confidential.
 - B. Student records will be released to other schools, agencies or persons without signed parent/guardian or student agreement to release of these records.
 - C. School records shall be available to any student or parent/guardian of a child under 18.
 - D. Access to records will not be denied because of failure to pay fees such as book fines.
- III. Directory Information
 - A. Whereas ISD 508 has occasion to release such information, it shall be the policy of ISD 508 to designate the following personally identifiable information contained in a student's education recorded as "directory information" and it will disclose that information without prior written consent:
 - B. The student's name;
 1. The student's grade level;
 2. The student's weight and height, if a member of an athletic team; and
 3. Pictures of students participating in or attending extracurricular activities, school events, and High School League activities or events.
 - C. Parents or guardians of a student or an eligible student (student who is 18 years of age or older or a student attending as post-secondary school) shall be given public notice of this policy on an annual basis and informed of a date by which they may object to the disclosure of such information. Upon notification to the district on a form provided by the school district, such information pertaining to the student shall not be released without prior permission of the parent, guardian, or eligible student.
- IV. Objection to Disclosure
 - A. Parents or guardians of a student or an eligible student (student who is 18 years of age or older or a student attending a postsecondary school) may object to the disclosure of such information. Upon notification to the district on a form provided by the school district, such information pertaining to the student shall not be released without prior permission of the parent, guardian, or eligible student. Please notify the high school office before October 1 if you desire information not to be released.
 - B. Yearbook Information: Students who do not wish to have their picture in the yearbook should inform the Peterian advisor as soon as possible.

P. Unpaid Meal Charges:

- I. Saint Peter Public Schools offers breakfast and lunch meals to students who meet state and federal guidelines. The District works to promote healthy eating habits and enhance learning as well as maintain the financial integrity of the National School Breakfast and Lunch program and eliminate stigmatization of children who are unable to pay meal charges. School districts in Minnesota are required to have procedures in place to establish consistent practices for the provision of meals to students who have insufficient funds in their school meal accounts and the collection of unpaid meal debt. The following information outlines the school district's procedure:
- II. **Meals for Students:** All students, regardless of their lunch account balance, will be offered a reimbursable school breakfast and lunch each school day. Students with a negative meal account balance of -\$20.00 or more are not allowed to charge for additional items, however students may purchase extra items with cash.
- III. **Payment Options:** Families can pay for meals online via Infinite Campus at no charge or submit a check or cash at any school office or cafeteria.
- IV. **Free and Reduced Meal Program:** Families can apply for free/reduced-price meal benefits anytime during the school year. Meal applications are distributed to all families prior to the first day of classes. Applications are also available in school offices, on the school district website (stpetersschools.org) or at the District Office. Families can apply for meal benefits anytime during the school year should family size or income change.
- V. **Communication with Families:** Information regarding the District's Food Service Program and Unpaid Meal Charge procedures is mailed to all families with enrolled students on an annual basis.
 - A. Families may check their student's meal account balance at any time via Infinite Campus or by calling the District Office.
 - B. Families who have a student with an account balance of less than \$20.00 receive an email notification through the Infinite Campus System. Elementary students may also receive a paper notice to take home.
 - C. Weekly email notifications and/or paper notifications are sent to families who have a student with a negative food service account balance.
 - D. If/when email or paper notifications are unsuccessful, the building principal or designee contacts the family to request payment and offer assistance with the Free and Reduced meal application.
 - E. For negative food service account balances of -\$50.00 or more, a request for payment or payment arrangements is mailed through the US post office. If there is no response, additional letters are sent either through US regular or registered mail.
 - F. Families who have a student whose food service account balance reaches a negative balance of -\$200.00 or more will be notified via phone, email, and/or US mail. Families are informed that an account with this balance is subject to collection through a collection agency.
 - G. It is the expectation that all fees owed to the district will be paid in full on the last day the student will be attending classes.

Q. Weapons Policy:

- I. **General Statement of Policy:**
 - A. The School District has a no-tolerance policy regarding weapons. Weapons include all Category I and Category II weapons as defined below. All weapons or instruments that have the appearance of a weapon are prohibited within all school environments and the school zone. Exception can be made for educational purposes and must be authorized in advance by the building principal or designee. Anyone possessing a weapon in any school environment

or school zone before, during, or after school hours is subject to administrative and/or legal actions.

B. **SCHOOL ENVIRONMENTS/SCHOOL ZONE**

C. School environments include, but are not limited to, district-owned buildings and properties as well as leased or rented facilities, field trips, rented or owned school vehicles and school buses, and school bus stops. The school zone includes all areas within 300 feet of school property.

II. **Possession:**

A. Students, non-students, employees, and other adults, are forbidden to knowingly or voluntarily possess on their person, store in any area subject to one's control, handle, transmit, or use any instrument that is considered a weapon or a "look-alike" weapon in a school environment or zone.

III. **Reporting:**

A. Students or staff who see or become aware of a weapon in a school environment or zone must not touch it or remain in the presence of a person or group possessing a weapon. Students must notify an adult immediately. Staff must notify the principal immediately.

IV. **Category I Violations:**

A. Category I weapons include:

1. All firearms, whether loaded or unloaded;
2. Other guns of all types, including pellet, B-B, stun, look-alike, and non-functioning guns that could be used to threaten others;
3. Knives, switchblades or automatically opening blades, daggers, swords, razors;
4. Artificial knuckles or other objects designed to be worn over the fist or knuckles;
5. Blackjacks, clubs, nunchucks, or throwing stars;
6. Explosives;
7. Poisons, chemicals, or substances capable of causing bodily harm;
8. Bow and arrows or sling shots; and
9. Any other device or instrument used to intimidate, threaten, or inflict harm.

B. Category I Weapon Violations by Students: The procedure for all Category I weapon violations is:

1. Confiscation of the weapon;
2. Notification of the Superintendent or designees;
3. An administrative hearing with the student which will include:
4. Notification of parent/guardian;
5. Initial suspension from school for up to five days; and
6. Notification of police with recommendation to charge.
7. Recommendation to the superintendent regarding expulsion.
8. Expulsion from school for a period of not less than one year.

C. Category I Violation by Other Youths or Adults, Including Employees.

1. The police will be contacted when any person, other than a student, violates this policy. School District employees will also be subject to District disciplinary action.

V. **Category II Violations:**

A. Category II Weapons: The School District recognizes that some objects are questionable regarding whether they are weapons and whether the presence of the object requires activation and enforcement of this policy. Principals and other

District employees shall use discretion when determining whether the object constitutes a weapon. Such objects may include, but are not limited to:

1. Small pocket knives or razor blades;
2. Fireworks, firecrackers, or smoke bombs;
3. Throwing darts;
4. Nuisance items or toys;
5. Unauthorized tools; and
6. Mace.

B. **Category II Weapon Violation by Students:** The procedure for Category II weapon violations is:

1. Confiscation of the weapon;
2. Notification of parent/guardian;
3. An administrative hearing with the student, which may include:
4. Initial suspension from school for up to five days;
5. Recommendation to the Superintendent regarding expulsion; and
6. Notification of police.

C. **Category II Weapon Violations by Other Youths and Adults, Including Employees**

1. The police will be contacted when any person, other than a student, violates this policy. School District employees will also be subject to District disciplinary action.

VI. **Administrative Discretion Regarding Possession:**

- A. A student who finds a weapon on the way to school, on school property, or in the school building and takes the weapon to the principal's office shall not be considered in possession of a weapon.
- B. On very rare occasions, a weapon is inadvertently brought onto school property or is in one's possession. If such an occasion is clearly the case, the building principal, after a thorough investigation, may use discretion in determining the appropriateness of applying "Category II" consequences for a "Category I" violation (other than firearms).

VII. **Authorized Instrumental and Work-Related Equipment and Tools:**

- A. This policy is not meant to interfere with instruction in use of appropriate equipment and tools by employees and students. Such equipment, when properly used and stored, shall not be considered a weapon for purposes of this policy. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, the guidelines and consequences of this policy will take effect.

VIII. **Exceptions:** This policy provides for the following exceptions:

- A. Licensed peace officers, military personnel, or students participating in military training who are performing duties;
- B. School-District approved firearm safety courses or similar activities conducted on school property;
- C. School-District approved possession and use of dangerous weapons by ceremonial color guard;
- D. School-District approved possession and use of starter guns for athletic contests; and
- E. Possession of dangerous weapons with prior written permission of the building principal.

IX. **Students with Disabilities:**

- A. All students, regardless of disability, will be suspended from school for one to five days, pending further investigation of a weapons policy violation.

- B. If the alleged violator is "a student with a disability" pursuant to Minnesota and federal law, special due process procedures will be implemented. Within five days of a suspension, a team meeting shall occur. The team shall determine whether the weapons policy violation is related to the disability.
- C. If the team determines that the misconduct is unrelated to the student's disability, the student will be disciplined in the same manner as students without disabilities. The disabled student who violates this weapons policy will not be expelled if the assessment team determines that the misconduct is related to the student's disability.
- D. If the violation resulted from the student's disability and the student commits a second violation, the District may expel the student in the event that that student's parents/guardians do not consent to a more restrictive placement.



Parent/Guardian Guide to Statewide Testing

This document provides basic information to help parents/guardians make informed decisions that benefit their children, schools and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- Students who do not participate will receive a score of "not proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K-12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)

- Based on the Minnesota Academic Standards; given annually in grades 3-8 and in high school in reading and mathematics; given annually in grades 5, 8 and in high school for science.
- Majority of students take the MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

ACCESS and Alternate ACCESS for English Learners

- Based on the WIDA English Language Development Standards.
- Given annually to English learners in grades K-12 in reading, writing, listening and speaking.
- Majority of English learners take ACCESS for ELLs.
- Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The reading and mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Because test content represents the academic standards as completely as possible, preparing for and taking the assessments uses the very same knowledge, processes and strategies included in the standards.

Are there limits on local testing?

As stated in 120B.301, for students in grades 1-6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7-12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window.

Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.state.mn.us/StudentsandFamilies/StatewideTesting) (education.state.mn.us > Students and Families > Statewide Testing).



Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.

Date _____ (This form is **only** applicable for the 20____ to 20____ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

____ I received information on statewide assessments and choose to opt my student out. MDE provides a *Parent/Guardian Guide to Statewide Testing* on the [MDE website](#) (Students and Families > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

____ MCA/MTAS Reading

____ MCA/MTAS Science

____ MCA/MTAS Mathematics

____ ACCESS or Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my student will receive a score of "not proficient" and he/she waives the opportunity to receive a college-ready score that could save time and money by not having to take remedial, noncredit courses at a Minnesota State college or university. My school and I may lose valuable information about how well my student is progressing academically. In addition, opting out may impact the school, district, and state's efforts to equitably distribute resources and support student learning.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

SAINT PETER HIGH SCHOOL
STUDENT - PARENT HANDBOOK
2021-2022



2121 Broadway Avenue, Saint Peter, MN 56082-1332
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SECTION 1: Academics

Academic Requirements

A. Graduation Requirements

The following policy shall serve as basic requirements for any student wishing to graduate from Saint Peter High School.

1. Each student shall have completed twenty-seven (27) credits earned in the ninth, tenth, eleventh, and twelfth years of secondary school in required and elective courses.
2. Such credits shall include:
 - a. Four and one-half credit courses in English.
 - b. Three and one-half credit courses in social studies.
 - c. Four credits in mathematics.
 - d. Four credits in science.
 - e. One credit in ninth-grade physical education, one-half credit in tenth-grade physical education, one-half credit in tenth-grade health.
 - f. One credit in the fine arts (band, choir, art).
 - g. Eight additional credit courses from any of the approved curriculum of the School District
3. The basis of a credit course in grades nine, ten, eleven, and twelve shall be the satisfactory completion of a course on the secondary level covering a minimum of 120 clock hours. Credits are awarded in one-half credit increments.
4. Students in their sophomore year will take the Reading MCA III standardized test. Students in their junior year will take the math MCA III standardized test. Students will take the MCA III science test during the year in which they take biology.
5. Students in their junior year will have the opportunity to take the ACT on a designated day during the school year. Saint Peter Schools will cover the cost of testing for those students of economic need.

B. Academic Recognition

1. Graduating seniors with high scholastic achievements will be recognized as follows:

A- Average -	High Honors
B+ Average -	Honors
2. Students in grades 9 - 12 who achieve the status of high honor (A- average) or honors (B+ average) for a given semester will be recognized by the school.
3. Students who have maintained an A- average during their freshmen and sophomore years will be awarded an academic achievement letter at the completion of their sophomore year. Gold bars will be awarded to students who repeat or continue to perform during their junior and/or senior years. A student in grade eleven or twelve may earn an academic achievement letter for the first time upon the successful completion of four semesters of A- work.
4. High honors distinction at graduation will identify those students who have a 4.0 GPA or greater. The honor distinction at graduation will identify those students who have an A- average or better. Students with grades averaging B+ and above will continue to be recognized as part of the high school honor roll.

C. Marking and Reporting Procedure

1. Saint Peter High School uses letter marks as a marking system as described:

A	Excellent	D	Poor	NC	No Credit
B	Good	F	Failure		
C	Average	I	Incomplete		

Pluses and minuses may be used at the discretion of the teacher.

2. Marks are earned on a nine-week basis. Final marks are awarded at the end of each grading period.

3. Final examinations are recommended for all courses when practical.

4. Marks are awarded for academic achievement only. Marks are not to be used in a punitive manner nor are marks to be lowered because of misconduct. This does not mean that points cannot be awarded for performance.

5. Teachers must be able to explain to students and parents/guardians the reasons for a particular mark given.

6. The teacher should give a reasonable explanation for an abnormal mark distribution.

7. Teachers must explain how marks are determined and what is expected of a student who is to receive each of the marks. A handout to students is recommended.

8. Students and parents/guardians are to be notified of student progress periodically, as provided by School Board Policy.

9. Incomplete marks may be given at the teacher's discretion, but they must encourage students to complete all outstanding work, as provided by Administration Rules and Regulations.

10. Teachers are to allow appropriate time for daily make-up work or tests that were assigned while the student was absent, as provided by Administrative Rules and Regulations.

11. A student at any level of the senior high program may receive the full range of marks A-F and I or NC, provided that the level is identified and recorded.

12. A student who gives forth to the best of her/his capacity to learn as judged by the professional staff shall be promoted through the school program at the normal rate and shall be given passing marks.

13. Teachers record all marks in an electronic class record book that is organized, accurate and legible. This book becomes the official source for the school for student marks.

14. There is a semester honor roll for grades 9-12.

D. Incompletes

1. A mark of "Incomplete" may be given to a student who has not completed all the requirements of a course.

2. All incompletes must be made up within three (3) weeks of the end of the quarter/semester in which they occurred. An incomplete not made up within three (3) weeks will result in the semester grade being changed to "F" for students in grades 9-12.

3. Students may resolve their incompletes at any time prior to the above-mentioned date by completing the work and then the teacher will assign a grade of "A", "B", "C", "D", or "F", whichever is appropriate for the quality of the work.

4. Teachers may require that students make up incomplete work at any time prior to the end of the three (3) week period provided that the student has had twice the length of time missed to make up work or tests which were assigned while the student was absent.

5. If any incomplete work in any course that is required for graduation remains outstanding after the date of the final examinations for twelfth graders, it shall prevent participation in graduation ceremonies and prevent receipt of a diploma until such work is completed.

6. Incomplete grades shall not be considered in determining a student's rank in class.

7. Parents/guardians shall be informed of their student's status regarding incomplete work.

E. Drop-Add Procedures

Students seeking to add a course to their schedule must do so within the first five (5) school days of the semester. No additional courses will be added after the first five (5) days. The only exception to this regulation would be the addition of a course that is to be audited and not taken for credit. Courses may be dropped within the first five (5) school days of a semester without penalty. After five (5) school days, any course that is dropped will result in a letter grade of "F" being recorded for the dropped course.

F. Final Examinations

Students may not take final examinations prior to their normally scheduled time. If students will be absent on the date when final examinations are administered, they will need to schedule a time after this date to make up their tests. A mark of "I" (Incomplete) will be recorded on the student's report card until the examinations have been completed. Failure to complete any final examinations after a semester ends will result in the incomplete mark being changed to "NC" (No Credit), except in unusual circumstances, as determined by a principal.

Academic Integrity Policy

At Saint Peter High School we act responsibly, live with integrity and show respect. We hold our students to the highest standards of performance and integrity and expect each student and staff member to maintain these standards and strive for continuous improvement. We expect our students to take responsibility for their actions and thus maintain academic integrity and a respectful learning environment for our school.

To act with academic integrity students must value and demonstrate positive regard for:

- Intellectual honesty
- Personal truthfulness
- Learning for its own sake
- The creation/ work of others
- Academic honor and trust

Academic integrity is achieved when a student:

1. Takes full credit for his or her own work, and gives full credit to those who have helped, or influenced him or her.
2. Represents his or her own work honestly and accurately.
3. Collaborates with other students only as specifically directed or authorized.

Student behaviors that promote genuine student achievement:

1. Try to keep a realistic schedule and balance academics, extracurricular, social and family life, and sleep. It may be necessary to limit activities if feeling overwhelmed.
2. Be organized. Keep class notes and handouts in a folder that is easily accessible. This will reduce anxiety when studying for a test or writing a paper.
3. Seek help from teachers. Ask for clarification if you do not understand an assignment.
4. Keep current with assignments. Don't wait until the last minute to study for a test or write a paper.
5. Only work with another student if the teacher has specifically given permission.
6. Accept the fact that real learning requires serious and sometimes tedious effort

Academic Integrity Violations

Cheating: Seeking to obtain credit or improved scores through the use of deception. Examples include:

- Copying homework,
- Looking at another student's quiz or test,
- Asking a student what was on a quiz or test,
- Using secretive methods including putting information on phones or calculators, and using electronic foreign language translators instead of teacher approved materials,
- Using a former student's work and claiming it as one's own,
- Using study aids such as Cliff notes or Spark notes instead of reading assigned materials.

Facilitation: Helping another student obtain credit or improved scores through the use of deception.

Examples include:

- Allowing another student to copy your homework,
- Allowing another student to look at your test or quiz,
- Reporting to another student what is on test or quiz,
- Working with another student on an assignment and submitting the same answers without the permission of the instructor,
- Texting answers to another student.

Falsification: Fabrication. Examples include:

- Misrepresenting yourself in any way to your teacher regarding the work you have done including saying you turned in an assignment when you have not,
- Forging a parent's signature on a document required for class,
- Missing class in order to avoid turning in a paper or taking a test,
- Submitting the same work to two instructors without the express permission from both instructors,
- Making up information/data or a citation in any paper or project,
- Gaining unauthorized access to tests.

Plagiarism: Representing the words or ideas of another as one's own in any paper or assignment.

Examples include:

- Copying information off the internet or any other printed material and pretending this information is your own writing. Everything on the internet is not public domain. You must credit the source of those who created them or you are, essentially, stealing.
- Failure to cite sources properly including not using quotation marks when needed and not acknowledging sources when paraphrasing.

Level 1 Violations

- Copying another student's homework, classwork, or ideas without the instructor's permission.

(Cheating/Plagiarism)

- Allowing another student to copy homework or classwork without the instructor's permission.

(Facilitation)

- Not acknowledging the writer's ideas or direct words within an assignment. **(Plagiarism)**
- Copying or paraphrasing an excerpt from the internet or any other source without citing the source.

(Plagiarism)

- Misrepresenting oneself to the teacher. **(Falsification)**

Level 2 Violations

- Cheating on exams, tests, or quizzes **(Cheating)**
- Copying or buying an essay, lab report, or project and submitting it as your own. **(Cheating/Plagiarism)**
- Using an assignment from a student who previously took the course (cheating) or providing that assignment to a current student. **(Facilitation)**
- Using a computer translator in a World Language class without the teacher's permission. **(Cheating)**

Level 1 Consequences

- Teacher confers with student and notifies the parent
- 0 on assignment
- Disciplinary referral sent to an administrator

Level 2 Consequences

- Teacher confers with student and notifies the parent
- 0 on assignment
- Disciplinary referral sent to an administrator

- Administrative conference
 - Office consequence (see Student Conduct policy for listing of consequences)
- (Parts of this policy are adapted from the academic integrity policies of Atholton High School, Littleton High School, York High School, and Piedmont High School.)

Commencement

In order to be eligible to participate in commencement exercises, students must have completely finished all credit & graduation requirements set forth by the state of Minnesota and ISD 508. Participation in commencement exercises is voluntary. Students who do not wish to participate in the commencement exercises should inform the principal as soon as possible. A student's failure to attend the scheduled graduation practice may result in their not being allowed to participate in the commencement exercises themselves. Additionally, all obligations (library books returned, fines paid, detention completed, etc.) must be cleared before a student will be eligible to participate in commencement exercises. A dress code for all participants is enforced.

Structured/Guided Study Hall

- a. Guided study halls are to be quiet and conducive to study. Talking should be done quietly.
- b. Students are allowed out of study halls only with a pass. Students leaving the study hall with a pass must sign out, indicating where they are going. Students must return to their study hall by the end of the period. Failure to return to study hall will result in being assigned to a structured study hall during Saints Time.

Flexible Study Hall

- a. Flexible study hall is available to those who meet academic requirements and have not lost privileges due to excessive tardies or truancy.
- b. Students are not assigned a study hall room; rather, they must check in each day at an assigned location, and then they may utilize their work time where they would like. The locations where students may go during this time are the Media Center, the Commons, the resource rooms, and the locker bays. Students may not go into the Gymnasium, Fine Arts, or Industrial Technology wings without a teacher pass. Doing so could result in loss of flexible study hall privileges and being assigned to a structured study hall.

Scholarships

There are several scholarship opportunities available to students at St. Peter High School. Scholarships range in programming from community group organizations, memorial funds, special group populations as well as local, regional, statewide, and national sponsored scholarships. Beyond St. Peter High School, our local Dollars for Scholars affiliate, the St. Peter-Kasota Chapter of Dollars for Scholars, awards graduating high school seniors with scholarships to be used for post-secondary education and training. Students should visit the school counselor for scholarship information and opportunities. The announcement of recipients for local scholarship opportunities will be made at Senior Awards Night at the end of the school year.

Guidance and Counseling Services

1. Although the terms "guidance" and "counseling" are often used synonymously, there is in reality a significant difference. "Guidance" is a philosophy of approach to an individual, which emphasizes full development of the individual's potential. The process by which this philosophy is carried out is also

termed "guidance". All school staff members working with students carry on this process. This includes the classroom teacher, the principal, the nurse, and others, such as the speech clinician or the remedial reading teacher.

2. The counselor is responsible for advising students and helping them with problems or questions. Students desiring such help are urged to come to the counselor's office. The counselor is also responsible for administering the cumulative record files and the occupational information files. Teachers are urged to discuss individual students with the counselors and attend all case conferences involving their students.

3. Teachers are urged to make arrangements for conferences with the parents/guardians of students who are having difficulty in their classes. Teachers are also urged to make arrangements for individual conferences with students who are not getting along well, or who show a tendency toward becoming behavioral problems. Such conferences can be scheduled during the teacher's preparation period by making arrangements to have the student excused from another teacher's class. The complicated nature of a problem occasionally makes it advisable to call a case conference. The case conference provides an opportunity for school personnel to concentrate their efforts in order to better understand, resolve, or modify a particular student's difficulty. The counselor has been delegated the responsibility for arranging case conferences.

4. Testing

Guidance involves, among other things, discovering the needs and abilities of students. Standardized tests are essentially an attempt to serve this guidance function. Iowa Test of Educational Development - 9th through 12th grade will be administered in September.

Personality and individual intelligence tests are available on an individual basis through the counselor's office.

5. Postsecondary Education and Occupational Information

Material on colleges, area vocational-technical schools, private trade schools, on-the-job and apprenticeship training, military service, financial aid to students, and scholarships are available through the counselor's office.

6. Guidance Materials

The following materials are available for teacher use:

- a. Cumulative records - (including personal information, test results, interview notes, grade records, personality ratings, anecdotal records, health records). NOTE: These records should not be taken out of the administration office.
- b. Occupational Materials
- c. Information on personal problems
- d. Special tests - Personality and interest inventories that may be used in identifying and helping students with special needs.
- e. Information on the development of good study habits.
- f. Reports on local follow-up studies.

7. Alternative School

The Alternative School is a highly structured program for students, grades nine through 12, whose behavior affects their learning at school and affects their relationship with other students, teachers, parents, and friends. Through a variety of techniques and strategies, the program is designed to assist the participating student in cooperation and communication with others, understanding oneself, understanding and developing control of one's own behavior, and greater achievement.

8. Child Abuse

Minnesota law requires that all cases where there is a reasonable cause to believe a child is being neglected or physically or sexually abused shall immediately be reported to the local welfare agency of residence.

Physical Education

1. Participation in Physical Education

It is important to the health, physical and social development of students that they participate in physical education classes regularly. However, if a student must be excused for some reason, she/he must bring a note from her/his parent(s)/guardian(s) or family doctor to the school nurse or to the high school office. If it is necessary to be excused from physical education classes for more than one day, a note from the family doctor must be presented stating the reason and the approximate length of time to be excused.

2. Proper Attire for Physical Education

All students are required to be dressed in an appropriate physical education uniform. Appropriate dress is important for students to adequately participate in their physical education class.

SECTION 2: ATTENDANCE

Attendance

1. General Statement

Regular attendance is absolutely essential to progress in schoolwork. Students should develop the habit of being on time and prepared for the day's work. Parents and students are expected to cooperate in the matter of attendance. Students who are missing from school and are unexcused will not be permitted to participate in any school-sponsored activities on the day of their absence. Students not under the supervision of a faculty member are to leave the school building and grounds after school is out.

2. Anticipation of Absence

Students who anticipate being gone for one or more days should first secure an advance notice of absence form from the office and take it to each of their teachers. Failure to do so before leaving may result in the absence being unexcused.

3. Valid Absences and Exceptions

a. Although excusing absenteeism and tardiness is at the discretion of the principal, the following reasons are valid and should be used by parents and students as guidelines:

1. Illness of the student.
2. Serious illness or death of a member of the student's family.
3. Emergency dental and medical appointments
4. Educational experiences, such as excursions and trips sponsored by the school, that are not available at other times.
5. Severe weather conditions, according to the merits of the case.
6. Religious holidays.

b. Exceptions to the attendance policy are as follows:

1. Family vacation request: A parent must prearrange with the middle/high school assistant principal's office a request for a family vacation. The days will not be counted against the attendance policy.
2. A school-sponsored activity will not count against the attendance policy.
3. Doctor appointments require a slip to be signed by the health facility. This slip needs to be turned in at the middle/ high school office.
4. A suspended absence(s).
5. Court appointments, which must be verified
6. The building principal may make exceptions in unusual cases or in extraordinary circumstances.

4. Make-up Slips

- a. Students who have been absent must bring a note from their parents/guardians or have their parents/guardians call the school. Without parent permission, the absence will be marked as unexcused.
- b. All students are required to obtain an absence slip from the office.
- c. Presenting the office with a fake or forged note will result in detention.
- d. Students who secure an advance leave form will still be expected to submit proper readmission to class admit slip (pink) upon their return to classes unless they have been participating in a school-sponsored field trip. Students are reminded that a parent note *is required to excuse valid absences outlined above* and, a doctor's note excuses *illnesses/appointments* from the attendance policy.
- e. Students are reminded that a parent note is required to excuse valid absences outlined above, and a doctor's note excuses illnesses/appointments from the attendance policy.

5. Policy on Make-up Work

- a. Students who have been excused absent from school have twice the length of time missed to make up daily work or tests assigned while the student was absent. At the end of the allotted time, the teacher, at her/his own discretion, will award either a letter grade or give an incomplete for the assignment. Any assignment not turned in by the end of the allotted time may result in an "F".
- b. In the cases of both excused and unexcused absences, the teacher may assign different or additional materials to cover the material missed during the absence.
- c. Assignments made while students are in attendance should be turned in on time. Example: If an assignment is assigned on Wednesday due on Monday and the student is absent on Friday, the assignment is still due on Monday.
- d. In the case of unexcused absences, the teacher may choose not to award credit for the work missed during the absence.
- e. Students who obtain advance leave forms and receive assignments from teachers prior to an extended absence may be required to turn in these assignments upon their return or at a date specified by the teacher, at the teacher's discretion.

6. Leaving the School Building

Students who need to leave the school anytime during the course of the school day must secure a leave school permit from the office. Failure to secure a blue leave school permit will, at the principal's or dean of student's discretion, result in the assignment of detention or loss of privileges. The only exceptions to obtaining a leave school permit before school are for illnesses or for an emergency. This policy also applies to the noon hour if the student will not be returning for afternoon classes. Should a student leave school for PSEO or an appointment and suddenly becomes ill and is unable to return to school, the office should be notified BEFORE the start of the next class. Afternoon leave school permits will not be issued without verbal contact with the student's parent/guardian. Written notes will not be accepted.

7. Co-Curricular participation

In order to participate in co-curricular activities, students must attend their blocks three and four classes.

8. Truancy and Unexcused Absences

Absence from school without parents'/guardians' or school's permission is truancy. The violation will result in the assignment of detention during Saints Time. Detention will be assigned at the rate of three periods of detention for every unexcused class period. Students with attendance issues will also be assigned to a structured or guided study hall. Continued unexcused absences of students under the age of 18 will be reported to the Assistant County Attorney. Sixteen and seventeen-year-olds will be classified as being Habitually Truant unless lawfully withdrawn from school. At the discretion of the principal, students

who are absent, unexcused, from classes may not be readmitted to any of their classes until after a parental conference has taken place with a principal.

9. Tardiness

Students who are more than 15 minutes late to a class will be marked absent, not tardy. This absence will count toward the six-day attendance policy. **Students who are unexcused tardy more than six times per quarter, regardless of the classes it occurs in, will be assigned with one unit of detention during Saints Time or each time they are tardy after the sixth unexcused tardy.**

10. Visits to Nurse's Office

Students may be issued an excused absence from class while visiting the nurse's office.

11. Attendance Appeal Process

- a. A student may use an appeal process at the end of each quarter/semester if the student has more than 6 absences in a block class or 12 absences in a skinny class.
- b. The student and/or parent/guardian must submit a written appeal to the senior high office within five days of the absence.
- c. The student may provide a written excuse from a medical facility as a part of the appeal process.
- d. The locally-appointed appeals committee will review the appeal and the appeal will be permitted or denied. The student or parent/guardian may appeal the decision to the superintendent of schools and request a meeting. The superintendent will review the situation and issue a decision.

SECTION 3: GUIDELINES AND PROCEDURES

Bicycles

The school is not responsible for bicycles ridden to school and parked on school property. Bicycles parked at school should be locked in the bicycle racks.

Emergency Evacuation Procedures

FIRE

- a. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all students have passed out of the room. If there is time, teachers are to close doors and bring class rosters with them.
- b. As soon as the alarm is sounded, students should rise and pass in a rapid, orderly manner from the room by the exit used for regular dismissal. An orderly dismissal with minimal talking is expected. Maintaining a minimal noise level will allow for emergency instructions or changes in regular procedures to be heard. The first students to arrive at any exit should hold the door open until teachers arrive to relieve them.
- c. Students should not take their coats, jackets, or books with them.
- d. As soon as all students have exited the building, the teachers will take their positions at the exit, and, under no circumstances, allow any of them to enter the building until the "all clear" has been given by the designated staff.
- e. Have students move into the parking lots or Community Spirit Park. The space near the building should be absolutely clear. Students should return to the building after a drill by the same route that they left the building.
- f. Where to go from classrooms: Each room will have a fire escape assignment posted in the room and teachers will explain fire drill exit procedures during the first week of school.
- g. Do not leave the school grounds during a drill or emergency unless you are directly supervised by a high school staff member.

ARMED INTRUDER

Students and staff will follow ALICE training protocol in the event of an armed intruder.

CIVIL DEFENSE ALERT

Students will be sent home when official civil defense communications indicate there is sufficient time to arrive home before dangerous conditions develop. (Information will be released by the proper authorities to all communications media). If conditions will not allow time for students to be dismissed, students will be assembled in designated areas in the building.

Tornadoes: Public warning signal - 5 minutes steady blast on the civil defense siren and repeated if necessary. Staff should proceed with all students to a pre-designated tornado shelter.

FIRE EXTINGUISHERS, SMOKE/HEAT SENSORS, AND FIRE ALARMS ARE APPARATUS, WHICH ARE TO ONLY BE USED IN THE EVENT OF EMERGENCIES. PEOPLE WHO INTENTIONALLY MISUSE THIS EQUIPMENT WILL BE REFERRED TO THE PROPER AUTHORITIES.

Fees and Fines

1. No student shall be required to pay a fee for a required program, project, or activity that occurs during the regular school year.
2. Fees may be charged in the following areas:
 - a. In any program where the resultant product, in excess of minimum requirements and at the student's option, becomes the personal property of the student.
 - b. Admission fees or charges for extracurricular activities where attendance is optional.
 - c. A parking permit fee for any vehicle using the school's parking lot.
 - d. A security deposit to assure the return of materials, supplies, or equipment.
 - e. Personal physical education and athletic equipment and apparel.
 - f. Items or products that are purchased for personal use, such as, student publications, class rings, annuals, and graduation announcements.
 - g. Fees specifically permitted in any other statute.
 - h. Field trips that are considered supplementary to a district's educational program and not required or graded.
 - i. Any authorized voluntary student health and accident benefit plan.
 - j. For use of musical instruments that the district owns or rents.
 - k. Students may be required to furnish personal or consumable items including pencils, papers, pens, erasers, and notebooks.
3. Fees may not be charged in the following areas:
 - a. Textbooks, workbooks, art materials, laboratory supplies, and towels.
 - b. Supplies necessary for participation in any instructional course except as specifically authorized.
 - c. Field trips that are required as a part of a basic educational program or course.
 - e. Instructional costs for necessary school personnel employed in any course or educational program required for graduation.
 - f. Library books that are required to be utilized for any educational course or program. (A fee may be charged for lost books).
 - g. Admission fees, dues or fees for any activity the student is required to attend.
 - h. Any admission or examination cost of any required educational course or program.

- i. Locker rentals. (A deposit for a padlock or key is permissible).
4. Payment of Obligations
Students who have end-of-the-semester obligations (library fines, lost books, missing athletic equipment, etc.) will have their final grades withheld until all obligations are met.

Field Trips

Occasionally certain classes offer opportunities for students to visit sites outside the school that are related to the course. These opportunities are a privilege and may be denied for just cause. It is required that students return the signed "parent permission slip" to their teacher before they leave on the field trip. Only school-authorized transportation will be used and at least one faculty member will chaperone each vehicle used for the field trip. Parents are allowed to only take their own child from a school function.

Grievance Procedure

In an attempt to give Saint Peter students an opportunity to present a legitimate grievance, they may have access to the following grievance procedure, which has been adopted:

1. A student with a particular grievance or complaint is urged to first try to resolve the problem with the other party involved on a one-to-one basis (i.e., grades, discipline, school policy, etc.).
2. If the problem cannot be resolved at level one, the student should then bring that problem to the attention of the dean of students who will call together the grievant, the other party involved and will attempt to mediate and resolve the problem.
3. If the problem is not resolved at level three, the student may again present it to the principal, who will review all the information related to the problem and promptly render a decision.
4. If, after the final decision of the principal, the grievant still believes the problem is unresolved, further appeal may be granted through request made to the principal for review by the Superintendent of Schools.

Lost and Found

Lost and found articles are located in the High School office.

Lunch

1. Students are to eat meals in the Commons area.
2. Students caught throwing food in the cafeteria will be disciplined.
3. Clean-up
After eating, all students are asked to clean up their dishes, return them to the kitchen dish reception area. Areas available for student use during the lunch period include the following:
 - a. Commons area
 - b. When weather permits, the courtyard.
4. Lunch accounts:
 - a. Students will have a lunch account number.
5. Closed campus lunch period:
High school students have a closed lunch period. Students are not allowed to leave the school for lunch. Those students with Junior or Senior Privilege who have a study hall during block three are allowed to leave the high school.

Media Center Procedures

The Media Center is open from 7:30 a.m. to 3:30 p.m. Monday – Thursday, and 7:30 a.m. – 3:00 p.m. Friday. The Media Center may be open for evening hours near the end of each quarter. The Media Center is to be used as a working/studying area. Students who do not comply will be removed.

Parking Regulations

Student Parking on School Grounds

Parking Permits:

Students shall be permitted to drive automobiles and/or motorcycles to and from school. However, students desiring to use any of the high school parking facilities will be required to purchase a parking permit. Cars, vans, trucks, motorcycles, and mopeds must all have the required Saint Peter High School permit in order to use school parking lots. Permits are available in the high school office. Violators may lose all parking privileges on school grounds.

Students will be issued one student-parking sticker for \$25.00. A \$5.00 fee will be charged for every lost parking sticker issued thereafter. Parking stickers must be attached to each vehicle's inside rearview mirror. The parking sticker must be clearly visible from the outside of the vehicle. Student vehicles need a new parking sticker each school year.

Parking Rules:

1. The student parking lot is the west lot, adjacent to the tennis courts and the entrance to the gymnasium area.
2. Students driving automobiles and/or motorcycles to school must park their vehicles in the parking lots in areas designated as student parking. Vehicles must be parked in marked parking spots or this can impede the safe coming and going of other vehicles.
3. Students driving automobiles and/or motorcycles to school must drive safely at all times.
4. Students who are authorized to leave during the day (PSEO, Junior/Senior Privilege, CIA) will be issued a different color parking pass that will allow them to park in designated areas on the east side (staff lot/media center side).
5. Students who leave during the day for appointments will be issued a temporary parking pass for that day, which will allow them to park in the staff lot upon their return.
6. Students using automobiles improperly may forfeit the right to use school parking lots.
7. Students who park on school grounds understand that their vehicle may be searched by school personnel at any time while parked on school grounds, provided that the high school personnel has reason to believe that the vehicle contains contraband.

Pledge of Allegiance

The School Board recognizes the need to provide instruction in the proper etiquette, display, and respect of the United States flag. The purpose of this policy is to provide for the recitation of the Pledge of Allegiance and instruction in school to help further that end. Students in this School District shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted by each individual classroom teacher or the teacher's surrogate; or over a school intercom system by a person designated by the school principal or other person having administrative control over the school. Any student or teacher may decline to participate in the recitation of the Pledge of Allegiance to the flag. Others must respect the choice not to recite the Pledge.

Reporting to Parents

It is School District policy to inform parents at regular intervals of their student's attendance, academic, and disciplinary matters. Consequently, the following reports will be available at appropriate times to parents:

1. Attendance Notices

Notices of irregular attendance practices will be forwarded to parents/guardians at appropriate intervals. Should poor attendance continue, a conference with the student's parents/guardians will be necessary. Continued poor attendance could result in the student's forfeiting credit in the particular class.

2. Academic Reports

The grading system is A, B, C, D, F, No Credit, and Incomplete. Report cards are available online to parents, guardians, and students at the end of each grading period. On-line access can be obtained by contacting Kathy Wobbrock at 934-4210 ext 418, or kwobbrock@stpetersschools.org. Paper copies will be mailed per parent/guardian request.

3. Academic progress reports are available online throughout the school year.

4. Parent conferences will be held during each school year. The dates for parent conferences are noted in the school calendar.

5. Discipline Referrals

Whenever any form of disciplinary action is necessary, a discipline referral will be sent to the parents/guardians informing them of the misconduct as well as the administrative action taken.

School Closing Procedures

School closings and late start announcements will be made over local television and radio stations beginning about 6:30 a.m. The school district will also activate its emergency communications system (ConnectEd). The same local media and ConnectEd will be used if school must be dismissed early. Each rural student is asked to make prior arrangements to stay in town in case future weather conditions do not permit the buses to follow their routes. Parents/guardians may choose not to send their child to school if, in their estimation, the weather is too severe and school has not been closed.

Searches (Locker, Vehicle, Personal)

Equipment such as lockers belongs to the school district, but students may be allowed to use the equipment as a convenience. The school insists that lockers be properly cared for and not used for the storage of illegal items such as firearms, liquor, cigarettes, illegal drugs, etc. Students will each be issued a locker and its combination. Students are encouraged to keep their locker locked at all times and not share their locker combination with others.

1. Student's Rights

- a. A search of a student's person should be limited to a situation where the administration has a reasonable belief that the student is concealing evidence of an illegal act or school rule violation.
- b. Dangerous items (such as firearms, weapons, etc.) and other items, which may be used to substantially disrupt the educational process, will be removed from the student's possession.
- c. A general inspection of school properties including, but not limited to, lockers or desks may be conducted on a regular basis. Illegal items and items belonging to the school or another person will be seized.
- d. All items seized may be returned to the proper authorities or the true owner.
- e. Students may be given the opportunity to be present when a search of personal possessions is conducted if there is no reason to believe that their presence would be a threat to the safety of themselves or others.

f. When a custodial interrogation takes place in school (in relation to a locker search) by a law enforcement official or police officer, students should be advised of their rights by the proper authority, including the right to counsel and the right to remain silent.

g. Lockers may be searched by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant. This is 1995 Minnesota Legislation (HF107, Article 3, Sec. 10-12).

h. It is a policy of the state of Minnesota (Subdivision 1) that 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. These searches may be carried out by a specially trained dog. 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 the students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

i. School principals will conduct periodic inspections of the school locker areas and/or parking lots on district premises. These inspections may be announced or unannounced and may be carried out using specially trained dogs to sniff out and alert staff to the presence of substances prohibited by law or district police.

Junior and Senior Privilege

Junior & Senior Privilege is available to those juniors and seniors who qualify during the first, second, third, and fourth quarters of the school year. This privilege will allow qualifying students the ability to leave school for a maximum of 95 minutes during their study hall. In order to qualify for this privilege, students must meet the following standards/criteria:

1. Students must be in good academic standing.
 - Students must be on track to graduate with their class and seniors must be making progress on their senior achievement paper and project.
 - If the student has had a **C+, C, C-, D+, D, D-, F, Incomplete, or No Credit (NC) grade** on a previous quarter's grade report in any class, **he/she will not qualify**. If there are extenuating circumstances involving an incomplete (i.e.: serious illness, etc.) the principals will evaluate the situation on a case-by-case basis.
2. Students must have met all school obligations including Media Center and Lunchroom debt.
3. Students must not have ANY major disciplinary referrals, behavior issues, or unexcused absences in the quarter preceding or during the quarter of Privilege.
4. Students must not have received detention for tardy violations the previous quarter.
5. No more than 95 minutes per day (one block or two periods) will be allowed.
6. Students must be registered for seven credits.
7. Students may not drop a class to gain Privilege.
8. Students may not be tardy to the class that follows their Privilege time. (3 violations of this rule will result in the loss of Privilege)
9. Students must attend homeroom on days that a homeroom schedule is in place.
10. During scheduled Privilege time, students may use the Commons, locker bay area, media center, resource spaces, or leave the building.

11. A parent's signature of approval must be signed on the application form unless the student is 18 and has the appropriate form on file in the High School office.
12. **Students must apply every quarter.** Applications must be completed and returned to the senior high office by no later than the date posted in the MS/HS office and in the bulletin. Late Privilege Applications will be dealt with on an individual basis.
12. The Privilege begins on the date posted in the MS/HS office. If a student did not have Privilege the previous quarter, he/she may not take Privilege until they have been notified that they have qualified. If a student had Privilege the previous quarter he/she may still take Privilege until they are notified they don't have it.

Student Appearance

1. Students are not subjected to a formal dress code. However, in order to provide the very best learning environment, clothing or hairstyles deemed disruptive or which cause a distraction to the educational process will not be allowed. Teachers and other staff will make the determination of disruption or distraction. Violations include, but are not limited to, chains, chain wallets, and any clothing which promotes alcohol, drugs, tobacco, nudity, sexually inappropriate behavior, or violence/harassment. If a student's appearance is determined to be a distraction or inappropriate in the school setting, the student will be responsible to correct the situation by:

- a. Changing the attire
- b. Covering the attire or distraction, or
- c. Removing the attire or distraction.

*Students who continually refuse to comply with requests to dress accordingly will be subject to all discipline procedures.

2. Appropriate hats and caps and other head coverings will be allowed in the high school; however, classroom protocol will be at the discretion of the teacher. Teachers will have the right to allow or not allow hats in their classes. Failure to follow classroom rules will be considered insubordination.

3. Student Rights and Responsibilities

- a. Student dress and grooming are the responsibility of the student and her/his parent/guardian.
- b. Dress and grooming shall be clean and in keeping with health and sanitary practices.
- c. Students should not wear clothing or hairstyles that can be hazardous to them in their school activities such as shop, lab work, physical education, and art.
- d. Dress and grooming shall not disrupt the educational process.
- e. Students whose dress is in violation of these standards will be subject to dismissal.

Student Assemblies, Meetings, and Dances

The First Amendment right to free speech and assembly are honored, provided that the exercise of a right does not substantially disrupt the educational process.

1. Student Meeting Rights

- a. Students are permitted to hold student meetings on school property within the limitation applicable to all groups under Minnesota Statute 123.36 (5).
- b. Students have the right to gather informally.

2. Rules for a Student Meeting

- a. Meetings should be scheduled in advance.
- b. Normal class activities may not be disrupted.
- c. The meeting shall not be such as may be likely to create a substantial danger to persons or property.
- d. If a crowd is anticipated, a crowd control plan shall be filed in the Principal's office in advance of the meeting.

3. Rule for an Informal Gathering
 - a. Students gathered informally shall not subsequently disrupt the educational process.
 - b. Students who willfully disregard this rule may be subject to dismissal.
4. Dances
 - a. Only Saint Peter High School groups may sponsor dances, which are approved and cleared by the Student Council.
 - b. All dances must have the following adults present:
 1. Principal, dean of students, or advisor
 2. Eight adult chaperones
 3. One police officer
 4. Advisors whose organizations sponsor a dance are expected to attend
 - c. Students wishing to bring an outsider to a school dance must obtain a pass from the High School office to the dance.
 - d. Any student who leaves the dance will not be readmitted.
 - e. Guests are subject to the same rules as students of Saint Peter High School.
 - f. Prom
Prom is a special dance, which is sponsored by the Junior class in honor of the Seniors. The dance is open to Juniors and Seniors and their guests. However, participants must be at least of Junior class status and no older than age 20.

Telephone Use, Messages, and Calls from Home

1. Telephone Use

Telephone use in the classroom will be allowed per teacher discretion. In those classes where phones are not allowed, a box may be made available to place the phone in prior to the start of class. It may then be retrieved at the end of class. Students may go to the office to ask to use the telephone during lunch and passing times. Teachers will not give out a telephone pass.

2. Messages and Calls from Home

Except in cases of emergencies, the office does not call students out of classes when parents leave messages for their students. The office will attempt to call students from class at the end of a class period if possible, or students will be called to the offices at the end of the school day.

Transportation

1. School Bus and Bus Stop Rules

The School District school bus safety rules are to be posted on every bus. If these rules are broken, the School District's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the School District's Transportation Office/School Office.

2. Expectations at the Bus Stop

- a. Get to the bus stop five minutes before your scheduled pick-up time. The school bus will not wait for late students.
- b. Respect the property of others while waiting at the bus stop.
- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.

- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassing, intimidating, or horse playing.
- j. No use of alcohol, tobacco, or drugs.

3. Expectations on the Bus

- a. Follow the driver's direction right away.
- b. Sit in the seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidating, or horse playing.
- g. Do not throw any object.
- h. No eating, drinking or using tobacco or drugs.
- i. Do not bring any weapon or dangerous objects on the school bus.
- j. Do not damage the school bus.

4. Consequences

Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's privilege to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be at the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

A. Discipline

1. The first time a student violates any of the rules of the bus, the student responsible will be warned, his or her parents/guardians will be notified, and the student may face school-assigned detention.
2. The second time an incident occurs, the parents/guardians of the student will be notified. The student may face in-school detention or removal from the bus for up to five days.
3. The third time an incident occurs, the student responsible will be removed from the bus for five or more days, and his or her parents/guardians will be notified.
4. The fourth time an incident occurs, the student responsible may be removed from the bus for the remainder of the year.
5. Any infraction serious enough in nature may be cause for immediate removal from the bus.

B. Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of serious misconduct will be provided to the Department of Public Safety. Records may also be maintained in the transportation office.

C. Vandalism/Bus Damage

Students damaging school buses will be held responsible for the damages. Failure to pay for repairs (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

D. Notice

Students will be given a copy of school bus and bus stop rules during the school bus safety training. Rules are to be posted on each bus and the driver will periodically review both rules and consequences with students.

E. Criminal Conduct

In cases involving criminal conduct (assault, weapons, possession, or vandalism), the Superintendent, local law enforcement officials, and the Department of Public Safety will be informed.

5. Transportation to and from Activities

A. All students will ride school-provided transportation to and from school events. An exception may be made, at the school employee's discretion, if a student is turned over directly to a parent/guardian who submits a written request.

B. Students will be dropped off only at the school after events. Students will not be dropped off at their homes or any other location for any reason.

6. Use of School Buses

A. General Rule

The School District uses school buses as transportation for all co-curricular activities.

B. Exceptions

1. Coach buses may be substituted for school buses during the summer months if requested by the building level principal.
2. Those students who directly participate in the tournament may use coach buses for transportation to and from state tournaments. The request must be made by the coach of the activity or the director of activities and approved by the principal.
3. A coach, director, or teacher may make a request in writing to the building level principal that a coach bus be substituted for a school bus for any particular activity. The principal, at his or her discretion, may substitute a bus coach for a school bus. The decision should be based upon the number of students being transported, the distance to the activity, the type of equipment that will accompany the group and other factors that may affect the safety of the students.
A copy of the school district school bus and bus stop rules will be provided to each family at the beginning of the school year or when a child enrolls during the school year. Parents and guardians are asked to review the rules with their students.

Parent/Guardian responsibilities for transportation safety.

- Become familiar with district rules, policies, regulations, and principles of school bus safety.
- Assist students in understanding safety rules and encourage them to abide by them.
- Recognize their own responsibility for the actions of their children.
- Support safe riding practices and reasonable discipline efforts.
- When appropriate, assist students in safely crossing local streets before boarding and after leaving the bus.
- Support emergency evacuation procedures as set up by the school district.
- Respect the rights and privileges of others.
- Communicate safety concerns to school administrators.
- Monitor bus stops, if possible.
- Support all efforts to improve school bus safety.

Visitors

Students who are interested in enrolling at Saint Peter High School are welcome to visit during the school day. Only in cases of emergencies will other student visitors be allowed to visit during the school day. All visitors are to first report to the principal's office to obtain permission to be in the school building during the school day.

Withdrawal Procedure

Students who plan on withdrawing from Saint Peter High School should obtain from the Counselor's office the proper withdrawal form and have each of the teachers sign it. Once all teachers have signed the withdrawal form and collected the books, the withdrawal form should be brought to the counselor's office.

SECTION 4: TECHNOLOGY

Cell Phones and Electronic Devices

Cell phones and other personal electronic devices may be used at the following times, providing they are not used for the invasion of personal space and/or property of another person:

- Before and after school
- During passing times between scheduled classes,
- During a student's own lunchtime,
- During one's flex study hall, and
- When actively advocated for by teaching staff.

Cell Phones and other personal electronic devices may not be used at the following times:

- During all testing times, including state-mandated examinations.
- During excused restroom breaks and/or visits to lockers that fall during scheduled class times

Any movie or photo that is taken during instructional time may not be used and must be approved by the dean of students or principal. Students have been strongly encouraged to protect their electronic devices against the risk of theft or loss. School personnel will make limited effort to investigate these losses or thefts. The school assumes no responsibility for confiscated items.

Saints Digital Learning Initiative (Ipad)

Through the Saints Digital Learning Initiative, Saint Peter High School continues its commitment to offering students and teachers access to best-practice strategies and modern equipment to improve the classroom experience.

Beginning with the Class of 2017, all 9th grade students will be issued an iPad Mini through a 1-to-1 digital learning program that will provide each student a personal learning tool that can be adapted to various courses and learning experiences. Our 1-to-1 digital learning program will provide students new opportunities for authentic experiences to develop the skills and strategies for using emerging digital tools that they will need to be prepared to achieve success in college and careers in the 21st Century.

Please consult the *Saints Digital Learning Initiative 1-to-1 Handbook* for program details, expectations, and terms and conditions. Handbooks are available upon request from the high school office.

SECTION 5: STUDENT CONDUCT & DISCIPLINE POLICY

STUDENT RIGHTS

All students have the right to an education and the right to learn.

STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school

authorities;

- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner that meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

The School Board considers the following behaviors to be unacceptable behaviors that may be subject to disciplinary action. These behaviors are defined more thoroughly in the Student Handbook, and will be reviewed annually.

1. Acts of dishonesty.
2. Any criminal activity or violation of the law. 506-5
3. Attendance issues, including failure to attend class, tardiness, and leaving class without permission.

4. Cheating and plagiarism.
5. Damage to or misuse of property, including misuse of technology or use of technology in a way that causes property damage
6. Failing to follow the instructions of an administrator, teacher, or other School District representative.
7. Gang activity.
8. Inappropriate physical contact with another person, as well as acts of physical aggression, fighting, horseplay and play fighting.
9. Possession, distribution, or use of alcohol, drugs, and tobacco (including look alike substances and synthetic substances) or paraphernalia.
10. Possessions of weapons (as defined in School Board Policy 501) explosives, incendiary devices, or any type of combustible substances.
11. Substantially interrupting the learning environment.
12. Sexual misconduct and sexual assault.
13. Theft.
14. Threats of violence.
15. Trespassing.
16. Using language that is not appropriate in a school setting or possessing materials containing language that is not appropriate in a school setting. Inappropriate language includes abusive, profane, obscene, or threatening language. Inappropriate language also includes language that constitutes cyberbullying, bullying, discrimination, harassment, or hazing. Teasing and name-calling may also be considered inappropriate language.
17. Violations of other School Board Policies setting forth expectations for student behavior including:
 - a) School Board Policy 102, Equal Educational Opportunity;
 - b) School Board Policy 413, Harassment and Violence;
 - c) School Board Policy 417, Chemical Use and Abuse
 - d) School Board Policy 419, Tobacco-Free Environment;
 - e) School Board Policy 501, Weapons;
 - f) School Board Policy 502, Search of Student Lockers, Desks, Personal Possessions, and Student's Person
 - g) School Board Policy 503, Student Attendance;
 - h) School Board Policy 504, Student Dress and Appearance;
 - i) School Board Policy 505, Distribution of Non-School Sponsored Materials on School Premises by Students and Employees
 - j) School Board Policy 514 Bullying Prohibition;
 - k) School Board Policy 521, Student Disability Nondiscrimination
 - l) School Board Policy 526, Hazing Prohibition;
 - m) School Board Policy 527, Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches;
 - n) School Board Policy 528, Student Parental, Family and Marital Status Nondiscrimination;
 - o) School Board Policy 536, Student Internet Acceptable Use and Safety Policy;
 - p) School Board Policy 627, Academic Honesty;
 - q) School Board Policy 709, Student Transportation Safety

Rules of Conduct

Disciplinary action may be taken against students for any behavior that disrupts good order, impedes the educational process, or violates the rights of others.

- A. DISCIPLINARY ACTION may include but is not limited to:
 1. Meeting with the teacher, counselor, or principal;

2. Detention/School-After-Hours;
3. Loss of school privileges;
4. Parental conference with school staff;
5. Modified school programs;
6. Removal from class;
7. Co-Curricular ineligibility
8. Suspension;
9. Exclusion;
10. Expulsion; and
11. Reasonable restraint for self-protection or protection of others.

B. The principal may impose or recommend a longer suspension, expulsion, or any other discipline as appropriate on a case-by-case basis (i.e. school service or restitution). The principal may require that the student enter into a behavior contract.

C. It is the policy of the School District to follow the Minnesota Pupil Fair Dismissal Act in the suspension, exclusion, and expulsion of students. The basic provisions of the Pupil Fair Dismissal Act shall be published in the Student Handbook and distributed to all students during the first month of the school year.

ACTIONS SUBJECT TO DISCIPLINE and DISCIPLINE GUIDELINES

Attendance

1. TRUANCY AND UNEXCUSED ABSENCES

1. As required by current law, regulations of the State Department and School Board Policy, students shall attend each day that school is in session. The authority to decide whether an absence is excused or unexcused rests with the principal. Students returning to school following an absence will be expected to complete all missed assignments in accordance with district policy and as stated in the Student-Parent Handbook.
2. Truancy is missing school or class without school permission.
3. When a student under 18 reaches three unexcused absences, the principal will notify the student's parents/guardians.
4. When a student reaches seven unexcused absences on seven different days, county and court/social services authorities will be notified.
5. Students under the age of eighteen will be classified as habitual truants when absent for one or more class periods on seven or more school days if the student has not lawfully withdrawn from school.
6. If a student develops a pattern of tardiness to school or class, disciplinary action will be taken.

CHEMICAL INFRACTIONS

** See Appendix C for complete Drug/Alcohol and Assault Policy

2. ALCOHOL OR CHEMICALS, POSSESSION OR USE

The possession or use of any alcohol, narcotic, illegal substance, controlled substance, or drug paraphernalia is prohibited while on district property, participating in a district-sponsored activity, or traveling in a district vehicle.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	5-day suspension Police referral	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral

3. ALCOHOL OR CHEMICALS, POSSESSION WITH INTENT TO DISTRIBUTE OR SELL

Selling, distributing, delivering, exchanging, or intending to sell, deliver, exchange or distribute any alcoholic, narcotic, illegal substance, or controlled substance on district property, while participating in a district-sponsored event or traveling in a district vehicle is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 6-12	10-day suspension Expulsion recommendation Police referral		

4. MEDICATION MISUSE (OVER THE COUNTER)

Any student in possession of or using an “over-the-counter” medication must do so in a manner consistent with district policy (see Policy 516 – Student Medication). Selling, distributing, delivering, exchanging, or intending to sell, deliver, exchange or distribute any “over-the-counter” medication is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-3 day suspension Police referral	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral

5. MEDICATION MISUSE (PRESCRIPTION)

Any student in possession of or using prescription medication must do so in a manner consistent with district policy.. Selling, distributing, delivering, exchanging, or intending to sell, deliver, exchange or distribute any prescription medication is prohibited.

Grades	First Offense	Second Offense	Third Offense

Grades 9-12	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral	

6. TOBACCO USE OR POSSESSION

Possession or use of tobacco is prohibited, including e-cigarettes and other items used for the use of tobacco or other illegal substances.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-day suspension Police referral	2 day suspension Police referral	3-day suspension Police referral

Dangerous and/or Nuisance Items

** See Appendix B for complete WEAPONS POLICY

WEAPONS, EXPLOSIVES, INCENDIARY DEVICES, AMMUNITION, AND OTHER DANGEROUS ITEMS

"Weapon" means any firearm, whether loaded or unloaded, any device or instrument designed as a weapon or through its use is 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. "Weapon" includes, but is not limited to, guns (including BB and pellet guns, look-alike guns, and non-functioning guns that could be used to threaten others), knives, clubs, metal knuckles (used in a threatening manner), nunchucks, throwing stars, explosives, stun guns, ammunition, chains, and chain wallets.

- "Possession" refers to having a weapon on one's person or in an area subject to one's control on school property or at a school-sponsored activity.
- Possession of a weapon in school or on school grounds will result in confiscation of the weapon and referral to the police and may result in an initial out-of-school suspension for five (5) days and a recommendation to the Superintendent of Schools that the student is expelled.
- A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the principal's office shall not be considered in possession of a weapon.

7. FIREARMS

Minnesota state law requires that school boards must expel for a period of at least one year, a student who is determined to have brought a firearm to school. The definition of a firearm is found at 18 U.S.C. § 921. The school board may modify this expulsion requirement on a case- by-case basis.

Grades	First Offense
Grades K-12	10-day suspension Expulsion recommendation Police referral

8. FIREWORKS

Possession, distribution or use of any type of fireworks (sparklers, firecrackers, smoke bombs) or ammunition is prohibited. Use of any fireworks that creates a serious disturbance or safety hazard may be considered a violation of “Weapons, Explosives, Incendiary Devices, Ammunition, and Other Dangerous Items.”

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	5-day suspension	5-10 day suspension	10-day suspension Expulsion recommendation

9. NUISANCE OBJECTS

Misuse or distribution of any object that causes distractions or a nuisance is prohibited. These objects may include but are not limited to, laser pointers, lighters, radios, squirt guns, video games, snaps, stink bombs, bolt cutters, and crowbars.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	1-day suspension	3-day suspension

(**) Indicates disciplinary action assigned by building administration.

10. POTENTIALLY DANGEROUS ITEMS

Possessing potentially dangerous items that if misused may be considered dangerous, illegal or could possibly cause harm are prohibited. If it is discovered that a student has accidentally brought such an item to school, the student may not be considered in possession of a weapon.

Nonetheless, because students are responsible for what they bring to school and possession of these items is prohibited, the consequences outlined below apply. If a student directly or indirectly threatens another person or persons with such an object, the student will be determined to be in possession of a weapon and appropriate action will be taken in accordance with district policy.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-day suspension	3-day suspension	5-day suspension

Driving Infractions and Transportation

11. DRIVING, CARELESS OR RECKLESS

Driving any motorized or non-motorized vehicle on district property in such a manner as to endanger people or property is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	Parking permit revoked for the identified time period Possible Police referral	3-day suspension Parking permit permanently revoked Police referral	5-day suspension Police referral

12. TRANSPORTATION

All rules that apply to building and classroom behavior apply while riding a school bus. Therefore, students may be administered consequences consistent with other school discipline procedures and in accordance with district policy. **Students endangering persons or property may lose bus riding privileges immediately and for an indefinite period.** Students, grades 9-12, who commit a fourth offense, will be suspended from riding the bus for the remainder of the school year.

Grades	First Offense	Second Offense	Third Offense	Fourth Offense
Grades 9-12	Verbal Warning	1-5 day bus suspension	Loss of bus riding privilege for 10 days	Loss of bus riding privileges for one calendar year

13. VEHICLE UNAUTHORIZED PARKING, DISPLAY OF PARKING PERMIT

Students desiring to use any of the high school parking facilities will be required to purchase a parking permit. Cars, vans, trucks, motorcycles and mopeds must all have the required Saint Peter High School permit in order to use school parking lots. Permits are available in the high school office. Violators may lose all parking privileges on school grounds.

Students will be issued one student-parking sticker for \$25.00. A \$5.00 fee will be charged for every lost parking sticker issued thereafter. Parking stickers must be attached to each vehicle's inside rearview mirror. The parking sticker must be clearly visible from outside of the vehicle. Student vehicles need a new parking sticker each school year.

Parking Rules:

1. The student parking lot is the west lot, adjacent to the tennis courts and the entrance to the gymnasium area.
2. Students must park their vehicles in the parking lots in areas designated as student parking. Vehicles must be parked in marked parking spots or this can impede the safe coming and going of other vehicles.
3. Students must drive safely at all times.
4. Students who are authorized to leave during the day (PSEO, Junior/Senior Privilege, CIA) will be issued a different color parking pass that will allow them to park in designated areas on the east side (staff lot / media center side).

5. Students who leave during the day for appointments will be issued a temporary parking pass for that day, which will allow them to park in the staff lot upon their return.
6. Students using automobiles improperly may forfeit the right to use school parking lots.
7. Students who park on school grounds understand that their vehicle may be searched by school personnel at any time while parked on school grounds, provided that the high school personnel have reason to believe that the vehicle contains contraband.

Grades	First Offense	Second Offense	Third Offense
Grades 10-12	\$10 fine	\$10 fine	Suspension of parking privileges for the remainder of the year

****Vehicles on school grounds after parking privileges have been revoked are subject to immediate towing.**

14. VEHICLE, STEALING PERMIT, FORGING PERMIT, FALSE PERMIT

Stealing, forging, or using a false permit may result in a school suspension and the loss of parking privileges.

Physical Infractions

**** See Appendix C for complete Drug/Alcohol and Assault Policy**

15. ASSAULT

Committing an act with intent to cause fear in another person of immediate bodily harm or death or attempting to or threatening to inflict bodily harm upon another person is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	Up to 3-day suspension Police referral	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral

16. ASSAULT, AGGRAVATED

Committing an assault upon another person with a weapon or an assault that inflicts great bodily harm upon another person is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	10-day suspension Expulsion recommendation Police referral		

17. FIGHTING

Engaging in any form of fighting where blows are exchanged is prohibited.

Grades	First Offense	Second Offense	Third Offense

Grades 9-12	5 day suspension Police referral	5-day suspension Police referral	10-day suspension Police referral Expulsion recommendation

18. PUSHING, SHOVING, SCUFFLING

Physical contact that could harm others, but is not defined as an assault or fighting, is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	1-3 day suspension	3-5 day suspension

(**) Indicates disciplinary action assigned by building administration.

19. SEXUAL MISCONDUCT

Engaging in non-consensual sexual intercourse or sexual contact with another person including intentional touching of clothing covering a person's intimate parts, intentional removal or attempted removal of clothing covering a person's intimate parts or clothing covering a person's undergarments, if the action is performed with sexual or aggressive intent, is prohibited. Indecent exposure is also prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	10-day suspension Expulsion recommendation Police referral		

PROPERTY INFRACTIONS

20. ARSON

The intentional setting of a fire that results in, or could have potentially resulted in, the destruction or damage to district property or other property or that endangers or potentially endangers others by means of fire is prohibited.

Grades	First Offense
Grades 9-12	10-day suspension Expulsion recommendation Police referral

21. BREAKING AND ENTERING

Entering a secured district location, after school hours, using an unauthorized mechanism of entering is prohibited.

Grades	First Offense	Second Offense

Grades 9-12	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral

22. FIRE EXTINGUISHER, UNAUTHORIZED USE

Fire extinguishers are important tools that are needed in potentially life-threatening fires. All other uses are prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

(**) Indicates disciplinary action assigned by building administration.

23. ROBBERY OR EXTORTION

Taking property from another person by the use of force, the threat of force compelling acquiescence, or under false pretenses is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-3 day suspension Police referral	5-10 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

24. SECURITY SYSTEM TAMPERING

Any action that is intended to deactivate, damage, or destroy any security system of the district is prohibited. This action includes, but is not limited to, the disabling of or tampering with a district security camera or an automatic locking door apparatus.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-3 day suspension Police referral	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

25. THEFT, RECEIVING OR POSSESSING STOLEN PROPERTY

The unauthorized taking, using, transferring, hiding or possessing of property of another person without the consent of the owner or the receiving of such property is prohibited. Restitution, when appropriate, will be required.

Grades	First Offense	Second Offense	Third Offense

Grades 9-12	1-3 day suspension Police referral	3-5 day suspension Police referral	10-day suspension Expulsion recommendation Police referral

26. TRESPASSING

Remaining on school property without authorization is prohibited. Students are not to go into other district buildings unless they have permission from the building administrator or attending a district-sponsored event. Any student on suspension who goes to a district location without permission is subject to being charged with trespassing and an increase in suspension time. Admitting others through a locked or secured entrance without the permission of district employees is also classified as trespassing.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-day suspension	3 day suspension	5-10 day suspension

27. VANDALISM, MINOR ACTS (LESS THAN \$500)

Littering, defacing (including placement of graffiti), cutting, damaging or destroying property that belongs to the district or other individuals/entities is prohibited. Vandalism is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-3 day suspension Police referral	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral

28. VANDALISM, MAJOR ACTS (MORE THAN \$500)

Littering, defacing (including placement of graffiti), cutting, damaging, or destroying property that belongs to the district or other individuals/entities is prohibited. Vandalism is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	10-day suspension Expulsion recommendation Police referral		

TECHNOLOGY INFRACTIONS

**** See Appendix H for complete ACCEPTABLE USE OF THE COMPUTER NETWORK AND INTERNET**

29. ELECTRONIC DEVICES, MISUSE OF

High school students may use cell phones or personal electronic mobile devices at the discretion of a teacher and in a way that is not disruptive to the educational process including use in class or in any way that sacrifices, or potentially sacrifices, academic integrity (see also Dishonesty, Scholastic and Photographic Device Misuse).

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	Device confiscated Pick up at the end of the day either from the teacher or office.	Device confiscated 1 unit of Saints Time detention Parent must pick up phone	Repeat Offense #2 with Additional units of detention

30. PHOTOGRAPHIC OR RECORDING DEVICE MISUSE

Use of any photographic or recording device, film camera, digital camera, cell phone camera and video camera that impinges upon the rights of others is prohibited. This prohibition includes the distribution or receipt of a picture(s)/recording that impinges upon the personal privacy of another. Misuse of any device in a school locker room, school bathroom or elsewhere in a way that violates the personal privacy of the individual may result in the immediate initiation of the expulsion process.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-2 day suspension	3-5 day suspension	5-day suspension

31. TECHNOLOGY AND TELECOMMUNICATIONS, MISUSE

Misuse of technologies, equipment, or network; deletion or violation of password-protected information, computer programs, data, passwords, or system files; inappropriate accessing of files, directories, and Internet sites; deliberate contamination of the system; unethical use of information; or violation of copyright laws is prohibited. In addition, network access may be monitored and/or limited as a result of technology and/or telecommunication misuse.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	3-5 day suspension	10-day suspension and access limited or monitored indefinitely. Expulsion recommendation.

(**) Indicates disciplinary action assigned by building administration.

33. TECHNOLOGY & TELECOMMUNICATIONS, BREACH OF

The deliberate breach of the school district network and technology resources is prohibited and may result in disciplinary actions, including but not limited to suspension, police referral, and recommendation for expulsion.

Grades	First Offense	Second Offense	Third Offense

Grades 9-12	5 day suspension. Police referral. Social worker referral.	10-day suspension. Police referral. Recommendation for expulsion.	

THREATENING AND/OR DISRUPTIVE BEHAVIOR

** See Appendix D for complete HARASSMENT AND VIOLENCE POLICY

** See Appendix E for complete BOMBS AND BOMB THREATS POLICY

** See Appendix G for complete HAZING POLICY

** See Appendix I for complete BULLYING PROHIBITION POLICY

34. ABUSE, VERBAL

The use of language that is obscene, threatening, intimidating, or inflammatory or that degrades other people is prohibited. Verbal abuse may also be addressed under the guidelines for harassment and/or bullying, when appropriate.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	3-5 day suspension	10-day suspension Expulsion recommendation

(**) Indicates disciplinary action assigned by building administration.

35. BOMB THREAT OR TERRORISTIC THREAT

Making, publishing or conveying in any manner a bomb threat or any other type of terroristic threat pertaining to a school location or event is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	10-day suspension Expulsion recommendation Police referral		

36. BULLYING OR INTIMIDATING BEHAVIOR

Bullying or intimidating behavior of any type, including through the use of technology and the Internet, is prohibited. Bullying or intimidating behavior may also be addressed under the guidelines for harassment and/or verbal abuse, when appropriate.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	1-3 day suspension Social worker intervention	2-10 day suspension Social worker intervention

(**) Indicates disciplinary action assigned by building administration.

37. DISORDERLY CONDUCT

Disorderly conduct is prohibited. Disorderly conduct is an act that the student knows or has reasonable grounds to know will alarm, anger, disturb others or provoke an assault or breach of the peace. Disorderly conduct may also be engaging in offensive, obscene, abusive, boisterous or noisy conduct or gestures or offensive, obscene or abusive language tending reasonably to arouse alarm, anger or resentment in others.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	2-5 day suspension	10-day suspension Expulsion recommendation

(**) Indicates disciplinary action assigned by building administration.

38. DISRUPTIVE OR DISRESPECTFUL BEHAVIOR

Disruptive or disrespectful behavior is prohibited. Disruptive or disrespectful behavior is language or behavior that disrupts or threatens to disrupt the school environment.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	1-day suspension	3-day suspension

(**) Indicates disciplinary action assigned by building administration.

39. FIRE ALARM, FALSE

Intentionally giving a false alarm of a fire or tampering or interfering with any fire alarm, fire alarm system or sprinkler system is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	5-day suspension Police referral	10-day suspension Expulsion recommendation Police referral	

40. GAMBLING

Gambling, including but not limited to, playing a game of chance for stakes or possession of gambling devices (including machines, video games, and other items used to promote a game of chance) is prohibited.

Grades	First Offense	Second Offense	Third Offense

Grades 9-12	**	1-3 day suspension	3-5 day suspension

(**) Indicates disciplinary action assigned by building administration.

41. HARASSMENT OR RETALIATION

Harassment and violence because of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age, as defined in the district policy, are prohibited. Reprisal or retaliation for a complaint of harassment is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-3 day suspension	3-5 day suspension	10-day suspension Expulsion recommendation

42. HAZING

Hazing activities of any type are prohibited at all times. Hazing means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. Hazing, by its very nature, often occurs off school grounds, after school hours, on non-school days, and during summer months. Students are advised that hazing is prohibited whenever and wherever it occurs.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	3-5 day suspension	10-day suspension Expulsion recommendation	

43. INSUBORDINATION

A deliberate refusal to follow an appropriate direction or to identify one's self when requested is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	1-3 day suspension	3-5 day suspension

(**) Indicates disciplinary action assigned by building administration.

44. THREATENING GROUP ACTIVITY

Threatening group-related activity, the use of graffiti emblems, symbolism, hand signs, slang, tattoos, jewelry, discussion, clothing, etc. are prohibited.

Grades	First Offense	Second Offense	Third Offense

Grades 9-12	3-day suspension Social worker intervention	5-day suspension	10-day suspension Expulsion recommendation

45. THREATS OF PHYSICAL HARM TOWARD STUDENTS, EMPLOYEES, OR OTHER PERSONS

The use of language that is blatantly threatening or intimidating that could be interpreted as a death threat or insinuating the infliction of serious bodily harm upon students, employees or other persons is prohibited. Making comments that could be interpreted as death threats or insinuating the infliction of serious bodily harm upon students, employees or other persons is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	10-day suspension Expulsion recommendation Police referral		

OTHER BEHAVIOR INFRACTIONS

46. DRESS AND APPEARANCE

Inappropriate clothing or appearance is prohibited. Administrators reserve the right to deny admission to school functions based on dress or appearance determined to be inappropriate or disruptive to the educational process. When a student is found in violation of these guidelines, the student will be directed to make modifications or be sent home for the day.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	**	1-3 day suspension

(**) Indicates disciplinary action assigned by building administration.

47. FALSE REPORTING

Intentionally reporting false information about the behavior of a student or employee is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	1-3 day suspension	3-day suspension	3-5 day suspension

48. RECORDS OR IDENTIFICATION FALSIFICATION

Falsifying signatures or data, misrepresenting identity, or forging notes is prohibited[bo11].

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	**	1-day suspension	3-day suspension

(**) Indicates disciplinary action assigned by building administration.

(**) Indicates disciplinary action assigned by building administration.

50. INAPPROPRIATE USE OF SINGLE-PERSON RESTROOMS

Single user restrooms are to be used only by one person at a time. Entering and closing the door to utilize the restroom as pairs, regardless of gender is prohibited.

Grades	First Offense	Second Offense	Third Offense
Grades 9-12	3-day suspension	5-day suspension	5-day suspension

51. UNIQUE SITUATIONS

Discipline situations not covered by these guidelines will be handled on a case-by-case basis. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations at a particular school may call for an adjustment in the discipline policies to meet the school or district's needs.

SECTION 6:

Classroom and Office Disciplinary Plans

A. Classroom Discipline Plan

1. The Classroom Discipline Plan is for Minor Discipline Referrals, which are handled in the classroom by the teacher. Each teacher does the following within the first two days that class is in session:
 - a. Discuss and explain the rights and responsibilities of students within each classroom.
 - b. Develop/discuss rules within each general category in each classroom (see classroom rules).
 - c. Explain how student rights and responsibilities are balanced.
 - d. Discuss the range of consequences for violations of rules.
 - e. These rules should be specific to each classroom.
2. Classroom Disciplinary Action
 - a. The teacher will communicate to the student what she/he is doing that violates a rule and what the rule says. The teacher will determine whether the rule has been followed and whether the student understands the circumstances. The teacher will be responsible for this communication.
 - b. For group disruptions, there will be administrative intervention.
 - c. Students shall be removed from class for:
 1. Chemical use or possession (tobacco, drugs, paraphernalia, under the influence);
 2. Physical violence;
 3. Inappropriate language;
 4. Possession of a weapon; and
 5. Gross insubordination (defiance or continued lack of compliance with teacher requests).

B. Office Discipline Plan

1. The Office Discipline Plan is for Major Discipline Referrals.
2. Level Two incidents (as defined by the discipline chart) may result in a student's assignment to:
 - a. Detention;

3. Students may be disciplined for off-campus conduct that disrupts, interferes, or otherwise affects the environment, activities, or operation of the school.
4. Students who are removed from a class for disruptive or inappropriate behavior may be ineligible to participate in after school extra-curricular activities on the date of the violation.

C. Elopement Plan

Students who have demonstrated a pattern of elopement from the school setting will have a specific elopement plan developed in collaboration with parents, case manager, teacher, principal, social worker, nurse, and others as identified.

D. Detention

1. Detention Assigned Through the Dean of Students or Principal's Office
 - a. Students who earn detention from office administration must complete their detention within 2 school days (in other words, within 2 available detention sessions). A student will receive 1 additional detention unit for each day they are late in fulfilling their detention obligation. Blatant insubordination in regard to this policy will result in escalated discipline, not excluding suspension.
2. Detention Assigned by the Teacher and conducted by the teacher
 - a. Teachers have the right to assign detention to students to be served with them in a determined classroom and at a determined time.
 - b. If the person who assigned the detention has contacted the student's parent/guardian, the student may be detained the same day the detention is assigned. Otherwise, the student will be allowed one day in order to notify her/his parent/guardian and make the necessary arrangements for transportation.
 - c. Students may be expected to serve detention before school as well as after school.
 - d. Students failing to attend assigned detention from a teacher will be referred to the principal for further disciplinary action.
 - e. Students are reminded that any staff member at Saint Peter High School, whether they are a principal, teacher, counselor, aide, custodian, cook, or secretary may assign students with detention. Staff members are encouraged to report any student who violates school rules to the Principal's office for appropriate action.
3. Detention assigned by teacher counselor, aide, custodian, cook, or secretary to be served during Saints Time or before or after school with that staff member.

To do so, an email needs to be sent to the Dean of Students with the following information:

 1. Date of incident
 2. Student Name
 3. Brief summary of what the incident was.
 4. Suggestion for the number of units of detention. This event may be unique to the room/situation. The suggestion will be taken under advisement if there is no established "protocol" for the behavior.
 5. Teacher or staff member's name

Students who earn detention from office administration must complete their detention within 2 school days of receiving notice of their detention via email from the Dean of Students (in other words, within 2 available detention sessions). A student will receive 1 additional detention unit

for each day they are late in fulfilling their detention obligation. Blatant insubordination in regard to this policy will result in escalated discipline, not excluding suspension.

4. Detention Room Rules

- a. Any student who is late to the detention room will not be admitted.
- b. The student must report to the detention room with enough schoolwork to keep busy for the entire time assigned. If the student is not working, she/he may be sent from the room and will receive no credit for the time spent in the room.
- c. Students are not to speak without permission from the supervisor.
- d. Co-curricular activities may be suspended for the student in the event of repeated skips.
- e. Students assigned to detention are expected to make up the detention on the designated assigned dates. The Dean of Students or Principal are the only individuals who can change the assigned detention.
- f. Students who misbehave during detention time will be sent from the detention room.
 1. The teacher will include an explanation of the incident on the detention room attendance list.
 2. If it is necessary to send a student from the detention room for a behavior problem, she/he will receive no credit for the time spent in the room for that day and an additional assigned day of detention.
- g. Once in the detention room, students will not be permitted to leave the room, unless an emergency occurs.

E. Removal of Students from Class

1. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

- a. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
- b. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
- c. Willful violation of any school rules, regulations, policies, or procedures, including the Code of Student Conduct in this policy; or
- d. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is 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 removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

2. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.
3. **Procedures for Removal of a Student From a Class.**
 - a. The Teacher shall notify the office that said student has been removed from class.
 - b. Removal from class is at the discretion of the classroom teacher based on the event.
 - c. The Teacher must enter the event into Infinite Campus as a behavior incident by the end of the school day or not later than 8am the following school day.
4. **Responsibility for and Custody of a Student Removed From Class.**
 - a. Based on the incident involved, the teacher has the option to ask the student to sit outside the room or out of an activity or send them to the office. In the event the student is asked to sit outside the room or out of an activity, the teacher still maintains responsibility for the custody of the student.
 - b. In the event the student is required to go to the office, the teacher is responsible for deciding the manner in which the student should go to the office.
 - i. The teacher can call the office to notify the staff that a student is on their own walking to the office.
 - ii. The teacher can call the office to notify the staff that an escort is needed to walk a student down to the office.
 - iii. The teacher has responsibility for the student until the student has been released to an office staff member or has reached the office.
 - c. Students and office staff must be instructed as to what the student is to do when removed from the class.
5. **Procedures for Return of a Student to a Class From Which the Student Was Removed.**
 - a. For removals that do not mean removal to the high school office, the teacher will meet with the student prior to the next class period to discuss the incident. It is at the teacher's discretion whether the incident warrants notification of the parents/guardians.
 - b. For removals that result in the student being sent to the high school office, the Dean or Principal will meet with the student.
 - i. The administrative staff will assess the situation based on known information and discuss with the student.

- ii. The office staff will confer with the reporting staff member to collaborate information and assess the incident.
- iii. The administrative staff will follow the Student Handbook policy regarding student behavior and subsequent actions by the school.
- iv. The administrative staff will bring in counseling services as needed to assist students who are experiencing challenges that are leading to any behavioral issues.
- v. For instances that result in office suspensions or expulsions, the school administration will contact the parents/guardians. For all other instances, the teacher will notify the parents/guardians of the incident.

6. Procedures for Notification.

- a. For instances that result in office suspensions or expulsions, the school administration will contact the parents/guardians by phone. Return to school policy following a suspension / expulsion will be followed.
- b. The high school administration will contact the parents/guardians for situations that may display a pattern of inappropriate or repeated behaviors. Parents / guardians will also be notified if the event causes concern for the safety of the student or others.
- c. For all other instances, the teacher will notify the parents/guardians of the removal.

7. Disabled Students; Special Provisions

- a. When a student to be disciplined is receiving special education services, a review of the student's IEP will be conducted. The administrative procedure outlined in 007.271 identifies the interventions that may be used as well as defines the procedures necessary to implement certain behavior programs.

8. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises

1. Removal from class is the short-term exclusion of a student from a class. The school retains custody of and responsibility for the student in the event of removal.

Students shall be removed from a class only upon the agreement of the appropriate teacher and the principals and upon an informal administrative conference with the pupil. The terms of the removal shall be established at the informal administrative conference; the terms may include completion of classwork that is missed. Removal may be imposed without an informal administrative conference when an immediate and substantial danger exists to the student, to another person, or to property.

The length of removal shall be at the principals' discretion upon consultation with the teacher. Removal from class shall not exceed five consecutive class periods. Students shall be returned to class upon completion of the terms of the removal.

2. In-School Suspension (ISS)

Definition: This is a short-term exclusion from classes, not from the school. The student will be assigned to a workroom where assignments will be brought and the student will work on school work in a supervised environment.

3. Out of School Suspension

Definition: An out of school suspension is the short-term exclusion of the student from school. The school is relieved of custody of and responsibility for the student.

Procedure:

Suspension, exclusion, and expulsion shall be implemented in accordance with the Pupil Fair Dismissal Act.

G. Disciplinary Action and Special Services

When a student to be disciplined is receiving special education services, a review of the student's IEP will be conducted. The administrative procedure outlined in 007.271 identifies the interventions that may be used as well as defines the procedures necessary to implement certain behavior programs.

H. Pupil Fair Dismissal Act

Nothing in this policy is intended to conflict with the Pupil Fair Dismissal Act.

1. Parent/Guardian Notification:

Parents/guardians shall be notified in writing of violation of the rules of conduct and resulting disciplinary actions by first-class mail except as provided otherwise by the Pupil Fair Dismissal Act. Disciplinary referrals will be mailed from the Senior High School office.

2. Student Notification:

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.

I. Corporal Punishment

The Board of Education prohibits the use of corporal punishment. However, reasonable force may be used by a teacher or other member of the instructional, support or supervisory staff upon or toward a student when necessary to restrain the student from self-injury or injury to any other person or property.

J. Grounds for Dismissal

A student may be dismissed on the following grounds:

1. Willful violation of any reasonable school board regulation. This includes offenses such as:

- a. Using, possessing, or distributing tobacco products, alcohol or drugs on school grounds or in the school building.
- b. Using inappropriate language.
- c. Excessive class skipping or truancy.
- d. Excessive tardiness.
- e. Insubordination with a teacher or other school employee.
- f. Missing detention.
- g. Other potentially dangerous activities.

2. Willful conduct that materially and substantially disrupts the rights of others to an education.

This includes such offenses as:

- a. Class or school disruption.
- b. Harassment of other students.
- c. False fire alarms.
- d. Bomb threats.

3. Willful conduct, which endangers the pupil or other pupils, or the property of the school.

This includes such offenses as:

- a. Fighting.

- b. Vandalism or theft on school property.
 - c. Carrying or using dangerous instruments.
 - d. Aggravated assault.
 - e. Exploding of fireworks or explosives.
 - f. Possession or use of drugs or alcohol.
 - g. Arson.
4. Direct defiance or refusal to comply with a direction by a Principal or Superintendent. This includes such offenses as:
- a. Insubordination.
 - 1. Students who choose to display disorderly conduct or behavior which is insubordinate to school staff may be suspended from school and may be referred to local law enforcement authorities.
 - b. Riot, strike or walkout.

K. Suspension

Students who are suspended from the regular school program may be suspended either in-school or out-of-school. At the time of dismissal, the students will be informed as to their status with the school. The type of suspension program used will depend upon the nature of the offense and the circumstances involved. The in-school suspension program will be used for most suspendable offenses.

1. *In-School Suspension Program*

This refers to an action taken by the school administration under the rules of the school board prohibiting a pupil from attending one or more classes for a period of no more than five school days. A student suspended in-school will be placed in a room under the direct supervision of a school authorized adult.

Suspended students will have the following responsibilities:

- a. Students will be expected to follow the directions of the in-school suspension supervisor at all times.
- b. Students are expected to bring all books and necessary materials with them to the in-school suspension room.
- c. Students are expected to work on all assigned work and will not be permitted to sleep.
- d. Students will be expected to remain quiet and no unnecessary talking or noisemaking will be permitted.
- e. Students will not be permitted to chew gum, eat candy or other food items or drink pop within the in-school suspension room.
- f. Students are expected to be on time to the in-school suspension room.
- g. Students will not be permitted to leave the in-school suspension room unless an emergency occurs or the office requests that they do so.
- h. A lunch break in the in-school suspension room will be provided at midday to accommodate those who desire to eat lunch.
- i. Students will not be permitted to participate in any school-related activities on the day(s) of suspension unless authorized to do so by the school administration. This means a student is ineligible to practice or to participate in any extra or co-curricular activities or events during the school day(s) or during the evening(s) of the suspension period.
- j. Students may not go to their lockers during their lunch hour because regular classes are in session and may not be disrupted.
- k. Students may not be removed from in-school suspension by a teacher for any reason.

The students suspended in the in-school suspension program are required to follow all the rules and regulations of this program. If these suspended students do not follow these rules and regulations, and out-of-school suspension program may be provided.

2. *Out-of-School Suspension Program*

This refers to an action taken by the school administration under the rules of the school board prohibiting a pupil from attending school for a period of time of no more than five school days. This suspension program will primarily be used for those students who endanger themselves or others, vandalize the property of the school, or commit excessive violations of any suspendable offenses.

The suspended students will have the following responsibilities:

- a. Students will be expected to leave the school grounds as soon as requested to do so.
- b. Students will be expected to remain off the school grounds unless otherwise authorized, until the suspension period is over.
- d. Students will be required to meet with the assistant principal or high school dean, at the conclusion of the suspension period.
- e. Students will be provided with all make-up work. Two days for each day of absence will be provided for the completion of all make-up work.
- f. Students will not be permitted to participate in any school-related activities on the day(s) of suspension, unless authorized to do so by the school administration. This means a student is ineligible to practice or participate in any extra or co-curricular activities or events during the school day(s), or during the evening(s) of the suspension period.

School suspension provides the structure for helping to both correct and protect students. The intent of out-of-school suspension is not only to remove the student from the setting where the infraction has occurred, but also to diagnose the behavior and prescribe what might be done to prevent such behavior from reoccurring.

L. Exclusion and Expulsion

1. Exclusion is an action taken by the school board to prevent enrollment or re-enrollment of a student for a period, which shall not extend beyond the school year.
2. Expulsion is an action taken by the school board to prohibit an enrolled student from further attendance for a period, which shall not extend beyond the school year.

3. *Exclusion or Expulsion Procedures:*

No exclusion or expulsion shall be imposed without a hearing unless the right to a hearing is waived in writing by the student and parent/guardian. The school board or its agent shall initiate the action.

Written notice of intent to take action shall:

- a. Be served upon the student and her/his parent/guardian by certified mail.
- b. Contain a complete statement of the facts, a list of the witnesses, and a description of their testimony.
- c. State the date, time and place of the hearing.
- d. Be accompanied by a copy of Sections M.S. 121A.40 to 121A.56 of The Pupil Fair Dismissal Act of 1999.
- e. Describe alternative educational programs accorded the student prior to commencement of the expulsion or exclusion proceeding.
- f. Inform the student and parent/guardian of the right to:
 1. Have legal counsel at the hearing.
 2. Examine the student's records before the hearing.
 3. Present evidence.
 4. Confront and cross-examine all witnesses.

SECTION 6: CO-CURRICULAR

Academic Policy for Co-Curricular Participants

All students must be making progress toward graduation and be in line to graduate with their class. Any high school student who earns an “F” grade for a marking period will become ineligible for two weeks. Any middle school student who earns an “F” grade for a marking period will become ineligible for one week or one event, whichever is longer. An ineligible student, who can prove he/she is passing after the one- or two-week ineligibility period, will become eligible and put on academic probation until the next marking period. If a student slips back to an “F” grade during the probationary period, he/she will become ineligible until the next marking period. Prior to serving a period of ineligibility, an Academic Review Meeting will be held with the student, activities director, and dean of students.

Sportsmanship

Courtesy, fairness, and respect characterize sportsmanship. It is interpreted in the conduct of the participants, coaches, cheerleaders, school administrators, and spectators. It is with this philosophy in mind that we of Saint Peter High School are striving to maintain and improve upon these qualities through the implementation of our sportsmanship project.

1. Show respect for opponents by:
 - a. Standing for opponent's school song;
 - b. Avoiding a temptation to boo an opponent's successes.
 - c. Sitting in Saint Peter's student area and not in the opponent's section.
2. Show respect for officials, participants and cheerleaders by:
 - a. Accepting a referee's judgment call.
 - b. Avoiding harassment to the opposing team players or coaches.
 - c. Applauding well-performed plays or routines by both Saint Peter athletes and their opponents.
 - d. Sitting in the stands and watching -- leaving only at period breaks or at half time.
3. Show respect for the flag by:
 - a. Standing for the National Anthem.
 - b. Singing the National Anthem.
 - c. Removing caps/hats during the National Anthem.
4. Show respect for the adult spectators by:
 - a. Being polite to all citizens.
 - b. Avoiding running and pushing in the lobby.
5. Show respect for each other by:
 - a. Making room for other students to be seated.
 - b. Avoiding obstructing each other's view of the performance.
 - c. Refraining from making fun of other's cheering or singing.
6. Acts of Misconduct
 - a. Uses of noisemakers- examples: compressed air horns, whistles, cowbells, and firecrackers.
 - b. Use of inappropriate banners or placards.
 - c. Throwing of objects – examples: coins, pop cans, folded programs as airplanes.
 - d. Use of obscene or abusive language that seeks to offend, intimidate, or show prejudice toward a player, official, or spectator.
 - e. Being on the premises of the scheduled contest while under the influence of alcohol or chemicals.
 - f. Unauthorized entry into any scheduled contest.
 - g. Behaving in a manner that violates the sportsmanship code.

7. Should a student be banned from attending events due to inappropriate conduct and/or poor sportsmanship, the following requirements must be fulfilled prior to reinstatement of attendance privileges:
 - a. Contact and discuss the breaking of the Sportsmanship Policy with the Activities Director or Principal in a timely manner.
 - b. A written apology to all schools involved.
 - c. Contact the Big South Conference Executive Secretary to be and allowed back to activities.
 - d. In the event that the infraction occurred against a Big South Conference school, the individual must contact and apologize to that school (s) to be reinstated.
 - e. In the event that the infraction is against a non-conference school the student must contact a principal to be reinstated.

Student Council

1. Senior High School Student Council (Grades 9-12)

Members are elected toward the end of the previous school year. Each grade level (9-12) will elect 10 representatives. At-large representatives may also be elected later in the school year.

2. Student Representatives

Students, who correspond with agencies outside of this school, signing or stating that they are representatives of Saint Peter High School, must have the authorization of their advisor or from the building principal.

3. Memorials

The senior high student council serves as the school organization that sends memorials on behalf of the senior high school to students and families who have suffered the loss of a family member.

CHANGE OF LEVEL OF PLAY OF ATHLETE

Certain guidelines should be adhered to when considering the change of level of play of an athlete.

1. The coaching staff of that sport shall discuss if the individual athlete is ready for the move to a higher level of competition and whether or not there is a need within the program for such a move.
2. The head coach of that sport shall discuss with the activities director the reasons for wanting to implement such a move and pick up the necessary forms that need to be signed.
3. The head coach shall contact the parent, explain what the move is that they would like to do, and ask if the parent approves the move. If they do not approve, proceed no further.
4. The head coach shall bring the signed paperwork to the activities director for final approval and his signature.

Advantages of changing levels:

- a. The athlete is challenged to play with and against better competition.
- b. He/she may play for a longer season.
- c. The frustrations an athlete may have due to the disparity in skill level may be minimized.
- d. Athletes will be given an opportunity to advance their skill level in a team sport, just as they can in an individual sport.

Disadvantages of changing levels:

- a. Parents and athletes of the team in which the athlete is moving to may feel they are being displaced.
- b. Athletes/parents from the team the athlete is leaving and team the athlete is going to, could disagree with the move causing socialization issues in school and the community for the athlete.
- c. Athletes may feel they are not connected to any team.
- d. The team the athlete leaves may lose a role model and an extra teacher to help them develop better skills.

- e. Expectations from coaches, parents, teammates and fans may be greater.
- f. Increased time commitment, more frequent and later home arrivals after games, split shifts in practice, transportation issues, may negatively impact the athlete's school work and the parental responsibilities.
- g. The injury risk factor increases due to increased participation.

Activities and Organizations

Football	Volleyball	Golf (Boys and Girls)
Wrestling	Soccer (Boys and Girls)	Tennis (Boys and Girls)
Baseball	Softball	Basketball (Boys and Girls)
Swimming	Gymnastics	Hockey (Boys and Girls)
Speech	Track (Boys and Girls)	First Tech Challenge
Mock Trial	Knowledge Bowl	Cross Country (Boys and Girls)
Adapted Bowling	Math League	National Honor Society
Academic Decathlon	Respecters of Diversity	Ecology Club
Student Council	Theater (Musical, One Act Play, Spring Play)	

Fees

Football	\$125	Wrestling	\$125	One Act Play	\$60
Volleyball	\$125	Gymnastics	\$125	Academic Decathlon	\$60
Swimming	\$105	Baseball	\$105	Adapted Bowling	\$60
Soccer	\$105	Softball	\$105	Speech	\$60
Tennis	\$105	Track	\$105	Knowledge Bowl	\$60
Cross Country	\$105	Golf	\$125	Fall Play/Musical	\$60
Basketball	\$125	Mock Trial	\$60	Spring Play	\$60
Hockey (7-12)	\$250	Math League	\$60	First Tech Challenge	\$60

The activity fee for 7-9 grade participants is \$45 regardless of the level in which they compete (except hockey).

There is a maximum \$250 fee per season per family (except hockey).

- a. Refunds of fees for activities will be made until halfway through the season for those students who cease to participate in the activity.
- b. There will be no refund of the activity fee in the event a student becomes ineligible to participate as a result of violation of Minnesota State High School League or Saint Peter High School rules and regulations.
- c. Students from families who determine that a fee is prohibitive may make application to the appropriate building level principal for consideration to waive the fee or reduce it to an amount that the family can provide.
- d. A maximum of \$250.00 per family per season has been established to provide for participation by a number of students from a family (except hockey).

B. Activities Participation Rule

Students must be in attendance during their afternoon classes, block three and four, in order to participate in any co-curricular activities. This pertains to both practices and events. Special consideration may be given for pre-approved absences. In that event, it is up to the individual student to contact the principal or Activities Director for permission to participate.

C. Award Policy/Awards of Letters

1. Awards

- a. First award earned - certificate and chenille letter.
- b. Succeeding awards earned - certificate.
- c. Members of a South Central Conference Championship Team - certificate.
- d. Awards will be presented to the athlete at the Athletic Banquet at the end of each season.
- e. The participants will be invited to the Banquet if they are in good standing according to the Saint Peter High School Athletic code. Athletes who are invited are varsity letter winners, varsity team members and managers.
- f. Spring sports awards will be announced only at the Athletic Banquet, but the individual coaches at the completion of that spring sport will present the awards.

2. Participation required to qualify for a Saint Peter High School Letter (During a complete sport season)

Football

- a. Actively participate in one-fourth of the total quarters played by the varsity squad during the regular season, or
- b. By the Coaches and Activities Director's judgment in special cases.

Basketball

- a. Actively participate in one-fourth of the total quarters played by the varsity squad during the regular season. Tournament games do not count as a season game, but tournament halves count toward earning a letter, or
- b. By the Coaches and Activities Director's judgment in special cases.

Wrestling

- a. Must accumulate 16 letter points. Letter points are awarded based on the result of each participant's varsity match. Ex. 9 points are earned for a fall.
- b. By the Coaches and Activities Director's judgment in special cases.

Baseball or Softball

- a. Actively participate in one-fourth of the total innings played by the varsity squad during the regular season, or
- b. By the Coaches and Activities Director's judgment in special cases.

Track

- a. Must score points equal to the number of meets in which the varsity team participates during the regular season. These points can be scored during the regular season meets and/or conference and district meets, or
- b. By the Coaches and Activities Director's judgment in special cases.

Golf

- a. Perform at the varsity level for at least one half of regularly scheduled meets:
- b. By the Coaches and Activities Director's judgment in special cases.

Tennis

- a. Must play one-half of the dual meets during the regular season
- b. Play in conference meet, section or state meet
- c. By the Coaches and Activities Director's judgment in special cases.

Cross Country

- a. Perform at the varsity level for at least one half of regularly scheduled meets;
- b. By the coaches and Activities Director's judgment in special cases.

Hockey

- a. Must play in one-third of the total periods in the regular season, or
- b. By the Coaches and Activities Director's judgment in special cases.

Gymnastics

- a. Must place (1st, 2nd, 3rd or 4th) in at least one event. The total times placed by the individual should equal the number of scheduled meets during the regular season
- b. By the Coaches and Activities Director's judgment in special cases.

Volleyball

- a. Must play in as many games as there are matches, must have played in three-fourths of the matches, exclusive of tournaments, or
- b. By the Coaches and Activities Director's judgment in special cases.

Managers

- a. Must act as manager for two sport seasons, or
- b. By the Coaches and Activities Director's judgment in special cases.

Swimming

- a. Score points equal to the number of meets in which the varsity time participates. Points can be earned during regular meets, and/or conference and sectional meets.
- b. By the Coaches and Activities Director's judgment in special cases.

Soccer

- a. Participate in 40% of total halves played by the varsity squad during the regular season
- b. By the Coaches and Activities Director's judgment in special cases

Band

- a. Four years participation in grade 9 through 12 band
- b. Successful participation (75% of events) in pep and marching band in one school year
- c. Superior rating in a solo/ensemble at the regional music concert
- d. By the Director's and Activities Director's judgment in special cases

Speech

- a. Participate in at least 2/3rds of the invitational tournaments
- b. Participate in the subsection tournament if qualified.
- c. Earn a minimum of 25 national Forensic League points
- d. Practice weekly with a Saint Peter High School coach
- e. Pay any invitational fines, if necessary
- f. Coaches reserve the right to award a letter in special circumstances.

Choir

- a. Participate in Solo/Ensemble Concert
- b. Be a member of the Chamber Singers
- c. Serve as an officer of the choir
- d. Serve as an accompanist

Knowledge Bowl

- a. Attend all meets
- b. Attend 85% of practices
- c. By Advisor and Activities Director's judgment in special cases

National Honor Society

- a. Students receive a collar upon graduation for maintaining active status in National Honor Society.

Mock Trial

- a. Students need to be involved in two competitions in which they have played one of the following major roles: Attorney, Witness, Plaintiff, Timekeeper.

Visual Arts

a. The visual arts competition is open to high school students in grade 9-12 Competition categories include: Sculpture, Drawing, Painting, Mixed Media, Printed Media.

b. Participate in the MSHSL contest

Theater (Fall, Spring, One Act Play)

a. Earn 4 Thespian points

b. State entrant in One Act Play

c. By play director or Activities Director's judgment in special cases

Adapted Bowling

a. Participant must play an active part on team for two years

Student Council

a. Student council members must be making satisfactory progress toward successfully meeting the requirements to graduate with their class from Saint Peter High School

b. Representatives must participate in at least eight activities or committees/projects during the school year

c. Officers must participate in at least five activities or committees/projects during the school year

d. Members at Large must participate in at least 8 activities or committees/projects during the school year

e. No student council members may earn more than two units of detention for behavior/attendance (skipping) reason during the semester or more than four units of detention in any quarter for excessive tardiness

f. No student council member may fail a semester course

g. No student council member may have more than one unexcused absence from meetings during the school year

Trap Team

Team member must be in grades 7-12 at Saint Peter Middle/High School AND meet at least one of the following:

a. Finish in the top six (6) on the team for any given week's competition.

b. Finish in the top 20 on the team by average for the season. (Must shoot all competitive weeks)

c. Be ranked in the top 25 of the conference during any given week's competition within their class/gender.

d. Place in the top 100 in their class at the State Tournament.

e. Finish in the Top 100 any given week in the state.

f. Hit 25 targets consecutively in any competition.

g. Average 19 or above for the season. (Must shoot all competitive weeks)

h. Or by the coaches' and the Activities Director's judgment in special cases.

D. Special Recognition

The school may hold an assembly to recognize teams or individuals who have participated in state tournaments or meets. Interested community organizations, groups or individuals may participate in this assembly by making such a request to the principal.

E. Wednesday Night Practice/Rehearsal

It is the policy of Independent School District 508 not to hold any type of co-curricular activity or practice after 6:00 p.m. on Wednesdays during the school year. If there are any exceptions, the administration will contact the Ministerial Board.

F. Tournament Attendance Policy

If Saint Peter High School has a team participating in a State Tournament, the following shall apply:

- a. Team members who are on the official group which represents Saint Peter High School (team members, statisticians, scorers, etc.) will be excused from the attendance policy on all days of the tournament.
- b. Students who are not on the list of representatives to the tournament will be excused from the attendance policy, provided they bring back a ticket stub from the tournament which verifies their attendance and provided that we have a team participating in that specific tournament.
- c. Students will not be excused from the attendance policy if Saint Peter High School does not have a team in competition in the tournament. However, the attendance may be excused by a parent for the absence, but it will still count toward the six-day attendance policy.
- d. Students may be excused from the attendance policy for attendance at only one tournament per school year. If Saint Peter High School has a team in competition at more than one tournament during the school year (example: football in the fall, basketball in the winter, and tennis in the spring) only one state tournament attendance per school year will be excused from the six-day attendance policy.

G. Activity Tickets

Activity passes can be purchased in the Activities office. The pass will admit patrons to all activities with the exception of the fall play, section, and state tournaments.

Minnesota State High School League Rules

Saint Peter High School Eligibility Information for participants in Minnesota State High School League Activities

I. RIGHTS AND RESPONSIBILITIES FOR STUDENTS WHO PARTICIPATE IN MINNESOTA STATE HIGH SCHOOL LEAGUE-SPONSORED ACTIVITIES

A. Students who participate in Minnesota State High School League activities must abide by the guidelines as published in the Minnesota State High School League eligibility information bulletin in the area of athletics, speech, and music. Students will not be permitted to begin participation until the eligibility bulletin is signed by the parents/guardians and the student.

B. Students must attend an information session prior to the beginning of the season that addresses rules and the regulations of participation, including the consequences for the use or possession of mood altering chemicals. Although not mandatory, parents/guardians are expected to attend these meetings with their students.

C. The parent/guardian, by signing the bulletin, agrees to work with the school in monitoring the behavior of their student as it relates to violations of Minnesota State High School League Rules and Regulations.

II. RULES FOR PARTICIPATION

Students who participate in Minnesota State High School League activities shall not, at any time, regardless of the quantity:

- A. use, consume, possess, buy, sell, or give away a beverage containing alcohol;
- B. use, consume, possess, buy, sell, or give away tobacco;
- C. use, consume, possess, buy, sell, or give away any other controlled substance (it is not a violation for a student to possess a controlled substance specifically prescribed for the student's own use by her/his doctor); or
- D. use, consume, possess, buy, sell, or give away drug paraphernalia

III. CATEGORY I ACTIVITIES

A. Category I activities at Saint Peter High School include athletic and speech activities.

B. Violations

1. First Violation

Penalty: after confirmation of the first violation, the student shall lose eligibility for the next two consecutive interscholastic contests or two (2) weeks of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.

2. Second Violation

Penalty: after confirmation of the second violation, the student shall lose eligibility for the next six (6) consecutive interscholastic contests or four (4) weeks, whichever is greater, in which the student is a participant. No exception is permitted for a student who becomes a participant in a treatment program.

3. Third and Subsequent Violations

Penalty: after confirmation of the third or subsequent violations, the student shall lose eligibility for the next twelve (12) consecutive interscholastic contests or six (6) weeks, whichever is greater, in which the student is a participant.

If after the third or subsequent violations, the student on her/his own volition becomes a participant in a chemical dependency program or treatment program, the student may be certified for reinstatement in MSHSL activities after a minimum period of six (6) weeks. Only the director or a counselor of a chemical dependency treatment center may issue such certification.

Successful completion of a chemical dependency treatment program will satisfy only the most recent violation. Any other violations for which the penalty has not been satisfied must still be served in full.

D. Penalties are Cumulative

Penalties shall be cumulative beginning with and throughout the student's participation on any 7-12 grade team or activity.

Captain Selection:

E. A student who serves a penalty will be ineligible for being a captain for one calendar year including violations committed over the summer months.

F. If a student denies violation of a bylaw, is allowed to participate and is subsequently found guilty of the violation, the student will be disqualified from all interscholastic activities for nine additional weeks beyond the student's original period of ineligibility.

IV. CATEGORY II ACTIVITIES

A. Category II activities at Saint Peter High School include band, choir, and drama.

B. Violations

After confirmation of the violation, the student is ineligible to perform at the next regularly scheduled, class-related performance or event (excluding pep band). Penalties shall be cumulative beginning with and throughout the student's participation in a high school activity. *Serving a Category II suspension does not fulfill a Category I suspension. Serving a Category I suspension does not fulfill a Category II suspension.*

V. GUIDELINES FOR COMPLIANCE WITH MINNESOTA STATE HIGH SCHOOL LEAGUE RULES AND REGULATIONS

- A. Any and all reported violations of Minnesota State High School League rules and regulations must be reported to the athletic director or building principal. Coaches, directors, or advisors cannot declare a participant ineligible. Coaches, directors, or advisors are directed to inform people who report violations to them to take their allegations to the athletic director.
- B. Participation in co-curricular activities cannot be denied to an eligible student by a coach, director, or advisor.
- C. A coach, director, or advisor who directly witnesses a violation or who has a confession of a violation given to him/her is directed to report such an incident to the athletic director or building level principal.
- D. Coaches, directors, and advisors are expected to know the school policies regarding the evaluation and suspicion of chemical abuse problems.
- E. Coaches, directors, and advisors are expected to act according to their professional judgment at all times.

VI. SAINT PETER HIGH SCHOOL CO-CURRICULAR CODE OF CONDUCT

Students from Saint Peter High School who participate in co-curricular activities sponsored by Saint Peter High School are expected to follow the standards of behavior listed below. Although the standards listed below do not carry a pre-determined ineligibility penalty, the Board of Education, staff, and administration of District 508 believe that students who represent Saint Peter High School have an obligation to meet the standards listed below:

- A. Students are not to involve themselves in behavior that could lead to a criminal charge or court action. Students who are convicted of such a charge during a season of play will have their participation reviewed under the policy stated above; and
 - B. Students are not to involve themselves in activities that result in vandalism to Saint Peter High School or any other school that Saint Peter competes against. Students who are involved in vandalism of Saint Peter High School or any other high school against which Saint Peter competes will have their participation reviewed under the policy stated above.
 - C. Students are not to involve themselves with any behavior or action that reflects negatively upon themselves, their team or group, or their school.
- A student who is under penalty of exclusion, expulsion, or suspension or whose character or conduct violates the Code of Conduct is not in good standing and is ineligible for a period of time as determined by the principal.

Code of Conduct Review

In addition to the rules and regulations as stated in the Minnesota State High School League eligibility information bulletin, the following procedure for individual student participation shall apply:

- A. In the event a serious problem arises in the areas of academic achievement, behavior, attendance, or citizenship, a staff member may make a request to the principal that the student's participation in that co-curricular activity be reviewed.
- B. Upon receipt of this request from a staff member, the principal will call together the activities director, a school counselor, the staff member who made the request, and the director and/or coach of the co-curricular activity in which the student is involved. The student may be present, with a support person whom she/he chooses.
- C. Following a review of the case, this group will make a recommendation to the high school principal in regard to the continued participation of the student in the co-curricular activity in which she/he is involved.

VII. TRANSFER STUDENTS

Students who transfer to Saint Peter High School from another school and who wish to participate in Minnesota State High School League-sponsored activities must meet specific eligibility requirements. Transfer students who have questions about this policy are encouraged to contact the high school activities director.

Section 7: Health and Medication

Emergency Care Policy

In the event of an emergency or serious illness, it is the policy of the School District to provide appropriate medical response and to contact the parent/guardian in a timely manner.

In a life-threatening emergency, the school will contact emergency response personnel immediately. The parent/guardian or designated emergency person will be contacted at the same time.

If the situation is not life threatening, but the student requires urgent care and the school cannot contact a parent/guardian or designee, school personnel will transport the student to the Saint Peter Community Hospital for care. The School District will not provide transportation outside of Saint Peter for care. When parents/guardians arrive at the hospital, they will be able to change health care providers if they so desire. It is the responsibility of the parent/guardian to pay any incurred medical expenses.

Injuries or Illnesses/Accident Reporting Procedure/Insurance

1. Injuries and Illnesses

- a. Students should notify the nearest teacher in case of injury, illness or emergency.
- b. Students who become ill should go to the principal's office or the nurse's office. Students who become ill while at school should NOT go to the restroom and sit for the class period. Students who do this will be marked as absent unexcused and detention will be assigned.
- c. When they are due in a class, students should report to class and obtain a pass before going to the nurse's office. This applies to all visits to the school nurse *except emergencies*.
- d. Students may not leave the school building for illness without first reporting to the principal's office and obtaining a leave school permit. The nurse or principal's office will telephone the parents/guardians to obtain their permission for the student to leave the building.
- e. Attendance in the nurse's office counts as an absence from class and counts toward the 6-day policy.

2. Accident Reporting Procedure

Students who suffer injuries from any particular accident should report to their teacher or immediate supervisor. If the supervisor is not available, the student should report to the principal's office, at which time the proper action will be taken.

Medications

The School District acknowledges that some students may require prescribed and/or non-prescribed medication during the day. Medication will be administered by the school nurse or her/his designee, such as a trained health assistant, a principal, or a teacher.

- A. Prescription and non-prescription medication requires a completed, signed authorization from the student's parent or guardian. The School District may rely on an oral request from the parent

or guardian to administer medication for up to two school days, until written authorization is received.

B. Prescription and non-prescription medication must come to school in the original prescription container. A medication permission form must be completed annually and/or when a change in the prescription occurs.

C. Prescribed medication that is to be taken in school requires a written order from the physician.

D. Medications are generally not to be carried by the student. If an exception is to be made, there must be a written agreement between the School District and the parent. Medications will be left with the appropriate School District representative, except as noted in a written agreement between the School District and the parent. Students are allowed by Minnesota statute to carry inhalers for asthma and epi-pens for allergic reactions.

E. Parents or guardians must notify the school if any change in the student's medication or if the medication is no longer required. For medication dosage changes, the School District must receive written notification from the physician.

F. For drugs or medicine used by children with a disability, administration of medicine may be provided as specified in the individual education plan (IEP).

G. The school nurse, or other designated person, shall be responsible for filling out the medication administration forms in the student's health record section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.

Physical Examinations

For the benefit of the individual student and the protection of other students and school personnel, it is the policy of the Saint Peter Public Schools to recommend periodic physical examinations of all students by a licensed physician. The selection of a licensed physician shall be made by the parents or guardians and the examination shall be at their expense.

- A. A physical examination is recommended for all students prior to entry into kindergarten.
- B. A physical examination is recommended for all students prior to entry into seventh grade.
- C. Physical examinations are required prior to participating in interscholastic activities.

1. The first exam must occur prior to participating in activities in grades 7 – 9.

2. The second exam must occur prior to participating in activities in grades 10 – 12.

A student whose parents or guardians object to physical examinations on religious or constitutional grounds shall be exempted from such requirements if a statement signed by the student's parents or guardians requests the exemption and states the ground for the request. A student age 18 or over who objects to physical examinations on religious or constitutional grounds shall be exempted from such requirements by requesting the exemption and stating the grounds for the request in a written statement signed by the student. Exempting a student from the physical examination does not exempt the student from participating in the program of physical education. If such exemption is utilized, the student or parent (depending upon the student's age) shall furnish a written statement to the School District verifying that either the student has no disabilities and can fully participate or, setting forth the disabilities and limitations of the student. These exemptions do not apply to activities governed by the Minnesota State High School League (MSHSL).

Section 8: Policy

Anti-Discrimination Policy

It is the intent of the School Board Policy to comply with federal and state law prohibiting discrimination to the end that no person shall, on the grounds of race, color, national origin, creed, religion, sex, marital status, status with regard to public assistance, age or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program; or in employment or recruitment, consideration or selection thereof, whether full-time or part-time, under any educational program or activity operated by the district for which it receives federal financial assistance.

The School District has a written plan to help assure that curriculum and materials, which are used in the district educational program, are designed to ensure that staff and students gain an understanding and appreciation of diverse persons. In addition, special emphasis is placed on understanding the cultural diversity of the United States of America. A complete copy of this plan is on file at the district office.

Background Checks

All employees of Saint Peter Public Schools are required to pass criminal background checks. These checks include the Minnesota Bureau of Criminal Apprehension check and also the nationwide Orange Tree employment screening.

Eighteen-Year-Old Student's Rights and Responsibilities

Students who are 18 years old or older, regardless of adult status granted by state statute, are still obligated to abide by all school district policies and regulations. Eighteen-year-old students may write their own excuses, but it is still at the discretion of a principal or dean as to whether or not the absence or tardiness is excused or unexcused. Eighteen-year-old students will not be permitted to write their own excuses until they have returned an age verification form signed by their parent/guardian. The school may legally share all education information with an eighteen-year-old's parent/guardian.

Freedom of Expression

One of the basic purposes of education is to prepare students for responsible self-expression in a democratic society. Citizens in our democracy are permitted free expression under the First and Fourteenth Amendments. Students do not leave their rights at the schoolhouse door. They have the right to free expression as long as they do not substantially interrupt the educational process.

1. Students Rights

- a. Students have the right to express personal opinions in student publications and in participating in publishing such publications.
- b. Students may not be required to participate in patriotic exercises.
- c. Students may wear distinctive insignias, such as buttons and armbands, so long as they do not substantially interfere with the educational process. This freedom shall not interfere with the freedom of others to express themselves.

2. School Publications

A student publication is designed to serve as a vehicle for instruction and is, in addition, a means of communication. The student publication staff produces it with input from the student body and counsel from the publications advisor.

A school publication can best function when it provides a full opportunity for students to inquire, question and exchange ideas. Articles should reflect all areas of student interest, including topics about which there may be dissent and controversy. It is the intent of the board that students be provided with avenues for the

research of ideas and causes of interest to them and be allowed to express their opinions. Controversial subjects should be presented with consideration for a variety of viewpoints. Nothing in this policy is intended to allow censoring of any article merely because it is controversial or because it criticizes a particular school, a school procedure, school administrators, teachers, or the school system itself.

3. Student Right to Petition

Students shall retain the right of petition within the school system. The issued petition and the signatures attached shall be presented to the principal, who will study and act upon the petition.

Student Assistance Program

The School District recognizes that there is a responsibility shared among parents/guardians, community members, and professional school staff for the educational development of students. Whenever student behaviors or physical appearances indicate potentially serious problems which adversely affect educational growth or negatively influence the educational climate, it becomes the responsibility of the school to provide assistance.

The state of Minnesota has mandated by law that professional educators who have knowledge or reasonable cause to believe a student is being neglected or physically/sexually abused, shall report such information immediately to the appropriate authorities.

- A. Child abuse or neglect and chemical abuse may be revealed by a variety of symptoms in school, such as absenteeism or truancy, inability to concentrate on tasks, low achievement, or signs of excessive aggression.
- B. No student with chemical dependency, mental or physical problems, or serious personal problems, will have his/her student status affected for seeking and/or accepting diagnosis and treatment. If the student refuses to accept assistance or continually does not respond to treatment, or if significant indications of chemical abuse or other problems persist Policy 007.2 (Student Conduct) will be implemented.

The professional staff of each building or division in the School District shall establish a Student Assistance Team (SAT), which shall consist of the building principal, the school nurse, the school social worker or counselor, and two professional staff members appointed by the principal. This team will make supportive consultation and technical assistance available to the employee making the referral. In the case of a concern of probable child abuse or neglect, the staff member with the knowledge of the incident is responsible for making the report to the police or county officials. The staff member should consult with either the School Social Worker or the School Counselor for assistance in making the report to the proper agency. In the case of chemical abuse, the team, along with the referring employee, will decide if further intervention is warranted.

Student Records

1. It is the policy of the Saint Peter Public Schools to release school records to a new school that a Saint Peter student attends. Records to be released include:

- a. health record;
- b. A transcript, which includes grades, attendance, and standard group test scores;
- c. Special education records, including the current I.E.P., individual testing results (psychological, achievement, speech and language, adaptive, behavioral and emotional, along with social history information); and,
- d. Personal career file.

2. Student Rights

- a. All student records shall be confidential.

- b. Student records will be released to other schools, agencies, or persons without signed parent/guardian or student agreement to release these records.
- c. School records shall be available to any student or parent/guardian of a child under 18.
- d. Access to records will not be denied because of failure to pay fees such as book fines.

3. Directory Information

Whereas ISD 508 has occasion to release such information, it shall be the policy of ISD 508 to designate the following personally identifiable information contained in a student's education record as "directory information" and it will disclose that information without prior written consent:

- a. The student's name;
- b. The student's grade level;
- c. The student's weight and height, if a member of an athletic team; and
- d. Pictures of students participating in or attending extra-curricular activities, school events, and High School League activities or events.

Parents or guardians of a student or an eligible student (student who is 18 years of age or older or a student attending as post-secondary school) shall be given public notice of this policy on an annual basis and informed of a date by which they may object to the disclosure of such information. Upon notification to the district on a form provided by the school district, such information pertaining to the student shall not be released without prior permission of the parent, guardian, or eligible student.

4. Objection to Disclosure

Parents or guardians of a student or an eligible student (student who is 18 years of age or older or a student attending a post-secondary school) may object to the disclosure of such information. Upon notification to the district on a form provided by the school district, such information pertaining to the student shall not be released without prior permission of the parent, guardian, or eligible student. Please notify the high school office before October 1 if you desire information not to be released.

5. Yearbook Information

Students who do not wish to have their picture in the yearbook should inform the Peterian advisor as soon as possible.

APPENDIX A

MINNESOTA OPTIONS PROGRAM

SCHOOL DISTRICT ENROLLMENT OPTIONS OR OPEN ENROLLMENT permits kindergarten through twelfth grade students to apply to attend a school outside the district in which they live. The nonresident district must receive applications before January 1 for enrollment the following fall. Accepted students must agree to attend the new district for one full year. School districts with desegregation plans require that applications be sent to the home district first for approval to leave, before it is sent onto the nonresident district.

POSTSECONDARY ENROLLMENT OPTIONS allows eligible 11th and 12th graders to attend, full or part-time, a technical college, a community college, a private, liberal college or university, or any of the state universities for high school credit. Students must meet the requirements of that postsecondary institution and courses taken must meet graduation requirements.

HIGH SCHOOL GRADUATION INCENTIVES program is designed to encourage learners who are having difficulty in school or who have dropped out of school to complete their high school credits in alternative settings. Qualifying students may attend another traditional high school inside or outside their district, an Area Learning Center, an Alternative School or Program, or a nonpublic, nonsectarian school has been contracted by a district to provide educational services.

DIPLOMA OPPORTUNITIES FOR ADULTS AGED 21 AND OVER provides similar options for qualifying adults who wish to finish high school.

AREA LEARNING CENTERS provide year-round education toward a high school diploma for students 13 years of age through adult on a full or part-time basis. Students develop, with an instructor, a learning plan, which best fits their course needs and learning style.

EDUCATION PROGRAMS FOR MINOR PARENTS AND PREGNANT MINORS are designed to ensure that teens, who are parents or pregnant, complete their high school education. When requested, educational programs, which fit the needs of the individual, must be made available, by the school district, along with any necessary supportive services.

APPENDIX B

WEAPONS POLICY

I. GENERAL STATEMENT OF POLICY

The School District has a no-tolerance policy regarding weapons. Weapons include all Category I and Category II weapons as defined below. All weapons or instruments that have the appearance of a weapon are prohibited within all school environments and the school zone. An exception can be made for educational purposes and must be authorized in advance by the building principal or designee. Anyone possessing a weapon in any school environment or school zone before, during, or after school hours is subject to administrative and/or legal action.

II. SCHOOL ENVIRONMENTS/SCHOOL ZONE

School environments include, but are not limited to, district-owned buildings and properties as well as leased or rented facilities, field trips, rented or owned school vehicles and school buses, and school bus stops. The school zone includes all areas within 300 feet of school property.

III. POSSESSION

Students, non-students, employees, and other adults, are forbidden to knowingly or voluntarily possess on their person, store in any area subject to one's control, handle, transmit, or use any instrument that is considered a weapon or a "look-alike" weapon in a school environment or zone.

IV. REPORTING

Students or staff who see or become aware of a weapon in a school environment or zone must not touch it or remain in the presence of a person or group possessing a weapon. Students must notify an adult immediately. Staff must notify the principal immediately.

V. CATEGORY I VIOLATIONS

A. Category I weapons include:

1. All firearms, whether loaded or unloaded;
2. Other guns of all types, including pellet, B-B, stun, look-alike, and non-functioning guns that could be used to threaten others;
3. Knives, switchblades or automatically opening blades, daggers, swords, razors;
4. Artificial knuckles or other objects designed to be worn over the fist or knuckles;
5. Blackjacks, clubs, numchucks, or throwing stars;
6. Explosives;
7. Poisons, chemicals, or substances capable of causing bodily harm;
8. Bow and arrows or slingshots; and
9. Any other device or instrument used to intimidate, threaten, or inflict harm.

B. Category I Weapon Violations by Students

The procedure for all Category I weapon violations is:

1. Confiscation of the weapon;
2. Notification of the Superintendent or designees;
3. An administrative hearing with the student which will include:
 - a. Notification of parent/guardian;
 - b. Initial suspension from school for up to five days; and
 - c. Notification of police with recommendation to charge.

4. Recommendation to the superintendent regarding expulsion.
5. Expulsion from school for a period of not less than one year.

C. Category I Violation by Other Youths or Adults, Including Employees

1. The police will be contacted when any person, other than a student, violates this policy. School District employees will also be subject to District disciplinary action.

VI. CATEGORY II VIOLATIONS

A. Category II Weapons

The School District recognizes that some objects are questionable regarding whether they are weapons and whether the presence of the object requires activation and enforcement of this policy. Principals and other District employees shall use discretion when determining whether the object constitutes a weapon. Such objects may include, but are not limited to:

1. Small pocket knives or razor blades;
2. Fireworks, firecrackers, or smoke bombs;
3. Throwing darts;
4. Nuisance items or toys;
5. Unauthorized tools; and
6. Mace.

B. Category II Weapon Violation by Students

The procedure for Category II weapon violations is:

1. Confiscation of the weapon;
2. Notification of parent/guardian;
3. An administrative hearing with the student, which may include:
 - a. Initial suspension from school for up to five days;
 - b. Recommendation to the Superintendent regarding expulsion; and
 - c. Notification of police.

C. Category II Weapon Violations by Other Youths and Adults, Including Employees

1. The police will be contacted when any person, other than a student, violates this policy. School District employees will also be subject to District disciplinary action.

VII. ADMINISTRATIVE DISCRETION REGARDING POSSESSION

- A. A student who finds a weapon on the way to school, on school property, or in the school building and takes the weapon to the principal's office shall not be considered in possession of a weapon.
- B. On very rare occasions, a weapon is inadvertently brought onto school property or is in one's possession. If such an occasion is clearly the case, the building principal, after a thorough investigation, may use discretion in determining the appropriateness of applying "Category II" consequences for a "Category I" violation (other than firearms).

VIII. AUTHORIZED INSTRUMENTAL AND WORK-RELATED EQUIPMENT AND TOOLS

This policy is not meant to interfere with instruction in use of appropriate equipment and tools by employees and students. Such equipment, when properly used and stored, shall not be considered a weapon for purposes of this policy. However, when authorized instructional and work equipment and tools

are used in a potentially dangerous or threatening manner, the guidelines and consequences of this policy will take effect.

IX. EXCEPTIONS

A. This policy provides for the following exceptions:

1. Licensed peace officers, military personnel, or students participating in military training who are performing duties;
2. School-District approved firearm safety courses or similar activities conducted on school property;
3. School-District approved possession and use of dangerous weapons by ceremonial color guard;
4. School-District approved possession and use of starter guns for athletic contests; and
5. Possession of dangerous weapons with prior written permission of the building principal.

B. Students with Disabilities

1. All students, regardless of disability, will be suspended from school for one to five days, pending further investigation of a weapons policy violation.
2. If the alleged violator is "a student with a disability" pursuant to Minnesota and federal law, special due process procedures will be implemented. Within five days of a suspension, a team meeting shall occur. The team shall determine whether the weapons policy violation is related to the disability.
3. If the team determines that the misconduct is unrelated to the student's disability, the student will be disciplined in the same manner as students without disabilities. The disabled student who violates this weapons policy will not be expelled if the assessment team determines that the misconduct is related to the student's disability.
4. If the violation resulted from the student's disability and the student commits a second violation, the District may expel the student in the event that that student's parents/guardians do not consent to a more restrictive placement.

APPENDIX C

SAINT PETER PUBLIC SCHOOL

417 CHEMICAL USE AND ABUSE

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. Use of controlled substances, medical cannabis, toxic substances, and alcohol is prohibited in the school setting in accordance with school district policies with respect to a Drug-Free Workplace/Drug-Free School.
- B. The policy of this school district is to provide an instructional program in every elementary and secondary school in chemical abuse and the prevention of chemical dependency.
- C. The school district shall establish and maintain in every school a chemical abuse preassessment team. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
- D. The superintendent, with the advice of the school board, shall be responsible for establishing a school and community advisory team to address chemical abuse problems in the district.
- E. The school district shall establish and maintain a program to educate and assist employees, students and others in understanding this policy and the goals of achieving drug-free schools and workplaces.

[Note: Comprehensive drug prevention programs are required to be adopted and carried out by school districts pursuant to the Safe and Drug-Free Schools and Communities Act. In addition, school districts are required by the Drug-Free Workplace Act to establish drug-free awareness programs for school district employees. Further, state law authorizes school districts to provide instructional programs in chemical abuse and the prevention of chemical dependency.]

III. DEFINITIONS

- A. "Chemical abuse" means use of any psychoactive or mood-altering chemical substance, without a compelling medical reason, in a manner that induces mental, emotional, or physical impairment and causes socially dysfunctional or socially disordering behavior, to the extent that the student's normal function in academic, school, or social activities is chronically impaired.
- B. "Chemicals" includes, but is not limited to, alcohol, toxic substances, medical cannabis, and controlled substances as defined in the school district's Drug-Free Workplace/Drug-Free School policy.
- C. "Use" includes to sell, buy, manufacture, distribute, dispense, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration.
- D. "School location" includes any school building or on any school premises; on any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off-school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

IV. STUDENTS

- A. Instruction
 - 1. Every school shall provide an instructional program in chemical abuse and the prevention of chemical dependency. The school district may involve parents, students, health care professionals, state department staff, and members of the community in developing the curriculum.

[Note: The Safe and Drug-Free Schools and Communities Act requires school districts to adopt and carry out a comprehensive drug and violence prevention program with funds received. Since a comprehensive drug prevention program is required and a school district is specifically authorized by state law to provide instructional programs in chemical abuse and the prevention of chemical dependency, this should be a component of each school district's mandatory program. In addition, the Safe and Drug-Free Schools and Communities Act specifies additional items which may be included as part of the mandatory comprehensive drug prevention program. Some of the suggested items relating to instruction or training are detailed in Paragraphs 2. through 6. below and a school district may wish to adopt one or all of the listed components as part of its mandatory program.]

- 2. Each school shall have age-appropriate and developmentally based activities

that:

- a. address the consequences of violence and the illegal use of drugs, as appropriate;
 - b. promote a sense of individual responsibility;
 - c. teach students that most people do not illegally use drugs;
 - d. teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use;
 - e. teach students about the dangers of emerging drugs;
 - f. engage students in the learning process; and
 - g. incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.
3. Each school shall have activities that involve families, community sectors (which may include appropriately trained seniors), and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for violence and illegal use of drugs.
4. Each school shall disseminate drug and violence prevention information within the school and to the community.
5. Each school shall have professional development and training for, and involvement of, school personnel, student services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.
6. Each school shall have drug and violence prevention activities that may include the following:
 - a. Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.
 - b. The hiring and mandatory training, based on scientific research, of school security personnel who interact with students in support of youth drug and violence prevention activities under this policy that are implemented in the school.
 - c. Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.
 - d. Counseling, mentoring, referral services, and other student assistance

practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.

- e. Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.

B. Reports of Chemical Use and Abuse

1. In the event that a school district employee knows that a student is abusing, possessing, transferring, distributing, or selling chemicals in a school location:
 - a. The employee shall immediately either take the student to an administrator or notify an appropriate administrator of the observation and continue to observe the student until the administrator arrives.
 - b. The administrator will notify the student's parents. If there is a medical emergency, the administrator will notify the school nurse and/or outside medical personnel as appropriate.
 - c. The administrator will notify law enforcement officials, the student's counselor, and the chemical preassessment team.
 - d. The administrator and/or law enforcement officials will confiscate the chemicals and/or conduct a search of the student's person, effects, locker, vehicle, or areas within the student's control. Searches by school district officials shall be in accordance with school board policies regarding search and seizure.
 - e. The school district will take appropriate disciplinary action in compliance with the student discipline code. Such discipline may include immediate suspension, initiation of expulsion proceedings, and/or referral to a detoxification center or medical center.
2. If a school district employee has reason to believe that a student is abusing, possessing, transferring, distributing, or selling chemicals:
 - a. The employee shall notify the building administrator or a member of the preassessment team and shall describe the basis for the suspicion. The building administrator and/or team will determine what action should be taken. Action may include conducting an investigation, gathering data, scheduling a conference with the student or parents, or providing a meeting between a single member of the team and the student to discuss the

behaviors that have been reported and attempting to ascertain facts regarding chemical abuse.

- b. The team may determine there is no chemical abuse. If the team determines there is chemical abuse, the team will select an appropriate course of action, which may include referral to a school counselor; referral to a treatment program; referral for screening, assessment, and treatment planning; participation in support groups; or other appropriate measures.
3. Students involved in the abuse, possession, transfer, distribution, or sale of chemicals shall be suspended in compliance with the student discipline policy and the Pupil Fair Dismissal Act, Minn. Stat. § 121A.40-121A.56, and proposed for expulsion.
4. Searches by school district officials in connection with the abuse, possession, transfer, distribution, or sale of chemicals will be conducted in accordance with school board policies related to search and seizure.

C. Preassessment Team

1. Every school shall have a chemical abuse preassessment team designated by the superintendent or designee. The team will be composed of classroom teachers, administrators, and other appropriate professional staff to the extent they exist in each school, such as the school nurse, school counselor or psychologist, social worker, chemical abuse specialist, or others.
2. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
3. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.

D. Data Practices

1. Student data may be disclosed without consent in health and safety emergencies pursuant to Minn. Stat. § 13.32 and applicable federal law and regulations.
2. Destruction of Records
 - a. If the preassessment team decides not to provide a student and, in the case of a minor, the student's parents with information about school or community services in connection with chemical abuse, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the determination is made.
 - b. If the team decides to provide the student and, in the case of a minor or a dependent student, the student's parents with such information, records created or maintained by the team about the student shall be destroyed not later than six (6) months after the student is no longer enrolled in the district.

- c. This section shall govern destruction of records notwithstanding provisions of the Records Management Act, Minn. Stat. § 138.163.

E. Consent

Any minor may give effective consent for medical, mental, and other health services to determine the presence of or to treat conditions associated with alcohol and other drug abuse, and the consent of no other person is required.

F. School and Community Advisory Team

1. The superintendent, with the advice of the school board, shall establish a school and community advisory team to address chemical abuse problems. The advisory team will be composed of representatives from the school preassessment teams to the extent possible, law enforcement agencies, county attorney's office, social service agencies, chemical abuse treatment programs, parents, and the business community.
2. The advisory team shall:
 - a. build awareness of the problem within the community, identify available treatment and counseling programs for students, and develop good working relationships and enhance communication between the schools and other community agencies; and
 - b. develop a written procedure clarifying the notification process to be used by the chemical abuse preassessment team when a student is believed to be in possession of or under the influence of alcohol or a controlled substance. The procedure must include contact with the student and the student's parents or guardian in the case of a minor student.

V. EMPLOYEES

- A. The superintendent or designee shall undertake and maintain a drug-free awareness and prevention program to inform employees, students, and others about:
 1. The dangers and health risks of chemical abuse in the workplace/school.
 2. The school district's drug-free workplace/drug-free school policy.
 3. Any available drug or alcohol counseling, treatment, rehabilitation, re-entry, and/or assistance programs available to employees and/or students.
 4. The penalties that may be imposed on employees for drug abuse violations.
- B. The superintendent or designee shall notify any federal granting agency required to be notified under the Drug-Free Workplace Act within ten (10) days after receiving notice of a conviction of an employee for a criminal drug statute violation occurring in the workplace. To facilitate the giving of such notice, any employee aware of such a conviction shall report the same to the superintendent.

[Note: Notification to the federal granting agency within ten (10) days is required by the Drug Free Workplace Act. 41 U.S.C. § 8103.]

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.25-121A.29 (Chemical Abuse)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 138.163 (Records Management Act)
Minn. Stat. § 144.343 (Pregnancy, Venereal Disease, Alcohol or Drug Abuse, Abortion)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. §§ 7101-7165 (Safe and Drug-Free Schools and Communities Act)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug Free School)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)

418 DRUG-FREE WORKPLACE / DRUG-FREE SCHOOL

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of controlled substances, toxic substances, medical cannabis, and alcohol before, during, or after school hours, at school, or in any other school location, is prohibited as a general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, controlled substances, or medical cannabis in any school location.

- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. **DEFINITIONS**

- A. "Alcohol" includes any alcoholic beverage, malt beverage, fortified wine, or other intoxicating liquor.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. § 812, including analogues and look-alike drugs.
- C. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; or (4) any other method, excluding smoking, approved by the commissioner.
- D. "Toxic substances" includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.
- E. "Use" includes to sell, buy, manufacture, distribute, dispense, possess, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.
- F. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.
- G. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

IV. **EXCEPTIONS**

- A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, which has a currently accepted medical use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minn. Stat. § 624.701, Subd. 1a

(experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).

V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, must comply with the school district's student medication policy.

[Note: School districts are required by Minn. Stat. § 121A.22 to develop procedures for the administration of drugs and medicine. If the school district does not have a student medication policy such as MSBA/MASA Model Policy 516, this Paragraph A. can be modified to provide: "Students who have a prescription from a physician for medical treatment with a controlled substance must provide a copy of the prescription and the medication to the school nurse, principal, or other designated staff member. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer the prescribed medication in accordance with school district procedures."]

- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

[Note: The Drug-Free Workplace Act requires that school district employees be notified by a published statement of the prohibition of the use of controlled substances and actions that will be taken against employees for violations of such prohibition. 41 U.S.C. § 8103; 34 C.F.R. Part 84. An acknowledgment will document satisfaction by the school district of this federal requirement.]

- D. Employees are subject to the school district's drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances in a school location except with the express permission of the superintendent.
- F. No person is permitted to possess or use medical cannabis on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility.
- G. Possession of alcohol on school grounds pursuant to the exceptions of Minn. Stat. §

624.701, Subd. 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. ENFORCEMENT

A. Students

1. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.
2. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or to law enforcement officials when appropriate.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References: Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)

Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minn. Stat. § 609.684 (Sale of Toxic Substances to Children; Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)
20 U.S.C. § 7101-7165 (Safe and Drug-Free Schools and Communities Act)
21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 516 (Student Medication)

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

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

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

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

secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.

- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

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

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

III. DEFINITIONS

- A. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- B. "Heated tobacco product" means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

- D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. "Vaping" means using an activated electronic delivery device or heated tobacco product."

IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

V. VAPING PREVENTION INSTRUCTION

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

[NOTE: In addition, school districts may choose to require (a) evidence-based vaping prevention instruction to students in grades 9 through 12; and/or (b) a peer-to-peer education program to provide vaping prevention instruction.]

VI. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.

- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to Children)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA Service Manual, Chapter 2, Students; Rights, Responsibilities and Behavior

DO WE keep anything in section below
DRUG/ALCOHOL AND ASSAULT POLICY

I. GENERAL STATEMENT OF POLICY

Students are forbidden to knowingly or voluntarily possess, sell, use, or distribute illegal drugs/alcohol or tobacco on school grounds or at school-sponsored activities. School grounds include 300 feet surrounding any immediate school building.

II. PROCEDURES FOR TOBACCO OFFENSES

The procedure used for dealing with student tobacco offenses will be as follows:

- A. Notification of the parent/guardian;
- B. Minors will automatically be referred to the police for charges to be filed when the student is found smoking or possessing tobacco, or when distributing tobacco in school or at school-sponsored activities.
- C. Students will be sent home for the remainder of the school day.
- D. Smoking violations will result in the student's loss of Commons privileges for the entire year.
- E. Minnesota State High School League rules will apply to all tobacco-related violations. These consequences will be handled by the school's Activities Director.
- F. The school nurse will be directed to meet with the student to discuss the health implications of tobacco use.
- G. The tobacco product will be confiscated.

III. PROCEDURES FOR DRUG/ALCOHOL OFFENSES

The procedure used for dealing with student drug/alcohol offenses will be as follows:

- A. Notification of the parent/guardian
- B. Students will automatically be referred to the police for charges to be filed when the student voluntarily possesses, sells, uses, or distributes illegal drugs/alcohol on school grounds;
- C. An administrative hearing will be held with the student, which will include:
 - 1. An initial suspension from school for up to five days; and
 - 2. Consideration of whether a recommendation should be made to the Superintendent to expel the student.
- D. Drug/alcohol violations will result in the student's loss of Commons privileges for the entire year;
- E. The activities director will apply all Minnesota State High School League Rules;
- F. A school social worker or counselor will be directed to meet with the student to discuss the health implications of drug/alcohol use; and
- G. All illegal drugs/alcohol will be confiscated.

IV. GENERAL STATEMENT OF POLICY

Students are forbidden to threaten bodily harm or death to other persons. While on school grounds or at school activities, students are forbidden to engage in fighting with another person or persons.

V. ASSAULT OR FIGHTING

Assault or fighting consists of aggressive, violent behavior by two or more individuals with the intent of inflicting physical harm upon one another and shall be differentiated from poking, pushing, shoving or scuffling. The disciplinary procedure for fighting will include:

1. Notification of parent/guardian; and
2. An administrative hearing held with the student, which may result in:
 - a. Assignment of after-school detention;
 - b. Assignment of in-school detention;
 - c. Suspension from school for up to five days; and /or
 - d. Involvement of police.

VI. VERBAL ASSAULT

Verbal assault shall be defined as abusive, threatening, profane, or obscene language, either oral or written. It includes conduct that degrades people because of their race, religion, ethnic background, or physical or mental disability. The disciplinary procedure for verbal assault (threats) will include notification of parent/guardian and an administrative hearing held with the student. Consequences may include detention, suspension from school for up to five days and/or the involvement of police.

APPENDIX D

HARASSMENT AND VIOLENCE POLICY

005.PERSONNEL

005.4 Board of Education Policy Prohibiting Harassment and Violence

I. GENERAL STATEMENT OF POLICY

It is the policy of the School District to maintain a learning and working environment that is free from harassment and violence by:

- A. Prohibiting any form of harassment or violence;
- B. Affirming the rights of individuals to be themselves; and
- C. Creating and maintaining a physically and psychologically safe and respectful environment where learning, growth, and self-esteem can be attained by everyone.

It will be the responsibility of all professional employees of the School District to take appropriate action against any form of harassment or violence. The School District will act to take appropriate action or discipline when this policy has been violated.

It shall be a violation of this policy for any administrator, teacher, student, or other school district personnel to harass, to inflict, threaten to inflict or attempt to inflict violence upon any student, teacher, administrator, or other school personnel.

II. DEFINITIONS

- A. **SCHOOL DISTRICT PERSONNEL:** School District personnel include Board of Education members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the School District.

- B. PROFESSIONAL EMPLOYEES: Professional employees of the district include teachers, administrators and any other persons charged with the supervision of students.
- C. HARASSMENT: Harassment shall be defined as physical or verbal conduct that has the purpose or effect of:
 - 1. creating an intimidating, hostile or offensive working or academic environment;
 - 2. substantially or unreasonably interfering with an individual's work or academic performance; or
 - 3. adversely affecting an individual's employment or academic opportunities.
- D. VIOLENCE: Violence shall be defined as:
 - 1. an act done with intent to cause fear in another of immediate bodily harm or death;
 - 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 - 3. the threat to do bodily harm to another with present ability to carry out the threat.

This does not include necessary restraint of a student by teachers, administrators, or other School District personnel to avoid physical harm to persons or property.

- E. SEXUAL HARASSMENT: Sexual harassment shall be defined as:
 - 1. unwelcome sexual advances;
 - 2. unwelcome pressure for sexual favors;
 - 3. sexually motivated physical conduct or other verbal or physical conduct; or
 - 4. communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education;
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

Sexual harassment may include but is not limited to:

- 1. unwelcome verbal harassment or abuse;
 - 2. unwelcome behavior or words directed at an individual because of gender;
 - 3. unwelcome pressure for sexual favors;
 - 4. unwelcome sexual or inappropriate patting, pinching, or physical contact. (This does not include necessary restraint of a student by teachers, administrators, or other School District personnel to avoid physical harm to persons or property.);
 - 5. unwelcome sexual behavior or words, including demands for sexual favors accompanied by implied or overt threats concerning an individual's employment, or educational status; or
 - 6. unwelcome sexual behavior or words, including demands for sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status.
- F. RACIAL HARASSMENT: Racial harassment shall be defined as physical or verbal conduct relating to an individual's race when the conduct has the purpose or effect of:
 - 1. creating an intimidating, hostile, or offensive working or academic environment;
 - 2. substantially or unreasonably interfering with an individual's work or academic performance; or
 - 3. adversely affecting an individual's employment or academic opportunities.

- G. RELIGIOUS HARASSMENT: Religious harassment shall be defined as physical or verbal conduct which is related to an individual's religion when the conduct has the purpose or effect of:
 - 1. creating an intimidating, hostile, or offensive working or academic environment;
 - 2. substantially or unreasonably interfering with an individual's work or academic performance; or
 - 3. adversely affecting an individual's employment or academic opportunities.
- H. SEXUAL VIOLENCE: Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts, or forcing a person to touch another person's intimate parts. Intimate parts, as defined in Minnesota Statutes Section 609.341, include the primary genital area, groin, inner thigh, buttocks or breasts, as well as the clothing covering these areas.

Sexual violence may include, but is not limited to:
 - 1. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - 2. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - 3. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - 4. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.
- I. RACIAL VIOLENCE: Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.
- J. RELIGIOUS VIOLENCE: Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.
- K. Immediately: As soon as possible, but in no event longer than 24 hours.

III. REPORTING PROCEDURES

The Board of Education hereby designates the Human Rights Officer to oversee the actions taken in response to reports or complaints of harassment or violence. If the complaint involves the Human Rights Officer, the complaint shall be filed directly with the Superintendent.

The School District shall conspicuously post the name of the Human Rights Officer, including mailing addresses and telephone numbers.

Submission of a good faith complaint or report of harassment or violence will not affect the complainant or reporter's future employment, grades, or work assignments.

Use of a formal reporting form is not mandatory.

In a formal investigation, the School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School District's legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations.

NOTHING IN THIS POLICY SHALL PREVENT ANY PERSON FROM REPORTING HARASSMENT OR VIOLENCE DIRECTLY TO THE DISTRICT HUMAN RIGHTS SUPERVISOR OR TO THE SUPERINTENDENT.

I. REPORTS OR COMPLAINTS AGAINST DISTRICT PROFESSIONALS OR PERSONNEL

- A. REPORTING PROCEDURES: Any person who believes he or she has been the target or victim of harassment or violence by an administrator, teacher, or other School personnel of the School District, or any person with knowledge or belief of conduct which may constitute harassment or violence toward a student,

teacher, administrator, or other School Personnel should report the alleged acts immediately to the appropriate building principal, the School District Human Rights Officer, or the Superintendent. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

In each School District building, the building principal is the person responsible for receiving and investigating oral or written reports of harassment or violence at the building level. Any adult School District personnel who receives a report of harassment or violence by an administrator, teacher or other School District personnel shall inform the building principal immediately. The School District encourages the reporting party or complainant to use the report form that can be obtained from the principal of each building or from the School District office. Oral reports shall be considered complaints as well. The building principal may request, but may not insist upon, a written complaint. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as primary contact on policy and procedural matters.

A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

Upon receipt of a report, the principal must notify the School District Human Rights Officer immediately without screening and prior to investigating the report. A written statement of the alleged facts will be forwarded as soon as practical by the principal to the Human Rights Officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights supervisor. If the complaint involves the building principal, the complaint shall be made or filed directly with the Superintendent or the School District Human Rights Officer by the reporting party or complainant.

Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

False accusations or reports of violence or harassment against another person are prohibited.

A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerate violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures as outlined in the student handbook.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

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

- B. INVESTIGATION: By authority of the School District, the Human Rights Officer, -within three days of the receipt of a report or complaint alleging harassment or violence, shall undertake or authorize an investigation. The investigation may be conducted by School District officials or by a third party designated by the School District.

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods and documents that may provide pertinent information to the investigator.

In determining whether alleged conduct constitutes a violation of this policy, the School District should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Conduct that constitutes harassment or violence of a sexual, racial or religious nature shall be considered most seriously. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

In addition, the School District may take immediate steps, at its discretion, to protect the target or victim, complainants, teachers, administrators, or other School District personnel pending completion of an investigation of alleged harassment or violence.

The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the decision of discipline or other remedial responses.

The investigation will be completed as soon as practical. The School District investigator shall make a written report to the Superintendent and the Human Rights Officer upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the Board of Education. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

- C. SCHOOL DISTRICT ACTION: Upon receipt of a written report after the completion of an investigation, the School District will take appropriate action. Such action may include but is not limited to, warning, suspension, transfer, restitution, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School District action taken from violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and School District policies.

The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.

In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

V. REPORTS OR COMPLAINTS AGAINST STUDENTS

It is the philosophy of the School District that students are in school to be educated. Therefore, any behavior that alters the effectiveness of the learning environment will be addressed and corrected. Additionally, students who behave in ways that intimidate, offend or cause discomfort for other students or adults will first be educated regarding more appropriate and respectful behaviors.

Students will be disciplined for harassing or violent behavior when they have not responded to efforts to educate them or when the behavior is serious enough to endanger the safety of others.

All School District professionals and personnel are responsible for the enforcement of this policy. Teachers and teacher assistants will address behavior by students that is harassing or violent as such behavior is observed. Students who do not respond to teacher intervention will be referred to the building principal for further intervention. Corrective action taken at the building level may include, but is not limited to, referral to the peer-mediating program, a conflict resolution or other counseling session with a School District counselor or social worker, restitution, community service opportunities in the school, a written problem solving paper, a conference with the student's parent(s)/guardian(s), and a warning conference with the student. Disciplinary action for severe behavior may include any of the above, as well as suspension, exclusion, expulsion, and a report to law enforcement. Harassment that is sexual, religious, or racial in nature, and any form of physical violence will be treated as serious behavior.

Building principals must maintain written records of interventions attempted to correct harassing and violent behavior. These records will be available to, and reviewed by, the School District Human Rights Officer on a regular basis.

Nothing in this policy, or any action by any School District professionals or personnel shall discourage or prevent any student from filing a written complaint of harassment or violence with the building principal, the School District Human Rights Officer, or the Superintendent. Complaint forms will be available to all students from the principal of each building and the School District office. A copy of all written complaints must be sent immediately to the School District Human Rights Officer, and an investigation by the building principal must commence within one school day of receipt of the complaint. The building principal will forward to the Superintendent and the Human Rights Officer a written statement of findings and action taken when such investigation is complete.

VI. RETALIATION OR REPRISAL

The School District will discipline or take appropriate action against any administrator, teacher, or other School District personnel who retaliates against any person who reports alleged harassment or violence of any person who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VII. RIGHT TO ALTERNATE COMPLAINT PROCEDURES

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

VIII. HARASSMENT OR VIOLENCE AS ABUSE

Under certain circumstances, alleged harassment or violence may also be classified as abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statute, Section 626.556 may be applicable. Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged harassment, violence, or abuse.

IX. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
- B. Copies of this policy shall be available in the school district's employment office and will be distributed to new school district employees and independent contractors who regularly interact with students.
- C. This policy shall appear in the student handbook.
- D. The school district will discuss this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Reviewed: 12/1999
 06/2004
 11/2012

First Reading: August 24, 2015
Adopted: September 21, 2015

APPENDIX E

BOMBS AND BOMB THREATS POLICY

I. Instructions for Receiver of a Call

Schools have been primary "targets" of bomb threats particularly on a seasonal basis (Spring and Fall).

However, there have also been documented cases where actual bombs have been found and/or detonated.

Bomb threats should be taken seriously.

1. A person receiving a bomb threat should try to attract someone else's attention (without tipping off the call) in an attempt to have the call traced. (Note: office staff are most likely to receive such a call and should be familiar with the process for tracing a call).
2. Obtain as much information as possible, i.e., the time set for the explosion, the exact location of the bomb, the type of explosive device and what it looks like; and, why the bomb was placed in the school. Justify your request for more data by expressing a desire to save the lives of innocent people. Pay particular attention to any strange or unusual background noises and the voice of the caller.
3. Immediately notify the building administrators and the superintendent of school. A decision will be made on whether or not to evacuate the building. It is not recommended that school evacuation be made in all cases; however, circumstances will vary in each incident.
4. On request of building administrators or superintendent, call the police department (931-1550) and/or sheriff's department (931-1570).

II. Building Administrators or Designee's Responsibilities

1. Check the receiver of the call for authenticity and other pertinent information.
2. Report to the emergency command center.
3. Call the police and/or sheriff's office, if not already done.
4. Evaluate the bomb threat and determine the course of action that will be taken from the emergency command center.
 - a. Deploy search teams from the command center to search the outside and inside of the building.
 - b. Alert all staff members to conduct a search of their classroom, office or work area and report any unusual conditions.
5. Meet with the law enforcement officials regarding search and further procedures.
6. Handle all inquiries from the news media.
7. Follow the administrative rules for bomb threat procedures.

IF STUDENTS ARE AWARE OF WEAPONS, BOMBS OR OTHER DANGEROUS DEVICES ON SCHOOL PROPERTY OR THREATENED TO BE BROUGHT ONTO SCHOOL PROPERTY, THEY SHOULD IMMEDIATELY NOTIFY AN ADULT.

III. Evacuation of the Building

1. If the building is to be evacuated in response to a bomb threat:
 - a. Notify the police department immediately.
 - b. Evacuate the building immediately with everyone going at least 500 feet from the building (175 paces).

School should not be canceled or students sent home.

- c. Teachers will make a visual check of their classrooms, as they evacuate, reporting anything unusual to the police.

DO NOT TOUCH ANYTHING SUSPICIOUS.

- d. Teachers, aides, nurses will be responsible for persons in rooms at time of evacuation.
 - e. Teachers will take their class roll once evacuated. Teachers who do not have classes should make certain everyone is at least 500 feet from the building.
2. Building administrators or custodians make a visual check for persons still in the building.
3. Do not reenter the building or an area of the building unless cleared by the police department. If requested by the police department, the head building supervisor, and a building designee, should conduct a visual search of the interior and exterior of the building.
4. If the evacuation is for the remainder of the school day, move students a safe distance from the building. Activate a plan to move the students to a secure area. Students will be dismissed or transported from this area.
5. Secure all doors.
6. If the building is NOT to be evacuated in response to a bomb threat, as a minimum, follow instruction #4 above.

IV. Responsibilities of Faculty and Staff

1. Make a visual check of classroom, offices or work areas. Report anything unusual to the principal. **DO NOT TOUCH ANYTHING.**
2. If evacuation is necessary, follow the fire drill evacuation to at least 500 feet (175 paces) from the building.

3. Staff who have rooms that have outside doors should check to see that they are locked before evacuating the building.
4. Do not enter the building until told to do so by the building administrator or designee.

APPENDIX F

SOCIAL SECURITY NUMBERS FOR STATE REPORTING

All Minnesota school districts are a part of a statewide computer reporting system, which uses the student social security number to record information about your child. This information is, in turn, provided to the Minnesota Department of Education. This Department is required by law to collect and store information about each pupil, each staff member, and each educational program**. Therefore, we ask that you, the parent, provide your child's social security number although you are not legally required to do so.

The Department of Education uses this information to determine how much money the school district receives from the state and federal government. This information is also used to judge the quality of the state's educational programs, to improve instruction, to follow trends in student enrollment, and to track student participation in various programs.

Your child's school district will share this information with the Department of Education. The Department of Education will share the information with the Department of Human Services to allocate additional funding and improve instruction.

As a parent, you do not have to provide your child's social security number. If you choose not to provide the number, the school district staff might need to submit another type of report to receive money distributed by the state or federal government.

**Minnesota Statutes Sections 121.932 and 124.17.

APPENDIX G

HAZING POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the School District shall plan, direct, encourage, aid, or engage in hazing.

- B. No teacher, administrator, volunteer, contractor, or other employee of the School District shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on and off School District property and during and after school hours.
- E. A person who engages in an act that violates School District policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline.
- F. The School District will investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the School District who is found to have violated this policy.

III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The harms of hazing include, but are not limited to, mental stress, embarrassment, shame, or humiliation that adversely affects the mental health or dignity of the student or that adversely affects student performance. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body;
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
 - 4. Any activity that intimidates or threatens the student with ostracism; and
 - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of School District policies or regulations.
- B. "Student Organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular School District events. A student organization does not have to be an official School District organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of hazing is encouraged to report the alleged acts immediately to an appropriate School District official designated by this policy.
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report directly to a School District human rights officer or to the Superintendent.
- C. Teachers, administrators, volunteers, contractors, and other employees of the School District shall be particularly alert to possible situations, circumstances, or events, which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct, which may constitute hazing, shall inform the building principal immediately.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant's or reporter's future employment, grades, or work assignments.

V. SCHOOL DISTRICT ACTION

- A. Upon receipt of a complaint or report of hazing, the School District shall undertake or authorize an investigation by School District officials or a third party designated by the School District.
- B. The School District may take immediate steps, at its discretion, to protect the complainant, report, students, or others pending completion of an investigation of hazing.

C. Upon completion of the investigation, the School District will take appropriate action. Such action may include but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Fair Dismissal Act, School District policies and regulations.

VI. REPRISAL

The School District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the School District who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

VII. DISSEMINATION OF POLICY

This policy shall appear in each school's student handbook and in each school's staff handbook.

APPENDIX H

ACCEPTABLE USE OF THE COMPUTER NETWORK AND INTERNET

Acceptable Use of the School District Computer Network

Rules and Regulations

The following information outlines the rules and regulations related to Board of Education Policy 006.14 Acceptable Use and Internet Policy.

Despite its enormous educational potential, the Internet also contains the potential for abuse. Saint Peter Public Schools is not responsible for ensuring the accuracy or usability of any information found on external networks. For safety purposes, Saint Peter Public Schools employs both an Internet filter and firewall, and maintains compliance with CIPA (Children's Internet Protection Act).

The Board of Education expects all students to abide by the Acceptable Use Procedures of Saint Peter Public Schools. Failure to follow the guidelines may result in disciplinary action.

A. Limited Educational Purpose

1. The Saint Peter Public Schools computer network has not been established as a public access service and is not an "open" or "limited open" forum. The term "educational purpose" includes but is not limited to information management, classroom activities, media center projects, research, career development, and limited curriculum-related work on an individual student basis.
2. Saint Peter Public Schools has the right to place reasonable restrictions on the material accessed or posted through the system. Students are expected to follow the rules set forth by the district and the law when using the Saint Peter Public Schools computer network.
3. Students may not use the Saint Peter Public Schools computer network for commercial purposes. This means products or services may not be offered, provided, or purchased through the Saint Peter Public Schools computer network.
4. The Saint Peter Public Schools computer network may not be used for political lobbying. It may be used to communicate with elected representatives and to express opinions to them on political issues.

B. Internet Access

1. Students shall have access to Internet World Wide Web information resources through their classroom, library, or school computer lab.
2. Parent(s)/guardian(s) are given the opportunity to determine their child's access to the Internet when they enter the public school system, and in Grades 3 and 7. Students and their parent(s)/guardian(s) must sign an Acceptable Use Consent Form to be granted access to the Internet. Parent(s)/guardian(s) can withdraw their approval at any time.
3. The use of the school district system and access to use of the Internet is a privilege, not a right. The school district reserves the right to limit or remove any user's access to the school district's computer system, equipment and Internet access at any time for any reason.

C. Unacceptable Uses

1. Personal Safety

- a. Students shall not post personal contact information about themselves or other people on the Internet. Personal contact information could include, but is not limited to, student's or employee's home address or telephone number, a student's school address, and an employee's work address. It is not a violation of this policy to include the school's return address on outgoing email communications.
- b. Students shall not agree to meet with someone met on-line without parent's approval.
- c. Students shall promptly disclose to their teacher or other school employee any message received that is inappropriate or causes discomfort.

2. Illegal Activities

- a. Students shall not attempt to gain unauthorized access to Saint Peter Public Schools computer network or to any other computer system through Saint Peter Public Schools computer network or go beyond authorized access. This includes attempting to log in through another person's account or access another person's files.
- b. Students shall not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means.
- c. Students shall not use the Saint Peter Public Schools computer network system to engage in any illegal act, such as arranging for the sale or use of drugs or alcohol; that facilitate criminal gang activity; that facilitate gambling; or that violate any local, state or federal statute.
- d. Students shall not use the Internet or the district's computer network to harass or threaten the safety of others.
- e. Students shall not misuse the computer equipment or network, to include but not exclusive of, deletion or violation of password-protected information, computer programs, data, password or system files; inappropriate access of files, directories, Internet sites; deliberate contamination of the system, unethical use of information, or violation of copyright laws is prohibited.

3. System Security

- a. Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use their accounts.
- b. Students shall immediately notify a teacher or the system administrator if they have identified a possible security problem. Students should not look for security problems, because this may be construed as an illegal attempt to gain access. Under no conditions should students provide other students with their password.

- c. Students who gain access to teacher computer files, directory, programs, and website without permission from the teacher will be subject to disciplinary action.
- d. The district will assign specific staff with security, management, and account responsibilities associated with the district's Internet resources and network accounts.
- e. Tampering with the district's computer security system, and/or applications, and/or documents, and/or equipment, will be considered vandalism, destruction, and defacement of school property. Please be advised that it is a federal offense (felony) to break into any security system. Financial and legal consequences of such actions are the responsibility of the user and/or student's parent or guardian.

4. Inappropriate Language

- a. Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.
- b. Students shall not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
- c. Students shall not post information that could cause damage or a danger of disruption.
- d. Students shall not engage in personal attacks, including prejudicial or discriminatory attacks, based on a person's race, gender, sexual orientation, religion, national origin, or disability, or engage in any other harassment or discrimination prohibited by school district policy or by law.
- e. Students shall not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If students or staff are told by a person to stop sending them messages, they must stop.
- f. Students shall not knowingly or recklessly post false or defamatory information about a person or organization.

5. Respect for Privacy

- a. Students shall not re-post a message that was sent to them privately without written permission of the person who sent them the message.
- b. Students shall not post private information about another person on the Internet.

6. Respecting Resource Limits

- a. Students shall use the system only for educational and career development activities and limited curriculum-related work on an individual student basis.
- b. Students will have access to limited space on the school's computer server. Users are responsible for making back-up copies of the documents and files that are critical to their use.
- c. Students shall not deliberately or knowingly delete another student's file.
- d. Students and employees shall only use software that is supplied by the school district.
- e. Students shall not install hardware or software on the school district's computer system without the permission of the technology coordinator.

7. Plagiarism and Copyright Infringement

- a. Students shall not plagiarize works that are found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
- b. Students shall respect the rights of copyright owners. Copyright infringement occurs when one inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, follow the expressed requirements. If students are unsure whether or not work can be used, request permission from the copyright owner. Copyright law can be very confusing; ask media specialists for guidance as needed.

8. Access to Inappropriate Materials

- a. Students shall not use the Saint Peter Public Schools computer network to access material that is profane or obscene (pornography), contains viruses, network hacking programs, or similar

- programs that advocate illegal acts, or that advocates violence or discrimination towards other people (hate literature).
- b. If students mistakenly access inappropriate information, they should immediately inform their teacher, media specialist, or another district employee. This will protect them against claims that they have intentionally violated this policy.
 - c. Parent(s)/guardian(s) should instruct students if there is additional material that they think it would be inappropriate for them to access. The district expects that students follow their parent's instructions in this matter.
 - d. Educators will monitor student use of the Internet in schools and will take reasonable measures to prevent access by students to inappropriate materials on the Internet and World Wide Web and restrict access to materials harmful to students.
 - e. The district may monitor the online activities of students, and operate technology protection measures (filtering/blocking devices or software) on all computers on the district's computer network as required by law. The filtering/blocking software will attempt to protect against access to visual depictions that are obscene, harmful to students, and child pornography, as required by law. Invasion or disabling of the filtering/blocking device installed by the district, including attempts to evade or disable, is a violation of the Acceptable Use Policy.
 - f. Students have access to laptop computers for overnight use. When connecting to the Internet, our firewall does **NOT** filter inappropriate content off the school network. Parents may restrict students from having access to a laptop computer for overnight use by informing the Media Center.

D. Disciplinary Action

The school district may take disciplinary action when a student violates any portion of the Acceptable Use Policy. Disciplinary action may include, but it is not limited to:

- Meeting with the Technology Coordinator, Media Center Specialist or Principal;
- Detention/School-After-Hours;
- Loss of school privileges;
- Parent/Guardian conference with school staff;
- Modified school programs;
- Removal from class;
- Co-curricular ineligibility;
- Suspension;
- Exclusion;
- Expulsion.

E. Student Rights and Responsibilities

1. Free Speech

Student right to free speech is set forth in School Board Policy 007.5 which applies also to communication. The Saint Peter Public Schools computer network is considered a limited forum, similar to the school newspaper, and, therefore, the district may restrict speech for valid educational reasons.

2. Search and Seizure

- a. Students should not expect any privacy in the contents of personal files on the district system. Administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly.
- b. The district may examine all information stored on district technology resources at any time. The district may monitor staff and student technology usage. Electronic communications, all data stored on the district's technology resources, and downloaded material, including files deleted from a user's account, may be intercepted, accessed, or searched by a district administrator or designees at any time.
- c. Routine maintenance and monitoring of Saint Peter Public Schools computer system may lead to discovery that this policy or the following policies or laws have been violated. An individual search shall be conducted if there is reasonable suspicion policies have been violated.
- d. Parent(s)/guardian(s) of students have the right at any time to request to see the contents of student's files.

3. Due Process

- a. The school district shall cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through Saint Peter Public Schools computer network.
- b. In the event there is a claim that students have violated this policy or other Board policy in use of the Saint Peter Public Schools computer network, they shall be provided with information related to the suspected violation and have an opportunity to present an explanation.
- c. If the violation also involves a violation of other provisions of School Board policy, it shall be handled in a manner described in School Board Policy which deals with dismissal, including suspension, exclusion, and expulsion. Additional restrictions may be placed on use of individual Internet accounts, or could result in suspension, expulsion, and/or financial liability.

4. Limitation of Liability

The school district does not assume and, hereby, expressly disclaims liability for the misuse of its computers, equipment, e-mail, and Internet programs that violate this policy or any applicable law. The district makes no guarantee that the functions or the services provided by or through the district system shall be error-free or without defect. The district is not responsible for any damage suffered through the use of its computer system, including but not limited to, the loss of data, interruptions in service, the accuracy or quality of information obtained through or stored in the system, damages or injuries from improper communications, damage to property used to access school district computers or online resources, or financial obligations resulting from the use of school district resources.

Through the Saints Digital Learning Initiative, Saint Peter High School continues its commitment to offering students and teachers access to best-practice strategies and modern equipment to improve the classroom experience. Beginning with the Class of 2017, all 9th grade students will be issued an iPad Mini through a 1-to-1 digital learning program that will provide each student a personal learning tool that can be adapted to various courses and learning experiences. Our 1-to-1 digital learning program will provide students new opportunities for authentic experiences

to develop the skills and strategies for using emerging digital tools that they will need to be prepared to achieve success in college and careers in the 21st Century.

Please consult the *Saints Digital Learning Initiative 1-to-1 Handbook* for program details, expectations, and terms and conditions. Handbooks are available upon request from the high school office.

APPENDIX I

B007. STUDENTS

007.4 Student Welfare

007.47 Bullying Prohibition

I. PURPOSE

The purpose of this policy is to assist the school district in its goal of previewing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such an act is committed on or off school district property and /or with or without the use of school district resources.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying

C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, false reporting of bullying, or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with School District's policies and procedures. The School District may take into account the following factors:

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

A. The School District will investigate all complaints of bullying and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the School District who is found to have violated this policy.

B. Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions and education about bullying up to and including suspension, and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may

result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from School District property and events and/or termination of services and/or contracts.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. An actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. Materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyberbullying as defined in this policy.

B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct that occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. “Immediately” means as soon as possible but in no event longer than 24 hours.

D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

F. “Prohibited conduct” means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

G. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

H. “Student” means a student enrolled in the public school.

IV. REPORTING PROCEDURE

A. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy:

1. Shall report the alleged acts immediately to an appropriate School District official; or
2. A person may report bullying anonymously, but action may not be taken against an alleged perpetrator based solely on an anonymous report.

B. The School District encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the School District office, but oral reports shall be considered complaints as well.

C. The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other School District employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building report taken immediately. School-district personnel who fail to inform the building report taken of conduct that may constitute bullying, or other prohibited conduct, in a timely manner may be subject to disciplinary action.

E. Reports of bullying, or other prohibited conduct, are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building principal or responsible authority will be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying, or other prohibited conduct, will not affect the complainant’s or reporter’s future employment, grades, work assignments, or educational or work environment.

G. The School District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School District’s obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three days of the receipt of a complaint or report of bullying, or other prohibited conduct, the School District shall undertake or authorize an investigation by School District officials or a third party designated by the School District.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and other applicable school district policies; and applicable regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The School District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the School District who commits an act of reprisal or who retaliates against any person who makes a good faith report of alleged bullying, or prohibited conduct, or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. TRAINING AND EDUCATION

A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the

school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, and publications on school rules, procedures, and standards of conduct.

B. The school district shall require ongoing professional development to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
4. The incidence and nature of cyberbullying; and
5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
5. Teach students to advocate for themselves and others;
6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by the inclusion of all or applicable parts of its protection and privacy of pupil records policy in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. Revisions shall be made in consultation with students, parents, and community organizations.

First Reading:	06/10/04
Adopted:	07/08/04
Reviewed:	12/09/10, 05/14, 06/14

School policies are regularly reviewed by the Board of Education. If changes are made to the policies described in the handbook, information will be shared with students and parents in a timely manner. To access the most up-to-date handbook, please visit our website at <http://www.stpetersschools.org/middle-high.htm>.

Parent/Guardian Guide to Statewide Testing: Live link available at [Minnesota Department of Education](#)



Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.

Date _____ (This form is **only** applicable for the 20____ to 20____ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

____ I received information on statewide assessments and choose to opt my student out. MDE provides a *Parent/Guardian Guide to Statewide Testing* on the [MDE website](#) (Students and Families > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

____ MCA/MTAS Reading

____ MCA/MTAS Science

____ MCA/MTAS Mathematics

____ ACCESS or Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my student will receive a score of "not proficient" and he/she waives the opportunity to receive a college-ready score that could save time and money by not having to take remedial, noncredit courses at a Minnesota State college or university. My school and I may lose valuable information about how well my student is progressing academically. In addition, opting out may impact the school, district, and state's efforts to equitably distribute resources and support student learning.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The reading and mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Because test content represents the academic standards as completely as possible, preparing for and taking the assessments uses the very same knowledge, processes and strategies included in the standards.

Are there limits on local testing?

As stated in 120B.301, for students in grades 1-6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7-12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.state.mn.us/StudentsandFamilies/StatewideTesting/) (education.state.mn.us > Students and Families > Statewide Testing).

Rock Bend
Area Learning Center
Saint Peter Public Schools

Student Handbook
2021-2022 SCHOOL YEAR

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Program Description and Objectives

Mission

Providing accountable and collaborative learning opportunities in a respectful educational climate; where individuals can strive to reach their fullest potential; to become lifelong learners and responsible citizens in a diverse and ever changing world.

Program Description

An area learning center provides comprehensive educational services to enrolled secondary students throughout the year. Students served are off-track for graduation and are working towards completing their graduation requirements. ALCs serve students from more than one district. Rock Bend ALC serves students from Saint Peter Public Schools and Cleveland Public Schools in a core-day program as well as extended day (night-school) and summer school programming.

At Rock Bend ALC (Area Learning Center), high school students in the Saint Peter area have the opportunity to receive individualized academic attention from a highly qualified staff in a safe and supportive environment. As an Area Learning Center, Rock Bend offers:

- Accelerated credit generation
- Work skills training
- On-the- job experiences
- Individual attendance expectations
- All while providing the Saint Peter Public Schools standard curriculum and required testing.

Students who fulfill their academic requirements at Rock Bend ALC earn their diplomas as Saint Peter High School students. Students in grades 9 through 12 (under 21 years old) are eligible for services.

Students enrolled in Rock Bend ALC must have a Continual Learning Plan on file with the school. This document must be updated at the start of each academic year.

SECTION I: Academics

Curriculum & Instruction

Our highly qualified teachers are responsible for the development of the curriculum and for planning the delivery of the curriculum. Classroom paraprofessionals assist in the delivery of the curriculum (carrying out the teacher's plan) and differentiation and support for individual students.

Marking and Reporting Procedure

- Students may receive the full range of marks A-F and I (incomplete) or NC (no credit), provided that the level is identified and recorded.
- Marks are earned on a nine-week basis. Final marks are awarded at the end of each grading period and credit will be determined utilizing the 120 hours = 1.0 credit equation.
- Marks are awarded for academic achievement only. Marks are not to be used in a punitive manner nor are marks to be lowered because of misconduct. This does not mean that points cannot be awarded for performance.
- Teachers must be able to explain to students and parents/guardians the reasons for a particular mark given.
- The teacher should give a reasonable explanation for an abnormal mark distribution.
- Teachers must explain how marks are determined and what is expected of a student who is to receive each of the marks. A handout to students is recommended.
- Students and parents/guardians are to be notified of student progress periodically, as provided by School Board Policy.
- Incomplete marks may be given at the teacher's discretion, but they must encourage students to complete all outstanding work.
- Teachers are to allow appropriate time for daily make-up work or tests that were assigned while the student was absent.
- A student who gives forth to the best of her/his capacity to learn as judged by the professional staff shall be promoted through the school program at the normal rate and shall be given passing marks.
- Teachers record all marks in an electronic class record book that is organized, accurate and legible. This book becomes the official source for the school for student marks.

Academic Integrity

At the Rock Bend ALC, we act responsibly, live with integrity and show respect. We hold our students to the highest standards of performance and integrity and expect each student and

staff member to maintain these standards and strive for continuous improvement. We expect our students to take responsibility for their actions and thus maintain academic integrity and a respectful learning environment for our school.

To act with academic integrity, students must value and demonstrate positive regard for:

- Intellectual honesty
- Personal truthfulness
- Learning for its own sake
- The creation and work of others

Academic integrity is achieved when a student:

- Takes full credit for his/her own work and gives full credit to those who have helped or influenced him.
- Represents his/her own work honestly and accurately.
- Collaborates with other students only as specifically directed or authorized.

Student behaviors that promote genuine student achievement include:

- Organization - Keep class notes and materials in a folder that is easily accessible.
- Self advocacy - Seek help from teachers. Ask for clarification.
- Take risks - Learning is difficult work and students must be willing to try new things in order to learn skills and obtain new knowledge

Academic Integrity Violations

Violations may result in earning a zero on an assignment.

- Cheating: Seeking to obtain credit or improved scores through the use of deception.
 - Ex: copying homework, looking at another student's quiz or test
- Facilitation: Helping another student obtain credit or improved scores through the use of deception.
 - Ex: Allowing another student to copy your homework, reporting to other students what is on a test or quiz, working together with another student and submitting the same answers without instructor approval.
- Falsification: Fabrication.
 - Ex: Misrepresenting yourself in any way to your teacher regarding the work you have done, saying you turned in an assignment when you have not, making up information or data in a paper or project.
- Plagiarism: Representing the words or ideas of another as one's own in a paper or assignment.
 - Ex: Copying information from printed or digital sources and pretending the words are your own writing.

Graduation Requirements

The Minnesota Graduation Standards define what it is students should know and be able to do as a result of a Kindergarten through 12th grade education. The Graduation Standards provide the goal towards which both teachers and students are working. They become the focus on which assessment, curriculum and instruction are designed to ensure that all students receive a variety of educational opportunities which move them closer to the goals of being: purposeful thinkers, effective communicators, self-directed learners, productive group participants and responsible citizens.

Saint Peter High School requires students to earn 27 credits for a diploma. All students must satisfactorily complete all credit and course requirements before they will be allowed to participate in the commencement ceremony for graduation. These requirements include:

- 4.5 credits of English: students are required to take one required English course per year and a .5 credit communication course.
- 3.5 credits of Social Studies: must include geography, world history, US history, government, citizenship and economics
- 4.0 credits of Math: Including geometry and algebra II
- 4.0 credits of Science: must include physics, chemistry and biology
- 1.0 credit of Fine Art: fine Art credits may be earned by taking any course in the music or art department
- .5 credit of Health
- 1.5 credits of Physical Education
- 8.0 credits of additional coursework (electives)

The basis of a credit course (1.0 credit) in grades nine, ten, eleven, and twelve shall be the satisfactory completion of a course on the secondary level covering a minimum of 120 clock hours.

If students leave Rock Bend ALC prior to graduation, academic records will be sent to the transfer district.

Commencement

In order to be eligible to participate in the Saint Peter High School commencement exercises, students must have completely finished all credit and graduation requirements set forth by the state of Minnesota *and* ISD 508. Participation in commencement exercises is voluntary. Students who do not wish to participate in the commencement exercises should inform the principal as soon as possible. A student's failure to attend the scheduled graduation practice may result in her/his not being allowed to participate in the commencement exercises themselves. Additionally, all obligations (library books returned, fines paid, detention

completed, etc.) must be cleared before a student will be eligible to participate in commencement exercises. There is a dress code for all commencement ceremony participants.

Assessments

State Testing

The Minnesota Comprehensive Assessments (MCA) are state tests in reading, mathematics, and science that are used to meet federal and state legislative requirements. The tests are administered every year to measure student performance relative to the Minnesota Academic Standards that specify what students in a particular grade should know and be able to do.

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form is available online:

<https://education.mn.gov/mde/fam/tests/>

Students at Rock Bend ALC participate in the following required state assessments:

- MCA Reading: Grade 10
- MCA Mathematics: Grade 11

College Admission and Prep Exams

Rock Bend ALC strives to prepare students for their individual goals and aspirations. For many students, this includes post-secondary education. Students in grade 10 and 11 may take the PreACT one time each year. PreACT assessments are multiple-choice and provide students an early measure of College and Career Readiness while serving as a practice opportunity for the ACT® test.

Students in grade eleven will have the opportunity to take the ACT on a designated district-testing date. The cost of the exam is only covered for students who qualify for free or reduced lunch.

SECTION II: Attendance

Importance of Attendance

Regular attendance is absolutely essential to progress in schoolwork. Students should develop the habit of being on time and prepared for the day's work. The Rock Bend ALC teachers, families and students are expected to cooperate and communicate in the matter of attendance.

Valid Absences and Exceptions

Although excusing absenteeism and tardiness is at the discretion of the principal, the following reasons are valid and should be used by parents and students as guidelines:

1. Illness of the student.
2. Serious illness or death of a member of the student's family.
3. Emergency dental and medical appointments
4. Educational experiences, such as excursions and trips sponsored by the school, and not available at other times.
5. Severe weather conditions, according to the merits of the case.
6. Religious holidays.

Exceptions to the attendance policy include:

1. Family vacation request: these requests must be submitted to the Rock Bend ALC principal prior to the vacation to be considered as excused absences.
2. A school-sponsored activity will not count against the attendance policy.
3. Doctor appointments require a slip to be signed by the health facility or excused by the medical provider.
4. A suspended absence(s).
5. Court appointments, which must be verified
6. The building principal may make exceptions in unusual cases or in extraordinary circumstances.

Work-Based Learning

Work-based learning is intended to help students increase their opportunities to enter high-skilled, high-wage careers after graduation. The goal is to prepare all students for post-secondary education, careers and citizenship. Program participation is dependent on successful completion of, or concurrent enrollment in, the work experience seminar class. Students will be allowed to enroll in the program for 1-2 periods (additional periods with administrative approval). Students must work at least the same number of hours Monday-Friday as they miss from school each week. Students will receive .5 credit per 60

hours worked. Students will receive a P/F grade for the class based on the supervision and observation of the work-based learning supervisor. Students may not be eligible for the program if it interferes with their ability to take required courses for graduation. Students will not be able to earn work-based learning credit if they are not passing their required content-area courses.

Students are responsible for submitting required paperwork for the work-based learning program. If responsibilities are not fulfilled, students may not generate credit.

Truancy and Unexcused Absences

Definition of Truancy: A child's willful absence without lawful excuse from one or more class periods on seven different school days.

- For a child ages 12-17, the absence from school is presumed to be truancy, due to the child's willful intent to absent themselves from school.

Absence from school without parent's/guardian's or school's permission is truancy. Truancy of students under the age of 18 will be reported to the county, and students will be classified as "Habitually Truant" unless lawfully withdrawn from school.

Tardiness

Students who are more than 15 minutes late to a class will be marked absent, not tardy.

SECTION III: Guidelines & Procedures

Emergency & Crisis Response

All school faculty and staff assigned to the program will be annually trained and certified in CPI. School staff and faculty will follow emergency management policies and school district policies when addressing crises.

Fire extinguishers, smoke/heat sensors, and fire alarms are apparatus which are to only be used in the event of emergencies. People who intentionally misuse this equipment will be referred to the proper authorities.

Emergency Evacuation Procedures

Fire Emergency

1. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all students have passed out of the room. If there is time, teachers are to close doors and bring class rosters with them.
2. As soon as the alarm is sounded, students should rise and pass in a rapid, orderly manner from the room by the exit used for regular dismissal. An orderly dismissal with minimal talking is expected. Maintaining a minimal noise level will allow for emergency instructions or changes in regular procedure to be heard. The first students to arrive at any exit should hold the door open until teachers arrive to relieve them.
3. Students will not take their coats, jackets or books with them.
4. As soon as all students have exited the building, the teachers will take their positions at the exit from which the students exited and under no circumstances allow any of them to enter the building until the "all clear" has been given by the designated staff.
5. Have students move into the parking lots. The space near the building should be absolutely clear. Students should return to the building after a drill by the same route that they left the building.
6. Where to go from classrooms: Each room will have a fire escape assignment posted in the room and teachers will explain fire drill exit procedures during the first week of school.
7. Do not leave the school grounds during a drill or emergency unless you are directly supervised by a high school staff member.

Armed Intruder

Students and staff will follow ALICE training protocol in the event of an armed intruder.

Civil Defense Alert

Students will be sent home if official civil defense communications indicate there is sufficient time before dangerous conditions develop. (Information will be released by the proper authorities to all communications media). In case conditions will not allow time for students to be dismissed, students will be assembled in designated areas in the building.

Tornadoes

Public warning signal: 5 minutes steady blast on the civil defense siren and repeated if necessary. Staff should proceed with all students to pre-designated tornado shelter. Students should sit down and cover their heads.

Emergency Procedures For Serious Accidents (staff)

1. Do a primary survey of scene and person
2. Check airway, breathing, and circulation -- ABC's
3. Check for bleeding, start first aid
4. Send for assistance. DO NOT leave injured person unattended
5. Determine the need for immediate medical attention
6. Instruct someone to CALL 911
7. Notify principal and school nurse at appropriate time
8. Complete incident/injury report
9. No injured person is to be sent home without prior approval or supervision.
10. Parent/emergency contact must be notified.

General Security

The front door will be locked at all times throughout the day. Visitors must check in at the main office and wear a nametag in the building.

Students and visitors are not allowed in the mail and copy room.

Emergency Care Policy

In the event of an emergency or serious illness, it is the policy of the School District to provide appropriate medical response and to contact the parent/guardian in a timely manner.

In a life-threatening emergency, the school will contact emergency response personnel immediately. The parent/guardian or designated emergency person will be contacted at the same time.

If the situation is not life threatening, but the student requires urgent care and the school cannot contact a parent/guardian or designee, school personnel will transport the student to the Saint Peter Community Hospital for care. The School District will not provide transportation outside of Saint Peter for care. When parents/guardians arrive at the hospital, they will be able to change health care providers if they so desire. It is the responsibility of the parent/guardian to pay any incurred medical expenses.

Injuries or Illnesses/Accident Reporting Procedure/Insurance

Injuries and Illnesses

1. Students should notify the nearest teacher in case of injury, illness or emergency.

2. Students who become ill should inform their teacher immediately. The teacher will consult with the teacher, principal or district nurse if necessary.
3. Students who become ill while at school should NOT go to the restroom and sit for the class period. Students who do this will be marked as absent unexcused and detention will be assigned.
4. Students may not leave the school building for illness without first discussing it with their teacher and obtaining a leave school permit. The teacher or principal will telephone the parents/guardians to obtain their permission for the student to leave the building.

Accident Reporting Procedure

Students who suffer injuries from any particular accident should report to their teacher or immediate supervisor. If the supervisor is not available, the student should report to the principal's office, at which time the proper action will be taken.

Notification of Health Office and Parents

Any adult on school staff has the responsibility to notify the district nurse of an injury to any student, staff or visitor on school grounds.

Treatments or medications can only be given with signed permission of a physician and parent. When the injured or ill person is placed in the care of the family or emergency medical response team, the school's responsibility is fulfilled. The name of each person's health care provider is recorded on the health and emergency cards.

Student Medication

The School District acknowledges that some students may require prescribed and/or non-prescribed medication during the day. Medication will be administered by the school nurse or her/his designee, such as a trained health assistant, a principal, or a teacher.

Prescription and non-prescription medication requires a completed, signed authorization from the student's parent or guardian. The School District may rely on an oral request from the parent or guardian to administer medication for up to two school days, until a written authorization is received.

1. Prescription and non-prescription medication must come to school in the original prescription container. A medication permission form must be completed annually and/or when a change in the prescription occurs.
2. Prescribed medication that is to be taken in school requires a written order from the physician.
3. Medications are generally not to be carried by the student. If an exception is to be made, there must be a written agreement between the School District and the parent. Medications will be left with the appropriate School District representative, except as

noted in a written agreement between the School District and the parent. Students are allowed by Minnesota statute to carry inhalers for asthma and epi-pens for allergic reactions.

4. Parents or guardians must notify the school if any change in the student's medication or if the medication is no longer required. For medication dosage changes, the School District must receive written notification from the physician.
5. For drugs or medicine used by children with a disability, administration of medicine may be provided as specified in the individual education plan (IEP).
6. The school nurse, or other designated person, shall be responsible for filling out the medication administration forms in the student's health record section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.

Physical Examinations

For the benefit of the individual student and the protection of other students and school personnel, it is the policy of the Saint Peter Public Schools to recommend periodic physical examinations of all students by a licensed physician. The selection of a licensed physician shall be made by the parents or guardians and the examination shall be at their expense.

1. A physical examination is recommended for all students prior to entry into kindergarten.
2. A physical examination is recommended for all students prior to entry into seventh grade.

Exempting a student from the physical examination does not exempt the student from participating in the program of physical education. If such exemption is utilized, the student or parent (depending upon the student's age) shall furnish a written statement to the School District verifying that either the student has no disabilities and can fully participate or, setting forth the disabilities and limitations of the student.

Reporting to Parents

It is School District policy to inform parents at regular intervals of their student's attendance, academic, and disciplinary matters. Consequently, the following reports will be available at appropriate times to parents:

Attendance

Notices of irregular attendance practices will be forwarded to parents/guardians at appropriate intervals. Should poor attendance continue, a conference with the student's parents/guardians will be necessary. Continued poor attendance could result in the student's forfeiting credit in the particular class.

Academic Reports

The grading system is A, B, C, D, F, No Credit and Incomplete. Report cards are available on-line to parents, guardians, and students at the end of each grading period. On-line access can be obtained by contacting Kathy Wobbrock at 934-4210 ext 418, or kwobbrock@stpetersschools.org. Paper copies will be mailed at the end of each semester.

Parent conferences will be held during each school year. The dates for parent conferences are noted in the school calendar.

Discipline Referrals

Whenever any form of disciplinary action is necessary, a discipline referral will be sent to the parents/guardians informing them of the misconduct as well as the administrative action taken.

School Closing Procedures

School closings and late start announcements will be made over local television and radio stations beginning about 6:30 a.m. The school district will also activate its emergency communications system (ConnectEd). The same local media and ConnectEd will be used if school must be dismissed early.

Searches

Equipment that belongs to the school district may be used by students at their convenience. The school insists that designated student space be properly cared for and not used for the storage of illegal items such as firearms, liquor, cigarettes, illegal drugs, etc.

Student Rights

1. A search of a student's person should be limited to a situation where the administration has reasonable belief that the student is concealing evidence of an illegal act or school rule violation.
2. Dangerous items (such as firearms, weapons, etc.) and other items, which may be used to substantially disrupt the educational process, will be removed from the student's possession.
3. A general inspection of school properties including, but not limited to, student designated spaces or desks may be conducted on a regular basis. Illegal items and items belonging to the school or another person will be seized.
4. All items seized may be returned to the proper authorities or the true owner.
5. Students may be given the opportunity to be present when a search of personal possessions is conducted if there is no reason to believe that their presence would be a threat to the safety of themselves or others.

6. When a custodial interrogation takes place in school by a law enforcement official or police officer, students should be advised of their rights by the proper authority, including the right to counsel and the right to remain silent.
7. Designated student spaces may be searched by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant. This is 1995 Minnesota Legislation (HF107, Article 3, Sec. 10-12).
8. It is a policy of the state of Minnesota (Subdivision 1) that school lockers/cubicles are the property of the school district. At no time does the school district relinquish its exclusive control of lockers/cubicles provided for the convenience of students. Inspection lockers/cubicles may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. These searches may be carried out by a specially trained dog. 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 the students whose locker/cubicle were searched unless disclosure would impede an ongoing investigation by police or school officials.
9. School principals will conduct periodic inspections of the school space. These inspections may be announced or unannounced and may be carried out using specially trained dogs to sniff out and alert staff to the presence of substances prohibited by law or district police.

Grievance Procedure

In an attempt to give our students an opportunity to present legitimate grievance, they may have access to the following grievance procedure, which has been adopted:

1. A student with a particular grievance or complaint is urged to first try to resolve the problem with the other party involved on a one-to-one basis (i.e., grades, discipline, school policy, etc.).
2. If the problem cannot be resolved at level one, the student should then bring that problem to the attention of the principal who will call together the grievant and the other party involved to attempt to mediate and resolve the problem.
3. If, after the final decision of the principal, the grievant still believes the problem is unresolved, further appeal may be granted through request made to the principal for review by the Superintendent of Schools.

SECTION IV: Expected Behavior & Policies

Student Rights

All students have the right to an education and the right to learn.

Student Responsibilities

All students have the responsibility:

1. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
2. To attend school daily, except when excused, and to be on time to all classes and other school functions;
3. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
4. To make necessary arrangements for making up work when absent from school;
5. To assist the school staff in maintaining a safe school for all students;
6. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
7. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
8. To be aware of and comply with federal, state, and local laws;
9. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
10. To respect and maintain the school's property and the property of others;
11. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
12. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
13. To conduct themselves in an appropriate physical or verbal manner; and
14. To recognize and respect the rights of others.

Code of Student Conduct

The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school

district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

The School Board considers the following behaviors to be unacceptable behaviors that may be subject to disciplinary action.

1. Acts of dishonesty.
2. Any criminal activity or violation of the law. 506-5
3. Attendance issues, including failure to attend class, tardiness, and leaving class without permission.
4. Cheating and plagiarism.
5. Damage to or misuse of property, including misuse of technology or use of technology in a way that causes property damage
6. Failing to follow the instructions of an administrator, teacher, or other School District representative.
7. Gang activity.
8. Inappropriate physical contact with another person, as well as acts of physical aggression, fighting, horseplay and play fighting.
9. Possession, distribution, or use of alcohol, drugs, and tobacco (including look alike substances and synthetic substances) or paraphernalia.
10. Possessions of weapons (as defined in School Board Policy 501) explosives, incendiary devices, or any type of combustible substances.
11. Substantially interrupting the learning environment.
12. Sexual misconduct and sexual assault.
13. Theft.
14. Threats of violence.
15. Trespassing.
16. Using language that is not appropriate in a school setting or possessing materials containing language that is not appropriate in a school setting. Inappropriate language includes abusive, profane, obscene, or threatening language. Inappropriate language also includes language that constitutes cyberbullying, bullying, discrimination, harassment, or hazing. Teasing and name-calling may also be considered inappropriate language.
17. Violations of other School Board Policies setting forth expectations for student behavior including:
 - A. School Board Policy [102](#), Equal Educational Opportunity;
 - B. School Board Policy [413](#), Harassment and Violence;

- C. School Board Policy [417](#), Chemical Use and Abuse;
- D. School Board Policy [419](#), Tobacco-Free Environment;
- E. School Board Policy [501](#), Weapons;
- F. School Board Policy [502](#), Search of Student Lockers, Desks, Personal Possessions, and Student's Person;
- G. School Board Policy 503, Student Attendance;
- H. School Board Policy 504, Student Dress and Appearance;
- I. School Board Policy 505, Distribution of Non-School Sponsored Materials on School Premises by Students and Employees;
- J. School Board Policy 514 Bullying Prohibition;
- K. School Board Policy 521, Student Disability Nondiscrimination;
- L. School Board Policy [526](#), Hazing Prohibition;
- M. School Board Policy 527, Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches;
- N. School Board Policy 528, Student Parental, Family and Marital Status Nondiscrimination;
- O. School Board Policy 536, Student Internet Acceptable Use and Safety Policy;
- P. School Board Policy 627, Academic Honesty;
- Q. School Board Policy 709, Student Transportation Safety.

Anti-Discrimination Policy

It is the intent of the School Board Policy to comply with federal and state law prohibiting discrimination to the end that no person shall, on the grounds of race, color, national origin, creed, religion, sex, marital status, status with regard to public assistance, age or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program; or in employment or recruitment, consideration or selection thereof; whether full-time or part-time, under any educational program or activity operated by the district for which it receives federal financial assistance.

The School District has a written plan to help assure that curriculum and materials, which are used in the district educational program, are designed to insure that staff and student gain an understanding and appreciation of diverse persons. In addition, special emphasis is placed on understanding the cultural diversity of the United States of America. A complete copy of this plan is on file at the district office.

Bus Transportation Policy

The development of this policy is based on the state law that says riding a school bus is a privilege and not a right. This policy will be a part of the Rock Bend ALC Student Handbook.

School Bus Rules

The School District school bus safety rules are to be posted on every bus. If these rules are broken, the School District's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the School District's Transportation Office/School Office.

Expectations while boarding the bus

1. Respect the property of others while waiting at the bus stop.
2. Keep your arms, legs and belongings to yourself.
3. Use appropriate language.
4. Stay away from the street, road, or highway when waiting for the bus.
5. Wait until the bus stops before approaching the bus.
6. After getting off the bus, move away from the bus.
7. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
8. No fighting, harassing, intimidating, or horse playing.
9. No use of alcohol, tobacco, or drugs.

Expectations on the Bus

1. Follow the driver's direction right away.
2. Sit in the seat facing forward.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep your arms, legs, and belongings to yourself.
6. No fighting, harassment, intimidating, or horse playing.
7. Do not throw any object.
8. No eating, drinking, or using tobacco or drugs.
9. Do not bring any weapon or dangerous objects on the school bus.
10. Do not damage the school bus.

Consequences

School bus misconduct or any incident that affects the safety of individuals on the bus, including the driver and the supervising adults, the student responsible will be given a written warning by the bus driver. Copies of the written warning will be distributed to the student's case manager and unit supervisor.

1. The first time an incident occurs the student may be suspended from riding the bus for one ride. He may be transported by the INSERT SOMETHING ELSE.

2. The second time an incident occurs the student may be suspended from riding the bus for up to five events. He may be transported by the INSERT SOMETHING ELSE.
3. The third time an incident occurs the student may be suspended from riding the bus for the remainder of the quarter or until the multidisciplinary team has determined that the student can behave on the bus in a manner that does not endanger the safety of other bus riders.

Classroom Rules

Respect the rights and property of others

1. Respect other student's right to learn as you desire respect for your learning
2. Think about before respect before you speak
3. Food and drink are only permitted in the classroom when given permission and students are responsible for cleaning up after themselves.
4. Use proper language and dress appropriately (school is a "job")

Engage in learning activities

1. Be prepared
2. Be on time for class
3. Be on task during class, follow along, engage in discussion, ask questions, etc.

Personal and school devices

1. Electronic devices may be used in class when there is not active teaching/speakers, class discussions or educational videos.
2. Electronic devices must stay on your desk during class time (not in hands).
3. Electronic devices may be used during break and during lunch
4. Sound (including vibration) on devices must be turned off
5. Students must follow the "acceptable use" policy on school and personal devices at school.

District Buildings

1. Rock Bend ALC students are "guests" in any other district building and must check in for a visitor's pass before entering other buildings

Dress and appearance

Students are not subjected to a formal dress code. However, in order to provide the very best learning environment, clothing or hairstyles deemed disruptive or which cause a distraction to

the educational process will not be allowed. Teachers and other staff will make the determination of disruption or distraction. Violations include, but are not limited to, chains, chain wallets and any clothing which promotes alcohol, drugs, tobacco, nudity, sexually inappropriate behavior, or violence/harassment. If a student's appearance is determined to be a distraction or inappropriate in the school setting, the student will be responsible to correct the situation by:

1. Changing the attire
2. Covering the attire or distraction, or
3. Removing the attire or distraction.

Students who continually refuse to comply with requests to dress accordingly will be subject to all discipline procedures.

Student Rights and Responsibilities

1. Student dress and grooming are the responsibility of the student and her/his parent/guardian.
2. Dress and grooming shall be clean and in keeping with health and sanitary practices.
3. Students should not wear clothing or hairstyles that can be hazardous to them in their school activities.
4. Dress and grooming shall not disrupt the educational process.
5. Students whose dress is in violation of these standards will be subject to dismissal.

Field Trips

Occasionally certain classes offer opportunities for students to visit sites outside the school that are related to the course. These opportunities are a privilege and may be denied for just cause. It is required that students return the signed "parent permission slip" to their teacher before they leave on the field trip. Only school-authorized transportation will be used and at least one faculty member will chaperone each vehicle used for the field trip. Parents are allowed to only take their own child from a school function.

Halloween Costumes

It is our policy as a secondary school that Halloween festivities happen at student's residential units, not at school. Therefore, students will not be allowed to come to school in costumes or make-up. It is disruptive to the education process to have students in costumes or make-up at school.

Harassment Policy

All students and staff at Rock Bend have the right to be treated with respect and to feel safe. We will maintain an environment that is free from harassment, bullying, intimidation and/or discrimination.

All reports of harassment will be taken seriously and actions will be taken appropriate to the report. Students and adults alike are expected to follow the guidelines that prohibit harassment.

Discrimination based upon anyone's personal differences will not be tolerated. People have a right to be free from harassment based upon:

1. Race, creed or national origin
2. Sex, gender or sexual orientation
3. Age
4. Religion
5. Language
6. Disability
7. Social, economic or family background
8. Political practices

Harassment can include, but is not limited to:

1. Name calling, jokes or rumors
2. Graffiti, drawings, notes, or online postings
3. Unwelcome touching of a person and/or their clothing

If you feel you have been harassed, bullied, intimidated or discriminated against, you should make reports in the following order:

1. Rock Bend Teacher or Paraprofessional
2. Alternative Schools & Program Administrator: Jana Sykora
3. Saint Peter High School Harassment Officer: Kelly Jensen

Lunch

1. Students are to eat meals in the lunch cafeteria unless permitted by the teacher to eat in the classroom.
2. Students caught throwing food in the cafeteria will be disciplined.
3. Clean-up
 - a. After eating, all students are asked to clean up their dishes, return them to the kitchen dish reception area.
4. Lunch accounts:
 - a. Students will have a lunch account number.
5. Open campus lunch period
 - a. Rock Bend ALC students have an open lunch period meaning they may leave campus for lunch. This is a privilege that may be revoked at any time by a teacher or the principal for reasons including but not limited to:
 - i. Not returning to class on time

- ii. Bringing food into the classroom after open lunch that causes disruption or distraction
- iii. Reports of misconduct in the community during lunch hours
- iv. Reports of unsafe driving/transportation during lunch hours

Permission to drive to school and park at school

Students are permitted to transport themselves to school as long as they have a valid driver's license and car insurance. Students are not required to have parking permits. Student drivers must complete a *Permission to Drive & Park Form* and submit this prior to driving and parking at school.

SECTION V: Technology

Through the Saints Digital Learning Initiative, Saint Peter High School continues its commitment to offering students and teachers access to best-practice strategies and modern equipment to improve the classroom experience.

1:1 Devices

Students at Rock Bend ALC are assigned a chromebook to use. Students should keep the chromebook in the classroom unless given explicit permission or direction to bring the device home.

Acceptable use of technology and internet

It is the general policy that all computers used throughout Saint Peter Public Schools are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to the policy and the guidelines of the use of computers will result in the revocation of access privileges.

Students who intend to utilize the Saint Peter School District network and Internet connection will need to sign an Acceptable Use Statement at the beginning of their enrollment. This Statement will be on file and is included in the appendix of this handbook.

The following information outlines the rules and regulations related to Board of Education Policy 006.14 Acceptable Use and Internet Policy.

Despite its enormous educational potential, the Internet also contains the potential for abuse. Saint Peter Public Schools is not responsible for ensuring the accuracy or usability of any information found on external networks. For safety purposes, Saint Peter Public Schools employs both an Internet filter and firewall, and maintains compliance with CIPA (Children's Internet Protection Act).

The Board of Education expects all students to abide by the Acceptable Use Procedures of Saint Peter Public Schools. Failure to follow the guidelines may result in disciplinary action.

Limited Educational Purpose

1. The Saint Peter Public Schools computer network has not been established as a public access service and is not an “open” or “limited open” forum. The term “educational purpose” includes but is not limited to information management, classroom activities, media center projects, research, career development, and limited curriculum-related work on an individual student basis.
2. Saint Peter Public Schools has the right to place reasonable restrictions on the material accessed or posted through the system. Students are expected to follow the rules set forth by the district and the law when using the Saint Peter Public Schools computer network.
3. Students may not use the Saint Peter Public Schools computer network for commercial purposes. This means products or services may not be offered, provided, or purchased through the Saint Peter Public Schools computer network.
4. The Saint Peter Public Schools computer network may not be used for political lobbying. It may be used to communicate with elected representatives and to express opinions to them on political issues.

Internet Access

1. Students shall have access to Internet World Wide Web information resources through their classroom, library, or school computer lab.
2. Parent(s)/guardian(s) are given the opportunity to determine their child’s access to the Internet when they enter the public school system, and in Grades 3 and 7. Students and their parent(s)/guardian(s) must sign an Acceptable Use Consent Form to be granted access to the Internet. Parent(s)/guardian(s) can withdraw their approval at any time.
3. The use of the school district system and access to use of the Internet is a privilege, not a right. The school district reserves the right to limit or remove any user’s access to the school district’s computer system, equipment and Internet access at any time for any reason.

Unacceptable Uses

Personal Safety

Students shall not post personal contact information about themselves or other people on the Internet. Personal contact information could include, but is not limited to, student’s or employee’s home address or telephone number, a student’s school address, and an

employee's work address. It is not a violation of this policy to include the school's return address on outgoing email communications.

Students shall not agree to meet with someone met on-line without parent's approval.

Students shall promptly disclose to their teacher or other school employee any message received that is inappropriate or causes discomfort.

Illegal Activities

1. Students shall not attempt to gain unauthorized access to Saint Peter Public Schools computer network or to any other computer system through Saint Peter Public Schools computer network or go beyond authorized access. This includes attempting to log in through another person's account or access another person's files.
2. Students shall not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means.
3. Students shall not use the Saint Peter Public Schools computer network system to engage in any illegal act, such as arranging for the sale or use of drugs or alcohol; that facilitate criminal gang activity; that facilitate gambling; or that violate any local, state or federal statute.
4. Students shall not use the Internet or the district's computer network to harass or threaten the safety of others.
5. Students shall not misuse the computer equipment or network, to include but not exclusive of, deletion or violation of password-protected information, computer programs, data, password or system files; inappropriate access of files, directories, Internet sites; deliberate contamination of the system, unethical use of information, or violation of copyright laws is prohibited.

System Security

1. Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use their accounts.
2. Students shall immediately notify a teacher or the system administrator if they have identified a possible security problem. Students should not look for security problems, because this may be construed as an illegal attempt to gain access. Under no conditions should students provide other students with their password.
3. Students who gain access to teacher computer files, directory, programs, and website without permission from the teacher will be subject to disciplinary action.
4. The district will assign specific staff with security, management, and account responsibilities associated with the district's Internet resources and network accounts.
5. Tampering with the district's computer security system, and/or applications, and/or documents, and/or equipment, will be considered vandalism, destruction, and defacement of school property. Please be advised that it is a federal offense (felony) to break into any security system. Financial and legal consequences of such actions are the responsibility of the user and/or student's parent or guardian.

Inappropriate Language

1. Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.
2. Students shall not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
3. Students shall not post information that could cause damage or a danger of disruption.
4. Students shall not engage in personal attacks, including prejudicial or discriminatory attacks, based on a person's race, gender, sexual orientation, religion, national origin, or disability, or engage in any other harassment or discrimination prohibited by school district policy or by law.
5. Students shall not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If students or staff are told by a person to stop sending them messages, they must stop.
6. Students shall not knowingly or recklessly post false or defamatory information about a person or organization.

Respect for Privacy

Students shall not re-post a message that was sent to them privately without written permission of the person who sent them the message. Students shall not post private information about another person on the Internet.

Respecting Resource Limits

1. Students shall use the system only for educational and career development activities and limited curriculum-related work on an individual student basis.
2. Students will have access to limited space on the school's computer server. Users are responsible for making back-up copies of the documents and files that are critical to their use.
3. Students shall not deliberately or knowingly delete another student's file.
4. Students and employees shall only use software that is supplied by the school district.
5. Students shall not install hardware or software on the school district's computer system without the permission of the technology coordinator.

Plagiarism and Copyright Infringement

1. Students shall not plagiarize works that are found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
2. Students shall respect the rights of copyright owners. Copyright infringement occurs when one inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, follow the expressed requirements. If students are unsure whether or not work can be used, request

permission from the copyright owner. Copyright law can be very confusing; ask media specialists for guidance as needed.

Access to Inappropriate Materials

1. Students shall not use the Saint Peter Public Schools computer network to access material that is profane or obscene (pornography), contains viruses, network hacking programs, or similar programs that advocate illegal acts, or that advocates violence or discrimination towards other people (hate literature).
2. If students mistakenly access inappropriate information, they should immediately inform their teacher, media specialist, or another district employee. This will protect them against claims that they have intentionally violated this policy.
3. Parent(s)/guardian(s) should instruct students if there is additional material that they think it would be inappropriate for them to access. The district expects that students follow their parent's instructions in this matter.
4. Educators will monitor student use of the Internet in schools and will take reasonable measures to prevent access by students to inappropriate materials on the Internet and World Wide Web and restrict access to materials harmful to students.
5. The district may monitor the online activities of students, and operate technology protection measures (filtering/blocking devices or software) on all computers on the district's computer network as required by law. The filtering/blocking software will attempt to protect against access to visual depictions that are obscene, harmful to students, and child pornography, as required by law. Invasion or disabling of the filtering/blocking device installed by the district, including attempts to evade or disable, is a violation of the Acceptable Use Policy.
6. Students have access to devices for overnight use. When connecting to the Internet, our firewall does **NOT** filter inappropriate content off the school network.

Disciplinary Action

The school district may take disciplinary action when a student violates any portion of the Acceptable Use Policy. Disciplinary action may include, but it is not limited to:

- Meeting with the Technology Coordinator, Media Center Specialist or Principal;
- Detention/School-After-Hours;
- Loss of school privileges;
- Parent/Guardian conference with school staff;
- Modified school programs;
- Removal from class;
- Co-curricular ineligibility;
- Suspension;
- Exclusion;
- Expulsion.

SECTION VI: Staff Responsibilities

Background Checks

All employees of Saint Peter Public Schools are required to pass criminal background checks. These checks include the Minnesota Bureau of Criminal Apprehension check and also the nationwide Orange Tree employment screening.

Supervision of Students

Due to the nature of the behaviors of students attending the Rock Bend ALC, and the importance of keeping everyone safe, the following procedures should be followed at all times.

1. Students should be watched at all times, including when they get drinks of water, go to the front door, or other activities outside or inside the classroom;
2. All doors should be locked at all times unless the rooms are occupied by staff;
3. Students should not answer the front door unless the teacher is certain that the person at the door is unit staff;
4. Students should be supervised walking to the door if they are being picked up for appointments;
5. Staff should have eyes on students at all times.
6. Classroom should not be completely dark. During videos, blinds should be left open and office lights should be kept on;
7. Computer screens should be visible to staff at all times. This means that there should be only enough students in the computer lab at one time that can be supervised carefully;
8. When taking walks outside, students should walk in single file, or be in small groups with a staff person, to monitor communication and boundaries;
9. Individual safety plans that are developed by a teacher should be shared with all staff and followed at all times;
10. The best supervision is to move about the classroom frequently rather than staying in the same desk or chair all the time;
11. Students should always be sitting in a desk or chair apart from each other so no touching or secretive conversations can occur;
12. If students are sitting at a table together, staff should be sitting in a position to supervise what goes on under the table.

Classroom Supervision

Teachers may be out of the classroom for short periods of time to attend a suspension conference, to call the unit, to confer with another teacher, or to make a phone call without additional supervision, provided there is a staff member in the room.

If the teacher is attending an evaluation conference at the INSERT SOMETHING ELSE office and will be out of the classroom for an extended period of time (no longer than 30 minutes), the following may occur:

A substitute teacher may be hired for part or all of the time the teacher will be absent at the discretion of the classroom teacher and the principal. If a sub is not hired, the classroom teacher should request that two other teachers in the building assist with supervision of the classroom while the teacher is gone. This means that the two teachers assisting with supervision should check periodically with the paraprofessional to assess classroom climate and to see if assistance is needed. If the paraprofessional is uncomfortable with student behavior or with other classroom issues, more assistance from a licensed teacher should be offered.

Mandated Reporting

By law, all school employees are mandated reporters. Failure to report could result in serious legal implications for staff. The responsibility of reporting is with the person who has received information that leads them to believe that abuse may have occurred.

Professional Ethics

School personnel should not discuss students and other confidential school business in the community. It is sometimes necessary to discuss student problems and parent related problems at school with other school personnel providing it is done for constructive purposes. It is not ethical or fair to the child to discuss student problems and situations in the community.

Changelog

2021.1	Jana Sykora	Initial Creation - based 2020-2021 enrollment packet and the 2021-2022 SPHS handbook and guidelines for district handbooks

Appendix

1. Blank CLP
2. Contract for Enrollment
3. Health Information Form
4. School transportation permission
5. Permission to drive & park form

Rock Bend ALC - Continual Learning Plan

Name: _____ Date: _____

Student Email: _____ Birth
Date: _____

Student Cell: _____ Graduation
Year: _____

Graduating/Home School District: Saint Peter (508) Other: _____

If graduating/home district is not St. Peter, list MARRS #: _____

Optional Student Disclosure: (Check all that apply)

- ☐ Special Education (has current IEP)
- ☐ 504 Accommodations
- ☐ Health Plan
- ☐ ELL Support
- ☐ Other: _____

Optional Academic/Career Goals: (Check all that apply)

- ☐ Earn credit for graduation
- ☐ Attend school on a regular basis
- ☐ Identify post-secondary options
- ☐ Explore career interests
- ☐ Participate in a college visit

Saint Peter Public Schools requires students to earn a minimum of 27 credits for graduation. Students graduating from other districts must meet their home district graduation requirements

Personal and Educational Goals: To earn credits necessary for graduation, I understand I am expected to work towards a minimum of 7 credits each school year. If I am behind in credits, I will need to work on additional credits in order to graduate with my peers. I know I will have reached this goal when the credits appear on my official transcript. This will serve as my assessment for reaching my academic goals.

I also understand that participation in alternative programming and credit recovery is voluntary and provides an opportunity for me to graduate with my peers.

Student 

Signature: _____ Date: _____

Guardian Signature: _____ Guardian Name: _____

Administrator Signature: _____ Administrator Name: Jana Sykora

CONTINUAL LEARNING PLAN RESULTS (to be completed by school):

____ Student successfully met goals

____ Student was unable to meet goals

If student was unable to meet goals, what is the plan moving forward? _____

Student Signature: _____ Date: _____

Guardian Signature: _____ Guardian Name: _____

Administrator Signature: _____ Administrator Name: _____

Continual Learning Plan: St. Peter Diploma

Name: _____

DOB: _____

Grade: _____ Grad Year _____

	$\frac{1}{2}$	$\frac{1}{2}$
Communication (.5)		
English 9 (1)		
English 10 (1)		
English 11 (1)		
English 12 (1)		

Geography (.5)		
World History (1.0)		
US History (1.0)		
Economics (.5)		
US Government (.5)		

Algebra I (1)		
Geometry (1)		
Algebra II (1)		
Other Math (1)		

Physical Science/Physics (1)		
Chemistry (1)		
Biology (1)		
Science Elective (1)		

Phy Ed. 9 (1)		
Phy Ed. 10 (.5)		
Health (.5)		
Arts (1)		

Required Credits (19)

DATE _____ Needs _____ elective credits

Electives (Core credits + Electives = 27 credits to graduate)

[illegible]

Student Total Credits:

Grade	Grade Level Minimums
10 th	6.5 credits (5 required credits)
11 th	13 credits (10 required credits)
12 th	20.5 credits (14 required credits)
Grad	27 credits (19 required)

Student Goals (can be short or long term):

What can ALC staff do to help you achieve these goals:

Educational Plan for School Year:

Specific student needs which may include courses, credits, work experience, test remediation, etc.

[illegible]

Notes/Comments: _____

We, the undersigned, have reviewed and approved the plan for the student.

Date _____

Student Signature _____

Parent Signature _____

ALC Admin

Contract for Enrollment

As part of enrollment at Rock Bend ALC, I agree to the following:

1. I agree to give school my best effort.
2. I agree to attend school on a regular basis.
3. I agree to follow the responsibilities of the program.
4. I understand the possession and use of tobacco/alcohol or illegal drugs is prohibited on school property.
5. I agree not to use any nuisance items at school without permission.
6. I am financially responsible for any vandalism at school or in the building.
7. I must have written parent permission, a driver's license and insurance to be able to drive to school.
8. I agree to follow the rules set by the school staff. Failure to do so will result in further consequences.
9. If I am suspended out of school, my parents will need to pick me up or other arrangements will be made.
10. I agree not to enter Saint Peter High School, my home high school building, or other school buildings without first checking into the school office for a visitor's pass.

Goals:

- Recover credits which are needed to attain a high school diploma.
- Make adequate progress towards graduation in regards to attendance.
- Follow all ALC behavioral expectations.
-
-

Activities to Attain Goals:

- Turn in all assignments, projects, and tests with at least a 60% grade.
- Show up for class on time and stay on task during class time.
-
-

Parent Signature

Date

Student Signature

Date

Health Information Form

Student Name: _____ Birth Date: _____

School: Rock Bend High School School Year: _____

Please indicate if your child has been diagnosed with any of the following medical conditions:

☐ **NO KNOWN HEALTH PROBLEMS/CONCERNS**

☐ **ADD/ADHD** Diagnosed by Provider Name: _____

Medication: ☐ Yes ☐ No

☐ **Allergies:** ☐ Food ☐ Medications ☐ Bee Stings ☐ Other: _____

Describe: _____

LifeThreatening: ☐ Yes ☐ No EpiPen: ☐ Yes ☐ No

Medication: _____

☐ **Asthma** or other breathing problems: _____

Inhaler: ☐ Yes ☐ No

☐ **Diabetes:** ☐ Type 1 ☐ Type 2

Managed by: ☐ Diet only ☐ Oral Meds ☐ Insulin injections ☐ Insulin Pump

Additional information: _____

☐ **Seizures:** Type (describe): _____

Date of last seizure: _____

☐ **Social/ Emotional/ Behavioral/ Mental** health concerns: _____

☐ Anxiety ☐ Depression ☐ Social Phobia ☐ Panic attacks ☐ Other: _____

☐ **Recent surgeries** or hospitalizations: _____

☐ **Other** health concerns or significant history of problems (describe): _____

HEARING

☐ **No hearing problems**

- ☐ Frequent ear infections(more than 3/year)
- ☐ Has ear tube(s)
- ☐ Hearing loss Left Ear Right Ear
- ☐ Hearing aids(s) Left Ear Right Ear
- ☐ Hearing aids lost/broken
- ☐ Has (or had) aids but does not wear them

Other vision/hearing problems: _____

VISION

☐ **No vision problems**

- ☐ Glasses/contacts prescribed
- ☐ Wears glasses/contacts all of the time
- ☐ Wears glasses in the classroom only
- ☐ Glasses lost/ broken
- ☐ Has (or had) glasses but does not wear them

Permission To Drive & Park

I give permission for my child to drive their own vehicle to and from school each day. I understand that if they (I) behave in a reckless manner, transport other student's without written consent from their parents or do not have current insurance on the vehicle they (I am) are driving, this permission is voided by the school.

The district is not responsible for any and all accidents/incidents related to this Permission to Drive to School.

Student's Driver's License Number: _____

Student's Insurance Company: _____

Parent Signature

Date

Student Signature

Date

School Transportation Permission

I give permission for Rock Bend staff to transport my child, _____, by MVED or Saint Peter Public Schools vehicle or school bus for field trips, physical education classes and recreational activities. I also give permission for my child to be transported for other incidental events such as needing a ride to or from school or to an appointment if needed during the school day.

Parent Signature

Date

Student Signature

Date

Daily Transportation Arrangements:

_____ Walk

_____ Bus/Van

_____ Parent Transport

_____ Student Drives Self

_____ Other: _____

Oshawa Learning Academy

at Hoffmann Learning Center

Student Handbook

2021-2022 SCHOOL YEAR

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Program Description and Objectives

Mission

The mission of the Oshawa Learning Academy is to facilitate the progress of children with identified mental health needs toward healthy, positive, and responsible functioning in a school setting. We strive to provide the opportunities for children in an atmosphere that is inviting and inclusive regardless of disability, behavior, or cultural differences and that is responsive to each child's strengths and needs.

Our goal is to have all students experience success by providing opportunities for students to grow academically, socially, and emotionally. We are fortunate to have a committed staff of professionals who offer a comprehensive elementary, middle and high school curriculum in areas such as reading, writing, social studies, science, and physical fitness/wellness.

Objectives

1. To establish a child-centered program in cooperation with the Leo A. Hoffmann Center that operates under conditions of mutual accountability, trust, and professional respect.
2. To assist each child in becoming more confident in his ability to learn and become more positive in his attitude toward school.
3. To provide each student the opportunity to improve academic skills necessary to be successful in school.
4. To participate in a system of communication between the Oshawa Learning Academy and the Leo A. Hoffmann Center that maximizes the opportunities for working together to benefit students.

Program Description

The Oshawa Learning Academy is an on-site educational program located within the Leo A. Hoffmann Center serving students identified with severe mental health issues requiring treatment in a Psychological Residential Treatment Facility (PRTF). The program is designed to serve male students in grades 4-12 who are in the PRTF program. The program is staffed with certified teachers from the Saint Peter Public School District (ISD 508) with Special Education oversight provided by the Minnesota Valley Educational District (ISD 6027).

Educational programming is individualized to the students educational and mental health needs but based on the curriculum and standards used at the other Saint Peter Public Schools buildings that serve students in the same grades. Core subjects of math, science, social studies, and English language arts are delivered each day. Specialists in the area of physical education, health, and electives (such as art, music, etc.) are delivered on a rotation that

reflects an equivalent of what is delivered at other buildings in the Saint Peter Public Schools. Students in grades 9-12 earn credit towards graduation for their classroom achievements. Students receive educational and career planning services through counseling services appropriate for their grade level. Students participate in benchmark and state assessments (MCA's) that other students in Saint Peter Schools participate in.

The Oshawa Learning Academy works in close collaboration with the Minnesota Valley Education District (MVED) to provide special education services for students with IEP's in the program. All available records are evaluated when students enroll and special education team meetings are held when students are enrolled to review accommodations and services to ensure they are receiving a free appropriate public education (FAPE).

The Oshawa Learning Academy works in close collaboration with the Leo A. Hoffmann Center, which is delivering the mental health program of treatment to address the mental health needs of the students in the program. Collaboration efforts include providing access to educational staff to families when students are enrolled in the program, weekly collaborative meetings between Oshawa and Leo A. Hoffmann program leaders to discuss student needs and educational programming, and brief, daily collaboration between teachers and supervision staff to discuss the immediate, daily mental health needs of the students in the program.

As recommended by the Leo A. Hoffmann Center as part of each student's plan: students will be released during the school day once per week for an hour of therapy and once per month for an hour-long progress monitoring conference. Every effort will be made to schedule these release times to minimize the impact on the student's education. Additional schedule modifications may be made based on the students IEP plan and recommendations from the care team at the Leo A. Hoffmann Center.

All teachers are licensed and every effort is made to hire highly qualified licensed teachers in the content area they are assigned to. The program principal will oversee the daily operations of the educational program and program faculty and staff. The principal will be responsible for recruiting, hiring, and evaluating the program faculty and staff. The general oversight of the program will include, but not be limited to: instruction, curriculum, testing, special education, student discipline, and serve as a liaison to the Leo A. Hoffmann Treatment Center.

The school calendar will mirror the calendar used by the Saint Peter School District. It will include 175 instructional days and 185 teacher contract days. The Oshawa calendar will be expanded to include 18 days of ESY and summer school to meet the needs of students with IEPs and those receiving treatment in a PRTF facility. The length of day will reflect those of other Saint Peter programs

SECTION I: Academics

Curriculum & Instruction

Our highly qualified teachers are responsible for the development of the curriculum and for planning the delivery of the curriculum. Classroom paraprofessionals assist in the delivery of the curriculum (carrying out the teacher's plan) and differentiation and support for individual students.

Marking and Reporting Procedure

- Students may receive the full range of marks A-F and I (incomplete) or NC (no credit), provided that the level is identified and recorded.
- Marks are earned on a nine-week basis. Final marks are awarded at the end of each grading period and credit will be determined utilizing the 120 hours = 1.0 credit equation.
- Marks are awarded for academic achievement only. Marks are not to be used in a punitive manner nor are marks to be lowered because of misconduct. This does not mean that points cannot be awarded for performance.
- Teachers must be able to explain to students and parents/guardians the reasons for a particular mark given.
- The teacher should give a reasonable explanation for an abnormal mark distribution.
- Teachers must explain how marks are determined and what is expected of a student who is to receive each of the marks. A handout to students is recommended.
- Students and parents/guardians are to be notified of student progress periodically, as provided by School Board Policy.
- Incomplete marks may be given at the teacher's discretion, but they must encourage students to complete all outstanding work.
- Teachers are to allow appropriate time for daily make-up work or tests that were assigned while the student was absent.
- A student who gives forth to the best of her/his capacity to learn as judged by the professional staff shall be promoted through the school program at the normal rate and shall be given passing marks.
- Teachers record all marks in an electronic class record book that is organized, accurate and legible. This book becomes the official source for the school for student marks.

Academic Integrity

At the Oshawa Learning Academy, we act responsibly, live with integrity and show respect. We hold our students to the highest standards of performance and integrity and expect each

student and staff member to maintain these standards and strive for continuous improvement. We expect our students to take responsibility for their actions and thus maintain academic integrity and a respectful learning environment for our school.

To act with academic integrity, students must value and demonstrate positive regard for:

- Intellectual honesty
- Personal truthfulness
- Learning for its own sake
- The creation and work of others

Academic integrity is achieved when a student:

- Takes full credit for his own work and gives full credit to those who have helped or influenced him.
- Represents his own work honestly and accurately.
- Collaborates with other students only as specifically directed or authorized.

Student behaviors that promote genuine student achievement include:

- Organization - Keep class notes and materials in a folder that is easily accessible.
- Self advocacy - Seek help from teachers. Ask for clarification.
- Take risks - Learning is difficult work and students must be willing to try new things in order to learn skills and obtain new knowledge

Academic Integrity Violations

Violations may result in earning a zero on an assignment.

- Cheating: Seeking to obtain credit or improved scores through the use of deception.
 - Ex: copying homework, looking at another student's quiz or test
- Facilitation: Helping another student obtain credit or improved scores through the use of deception.
 - Ex: Allowing another student to copy your homework, reporting to other students what is on a test or quiz, working together with another student and submitting the same answers without instructor approval.
- Falsification: Fabrication.
 - Ex: Misrepresenting yourself in any way to your teacher regarding the work you have done, saying you turned in an assignment when you have not, making up information or data in a paper or project.
- Plagiarism: Representing the words or ideas of another as one's own in a paper or assignment.
 - Ex: Copying information from printed or digital sources and pretending the words are your own writing.

Graduation Requirements

The Minnesota Graduation Standards define what it is students should know and be able to do as a result of a Kindergarten through 12th grade education. The Graduation Standards provide the goal towards which both teachers and students are working. They become the focus on which assessment, curriculum and instruction are designed to ensure that all students receive a variety of educational opportunities which move them closer to the goals of being: purposeful thinkers, effective communicators, self-directed learners, productive group participants and responsible citizens.

Saint Peter High School requires students to earn 27 credits for a diploma. All students must satisfactorily complete all credit and course requirements before they will be allowed to participate in the commencement ceremony for graduation. These requirements include:

- 4.5 credits of English: students are required to take one required English course per year and a .5 credit communication course.
- 3.5 credits of Social Studies: must include geography, world history, US history, government, citizenship and economics
- 4.0 credits of Math: Including geometry and algebra II
- 4.0 credits of Science: must include physics, chemistry and biology
- 1.0 credit of Fine Art: fine Art credits may be earned by taking any course in the music or art department
- .5 credit of Health
- 1.5 credits of Physical Education
- 8.0 credits of additional coursework (electives)

The basis of a credit course (1.0 credit) in grades nine, ten, eleven, and twelve shall be the satisfactory completion of a course on the secondary level covering a minimum of 120 clock hours.

If students leave Oshawa Learning Academy prior to graduation, academic records, including clock hours and credits, will be sent to the transfer district.

Commencement

In order to be eligible to participate in the Saint Peter High School commencement exercises, students must have completely finished all credit and graduation requirements set forth by the state of Minnesota *and* ISD 508. Participation in commencement exercises is voluntary. Students who do not wish to participate in the commencement exercises should inform the principal as soon as possible. A student's failure to attend the scheduled graduation practice may result in her/his not being allowed to participate in the commencement exercises themselves. Additionally, all obligations (library books returned, fines paid, detention

completed, etc.) must be cleared before a student will be eligible to participate in commencement exercises. There is a dress code for all commencement ceremony participants.

Assessments

State Testing

The Minnesota Comprehensive Assessments (MCA) are state tests in reading, mathematics, and science that are used to meet federal and state legislative requirements. The tests are administered every year to measure student performance relative to the Minnesota Academic Standards that specify what students in a particular grade should know and be able to do.

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form is available online:

<https://education.mn.gov/mde/fam/tests/>

Students at Oshawa Learning Academy participate in the following required state assessments:

- MCA Reading: Grades 3-8 and 10
- MCA Mathematics: Grades 3-8 and 11
- MCA Science: Grades 5 and 8

College Admission and Prep Exams

Oshawa Learning Academy strives to prepare students for their individual goals and aspirations. For many students, this includes post-secondary education. Students in grades 8-10 may take the PreACT one time each year. PreACT assessments are multiple-choice and provide students an early measure of College and Career Readiness while serving as a practice opportunity for the ACT® test.

Students in grade eleven will have the opportunity to take the ACT on a designated district-testing date. The cost of the exam is only covered for students who qualify for free or reduced lunch.

SECTION II: Attendance

Importance of Attendance

Regular attendance is absolutely essential to progress in schoolwork. Students should develop the habit of being on time and prepared for the day's work. The Leo A. Hoffmann Center, families and students are expected to cooperate and communicate in the matter of attendance.

Leo A. Hoffmann Center staff must communicate with the school if a student is going to be absent from school for one or more days.

Valid Absences and Exceptions

Although excusing absenteeism and tardiness is at the discretion of the principal, the following reasons are valid and should be used by parents and students as guidelines:

1. Illness of the student.
2. Serious illness or death of a member of the student's family.
3. Emergency dental and medical appointments
4. Educational experiences, such as excursions and trips sponsored by the school, and not available at other times.
5. Severe weather conditions, according to the merits of the case.
6. Religious holidays.

Exceptions to the attendance policy include:

1. Family vacation request.
2. A school- or Leo A. Hoffmann-sponsored activity will not count against the attendance policy.
3. Doctor appointments require a slip to be signed by the health facility or excused by the Leo A. Hoffmann Center staff.
4. A suspended absence(s).
5. Court appointments, which must be verified
6. The building principal may make exceptions in unusual cases or in extraordinary circumstances.

Release Time for Therapeutic Services

As recommended by the Leo A. Hoffmann Center, students will be released during the school day once per week for an hour of therapy and once per month for an hour-long progress monitoring conference. Every effort will be made to schedule these release times to minimize the impact on the student's education. Additional schedule modifications may be made based

on the students IEP plan and recommendations from the care team at the Leo A. Hoffmann Center.

Truancy and Unexcused Absences

Definition of Truancy: A child's willful absence without lawful excuse from one or more class periods on seven different school days.

- For a child ages 12-17, the absence from school is presumed to be truancy, due to the child's willful intent to absent themselves from school.

Absence from school without parent's/guardian's or school's permission is truancy. Truancy of students under the age of 18 will be reported to the county, and students will be classified as "Habitually Truant" unless lawfully withdrawn from school.

Tardiness

Students who are more than 15 minutes late to a class will be marked absent, not tardy.

Medical Excuses for Physical Education

In order for a student to be excused from PE class, he must bring a signed excuse from a doctor or nurse (including the treatment center medical staff) explaining the nature of the injury, and how many days the student should be excused from class.

If the student does not have a signed excuse from a doctor or nurse, they will be expected to go to the PE class and participate to the best of their ability. It would be helpful if the unit staff would let the case manager know if a student has been having problems with an injury that the nurse or a doctor has not seen, so that the PE teacher can be notified before class.

SECTION III: Guidelines & Procedures

Emergency & Crisis Response

All school faculty and staff assigned to the program will be annually trained and certified in CPI. The Leo A. Hoffmann uses CPI for behavioral and crisis intervention protocols. School staff and faculty will follow emergency management policies, school district policies, and Leo A Hoffmann Center policies when addressing crises. Proactive crisis prevention will be relied on by meeting daily and weekly with Leo A Hoffmann staff to inform school staff of the student's immediate mental health needs and potential crisis triggers. Each classroom will be provided with emergency communication equipment to immediately alert Leo A Hoffmann Center staff to assist in crisis and emergency situations.

Fire extinguishers, smoke/heat sensors, and fire alarms are apparatus which are to only be used in the event of emergencies. People who intentionally misuse this equipment will be referred to the proper authorities.

Emergency Evacuation Procedures

Fire Emergency

1. As soon as the alarm is sounded, teachers will take their positions at the exits from their rooms and remain until all students have passed out of the room. If there is time, teachers are to close doors and bring class rosters with them.
2. As soon as the alarm is sounded, students should rise and pass in a rapid, orderly manner from the room by the exit used for regular dismissal. An orderly dismissal with minimal talking is expected. Maintaining a minimal noise level will allow for emergency instructions or changes in regular procedure to be heard. The first students to arrive at any exit should hold the door open until teachers arrive to relieve them.
3. Students will not take their coats, jackets or books with them.
4. As soon as all students have exited the building, the teachers will take their positions at the exit from which the students exited and under no circumstances allow any of them to enter the building until the "all clear" has been given by the designated staff.
5. Have students move into the parking lots. The space near the building should be absolutely clear. Students should return to the building after a drill by the same route that they left the building.
6. Where to go from classrooms: Each room will have a fire escape assignment posted in the room and teachers will explain fire drill exit procedures during the first week of school.
7. Do not leave the school grounds during a drill or emergency unless you are directly supervised by a high school staff member.

Armed Intruder

Students and staff will follow ALICE training protocol in the event of an armed intruder.

Civil Defense Alert

Students will be sent back to the Leo A. Hoffmann Center if official civil defense communications indicate there is sufficient time before dangerous conditions develop. (Information will be released by the proper authorities to all communications media). In case conditions will not allow time for students to be dismissed, students will be assembled in designated areas in the building.

Tornadoes

Public warning signal: 5 minutes steady blast on the civil defense siren and repeated if necessary. Staff should proceed with all students to pre-designated tornado shelter. Students should sit down and cover their heads.

Emergency Procedures For Serious Accidents (staff)

1. Do a primary survey of scene and person
2. Check airway, breathing, and circulation -- ABC's
3. Check for bleeding, start first aid
4. Send for assistance. DO NOT leave injured person unattended
5. Determine the need for immediate medical attention
6. Instruct someone to CALL 911
7. Notify principal and school nurse at appropriate time
8. Complete incident/injury report
9. No injured person is to be sent home without prior approval or supervision.
10. Parent/emergency contact must be notified.

General Security

The front door will be locked at all times throughout the day. Visitors must be preapproved by the principal or a teacher. Visitors must check in at the main office and wear a nametag in the building.

Students and visitors are not allowed in the mail and copy room.

Emergency Care Policy

In the event of an emergency or serious illness, it is the policy of the School District to provide appropriate medical response and to contact the parent/guardian in a timely manner.

In a life-threatening emergency, the school will contact the Leo A. Hoffmann Center nursing staff and emergency response personnel immediately. The parent/guardian or designated emergency person will be contacted at the same time.

If the situation is not life threatening, but the student requires urgent care and the school cannot contact a parent/guardian or designee, school personnel will transport the student to the Saint Peter Community Hospital for care. The School District will not provide transportation outside of Saint Peter for care. When parents/guardians arrive at the hospital, they will be able to change health care providers if they so desire. It is the responsibility of the parent/guardian to pay any incurred medical expenses.

Injuries or Illnesses/Accident Reporting Procedure/Insurance

Injuries and Illnesses

1. Students should notify the nearest teacher in case of injury, illness or emergency.
2. Students who become ill should go to the principal's office or the nurse's office.
Students who become ill while at school should NOT go to the restroom and sit for the class period. Students who do this will be marked as absent unexcused and detention will be assigned.
3. When they are due in a class, students should report to class and obtain a pass before going to the nurse's office. This applies to all visits to the school nurse *except emergencies*.
4. Students may not leave the school building for illness without first reporting to the principal's office and obtaining a leave school permit. The nurse or principal's office will telephone the parents/guardians to obtain their permission for the student to leave the building.
5. Attendance in the nurse's office counts as an absence from class.

Accident Reporting Procedure

Students who suffer injuries from any particular accident should report to their teacher or immediate supervisor. If the supervisor is not available, the student should report to the principal's office, at which time the proper action will be taken.

Notification of Health Office and Parents

Any adult on school staff has the responsibility to notify the Leo A. Hoffmann Center health office of an injury to any student, staff or visitor on school grounds.

Treatments or medications can only be given with signed permission of a physician and parent. When the injured or ill person is placed in the care of the family or emergency medical response team, the school's responsibility is fulfilled. The name of each person's health care provider is recorded on the health and emergency cards.

Student Medication

The purpose of this policy is to set forth the provisions that must be followed when administering medication to students.

The school district acknowledges that some students need prescribed medication. Medication will be administered only by the Leo A. Hoffmann center staff. The only exception to this is if a student has a Leo A. Hoffmann Center *Authorization for Self-Administered Medications* on file

which would allow students to administer their own medications. These forms are typically allowed only for emergency medications such as inhalers or Epi pens.

Requirements

1. Medications are generally not to be carried by the student. Emergency medications are typically stored with the classroom teacher or in the school main office.
2. The Leo A. Hoffmann Center nurses and the school secretary shall be responsible for the filing of medication administration forms in the student health record section of the student file. The school secretary shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.

First Aid Recommendations

In the event of an injury/or medical emergency, contact the Leo A. Hoffmann Center nurse office. The nurse will respond and make the determination if the building first aid team needs to respond.

- 507-761-8458 (cell)
- 507-934-7784 (office 1)
- 507-934-7743 (office 2)

Physical Examinations

For the benefit of the individual student and the protection of other students and school personnel, it is the policy of the Saint Peter Public Schools to recommend periodic physical examinations of all students by a licensed physician. The selection of a licensed physician shall be made by the parents or guardians and the examination shall be at their expense.

1. A physical examination is recommended for all students prior to entry into kindergarten.
2. A physical examination is recommended for all students prior to entry into seventh grade.

Exempting a student from the physical examination does not exempt the student from participating in the program of physical education. If such exemption is utilized, the student or parent (depending upon the student's age) shall furnish a written statement to the School District verifying that either the student has no disabilities and can fully participate or, setting forth the disabilities and limitations of the student.

Reporting to Parents

It is School District policy to inform parents at regular intervals of their student's attendance, academic, and disciplinary matters. Consequently, the following reports will be available at appropriate times to parents:

Attendance

Notices of irregular attendance practices will be forwarded to parents/guardians at appropriate intervals. Should poor attendance continue, a conference with the student's parents/guardians will be necessary. Continued poor attendance could result in the student's forfeiting credit in the particular class.

Academic Reports

The grading system is A, B, C, D, F, No Credit and Incomplete. Report cards will be mailed to parents/guardians at the end of each grading period. Academic progress reports are available throughout the school year by request.

Parent conferences will be held during each school year. The dates for parent conferences are noted in the school calendar.

Discipline Referrals

Whenever any form of disciplinary action is necessary, a discipline referral will be sent to the parents/guardians informing them of the misconduct as well as the administrative action taken.

School Closing Procedures

School closings and late start announcements will be made over local television and radio stations beginning about 6:30 a.m. The school district will also activate its emergency communications system (ConnectEd). The same local media and ConnectEd will be used if school must be dismissed early.

Searches

Equipment that belongs to the school district may be used by students at their convenience. The school insists that designated student space be properly cared for and not used for the storage of illegal items such as firearms, liquor, cigarettes, illegal drugs, etc.

Student Rights

1. A search of a student's person should be limited to a situation where the administration has reasonable belief that the student is concealing evidence of an illegal act or school rule violation.
2. Dangerous items (such as firearms, weapons, etc.) and other items, which may be used to substantially disrupt the educational process, will be removed from the student's possession.

3. A general inspection of school properties including, but not limited to, student designated spaces or desks may be conducted on a regular basis. Illegal items and items belonging to the school or another person will be seized.
4. All items seized may be returned to the proper authorities or the true owner.
5. Students may be given the opportunity to be present when a search of personal possessions is conducted if there is no reason to believe that their presence would be a threat to the safety of themselves or others.
6. When a custodial interrogation takes place in school by a law enforcement official or police officer, students should be advised of their rights by the proper authority, including the right to counsel and the right to remain silent.
7. Designated student spaces may be searched by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant. This is 1995 Minnesota Legislation (HF107, Article 3, Sec. 10-12).
8. It is a policy of the state of Minnesota (Subdivision 1) that school lockers/cubicles are the property of the school district. At no time does the school district relinquish its exclusive control of lockers/cubicles provided for the convenience of students. Inspection lockers/cubicles may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. These searches may be carried out by a specially trained dog. 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 the students whose locker/cubicle were searched unless disclosure would impede an ongoing investigation by police or school officials.
9. School principals will conduct periodic inspections of the school space. These inspections may be announced or unannounced and may be carried out using specially trained dogs to sniff out and alert staff to the presence of substances prohibited by law or district police.

Grievance Procedure

In an attempt to give our students an opportunity to present legitimate grievance, they may have access to the following grievance procedure, which has been adopted:

1. A student with a particular grievance or complaint is urged to first try to resolve the problem with the other party involved on a one-to-one basis (i.e., grades, discipline, school policy, etc.).
2. If the problem cannot be resolved at level one, the student should then bring that problem to the attention of the principal who will call together the grievant and the other party involved to attempt to mediate and resolve the problem.
3. If, after the final decision of the principal, the grievant still believes the problem is unresolved, further appeal may be granted through request made to the principal for review by the Superintendent of Schools.

SECTION IV: Expected Behavior & Policies

Student Rights

All students have the right to an education and the right to learn.

Student Responsibilities

All students have the responsibility:

1. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
2. To attend school daily, except when excused, and to be on time to all classes and other school functions;
3. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
4. To make necessary arrangements for making up work when absent from school;
5. To assist the school staff in maintaining a safe school for all students;
6. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
7. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
8. To be aware of and comply with federal, state, and local laws;
9. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
10. To respect and maintain the school's property and the property of others;
11. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
12. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
13. To conduct themselves in an appropriate physical or verbal manner; and
14. To recognize and respect the rights of others.

Code of Student Conduct

The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school

district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

The School Board considers the following behaviors to be unacceptable behaviors that may be subject to disciplinary action.

1. Acts of dishonesty.
2. Any criminal activity or violation of the law. 506-5
3. Attendance issues, including failure to attend class, tardiness, and leaving class without permission.
4. Cheating and plagiarism.
5. Damage to or misuse of property, including misuse of technology or use of technology in a way that causes property damage
6. Failing to follow the instructions of an administrator, teacher, or other School District representative.
7. Gang activity.
8. Inappropriate physical contact with another person, as well as acts of physical aggression, fighting, horseplay and play fighting.
9. Possession, distribution, or use of alcohol, drugs, and tobacco (including look alike substances and synthetic substances) or paraphernalia.
10. Possessions of weapons (as defined in School Board Policy 501) explosives, incendiary devices, or any type of combustible substances.
11. Substantially interrupting the learning environment.
12. Sexual misconduct and sexual assault.
13. Theft.
14. Threats of violence.
15. Trespassing.
16. Using language that is not appropriate in a school setting or possessing materials containing language that is not appropriate in a school setting. Inappropriate language includes abusive, profane, obscene, or threatening language. Inappropriate language also includes language that constitutes cyberbullying, bullying, discrimination, harassment, or hazing. Teasing and name-calling may also be considered inappropriate language.
17. Violations of other School Board Policies setting forth expectations for student behavior including:
 - A. School Board Policy [102](#), Equal Educational Opportunity;
 - B. School Board Policy [413](#), Harassment and Violence;

- C. School Board Policy [417](#), Chemical Use and Abuse;
- D. School Board Policy [419](#), Tobacco-Free Environment;
- E. School Board Policy [501](#), Weapons;
- F. School Board Policy [502](#), Search of Student Lockers, Desks, Personal Possessions, and Student's Person;
- G. School Board Policy 503, Student Attendance;
- H. School Board Policy 504, Student Dress and Appearance;
- I. School Board Policy 505, Distribution of Non-School Sponsored Materials on School Premises by Students and Employees;
- J. School Board Policy 514 Bullying Prohibition;
- K. School Board Policy 521, Student Disability Nondiscrimination;
- L. School Board Policy [526](#), Hazing Prohibition;
- M. School Board Policy 527, Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches;
- N. School Board Policy 528, Student Parental, Family and Marital Status Nondiscrimination;
- O. School Board Policy 536, Student Internet Acceptable Use and Safety Policy;
- P. School Board Policy 627, Academic Honesty;
- Q. School Board Policy 709, Student Transportation Safety.

Anti-Discrimination Policy

It is the intent of the School Board Policy to comply with federal and state law prohibiting discrimination to the end that no person shall, on the grounds of race, color, national origin, creed, religion, sex, marital status, status with regard to public assistance, age or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program; or in employment or recruitment, consideration or selection thereof; whether full-time or part-time, under any educational program or activity operated by the district for which it receives federal financial assistance.

The School District has a written plan to help assure that curriculum and materials, which are used in the district educational program, are designed to insure that staff and student gain an understanding and appreciation of diverse persons. In addition, special emphasis is placed on understanding the cultural diversity of the United States of America. A complete copy of this plan is on file at the district office.

Bus Transportation Policy

The development of this policy is based on the state law that says riding a school bus is a privilege and not a right. This policy will be a part of the Oshawa Learning Academy Student Handbook although students are rarely transported by the school district.

School Bus Rules

The School District school bus safety rules are to be posted on every bus. If these rules are broken, the School District's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the School District's Transportation Office/School Office.

Expectations while boarding the bus

1. Respect the property of others while waiting at the bus stop.
2. Keep your arms, legs and belongings to yourself.
3. Use appropriate language.
4. Stay away from the street, road, or highway when waiting for the bus.
5. Wait until the bus stops before approaching the bus.
6. After getting off the bus, move away from the bus.
7. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
8. No fighting, harassing, intimidating, or horse playing.
9. No use of alcohol, tobacco, or drugs.

Expectations on the Bus

1. Follow the driver's direction right away.
2. Sit in the seat facing forward.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep your arms, legs, and belongings to yourself.
6. No fighting, harassment, intimidating, or horse playing.
7. Do not throw any object.
8. No eating, drinking, or using tobacco or drugs.
9. Do not bring any weapon or dangerous objects on the school bus.
10. Do not damage the school bus.

Consequences

School bus misconduct or any incident that affects the safety of individuals on the bus, including the driver and the supervising adults, the student responsible will be given a written warning by the bus driver. Copies of the written warning will be distributed to the student's case manager and unit supervisor.

1. The first time an incident occurs the student may be suspended from riding the bus for one ride. He may be transported by the Leo A. Hoffmann Center.

2. The second time an incident occurs the student may be suspended from riding the bus for up to five events. He may be transported by the Leo A. Hoffmann Center.
3. The third time an incident occurs the student may be suspended from riding the bus for the remainder of the quarter or until the multidisciplinary team has determined that the student can behave on the bus in a manner that does not endanger the safety of other bus riders.

Halloween Costumes

It is our policy as a secondary school that Halloween festivities happen at student's residential units, not at school. Therefore, students will not be allowed to come to school in costumes or make-up. It is disruptive to the education process to have students in costumes or make-up at school.

Student Appearance

Students are not subjected to a formal dress code. However, in order to provide the very best learning environment, clothing or hairstyles deemed disruptive or which cause a distraction to the educational process will not be allowed. Teachers and other staff will make the determination of disruption or distraction. Violations include, but are not limited to, chains, chain wallets and any clothing which promotes alcohol, drugs, tobacco, nudity, sexually inappropriate behavior, or violence/harassment. If a student's appearance is determined to be a distraction or inappropriate in the school setting, the student will be responsible to correct the situation by:

1. Changing the attire
2. Covering the attire or distraction, or
3. Removing the attire or distraction.

Students who continually refuse to comply with requests to dress accordingly will be subject to all discipline procedures.

Student Rights and Responsibilities

1. Student dress and grooming are the responsibility of the student and her/his parent/guardian.
2. Dress and grooming shall be clean and in keeping with health and sanitary practices.
3. Students should not wear clothing or hairstyles that can be hazardous to them in their school activities.
4. Dress and grooming shall not disrupt the educational process.
5. Students whose dress is in violation of these standards will be subject to dismissal.

SECTION V: Technology

Through the Saints Digital Learning Initiative, Saint Peter High School continues its commitment to offering students and teachers access to best-practice strategies and modern equipment to improve the classroom experience.

Acceptable Use of Computers

It is the general policy that all computers used throughout Saint Peter Public Schools are to be used in a responsible, efficient, ethical and legal manner. Failure to adhere to the policy and the guidelines of the use of computers will result in the revocation of access privileges.

Students who intend to utilize the Saint Peter School District network and Internet connection will need to sign an Acceptable Use Statement at the beginning of their enrollment. This Statement will be on file and is included in the appendix of this handbook.

Computers & Internet

If computers are utilized, teachers must make frequent rounds to check on students' activities. Teachers will sit where they can be watching students on computers at all times.

Protocols for Classroom iPad Use

- Student is assigned numbered Ipad
- Student chooses game, teacher puts on guided access
- While in use, the iPad screen is visible to the teacher. Number of students using at one time is determined by the number of staff in the classroom to supervise
- Teacher collects iPads and history is checked before placed back in charging station
- Teacher wipes down screen to remove fingerprints
- No website that has access to the internet can be used (i.e. Cool Math)

SECTION VI: Staff Responsibilities

Background Checks

All employees of Saint Peter Public Schools are required to pass criminal background checks. These checks include the Minnesota Bureau of Criminal Apprehension check and also the nationwide Orange Tree employment screening.

Supervision of Students

Due to the nature of the behaviors of students attending the Oshawa Learning Academy, and the importance of keeping everyone safe, the following procedures should be followed at all times.

1. Students should be watched at all times, including when they get drinks of water, go to the front door, or other activities outside or inside the classroom;
2. All doors should be locked at all times unless the rooms are occupied by staff;
3. Students should not answer the front door unless the teacher is certain that the person at the door is unit staff;
4. Students should be supervised walking to the door if they are being picked up for appointments;
5. Staff should have eyes on students at all times.
6. Classroom should not be completely dark. During videos, blinds should be left open and office lights should be kept on;
7. Computer screens should be visible to staff at all times. This means that there should be only enough students in the computer lab at one time that can be supervised carefully;
8. When taking walks outside, students should walk in single file, or be in small groups with a staff person, to monitor communication and boundaries;
9. Individual safety plans that are developed by a teacher should be shared with all staff and followed at all times;
10. The best supervision is to move about the classroom frequently rather than staying in the same desk or chair all the time;
11. Students should always be sitting in a desk or chair apart from each other so no touching or secretive conversations can occur;
12. If students are sitting at a table together, staff should be sitting in a position to supervise what goes on under the table.

Classroom Supervision

Teachers may be out of the classroom for short periods of time to attend a suspension conference, to call the unit, to confer with another teacher, or to make a phone call without additional supervision, provided there is a staff member in the room.

If the teacher is attending an evaluation conference at the Leo A. Hoffmann Center office and will be out of the classroom for an extended period of time (no longer than 30 minutes), the following may occur:

A substitute teacher may be hired for part or all of the time the teacher will be absent at the discretion of the classroom teacher and the principal. If a sub is not hired, the classroom teacher should request that two other teachers in the building assist with

supervision of the classroom while the teacher is gone. This means that the two teachers assisting with supervision should check periodically with the paraprofessional to assess classroom climate and to see if assistance is needed. If the paraprofessional is uncomfortable with student behavior or with other classroom issues, more assistance from a licensed teacher should be offered.

Supervision of Students to Avoid Sexual Behavior

1. Students should always be in desks or chairs or separated, never shoulder to shoulder.
2. If students are working at a table together, make sure you are in a position to supervise what goes on beneath the table.
3. If the lights are off for a movie, shades should be open and you should be in a position to supervise carefully. In these situations, it's especially important to separate students.
4. The best supervision is to move around the room frequently rather than staying in the same desk or chair all the time.
5. Some students have boundary contracts or anger management plans that are shared with school staff on an as-needed basis to promote consistency and support in all environments.
6. Students should never be anywhere without supervision, even in the hallways.

Aggressive/Disruptive Behavior in PE

Paras should always take the school cell phone with them to PE.

Classroom teachers should observe student behavior during classes, watching for signs of volatile or explosive behavior, and make judgments to the best of their ability about the student's ability to handle PE. If the teacher feels that the student is volatile or explosive, the teacher should notify the student and the unit that the student will not be going to PE.

If the student is not to go to PE, inform the PE paraprofessional so that the student does not report to the gym. If a student goes to PE and is aggressive or disrupting the class (refusing to sit where directed, disrupting the teacher, antagonizing other students) to the point where he can't be maintained in class any longer, the following procedures should be followed:

If the student is only disruptive, but needs to be picked up by the unit staff, call:
 Oshawa Learning Academy (934-9820)
 North (934-7740)
 Evergreen (934-7789)

Items that can be used as weapons against self or others

Teachers must keep scissors and all other potentially dangerous items in places not accessible to students. If students are using scissors, they will be counted as they are handed out and when they are collected.

These following items need to be accounted for and monitored closely

- Scissors
- Kitchen/eating utensils
- Metal items that can be sharpened
- Spirals from notebooks
- Glass

Mandated Reporting

By law, all school employees are mandated reporters. Failure to report could result in serious legal implications for staff. The responsibility of reporting is with the person who has received information that leads them to believe that abuse may have occurred.

Professional Ethics

School personnel should not discuss students and other confidential school business in the community. It is sometimes necessary to discuss student problems and parent related problems at school with other school personnel providing it is done for constructive purposes. It is not ethical or fair to the child to discuss student problems and situations in the community.

Professional Boundaries

Teachers and paraprofessionals have a responsibility to be aware of the professional boundaries between students or parents and themselves. A teacher/paraprofessional who is unaware of, or who ignores the boundary between professional and unprofessional behavior, could be in serious difficulty. Even an unfounded allegation of professional misconduct can be damaging to a teacher/paraprofessional.

In general, those activities that take a teacher/paraprofessional beyond the accepted expectation of the employer could easily qualify as boundary violations and could result in disciplinary action. The following are examples of issues that could result in questions about appropriate teacher/paraprofessional behavior:

- Socializing with students and/or parents outside of regular teaching duties;
- Disclosing personal or confidential information (address, phone numbers, family relationships) about yourself to students;
- Lapsing into casual or "street" language with students;

- Giving unofficial notes or cards to students or parents;
- Inappropriate physical contact with students;
- Non-professional involvement in student issues outside of school;
- Communicating informally or unofficially with students by letter, e-mail, instant messenger, cell phone text messaging, or cell phone;
- Communicating with students outside of the school day for any purpose that is not official;
- Initiating communication with students after discharge. After discharge, students may call the school during the school day to speak to a teacher or paraprofessional but this should be infrequent and done with caution.

Changelog

2021.1	Jana Sykora	Initial Creation - based on 2020.0 staff handbook and 2019-2020 student-staff handbook and 2021-2022 guidelines for district handbooks

Appendix

1. Authorization for Self-Administered Medication
2. SPPS Technology Use Agreement

Please sign and return this page to Saint Peter Public Schools
There is also an online agreement form on the school website

Saint Peter Public Schools

1-to-1 Guidelines and Agreement

Access to the technology in the Saint Peter Public School District has been established for educational purposes. The use of the Saint Peter Public School District's electronic technologies is a valued resource to our community. All electronic technologies must be used in support of the educational program of the District. This access may be revoked at any time for abusive or inappropriate conduct related to the use of electronic technologies.

Failure to comply with the District's Bullying Policy, Acceptable Use and Internet Policy (005.83), and the guidelines stated in the Saint Peter 1:1 Learning Handbook for care and use of the mobile device may result in the loss of privilege to take the mobile device home or use the mobile device in general.

The mobile device is the property of Saint Peter Public Schools and as a result may be seized and reviewed at any time. The student should have NO expectation of privacy of materials found on an iPad.

- ☐ Please opt my student in to the Mobile Device Protection Plan. A \$25 fee will be placed in your Infinite Campus account and can be paid online or submitted at the school office.

STUDENT

I have read all the policies and guidelines in the Saint Peter Public Schools 1-to-1 Guidelines and Agreement document and understand my responsibilities as a student:

Student name: _____

Student signature: _____

Date: _____

PARENT

I/we have read all the policies and guidelines in the Saint Peter Public Schools 1-to-1 Guidelines and Agreement document and understand my/our responsibilities as a parent:

Parent name: _____

Parent signature: _____

Date: _____

Leo A. Hoffmann Center

Authorization for Self-Administered Medications

Physician's Order for Administration by Student Within Staff Supervision

STUDENT NAME _____ **GRADE** _____

Diagnosis:		
Name of Medicine:		
Dosage & Route:		
If given daily, time:		
If PRN, describe indications:		
Limitations:		
Student instructed to self-medicate:	Yes	No
Other information:		

Physician Signature

Date

Registered Nurse

Date

Unit Supervisor/Residential Coordinator

Date



ADDENDUM

BOARD MEETING Monday, August 16, 2021 SPMS-Media Center 6:30 PM

VI. ACTION ITEMS

4. AGENDA ITEM #4

Subject: Approval of Hoffmann Learning Center Leases for 2021-22

Action: Requires a Motion

Background: With the transition of the Hoffman Center to a PRTF and the addition of a new building on their site, we will be leasing 3 classrooms and gym space from the Hoffman Center. This space is known as the Oshawa Learning Academy. We will also be using classrooms in our existing building.

This was discussed by the Finance Committee and recommended to move forward to the full school board.

Presentation: Business Manager

Recommendation: I recommend approval of the lease for the Oshawa Learning Academy portion of the Hoffman Learning Center.

COMMERCIAL LEASE AGREEMENT

THIS LEASE, made this ____ day of _____, 2020, by and between Leo A. Hoffman Center, sometimes hereinafter called "Landlord", and St. Peter Public School District #508, hereinafter called "Tenant".

1. PREMISES AND TERM

1.1. Landlord hereby leases to Tenant, and Tenant hereby Leases from Landlord, **Three (3) classrooms**, ("hereinafter called classroom"), including access to the associated restroom area, and the gymnasium ("hereinafter called gymnasium"), located in the Leo A. Hoffmann Building located at 1715 Sheppard Drive, St. Peter, Minnesota, with ingress and egress related thereto (hereafter called the "leased premises"). The classroom can be relocated within the building upon 30 day notice to tenant.

1.2. To Have and to Hold the leased premises unto Tenant for a term of two & a half (2.5) year(s) commencing on the ____ day of _____, 2020 and on a month-by-month basis thereafter.

2. PREPARATION OF LEASED PREMISES

Tenant takes and accepts the leased premises in their "as is" condition. Taking of possession of the leased premises by Tenant shall be conclusive evidence that the Leased premises were, on that date, in good, clean and tenantable condition as represented by landlord. Tenant acknowledges that no representations as to the repair of the leased premises or promises to alter, remodel or improve the leased premises have been made by the Landlord.

3. RENT

The rent shall be payable by Tenant in equal monthly installments, on or before the first day of each month in advance, at the office of Landlord or at such other place designated by Landlord without prior demand therefor. The rent to be paid shall be as follows:

Classroom:	\$400/month
Gymnasium:	\$400/month

Rent for any partial month at the beginning of the lease term shall be equitably prorated and is payable on the commencement date of the lease term.

4. USE OF PREMISES AND EMPLOYEES

4.1. The leased premises may be used by Tenant as an educational facility of the school district and for no other purpose without the written consent of Landlord. Tenant shall promptly comply with all laws, ordinances and regulations affecting the leased premises or Tenant's use therein, plus insurance company requirements affecting the cleanliness, safety, use and occupation of the leased premises.

4.2. Tenant shall be responsible for cleaning the classroom. Landlord shall be responsible for cleaning the restroom area and gymnasium.

5. UTILITIES

Landlord shall pay all utilities used in the leased premises throughout the term of this lease including, but not limited to, heating, air conditioning, electricity, gas, water and sewer charges.

6. REPAIRS AND IMPROVEMENTS

6.1. Landlord shall keep the leased premises in good repair, and if necessary or required by proper governmental authority, make modifications or replacements thereof, except that Landlord shall not be required to make any such repairs, modifications or replacements which become necessary or desirable by reason of the negligence of Tenant, its agents, invitees, servants, or employees, or by reason of anyone illegally entering or upon the premises.

6.2 Tenant shall keep in good order and in clean, sanitary and safe condition, ordinary wear and tear excepted, the leased premises and all of the equipment contained therein. Tenant shall permit no waste, damage or injury to the leased premises.

7. ALTERATIONS

Tenant shall not make any repairs, alterations or additions to the leased premises or make any contract therefore without first procuring Landlord's written consent. Tenant may remove its alterations, additions, improvements and fixtures, whether fixed or unfixed, at its election, provided that the actual cost of repairing any damage to the leased premises arising from such removal and restoring the same to their original condition shall be paid for by the tenant.

8. INDEMNITY

Tenant agrees to indemnify and hold Landlord harmless against any and all claims, demands, damages, costs and expenses, including reasonable attorney's fees, arising from the use of the premises by Tenant, its agents, invitees, servants, or employees, and from any breach or default on the part of the Tenant in the performance of any covenant or agreement on the part of Tenant to be performed pursuant to the terms of this lease, or from any act of negligence of Tenant, its agents, invitees, contractors, servants, employees, sublessees, concessionaires or licensees, in or about the leased premises or the common areas and the sidewalks adjoining the same. Landlord shall not be liable and Tenant waives all claims for damage to person or property sustained by Tenant or Tenant's employees, agents, servants, contractors, sub-tenants, concessionaires, invitees, and customers resulting from the building in which the leased premises are located or by reason of the leased premises or any equipment or appurtenances thereunto appertaining becoming out of repair, or resulting from any accident in or about the leased premises, the building in which the same are situated or resulting directly or indirectly from any act or neglect of any other tenant in the building. All property belonging to Tenant or any occupant of the leased premises shall be there at the risk of the Tenant or such person only, and Landlord shall not be liable for damage thereto or theft or misappropriation thereof.

9. INSURANCE

Landlord shall insure the premises against fire, hazard or other peril. It shall be the responsibility of the Tenant to assure that the tenant is covered by liability insurance. The policies shall insure the Tenant against loss at minimum as follows: \$1,500,000 per wrongful Act or Occurrence and \$3,000,000 Annual Aggregate. The Tenant shall list Landlord as an additional insured under said insurance policies and provide proof to Landlord yearly upon renewal or as requested by Landlord. The Tenant shall be responsible for insuring all personal and business property on site and providing business insurance for his/her operation.

10. FIRE OR OTHER CASUALTY

In the case the real estate shall be partially or totally destroyed by any fires or other casualty covered by insurance so as to become partially or totally untenable, the same shall be repaired at the expense of Landlord, unless Landlord shall elect not to rebuild, as hereinafter provided, and the rent shall abate until the leased premises are repaired and the extent to which the leased premises are untenable.

11. EMINENT DOMAIN

11.1. If the whole of the leased premises shall be taken under the power of eminent domain, then the term of this lease shall cease as of the day possession shall be taken and the rent shall be paid up to that date.

11.2. All damages awarded for such taking under the power of eminent domain, whether for the whole or a part of the leased premises, shall be the property of Landlord.

12. ASSIGNMENT AND SUBLETTING

Tenant shall not assign or in any manner transfer this lease or any interest therein without the prior written consent of Landlord. Consent by Landlord to one or more assignments of this lease shall not operate as a waiver of Landlord's rights under this Article.

13. ACCESS TO PREMISES

Landlord shall have the right to enter upon the leased premises during all business hours for the purpose of inspecting the same or of making repairs, additions or alterations thereto or to the buildings in which same are located, or for the purpose of exhibiting the same to prospective tenants, purchasers or others. Landlord shall not be liable to Tenant in any manner for any expense, loss or damage by reason thereof, nor shall the exercise of such right be deemed an eviction or disturbance of Tenant's use or possession.

14. RENT ABATEMENT

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No abatement, diminution, or reduction of rent shall be claimed or allowed to Landlord or any person claiming under it

under any circumstances, whether for inconvenience, discomfort, interruption of business or otherwise, arising from the making of alterations, improvements, or repairs to the premises, because of any governmental laws or arising from and during the restoration of the leased premises after the destruction or damage thereof by fire or other cause of that taking or condemnation of a portion only of the leased premises.

15. TENANT DEFAULT OR BREACH, Each of the following events shall constitute a default or breach of this lease by Tenant:

- a. If Tenant shall fail to pay Landlord any rent hereunder when the same becomes due and shall not make such payment within ten (10) days after written notice thereof by Landlord to Tenant. Tenant shall pay Landlord interest at the rate of eighteen (18%) percent per annum on any amount due hereunder from the date of it being due until the date it is paid.
- b. If Tenant shall fail to perform or comply with any of the provisions of this lease and if the nonperformance shall continue for a period of thirty (30) days after notice thereof by Landlord to Tenant or, if the performance cannot be reasonably had within the thirty (30) day period, Tenant shall not in good faith have commenced performance within the thirty (30) day period and shall not diligently proceed to completion of performance.
- c. If Tenant shall vacate or abandon the leased premises.
- d. If this lease or the estate of Tenant hereunder shall be transferred to, or shall pass to, or devolve on any other party, except in the manner herein permitted.

16. EFFECT OF DEFAULT, In the event of any default hereunder, as set forth in Section 16, the rights of the Landlord shall be as follows:

- a. Landlord shall have the right to cancel and terminate this lease and all of Tenant's interest, by giving ninety (90) days written notice of cancellation. Conditions will be specified in said notice which will allow curing of the default and reinstatement of the lease. Barring said "cure" procedure, the lease ends at the end of ninety (90) days from date of notice with the same effect as if it had been terminated at the end of the lease's full term, and, or
- b. Landlord may make any default payment required to be made to Tenant hereunder or accomplish any other default nonpayment obligation of Tenant. Any such act shall not operate as a waiver of any of Landlord's rights to exercise other alternatives. Landlord may enter the premises for the purpose of accomplishing these events or for determining the need for these events. Such re-entry shall not operate as a termination of the lease, and, or
- c. Landlord may immediately re-enter the leased premises and remove any and all of Tenant's property found thereon. Said property may then be stored in either public or private storage at the expense of Tenant. The property may be held as security for the payment of obligations owed by Tenant to Landlord under the terms of this lease.
- d. After re-entry Landlord may relet the leased premises, or any part thereof, for any term without this act operating as a termination of this lease. Landlord may rent out the leased premises on terms that it shall choose, including, but not limited to, the making of alterations and repairs to the leased premises. No such charge shall operate as a termination of this lease. Any net income, after deduction of reasonable expenses appropriate to the reletting of the leased premises, shall be calculated against all obligations of Tenant hereunder. Tenant shall be liable to Landlord for any deficits. Any excesses shall be the property of Landlord. No act contained in this subparagraph shall be construed as a termination of this lease, nor as a waiver of any of Landlord's rights to exercise other alternatives, Landlord acknowledges an affirmative duty to mitigate damages, and, or,
- e. Landlord, or Landlord's agents, may take and hold any of Tenant's property found upon the leased premises, and in Landlord's sole discretion, dispose of such property in a commercially reasonable manner and apply the net proceeds, after the costs of disposal and seizure, toward the reduction of any obligation by Tenant to Landlord under the terms of this lease. Landlord agrees to subordinate this lien to any lien on equipment within the premises.
- f. All rights and remedies of Landlord herein enumerated shall be cumulative and none shall exclude any other right or remedy allowed by law, and said rights and remedies may be exercised and enforced concurrently and wherever and as often as the occasion arises.

17. SURRENDER OF POSSESSION

17.1. At the expiration of the lease term, whether by lapse of time or otherwise, Tenant shall surrender the leased premises in good condition and repair, reasonable wear and tear and loss by fire or unavoidable, insured casualty excepted.

Tenant shall promptly surrender all keys for the leased premises to Landlord at the place then fixed for payment of rent.

17.2. Upon the expiration of the tenancy hereby created, if Landlord so requires in writing, Tenant shall promptly remove any alterations, additions, improvements and fixtures other than trade fixtures placed in the leased premises by Tenant and designated in said request, and repair any damage occasioned by such removals at Tenant's expense, and in default thereof.

18. SUBORDINATION

18.1. Tenant agrees that this lease shall be subordinate to any mortgages or trust deeds that may hereafter be placed upon said leased premises and to any and all advances to be made thereunder, and to the interest thereon, and all renewals, replacements and extensions thereof provided that the mortgagee or trustee thereunder shall agree to recognize Tenant's rights hereunder as long as Tenant is not in default hereunder. Tenant shall, in the event of the sale or assignment of Landlord's interest in the building of which the leased premises form a part, or in the event of any proceedings brought for the foreclosure of, or in the event of exercise of the power of sale under any mortgage made by Landlord covering the leased premises, attorn to the purchaser and recognize such purchaser as Landlord under this lease.

18.2. Tenant shall, upon demand, in the event any proceedings are brought for the foreclosure of, or in the event of an exercise of power of sale under any mortgage, trust deed, or other financing investment, made by the Landlord covering the leased premises, attorn in writing to the purchaser upon any such foreclosure of sale and recognize such purchaser as the Landlord under the lease.

19. AMENDMENTS AND NOTICES

19.1. This agreement may be amended upon mutual written agreement of Landlord and Tenant. Changes to any terms and conditions of this agreement shall be upon 30 days notice.

19.2. Whenever under this lease provision is made for notice of any kind, such notice shall be in writing and shall be deemed sufficient to Tenant if actually delivered to Tenant or sent by registered or certified mail, return receipt requested, postage prepaid, to the last Post Office address of the Tenant furnished to Landlord for such purpose, or to the leased premises; and to the Landlord if actually delivered to Landlord or if sent by registered or certified mail, return receipt requested, postage prepaid, to the Landlord at the address furnished for such purpose, or to the place then fixed for the payment of rent. If the holder of record of any mortgage or ground Landlord's interest covering the leased premises shall have given prior written notice to Tenant that it is the holder of said mortgage or Landlord's interest and such notice includes the address at which notices to such mortgagee or ground Landlord are to be sent, then Tenant agrees to give such party or parties notice simultaneously with any notice given to Landlord to correct any default of Landlord as hereinabove provided and agrees that such party or parties shall have the right within thirty (30) days after receipt of said notice to correct or remedy such default before Tenant may take any action under this lease by reason of such default.

20. GENERAL

20.1. Relationship of parties. Nothing contained herein shall be deemed or construed by anyone as creating the relationship of principal and agent or of partnership or of joint venture between the parties hereto.

20.2. Cumulative Remedies and Nonwaiver. The various rights and remedies contained in this lease shall not be considered as exclusive of any other rights or remedy, but shall be construed as cumulative and shall be in addition to every other remedy now or hereafter existing at law, in equity, or by statute. No delay or omission of the right to exercise any power by either party shall impair any such right or power, or shall be construed as a waiver of any default or as acquiescence therein. One or more waivers of any covenant, term or condition of this lease by either party shall not be construed by the other party as a waiver of a subsequent breach of the same covenant, term or condition. The consent or approval by either to or if any act by other party of a nature requiring consent or approval shall not be deemed to waive or render unnecessary consent to approval of any subsequent similar act.

20.3. Headings. The headings of the several articles contained herein are for convenience only and do not define, limit or construe the contents of such articles.

20.4. Binding Effect of the Lease. The covenants, agreements and obligations herein contained, except as herein otherwise specifically provided, shall extend to, bind and inure to the benefit of the parties hereto and their respective personal representatives, heirs, successors and assigns. Landlord, at any time and from time to time, may make an assignment of its interest in this lease, and, in the event of such assignment and the assumption by the assignee of the covenants and agreements to be performed by Landlord herein, Landlord and its successors and assigns (other than assignee of this lease) shall be released from any and all liability hereunder.

20.5. Force Majeure. Whenever a period of time is herein provided for either party to do or perform any act or thing, that party shall not be liable or responsible for any delays, and applicable periods for performance shall be extended accordingly, due to strikes, lockouts, riots, acts of God, shortages of labor or materials, national emergency, acts of a public enemy, governmental restrictions, laws or regulations, or any other cause or causes, whether similar or dissimilar to those enumerated, beyond its reasonable control. The provisions of this Section 5 shall not operate to excuse Tenant from prompt payment of rent, percentage rent, additional rent, or other monetary payments required by the terms of this lease.

20.6. Acceptance of Payment. No payment by Tenant or receipt by Landlord of a lesser amount than the amount then due under this lease shall be deemed to be other than on account of the earliest portion thereof due, nor shall any endorsement or statement on any check or any letter accompanying any check or payment be deemed an accord and satisfaction, and Landlord may accept such check or payment without prejudice to Landlord's right to recover the balance due or pursue any other remedy in this lease provided.

20.7. Unenforceability. Unenforceability of any provision contained in this lease shall not affect or impair the validity of any other provision of this lease.

20.8. Governing Law. The laws of Minnesota shall govern the validity, performance and enforcement of this lease.

20.9. Waiver of Subrogation. Anything in this lease to the contrary notwithstanding, to the extent of insurance proceeds recoverable, Landlord and Tenant each hereby waive any and all rights of recovery, claim, action or cause of action against the other, its agents (including partners, both general and limited), officers, directors, shareholders or employees, for any loss or damage that may occur to the leased premises, or any improvements thereto, or any property of such party therein, by reason of fire, the elements, or any other cause which could be insured against under the terms of standard fire and extended coverage insurance policies, regardless of cause or origin, including negligence of the other party hereto, its agents, officers or employees, and covenants that no insurer shall hold any right of subrogation against such other party.

IN WITNESS WHEREOF, Landlord and Tenant have signed and sealed this lease as of the day and year first above written.

LANDLORD

LEO A. HOFFMANN CENTER

Date

By: _____

TENANT

ST. PETER PUBLIC SCHOOL DISTRICT #508

Date

By: _____



ADDENDUM

BOARD MEETING Monday, August 16, 2021 SPMS-Media Center 6:30 PM

VI. ACTION ITEMS

5. AGENDA ITEM #5

Subject: Second/Final Reading of Revisions to the Policy Manual

Action: Requires a Motion

Background: The Policy Committee reviewed the following policies and have brought them forward for a second reading:

Policy 601 School District Curriculum and Instructional Goals
No further changes

Deletion of Policy 006.10 School District Curriculum,
Instructional Goals, and Instructional Materials

Policy 604 Instructional Curriculum
No further changes
(No existing corresponding policy)

Policy 618 Assessment of Student Achievement
No further changes
(No existing corresponding policy)

Presentation: Superintendent Gronseth, Policy Committee

Recommendation: I recommend approving these policies revisions.

Adopted: _____

MSBA/MASA Model Policy 601

Orig. 1995

Revised: _____

Rev. 2020

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

~~*[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]*~~

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
 - 1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 - 2. student performance on the Minnesota Comprehensive Assessments;
 - 3. high school graduation rates; and
 - 4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.

- F. "World's best workforce" means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- G. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes the following:

- 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;

[Note: ~~MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616~~ address this requirement.]

- 2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

[Note: ~~MSBA/MASA Model Policy 618~~ addresses this requirement.]

- 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;

[Note: ~~MSBA/MASA Model Policy 616~~ addresses this requirement.]

- 4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

[Note: ~~MSBA/MASA Model Policy 616~~ addresses this requirement.]

- 5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
- 6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
- 7. an annual budget for continuing to implement the school district plan.

- B. School district site and school site goals shall include the following:
1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:

[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]
 - a. reading, writing, speaking, listening, and viewing in the English language;
 - b. mathematical and scientific concepts;
 - c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);
 - d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
 2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
 - a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
 3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
 4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
 - a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;

- d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.
5. Students will be given the opportunity to acquire human relations skills necessary to:
- a. appreciate, understand, and accept human diversity and interdependence;
 - b. address human problems through team effort;
 - c. resolve conflicts with and among others;
 - d. function constructively within a family unit;
 - e. promote a multicultural, gender-fair, disability-sensitive society.

[Note: School district and site goals example courtesy of the Winona School District.]

- C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.
- 1. The school district must identify, before the end of kindergarten, grade 1, and grade 2, all students who are not reading at grade level. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.
 - 2. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.

[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]

- 3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment and annually report summary assessment results to the Commissioner of Education by July 1.
- 4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students who

demonstrate characteristics of dyslexia using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist. With respect to students screened or identified under paragraph

- a. the report must include:
 - i. a summary of the district's efforts to screen for dyslexia;
 - ii. the number of students screened for that reporting year; and
 - iii. the number of students demonstrating characteristics of dyslexia for that year.
5. A student identified as having a reading difficulty must be provided with alternate instruction under Minn. Stat. § 125A.56, Subd. 1.
6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
 - a. the student's reading proficiency as measured by a locally adopted assessment;
 - b. reading-related services currently being provided to the student and the student's progress; and
 - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

This provision may not be used to deny a student's right to a special education evaluation.

7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph 8.]

8. ~~The school district will provide a personal learning plan for a student who is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal~~

~~learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.~~

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

~~MSBA/MASA Model~~ Policy 104 (School District Mission Statement)
~~MSBA/MASA Model~~ Policy 613 (Graduation Requirements)
~~MSBA/MASA Model~~ Policy 614 (School District Testing Plan and Procedure)
~~MSBA/MASA Model~~ Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
~~MSBA/MASA Model~~ Policy 616 (School District System Accountability)
~~MSBA/MASA Model~~ Policy 618 (Assessment of Student Achievement)

Adopted: _____

MSBA/MASA Model Policy 604

Orig. 1995

Revised: _____

Rev. 2017

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
2. Mathematics and science;
3. Social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. Health and physical education;

[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. The arts;
6. Career and technical education; and
7. World languages.

[Note: World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates or Minnesota World Language High Achievement Certificates consistent with Minn. Stat. § 120B.022, Subd. 1.]

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.

D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.

- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade ~~beginning in the 2014-2015 school year and later.~~
 - 1. In the school district's discretion, training and instruction may result in CPR certification.
 - 2. CPR and AED instruction must include CPR and AED training that have been developed:
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
 - 3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
 - 4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

~~[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]~~

- H. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
 - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
 - 2. emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 - 3. help students identify interests, aptitudes, aspirations, and personal learning

styles that may affect their career and college-ready goals and postsecondary education and employment choices;

4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
5. help students access education and career options;
6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

~~Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.~~

[Note: Minn. Stat. § 120B.125 requires school districts to provide the services set forth in Section II.H. beginning in the 2013-2014 school year.]

- I. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.
1. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.
 2. A school or district may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.
 3. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.
 4. Schools and districts may administer civics test questions as part of the social studies curriculum.
 5. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.
 6. The school district cannot charge a fee related to this requirement.

~~[Note: This requirement is effective for students enrolling in grade 9 in the 2017-2018 school year and later.]~~

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: ~~MSBA/MASA Model~~ Policy 603 (Curriculum Development)
~~MSBA/MASA Model~~ Policy 605 (Alternative Programs)

Adopted: _____

MSBA/MASA Model Policy 618

Orig. 1998

Revised: _____

Rev. 2019

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

- A. "Above-grade level" test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- B. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- C. "Below-grade level" test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- D. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- E. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- F. "Computer-adaptive assessments" means fully adaptive assessments.

- G. "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- H. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.
- I. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- J. "Fully adaptive assessments" include on-grade level test items and items that may be above or below a student's grade level. ***[Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]***
- K. "On-grade level" test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.
- L. "Required standard" means a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The ~~[school board/superintendent or designee/director of instruction]~~ shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

~~***[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]***~~

B. Statewide Academic Standards Testing

- 1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become

available to evaluate student progress toward career and college readiness in the context of the state's academic standards.

2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. For students in grade 8 ~~in the 2012-2013 school year and later~~, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
- ~~6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.~~

C. Student Participation

1. The Commissioner of Education must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;
 - b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;

- d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in Minn. Stat. § 120B.301(a) and (c); and
 - f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

VI. RIGOROUS COURSE OF STUDY WAIVER

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
- 1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 - 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
 - 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the

students and students have the modifications and supports they need to sufficiently understand the assessments.

- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. All students, except those eligible for alternative assessments, will be encouraged to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.
- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: ~~MSBA/MASA Model~~ Policy 104 (School District Mission Statement)
~~MSBA/MASA Model~~ Policy 601 (School District Curriculum and Instruction Goals)
~~MSBA/MASA Model~~ Policy 613 (Graduation Requirements)
~~MSBA/MASA Model~~ Policy 614 (School District Testing Plan and Procedure)
~~MSBA/MASA Model~~ Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
~~MSBA/MASA Model~~ Policy 616 (School District System Accountability)



ADDENDUM

BOARD MEETING Monday, August 16, 2021 SPMS-Media Center 6:30 PM

VI. ACTION ITEMS

6. AGENDA ITEM #6

Subject: Consider Substitute Rates for 2021-22

Action: Requires a Motion

Background: As part of our efforts to recruit and retain more substitute services during the 2020-2021 school year, pay rates for substitute teachers and paraprofessionals were temporarily increased. With the COVID pandemic still affecting our community, it is recommended to continue this rate change for the 2021-2022 school year.

The Finance Committee discussed this proposal and made a motion to bring it forward to the whole school board for consideration.

Presentation: Superintendent Gronseth

Recommendation: I recommend continuing the rate increase for substitute teachers and paraprofessionals for the 2021-2022 school year.



MEMO TO:
School Board

FROM: Superintendent Bill Gronseth

DATE: August 2, 2021

SUBJECT: Teacher and Paraprofessional

Substitute Rates

In an effort to recruit and retain substitute teachers and substitute paraprofessionals for the 2020-2021 school year, the rate of pay was increased. The rates were:

1. An increase of the substitute teacher rate from \$130 per day/\$65 half day to **\$175 per day/ \$87.50 half day**; and
2. An increase of the substitute paraprofessional rate from \$11.60 per hour to **\$12.75 per hour**.

With the pandemic still likely to affect substitute availability, we are recommending a continuation of this temporary rate change. The substitute rate cost differential continues to meet the expenditure guidelines for the ESSER funding and will be cost neutral to the O1 Budget.

If approved, this rate change would continue throughout the 2021-2022 school year.

Thank you for your consideration.



ADDENDUM

BOARD MEETING Monday, August 16, 2021 Governor's Room 6:30 PM

VII. INFORMATION ITEMS

2. AGENDA ITEM #2

Subject: Building and Grounds Report

Background: Operations and Maintenance staff have been working diligently to prepare our buildings for the start of the school year. We have also had a construction project at Community Spirit Park. Marc Bachman, Operations and Maintenance Supervisor, will be on hand to provide an update.

Presentation: Operations and Maintenance Supervisor



ADDENDUM

BOARD MEETING Monday, August 16, 2021 Governor's Room 6:30 PM

VII. INFORMATION ITEMS

3. AGENDA ITEM #3

Subject: First Reading of Revision to the Policy Manual

Background: The following policies were reviewed by the Policy Committee and brought forward for a first reading:

Policy 605 Alternative Programs
(no corresponding policy)
Delete "MSBA/MASA Model" from cross references

Policy 608 Instructional Services- Special Education
(Deletion of Policy 006.7)

Strike first notation

Add the word "services" after "...some students need special education"
delete "disabled" from "related services for disabled children" and add
"with disabilities" after children.

Same as above

Presentation: Superintendent of Schools

Adopted: _____

~~MSBA/MASA~~ Model Policy 605

Orig. 1999

Revised: _____

Rev. 1999

605 ALTERNATIVE PROGRAMS

I. PURPOSE

The purpose of this policy is to recognize the need for alternative education programs for some school district students.

II. GENERAL STATEMENT OF POLICY

The school board recognizes the importance of alternative program options for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the school board that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

III. RESPONSIBILITY

- A. It shall be the responsibility of the superintendent to identify alternative program opportunities to be made available to students who may be at risk, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative programs. The superintendent shall, through cooperative efforts with other schools, agencies, and organizations, periodically recommend additional or modified alternative educational programs to the school board.
- B. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.

Legal References: Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.41, Subd. 11 (Definitions – Alternative Educational Services)
Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)
Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)
Minn. Stat. § 124D.66 (Assurance of Mastery Programs)
Minn. Stat. § 124D.68 (Graduation Incentives Programs)
Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

Cross References: ~~MSBA/MASA Model~~ Policy 603 (Curriculum Development)
~~MSBA/MASA Model~~ Policy 604 (Instructional Curriculum)

Adopted: _____

~~MSBA/MASA~~ Model Policy 608

Orig. 1995

Revised: _____

Rev. 2009

608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

~~**[Note: The provisions of this policy substantially reflect statutory and regulatory requirements.]**~~

I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need to provide special educational services to some students in the school district.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that some students need special education ~~services~~ and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

III. RESPONSIBILITIES

- A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for ~~disabled~~ children ~~with disabilities~~ who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The school district shall ensure that all qualified disabled children are provided special education and related services which are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 125A.02 (Definition of Child with a Disability)
Minn. Stat. §§ 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29 (District Obligations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

Cross References: ~~MSBA/MASA Model~~ Policy 402 (Disability Nondiscrimination Policy)
~~MSBA/MASA Model~~ Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
~~MSBA/MASA Model~~ Policy 509 (Enrollment of Nonresident Students)
~~MSBA/MASA Model~~ Policy 521 (Student Disability Nondiscrimination)