



INDEPENDENT SCHOOL DISTRICT NO. 108
NORWOOD YOUNG AMERICA, MN 55368
AGENDA: Monday, August 10, 2026



6:00 PM Meeting
Central High School

A. PROCEDURAL ITEMS:

Board Chair

1. Call to order

Board Chair

call the meeting to order

2. Roll Call

Board Chair

3. Pledge of Allegiance

Board Chair

4. Approval of Agenda

Board Chair

Board members can amend the presented agenda by adding, removing or adjusting items to suit the needs of a particular meeting.

5. Consent Agenda

5

Board Chair

a) Approval of Minutes

June 2026 Regular Board Meeting Minutes

b) Payment of Invoices

c) Correspondence

d) Approve Field Trip(s)

e) Human Resources Items:

1. Retirement

a).

2. Lane Change

a).

3. Resignations

a).

4. Non-Renewal

a).

5. New Hires

Carissa Paguyo- Paraprofessional

Courtney Widmer- Paraprofessional

Teresa Rasmussen- Elementary lunchroom

Paige Heimerl- Preschool teacher

Kim Peterson- Speech
Morgan Dahlke- 1st grade teacher
Brianna Hoffman- Counselor

6. Leave of Absence

f) Extra Curricular Assignments

Jeremiah Kramer - 8th Grade FB

Joe Perez - Varsity Soccer

Charlie Gove - 7th grade FB

Grant Hartmann - Assistant FB

Madison Genz - JV Volleyball

Madison Genz - Strength and Conditioning

Haley Walters - 9th Grade VB

Mark Lagergren - Varsity CC

g) Volunteer Coaches:

6. Acceptance of Gifts

Board Chair

Board approves donations received.

Raiders Baseball Association	Scoreboard Project	\$10,130.40
Central Booster Club	Football Passing Machine	\$3,518.90
Cologne Fire Dept Relief Assn	Books for Vending Machine	\$2,500.00
Raiders Baseball Association	Scoreboard Project	\$23,637.60
Clinton Knops	Elementary Band	\$1,000.00
Raiders Touchdown Club	Equipment Bags	\$900.00

B. PUBLIC FORUM

Board Chair

During the Public Forum any person may address the School Board on a topic of interest or concern. Listed below are the procedures.

1. Public Forum will follow the Procedural Items on the agenda.

2. Public Forum will be open up to 30 minutes (3 minutes per speaker, 10 minutes per topic, and no more than 3 speakers per topic as a general rule). Comments should be brief, and repetition of public comments already expressed at the same meeting should be avoided.

3. Those wishing to address the Board should fill out the Public Forum Speaker Card and submit the card to the School Board clerk or other district official at the meeting

4. Questions may be asked on any topic, including those on the agenda.

5. School District policy and data privacy laws preclude the Board from publicly discussing personnel matters or data, including information, which, if discussed in a public meeting could violate law or policy. Under School Board Policy 206, complaints or concerns regarding individual school district employees should be presented in writing to school administration and signed by the person submitting the complaint or concern.

6. An attempt will be made to answer questions addressed to the Board. In those cases where an answer is not provided, a phone call from an appropriate school district official will be made as a follow-up.
7. A handout on the purpose of School Board meetings and the meeting process is available at each School Board meeting.
8. Citizens may be asked to address the school board on a particular subject during the discussion of that item.
9. The School Board chairperson will attempt to reasonably honor requests to speak, but shall also exercise discretion with regard to time constraints and therefore may limit the number of requests to speak accordingly.

C. INFORMATIONAL ITEMS: MONTHLY REPORTS

Board Chair

1. Superintendent
Board Chair
2. Board
Board Chair
Minnesota State High School League
Representative: Krueger; Alt: Erickson
Community Education Board
Representatives: Kelly, Kroells
Southwest Metro Educational Coop
Representative: Perlbachs Alt: Kroells
Community Development/County & City Liaison
Representative: Eischens; Alt: Erickson
Finance Committee
Representative: Perlbachs: Alt: Eischens
Policy Committee:
Representatives: Erickson, Kelly, Kroells
Facilities Committee
Representatives: Krueger, Kroells

Negotiation Committees:

MN School Employees Association:

Representatives: Erickson, Eischens, Bentz

Teachers Association:

Representatives: Krueger, Kelly, Perlbachs

Superintendent:

Representatives: Erickson, Kroells, Eischens

Principals/Administration:

Representatives Erickson, Eischens, Bentz

Non-Union Support Staff, Technology Director, Community Ed. Director:

D. DISCUSSION ITEMS

Board Chair

1. Superintendent and Board Goals for FY27 12

2. Volunteer Procedures for 2026 and Beyond

HF 3489 is one of the most significant school safety and child protection laws Minnesota has passed in recent years. While much of the bill creates new criminal offenses and licensing requirements, it also creates several practical obligations for school districts and significantly changes district risk management. The field trip provisions became effective July 1, 2026, while the new grooming offenses and related criminal provisions became effective August 1, 2026.

3. Threat Reporting System

Requires every school district and charter school in Minnesota to adopt a policy by June 30, 2027, and implement an anonymous threat reporting system by July 1, 2028. Schools can either build their own local system or use the statewide system operated by the Department of Public Safety. Any local system must be available 24 hours a day by app, website, and phone, and must immediately forward tips to school staff, the Bureau of Criminal Apprehension, and local law enforcement. To help schools get started, \$4 million in one-time grants is available. Providing up to \$10,000 per school district and \$2,500 per charter school, along with \$1 million for statewide threat assessment staffing.

4. MN Permanent School Fund 53

<https://mnmsba.org/advocacy/permanent-school-fund/>

School districts have an important responsibility to help their communities understand issues that affect public education. Minnesota law allows school districts and district employees acting in their official capacity to provide factual, balanced, and educational information about ballot questions that affect schools. However, public resources may not be used to advocate for or against a ballot measure. This guidance is intended to help school board members, superintendents, administrators, communications professionals, and district employees understand the difference between providing information and engaging in advocacy.

E. OPERATIONAL ITEMS

Board Chair

1. Consideration of Handbook Changes 56

F. NEXT BOARD MEETING is on September 28, 2026

Board Chair

G. ADJOURNMENT

Board Chair

Regular Meeting
Monday, June 22, 2026 6:00 PM Central

Central High School
531 Morse Street
Norwood Young America, MN 55368

Anthony Bentz: Absent
Sara Eischens: Absent
Shelby Erickson: Present
Spencer Kelly: Present
Josh Kroells: Absent
Troy Krueger: Present
Emily Perlbachs: Present
Present: 4, Absent: 3.

A. PROCEDURAL ITEMS:

A.1. Call to order

A.2. Roll Call

A.3. Pledge of Allegiance

A.4. Approval of Agenda

Move to approve the agenda as presented/amended:. This motion, made by Emily Perlbachs and seconded by Spencer Kelly, Carried.

Anthony Bentz: Absent, Sara Eischens: Absent, Josh Kroells: Absent, Shelby Erickson: Yea, Spencer Kelly: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 4, Nay: 0, Absent: 3

A.5. Consent Agenda

Move to approve Consent agenda as presented. This motion, made by Shelby Erickson and seconded by Emily Perlbachs, Carried.

Anthony Bentz: Absent, Sara Eischens: Absent, Josh Kroells: Absent, Shelby Erickson: Yea, Spencer Kelly: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 4, Nay: 0, Absent: 3

A.6. Acceptance of Gifts

Move to approve gifts. This motion, made by Shelby Erickson and seconded by Troy Krueger, Carried.

Anthony Bentz: Absent, Sara Eischens: Absent, Josh Kroells: Absent, Shelby Erickson: Yea, Spencer Kelly: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 4, Nay: 0, Absent: 3

B. PUBLIC FORUM

C. INFORMATIONAL ITEMS: MONTHLY REPORTS

C.1. Student Council

C.2. Superintendent

C.3. Board

D. DISCUSSION ITEMS

D.1. Facilities Handbook Review

E. OPERATIONAL ITEMS

E.1. Consideration of the FY28 LTFM Plan

Approve. This motion, made by Shelby Erickson and seconded by Emily Perlbachs, Carried.
Anthony Bentz: Absent, Sara Eischens: Absent, Josh Kroells: Absent, Shelby Erickson: Yea,
Spencer Kelly: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 4, Nay: 0, Absent: 3

E.2. Consideration of 2026-27 Organizational Items

Approve. This motion, made by Emily Perlbachs and seconded by Troy Krueger, Carried.
Anthony Bentz: Absent, Sara Eischens: Absent, Josh Kroells: Absent, Shelby Erickson: Yea,
Spencer Kelly: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 4, Nay: 0, Absent: 3

E.3. Consideration of the 2026-27 Board Yearly Plan

Approve. This motion, made by Shelby Erickson and seconded by Emily Perlbachs, Carried.
Anthony Bentz: Absent, Sara Eischens: Absent, Josh Kroells: Absent, Shelby Erickson: Yea,
Spencer Kelly: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 4, Nay: 0, Absent: 3

E.4. Consideration of the FY27 Preliminary Budget

Approved. This motion, made by Emily Perlbachs and seconded by Troy Krueger, Carried.
Anthony Bentz: Absent, Sara Eischens: Absent, Josh Kroells: Absent, Shelby Erickson: Yea,
Spencer Kelly: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 4, Nay: 0, Absent: 3

E.5. Consideration of the 2026-2028 MESA Contract

Approved. This motion, made by Shelby Erickson and seconded by Spencer Kelly, Carried.
Anthony Bentz: Absent, Sara Eischens: Absent, Josh Kroells: Absent, Shelby Erickson: Yea,
Spencer Kelly: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 4, Nay: 0, Absent: 3

E.6. Consideration of the FY27 - FY32 Strategic Directions

Approve. This motion, made by Shelby Erickson and seconded by Emily Perlbachs, Carried.
Anthony Bentz: Absent, Sara Eischens: Absent, Josh Kroells: Absent, Shelby Erickson: Yea,
Spencer Kelly: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 4, Nay: 0, Absent: 3

E.7. Notice of Public Election

Approved. This motion, made by Spencer Kelly and seconded by Shelby Erickson, Carried.
Anthony Bentz: Absent, Sara Eischens: Absent, Josh Kroells: Absent, Shelby Erickson: Yea,
Spencer Kelly: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 4, Nay: 0, Absent: 3

F. NEXT BOARD MEETING IS AUGUST 10, 2026

G. ADJOURNMENT

Approved. This motion, made by Emily Perlbachs and seconded by Troy Krueger, Carried.
Anthony Bentz: Absent, Sara Eischens: Absent, Josh Kroells: Absent, Shelby Erickson: Yea,
Spencer Kelly: Yea, Troy Krueger: Yea, Emily Perlbachs: Yea
Yea: 4, Nay: 0, Absent: 3

Norwood-Young America School

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Pay/Void				Amount
										Print	Recon	Void	Date	
GEN1	p61232	61814		Wire	1	00808		NCPERS Group Life Ins.		No	Yes	No	06/18/2026	16.25
GEN1	p61232	61815		Wire	1	04034		PERA		No	Yes	No	06/18/2026	7,312.13
GEN1	p61232	61816		Wire	1	04035		TEACHERS RETIREMENT ASSOC		No	Yes	No	06/18/2026	43,190.98
GEN1	p61232	61817		Wire	1	05255		DEPARTMENT OF THE TREASURY		No	Yes	No	06/18/2026	68,038.96
GEN1	p61232	61818		Wire	1	06027		COMMISSIONER OF REVENUE		No	Yes	No	06/18/2026	11,221.35
GEN1	p61232	61819		Wire	1	1439		DELTA DENTAL PLAN OF MN		No	Yes	No	06/18/2026	6,380.94
GEN1	p61232	61820		Wire	1	2260		AFLAC		No	Yes	No	06/18/2026	100.29
GEN1	p61232	61821		Wire	1	3785		EDUCATORS FINANCIAL SERVICES		No	Yes	No	06/18/2026	9,418.01
GEN1	p61232	61822		Wire	1	4164		MN STATE RETIREMENT SYST (Empower)		No	Yes	No	06/18/2026	19,622.34
GEN1	p61232	61823		Wire	1	5699		MN PUBLIC EMPLOYEES INSURANCE PF		No	Yes	No	06/18/2026	96,634.32
GEN1	p61232	61824		Wire	1	6821		WEX Health Inc.		No	Yes	No	06/18/2026	2,934.91
GEN1	P61226	61829		Wire	1	7498		MN DEED PL		No	Yes	No	06/22/2026	19,521.50
GEN1	P61226	61845		Direct Pymt	1	00572		MENARDS INC		Yes	Yes	No	06/29/2026	91.88
GEN1	P61226	61846		Direct Pymt	1	5287		SOUTHWEST METRO INTERMEDIATE DIS		Yes	Yes	No	06/29/2026	50,429.64
GEN1	P61226	61847		Direct Pymt	1	5927		SCHOCHENMAIER, TIM		Yes	Yes	No	06/29/2026	126.00
GEN1	P61226	61848		Direct Pymt	1	6620		IDEAL ENERGIES SOLAR LEASING 2021 I		Yes	Yes	No	06/29/2026	466.44
GEN1	P61226	61849		Direct Pymt	1	6722		HEARTLAND BUSINESS SYSTEMS, LLC.		Yes	Yes	No	06/29/2026	1,951.11
GEN1	P61226	61850		Direct Pymt	1	6865		MIDAMERICA ADMINISTRATIVE & RETIREI		Yes	Yes	No	06/29/2026	114.00
GEN1	P61226	61851		Direct Pymt	1	7007		FREEDOM SECURITY AND SURVEILLANC		Yes	Yes	No	06/29/2026	2,196.27
GEN1	P61226	61852		Direct Pymt	1	7492		PROCARE THERAPY		Yes	Yes	No	06/29/2026	2,120.64
GEN1	P61226	61853		Wire	1	00061		CITY OF NORWOOD YOUNG AMERICA		No	Yes	No	06/29/2026	2,446.47
GEN1	P61226	61854		Wire	1	01606		CENTERPOINT ENERGY		No	Yes	No	06/29/2026	4,911.77
GEN1	P61226	61855		Wire	1	09609		XCEL ENERGY		No	Yes	No	06/29/2026	25,834.99
GEN1	P61226	61856		Wire	1	7539		US BANK P-CARD		No	Yes	No	06/29/2026	9,121.17
GEN1	p70131	61857		Wire	1	04034		PERA		No	Yes	No	07/03/2026	4,648.72
GEN1	p70131	61858		Wire	1	04035		TEACHERS RETIREMENT ASSOC		No	Yes	No	07/03/2026	44,776.93
GEN1	p70131	61859		Wire	1	05255		DEPARTMENT OF THE TREASURY		No	Yes	No	07/03/2026	67,324.72
GEN1	p70131	61860		Wire	1	06027		COMMISSIONER OF REVENUE		No	Yes	No	07/03/2026	11,332.43
GEN1	p70131	61861		Wire	1	3785		EDUCATORS FINANCIAL SERVICES		No	Yes	No	07/03/2026	8,956.25
GEN1	p70131	61862		Wire	1	6821		WEX Health Inc.		No	Yes	No	07/03/2026	193,365.07
GEN1	P70126	61875		Direct Pymt	1	4889		FRONTLINE TECHNOLOGIES GROUP LL		Yes	Yes	No	07/01/2026	10,560.77
GEN1	P70126	61876		Direct Pymt	1	5942		APPTGEGY		Yes	Yes	No	07/01/2026	9,555.00
GEN1	P70126	61877		Direct Pymt	1	7404		ARROWHEAD REGIONAL COMPUTING C		Yes	Yes	No	07/01/2026	8,568.00
GEN1	p70132	61882		Wire	1	00808		NCPERS Group Life Ins.		No	Yes	No	07/20/2026	16.25
GEN1	p70132	61883		Wire	1	04034		PERA		No	Yes	No	07/20/2026	4,912.27
GEN1	p70132	61884		Wire	1	04035		TEACHERS RETIREMENT ASSOC		No	Yes	No	07/20/2026	48,330.51
GEN1	p70132	61885		Wire	1	05255		DEPARTMENT OF THE TREASURY		No	Yes	No	07/20/2026	66,334.08
GEN1	p70132	61886		Wire	1	06027		COMMISSIONER OF REVENUE		No	Yes	No	07/20/2026	10,885.08
GEN1	p70132	61887		Wire	1	1439		DELTA DENTAL PLAN OF MN		No	Yes	No	07/20/2026	3,833.85
GEN1	p70132	61888		Wire	1	2260		AFLAC		No	Yes	No	07/20/2026	50.14
GEN1	p70132	61889		Wire	1	3785		EDUCATORS FINANCIAL SERVICES		No	Yes	No	07/20/2026	8,956.25
GEN1	p70132	61890		Wire	1	5699		MN PUBLIC EMPLOYEES INSURANCE PF		No	Yes	No	07/20/2026	52,490.08
GEN1	p70132	61891		Wire	1	6821		WEX Health Inc.		No	Yes	No	07/20/2026	3,134.92
GEN1	p70132	61892		Wire	1	1439		DELTA DENTAL PLAN OF MN		No	Yes	No	07/20/2026	2,807.41
GEN1	p70132	61893		Wire	1	2260		AFLAC		No	Yes	No	07/20/2026	50.15
GEN1	p70132	61894		Wire	1	5699		MN PUBLIC EMPLOYEES INSURANCE PF		No	Yes	No	07/20/2026	42,387.06
GEN1	P70126	61926		Direct Pymt	1	00666		ECOLAB PEST ELIMINATION DIVISION		Yes	Yes	No	07/15/2026	435.00
GEN1	P70126	61927		Direct Pymt	1	09082		ZANER-BLOSER EDUC. PUBLISHERS		Yes	Yes	No	07/15/2026	550.88
GEN1	P70126	61928		Direct Pymt	1	1260		SCHROEDER, TARA		Yes	Yes	No	07/15/2026	147.00
GEN1	P70126	61929		Direct Pymt	1	1936		RENAISSANCE LEARNING, INC.		Yes	Yes	No	07/15/2026	18,720.12
GEN1	P70126	61930		Direct Pymt	1	3185		MARCO TECHNOLOGIES, LLC		Yes	Yes	No	07/15/2026	396.00
GEN1	P70126	61931		Direct Pymt	1	3535		FOUR POINT 0 SCHOOL SERVICES		Yes	Yes	No	07/15/2026	50,964.13
GEN1	P70126	61932		Direct Pymt	1	3950		CENGAGE LEARNING		Yes	Yes	No	07/15/2026	7,084.00
GEN1	P70126	61933		Direct Pymt	1	4547		HALPAUS, ADAM		Yes	Yes	No	07/15/2026	808.00
GEN1	P70126	61934		Direct Pymt	1	4946		BSN SPORTS LLC		Yes	Yes	No	07/15/2026	6,350.11
GEN1	P70126	61935		Direct Pymt	1	5287		SOUTHWEST METRO INTERMEDIATE DIS		Yes	Yes	No	07/15/2026	1,262.93
GEN1	P70126	61936		Direct Pymt	1	6412		AVIBEN		Yes	Yes	No	07/15/2026	145.98
GEN1	P70126	61937		Direct Pymt	1	6728		BLUUM OF MINNESOTA, LLC		Yes	Yes	No	07/15/2026	60,198.46
GEN1	P70126	61938		Direct Pymt	1	7003		ATMOSPHERE COMMERCIAL INTERIORS		Yes	Yes	No	07/15/2026	22,721.67
GEN1	P70126	61939		Direct Pymt	1	7544		VIVACITY TECH PBC		Yes	Yes	No	07/15/2026	29,742.00
GEN1	P70126	61940		Wire	1	00893		EHLERS & ASSOCIATES, INC.		No	Yes	No	07/15/2026	39,559.38
GEN1	P70126	61941		Wire	1	2082		US BANK		No	Yes	No	07/15/2026	708,781.25
GEN1	P70126	61942		Wire	1	5002		WASTE MANAGEMENT OF WI-MN		No	Yes	No	07/15/2026	1,124.27
GEN1	P70126	61943		Wire	1	6821		WEX Health Inc.		No	Yes	No	07/15/2026	244.00
GEN1	P70126	61962		Direct Pymt	1	1657		RATWIK, ROSZAK & MALONEY, P.A.		Yes	Yes	No	07/29/2026	256.50
GEN1	P70126	61963		Direct Pymt	1	3694		ROCHESTER 100 INC.		Yes	Yes	No	07/29/2026	504.00
GEN1	P70126	61964		Direct Pymt	1	4469		INFINITE CAMPUS, INC.		Yes	Yes	No	07/29/2026	19,210.30
GEN1	P70126	61965		Direct Pymt	1	5287		SOUTHWEST METRO INTERMEDIATE DIS		Yes	Yes	No	07/29/2026	3,303.69
GEN1	P70126	61966		Direct Pymt	1	5927		SCHOCHENMAIER, TIM		Yes	Yes	No	07/29/2026	1,788.57
GEN1	P70126	61967		Direct Pymt	1	6620		IDEAL ENERGIES SOLAR LEASING 2021 I		Yes	Yes	No	07/29/2026	482.67
GEN1	P70126	61968		Direct Pymt	1	6774		LARSON, RICHARD		Yes	Yes	No	07/29/2026	618.10

Norwood-Young America School

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Pay/Void				Amount
										Print	Recon	Void	Date	
GEN1	P70126	61969		Direct Pymt	1	6939		AMPLIFY		Yes	Yes	No	07/29/2026	6,640.94
GEN1	P70126	61970		Direct Pymt	1	6973		BIFFS, INC.		Yes	Yes	No	07/29/2026	723.00
GEN1	P70126	61971		Direct Pymt	1	7544		VIVACITY TECH PBC		Yes	Yes	No	07/29/2026	67,500.00
GEN1	P70126	61972		Wire	1	00061		CITY OF NORWOOD YOUNG AMERICA		No	Yes	No	07/29/2026	866.35
GEN1	P70126	61973		Wire	1	00830		MN UC FUND		No	Yes	No	07/29/2026	7,803.52
GEN1	P70126	61974		Wire	1	01606		CENTERPOINT ENERGY		No	No	No	07/29/2026	4,051.13
GEN1	P70126	61975		Wire	1	09609		XCEL ENERGY		No	No	No	07/29/2026	339.94
GEN1	P70126	61976		Wire	1	6605		ELEYO		No	Yes	No	07/29/2026	1,829.56
GEN1	p70231	61977		Wire	1	04034		PERA		No	No	No	08/05/2026	5,173.56
GEN1	p70231	61978		Wire	1	04035		TEACHERS RETIREMENT ASSOC		No	No	No	08/05/2026	46,959.82
GEN1	p70231	61979		Wire	1	05255		DEPARTMENT OF THE TREASURY		No	No	No	08/05/2026	64,602.81
GEN1	p70231	61980		Wire	1	06027		COMMISSIONER OF REVENUE		No	No	No	08/05/2026	10,795.99
GEN1	p70231	61981		Wire	1	3785		EDUCATORS FINANCIAL SERVICES		No	No	No	08/05/2026	8,956.25
GEN1	p70231	61982		Wire	1	6821		WEX Health Inc.		No	No	No	08/05/2026	927.57
GEN1	P70126	61984		Wire	1	7539		US BANK P-CARD		No	Yes	No	07/29/2026	1,142.97
GEN1	P70126	61985		Wire	1	2468	R2	MASTERCARD - HARRIS BANK		No	No	No	07/29/2026	9,930.69
GEN1	P70126	61986		Wire	1	7539		US BANK P-CARD		No	No	No	07/29/2026	3,556.97
GEN1		61987		Wire	1	7539		US BANK P-CARD		No	Yes	No	07/31/2026	206.44
GEN1	P60526	60742	45472	Check	1	6704		NEXUS SOLUTIONS LLC		Yes	Yes	Yes	06/17/2026	(53,693.83)
GEN1	p61232	61828	46125	Check	1	6398		AUL HEALTH BENEFIT TRUST-MIDAMAEER		Yes	Yes	No	06/18/2026	25,335.14
GEN1	p61232	61825	46126	Check	1	01140		MADISON NATL LIFE INS CO INC.		Yes	Yes	No	06/18/2026	1,301.74
GEN1	p61232	61826	46127	Check	1	06032		MINNESOTA SCHOOL EMP ASSOC		Yes	Yes	No	06/18/2026	283.88
GEN1	p61232	61827	46128	Check	1	3796		NATIONAL INSURANCE SERVICES OF WI		Yes	Yes	No	06/18/2026	402.67
GEN1	P61226	61837	46129	Check	1	6747		212 EQUIPMENT		Yes	Yes	No	06/29/2026	18.99
GEN1	P61226	61832	46130	Check	1	1118		CENTRAL BOOSTER CLUB		Yes	No	No	06/29/2026	756.00
GEN1	P61226	61841	46131	Check	1	7556		CHAPEL HILL ACADEMY		Yes	Yes	No	06/29/2026	180.00
GEN1	P61226	61836	46132	Check	1	4732		DAIKIN APPLIED		Yes	Yes	No	06/29/2026	3,338.26
GEN1	P61226	61834	46133	Check	1	2721		DASHIR MANAGEMENT SERVICES INC		Yes	Yes	No	06/29/2026	25,575.67
GEN1	P61226	61844	46134	Check	1	7559		HASSAN, ILHAN		Yes	No	No	06/29/2026	28.45
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GEN1	P61226	61842	46136	Check	1	7557		HOLY TRINITY SCHOOL		Yes	Yes	No	06/29/2026	180.00
GEN1	P61226	61833	46137	Check	1	1442		IMPERIAL DADE		Yes	Yes	No	06/29/2026	259.72
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GEN1	P61226	61830	46139	Check	1	00562		MN STATE UNIVERSITY - MANKATO		Yes	Yes	No	06/29/2026	30,199.16
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GEN1	P61226	61835	46141	Check	1	4393		NIPPON SANSO MATHESON INC.		Yes	Yes	No	06/29/2026	54.14
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GEN1	P61226	61839	46143	Check	1	7424		ST. JOSEPH CATHOLIC SCHOOL		Yes	Yes	No	06/29/2026	840.00
GEN1	P70126	61872	46144	Check	1	7221		CLARK MACHTEMES		Yes	Yes	No	07/01/2026	650.00
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GEN1	P70126	61867	46146	Check	1	5964		ENVIRONMENTAL TESTING & INSPECTIO		Yes	Yes	No	07/01/2026	3,210.00
GEN1	P70126	61869	46147	Check	1	6624	1099A	HARTONG, WILLEM SEBASTIAN		Yes	No	No	07/01/2026	900.00
GEN1	P70126	61874	46148	Check	1	7560		MAETZOLD, DAVE		Yes	Yes	No	07/01/2026	500.00
GEN1	P70126	61863	46149	Check	1	00276		MN SCHOOL BOARD ASSOCIATION		Yes	Yes	No	07/01/2026	8,801.00
GEN1	P70126	61871	46150	Check	1	6789		NASSP		Yes	Yes	No	07/01/2026	385.00
GEN1	P70126	61873	46151	Check	1	7430		SAFF		Yes	Yes	No	07/01/2026	2,340.00
GEN1	P70126	61864	46152	Check	1	1677		SCHOOL MATE		Yes	Yes	No	07/01/2026	296.25
GEN1	P70126	61868	46153	Check	1	6035		SPED FORMS		Yes	Yes	No	07/01/2026	6,414.04
GEN1	P70126	61865	46154	Check	1	2690		THIEL, CHUCK		Yes	Yes	No	07/01/2026	675.00
GEN1	P70126	61870	46155	Check	1	6788		USA INFLATABLES		Yes	Yes	No	07/01/2026	513.65
GEN1	p70132	61878	46156	Check	1	01140		MADISON NATL LIFE INS CO INC.		Yes	Yes	No	07/20/2026	697.84
GEN1	p70132	61880	46157	Check	1	01140		MADISON NATL LIFE INS CO INC.		Yes	Yes	No	07/20/2026	605.02
GEN1	p70132	61879	46158	Check	1	3796		NATIONAL INSURANCE SERVICES OF WI		Yes	Yes	No	07/20/2026	205.61
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GEN1	P70126	61904	46160	Check	1	1540		AIM ELECTRONICS,INC		Yes	Yes	No	07/15/2026	23,637.60
GEN1	P70126	61925	46161	Check	1	7537		ASPI SOLUTIONS INC.		Yes	Yes	No	07/15/2026	698.00
GEN1	P70126	61907	46162	Check	1	3626		BATTERIES PLUS BULBS		Yes	No	No	07/15/2026	1,024.70
GEN1	P70126	61924	46163	Check	1	7533		BROSSARD, STACY		Yes	Yes	No	07/15/2026	240.00
GEN1	P70126	61919	46164	Check	1	7150		CESO COMMUNICATIONS, LLC		Yes	Yes	No	07/15/2026	2,800.00
GEN1	P70126	61906	46165	Check	1	2721		DASHIR MANAGEMENT SERVICES INC		Yes	Yes	No	07/15/2026	26,653.69
GEN1	P70126	61908	46166	Check	1	4717		ECM PUBLISHERS, INC.		Yes	Yes	No	07/15/2026	945.25
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GEN1	P70126	61922	46169	Check	1	7414		HOT LAWNLS LLC		Yes	Yes	No	07/15/2026	910.00
GEN1	P70126	61897	46170	Check	1	00192		HOUGHTON MIFFLIN HARCOURT		Yes	Yes	No	07/15/2026	1,236.50
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GEN1	P70126	61911	46172	Check	1	5404		LEARNING WITHOUT TEARS		Yes	Yes	No	07/15/2026	445.50
GEN1	P70126	61910	46173	Check	1	5312		LIFELINE		Yes	Yes	No	07/15/2026	2,664.35
GEN1	P70126	61914	46174	Check	1	6545		MARCO TECHNOLOGIES LLC		Yes	Yes	No	07/15/2026	3,892.68
GEN1	P70126	61916	46175	Check	1	6817		MASSP		Yes	No	No	07/15/2026	1,234.00
GEN1	P70126	61923	46176	Check	1	7432		MN ASSOC OF STUDENT LEADERS		Yes	No	No	07/15/2026	315.00

Norwood-Young America School

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Pay/Void			Amount
										Print	Recon	Date	
GEN1	P70126	61901	46177	Check	1	09326		MN ELEM. SCHOOL PRIN. ASSOC.		Yes	Yes	No 07/15/2026	969.00
GEN1	P70126	61899	46178	Check	1	00562		MN STATE UNIVERSITY - MANKATO		Yes	Yes	No 07/15/2026	28,810.92
GEN1	P70126	61921	46179	Check	1	7327		NORTHBOUND M.C.		Yes	Yes	No 07/15/2026	800.00
GEN1	P70126	61920	46180	Check	1	7263		NYSTROM PUBLISHING COMPANY INC.		Yes	Yes	No 07/15/2026	5,737.76
GEN1	P70126	61895	46181	Check	1	00122		REGION V COMPUTER SERVICES		Yes	Yes	No 07/15/2026	4,410.00
GEN1	P70126	61900	46182	Check	1	05638		RIDDELL ALL AMERICAN SPORTS CORP.		Yes	Yes	No 07/15/2026	2,001.58
GEN1	P70126	61912	46183	Check	1	6037	R1	ROBERT W. BAIRD & CO. INC.		Yes	Yes	No 07/15/2026	2,575.00
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GEN1	P70126	61898	46185	Check	1	00374		SMITH OIL CO.		Yes	Yes	No 07/15/2026	262.59
GEN1	P70126	61913	46186	Check	1	6252		T-MOBILE		Yes	Yes	No 07/15/2026	171.42
GEN1	P70126	61917	46187	Check	1	7008		TWENTY4SEVEN FIRE & SECURITY COR		Yes	Yes	No 07/15/2026	1,674.60
GEN1	P70126	61902	46188	Check	1	1157		UHL COMPANY		Yes	Yes	No 07/15/2026	856.00
GEN1	P70126	61915	46189	Check	1	6783		UNITED STATES TREASURY		Yes	Yes	No 07/15/2026	377.36
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GEN1	P70126	61958	46191	Check	1	7397		AFFINITECH, INC.		Yes	No	No 07/29/2026	240.00
GEN1	P70126	61961	46192	Check	1	7562		CARVER COUNTY ENVIRONMENTAL CEN		Yes	Yes	No 07/29/2026	532.68
GEN1	P70126	61951	46193	Check	1	4459		CENTRAL GIRLS BASKETBALL BOOSTER		Yes	No	No 07/29/2026	3,920.00
GEN1	P70126	61949	46194	Check	1	3213		CENTURYLINK		Yes	No	No 07/29/2026	143.47
GEN1	P70126	61959	46195	Check	1	7402		CHARACTERSTRONG		Yes	No	No 07/29/2026	5,203.40
GEN1	P70126	61952	46196	Check	1	4732		DAIKIN APPLIED		Yes	No	No 07/29/2026	12,531.29
GEN1	P70126	61948	46197	Check	1	2721		DASHIR MANAGEMENT SERVICES INC		Yes	No	No 07/29/2026	26,511.37
GEN1	P70126	61957	46198	Check	1	7275		H&B SPECIALIZED PRODUCTS, INC.		Yes	No	No 07/29/2026	790.00
GEN1	P70126	61944	46199	Check	1	00131		HILLYARD/HUTCHINSON		Yes	No	No 07/29/2026	874.00
GEN1	P70126	61947	46200	Check	1	1442		IMPERIAL DADE		Yes	No	No 07/29/2026	187.29
GEN1	P70126	61955	46201	Check	1	6840		INCUBATE TO INNOVATE, LLC		Yes	No	No 07/29/2026	2,000.00
GEN1	P70126	61946	46202	Check	1	00505		LANO EQUIPMENT		Yes	No	No 07/29/2026	446.53
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GEN1	P70126	61960	46204	Check	1	7427		OFFICE OF MNIT SERVICES		Yes	No	No 07/29/2026	1,709.35
GEN1	P70126	61956	46205	Check	1	6861		SHUTTERFLY LIFETOUCH, LLC		Yes	No	No 07/29/2026	855.35
GEN1	P70126	61945	46206	Check	1	00388		SUPREME SCHOOL SUPPLY COMPANY		Yes	No	No 07/29/2026	121.51
GEN1	P70126	61954	46207	Check	1	6636		TCI		Yes	No	No 07/29/2026	6,898.50
GEN1	P70126	61953	46208	Check	1	6590		WILSON LANGUAGE TRAINING CORP		Yes	No	No 07/29/2026	9,038.40
GEN1	p70231	61983	46209	Check	1	06032		MINNESOTA SCHOOL EMP ASSOC		Yes	No	No 08/05/2026	64.31
Bank Total:													\$2,574,565.05
Report Total:													\$2,574,565.05

July 5-2026 PAYROLL

GROSS PAY	\$303,634.77
FEDERAL TAX	(24,345.80)
MN STATE TAX	(11,332.43)
OASDI	(17,416.31)
MEDICARE	(4,073.15)
PERA	(2,158.34)
TRA	(20,113.20)
MNPL	(1,336.04)
ANNUITIES	(5,959.33)
FLEX	(22,727.06)
VOLUNTARIES	(31.88)
NET PAYROLL	<u><u>\$194,141.23</u></u>

July 20-2026 PAYROLL

GROSS PAY	\$318,663.96
FEDERAL TAX	(21,055.88)
MN STATE TAX	(10,885.08)
OASDI	(18,348.08)
MEDICARE	(4,291.02)
PERA	(2,280.69)
TRA	(21,709.40)
MNPL	(1,402.21)
ANNUITIES	(5,959.33)
FLEX	(22,727.09)
VOLUNTARIES	(32.80)
NET PAYROLL	<u><u>\$209,972.38</u></u>

A Goals- and Standards-Based Superintendent Evaluation

A Resource for School Board Members
and Superintendents



MASA

Minnesota Association of School Administrators

Revised: July 2022

Goals- and Standards-Based Superintendent Evaluation

A Resource for School Board Members and Superintendents

**Minnesota School Boards Association
Minnesota Association of School Administrators**

INTRODUCTION

This guide, along with the supporting resources, is designed to help school board members and superintendents implement an effective, meaningful superintendent evaluation process that is focused on improving student achievement.

The resources referenced in this document were developed jointly by staff of the Minnesota School Boards Association (MSBA) and staff and officers of the Minnesota Association of School Administrators (MASA).

The basis for all resources are the Program Requirements for All Administrative Licenses, Subparts “1” and “2” ([Minnesota Rules 3512.0510](#)).

FOR MORE INFORMATION

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PREFACE

Effective school boards recognize that hiring the right superintendents to lead and manage the school districts they serve is one of their most important duties. Delegating authority and holding the superintendent accountable are vital. Effective school boards also know that they have a duty to themselves and their communities to determine whether the authority delegated to the superintendents is being used as intended. As a result, evaluating the superintendent's performance should be a major focus of the school board and, by extension, the superintendent.

The Superintendent Evaluation: A Resource for School Board Members and Superintendents (Resource) is divided into three parts as outlined in the Table of Contents. Part 1 provides basic information to help school board-superintendent teams gain knowledge of evaluation principles and holding a closed meeting for superintendent evaluation. Part 2 provides a three-step process for establishing an evaluation that includes both performance goals and standards of performance and information about holding the mid-year and end-of-year evaluations. Part 3 includes examples of evidence of superintendent performance (such as documents, communications, etc.), sample evaluation forms, and a copy of Minnesota Rules 3512.0510.

The information in this Resource provides a framework for effective superintendent evaluations. School board and superintendent teams may choose to focus on establishing a goals-based evaluation; others may choose to develop a hybrid that includes a limited number of performance goals and standards of performance; others may choose a different model or opt to continue using the tool(s) and processes they are currently using. Whichever option the school board-superintendent team selects, the most important consideration is to commit to holding at least an annual evaluation of the superintendent's performance.

Before beginning to read the content of this Resource, two terms used throughout this document should be explained. From this point, the phrase, "performance standard," is a written criteria against which a superintendent's work is assessed to determine growth and/or functioning. While the superintendent's job description lays out what must be done, performance standards provide the superintendent with specific expectations for each job duty. The phrase, "performance goal," is a statement that describes the desired outcome(s) of the superintendent's work. Performance goals are job specific, measurable, and should support the school district's mission, vision, and beliefs.

Finally, training for both the school board and superintendent is suggested prior to implementing the tool.

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OVERVIEW OF PART 1

Part 1: Evaluation Overview

1. Evaluation Overview
 - Reasons to Evaluate the Superintendent
 - Components of a Comprehensive Superintendent Evaluation
 - How to Evaluate Objectively and Fairly
2. Timeline for Superintendent Evaluation
3. Closed Meeting for Superintendent Evaluation
4. Superintendent Job Description

PART 1: EVALUATION OVERVIEW

1. Reasons to Evaluate the Superintendent

Evaluation of a superintendent's performance is one of a school board's most important responsibilities. A school board's evaluation of its superintendent is an inherent managerial right unless negotiated away.

Wise school boards avoid limiting the school board's inherent managerial rights in the superintendent's employment contract. Each school board member should review the superintendent's employment contract to determine the evaluation-related provisions, if any, that may be included.

Done correctly, an evaluation is a useful governance tool that helps drive school improvement. In fact, a high-quality evaluation process enhances positive school board-superintendent relationships, improves communication, clarifies leadership roles, creates common understandings, and provides a mechanism for satisfying the public's desire for accountability.

DO	DON'T
Collaborate with the superintendent on expectations, process, and timeline	DON'T expect either the school board or the superintendent to manage the evaluation alone
Develop an effective process for the <i>entire</i> school board to engage in the evaluation	DON'T appoint a school board committee or a single school board member to conduct the evaluation
Develop agreed-upon ratings along with written commentary, feedback, and recommendations to the superintendent	DON'T provide only the agreed-upon ratings
Compile one final evaluation summary so that the school board speaks with one voice	DON'T prepare separate, individual evaluations from each school board member
Allow time for the school board to discuss the results and for the superintendent to give input and respond to the evaluation	DON'T conduct the evaluation as a one-way communication from the school board to the superintendent

2. Elements of a Comprehensive Superintendent Evaluation

Principle	Rationale
Provide opportunities for personal and professional development	Successful evaluation processes must address the whole person and be oriented toward continuous improvement
Focus on improving performance (not proving incompetence)	An effective evaluation process is based on providing feedback for growth, not on finding shortcomings. A school board may use evaluation for the purpose of termination, but doing so should not be the focus or priority
Provide legal, realistic, accurate, useful, and measurable criteria that reflect the competencies in Minnesota Rules 3512.0510	Evaluation criteria should incorporate these qualities
Create an ongoing process connected to school district and school improvement goals and/or performance standards	Evaluation is a process, not a once-a-year conversation; it must be embedded in the school district's goals and plans
Connect the school district's goals with the community's vision for its schools	Goals must reflect the community's hopes for its public schools and students
Link evaluation to academic, social, and emotional growth of all school district students	Accountability should include multiple measures of student learning
Recognize the importance of superintendent leadership to facilitate a better quality of life for all inside the school community and in the community at large	The superintendent's work must be concerned with shaping the community's future and having a positive effect upon people's lives

3. How to Evaluate Objectively and Fairly

While every evaluation process includes some subjectivity, effective tools and procedures will make the process more objective. The components below will help create a quality evaluation process.

Documentation

An evaluation is more than a checklist: deciding whether expectations are met requires careful consideration of documented evidence. School board members and the superintendent should work together to reach consensus on the evidence to be used, keeping in mind that school districts already produce a variety of annual reports, curriculum studies, budget printouts, contracts, meeting minutes, and more—all of which may be used to document a superintendent's progress and accomplishments related to established goals and/or performance standards.

Criteria and Ratings

An effective evaluation requires that school board members rate performance by using criteria that are mutually agreed upon, understandable, realistic, and measurable.

Written Comments

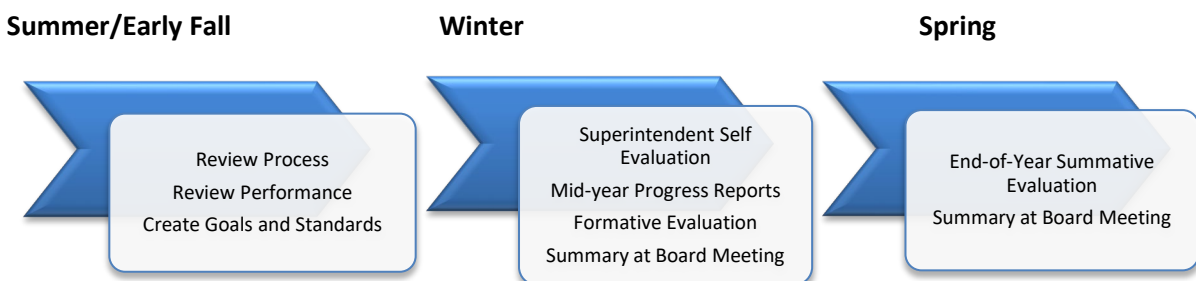
Written comments offer school board members the opportunity to provide specific constructive praise and criticism. They provide the superintendent with useful information that can be used for continuous improvement.

Evaluation Conferences

Face-to-face meetings between a school board and its superintendent are useful to (a) discuss evaluation criteria; (b) establish goals and select performance standards; (c) determine the evaluation instrument, rating scale, and process; and (d) present supporting evidence and discuss the results of the school board's mid-year formative and year-end summative evaluations.

School boards must comply with Minnesota's Open Meeting Law ([Minnesota Statutes Chapter 13D](#)), the Minnesota Government Data Practices Act (MGDPA) ([Minnesota Statutes Chapter 13](#)), and other privacy laws. MSBA/MASA Model Policies 205 and 206, MSBA Service Manual Chapter 13 and Law Bulletins C and I, and the Minnesota Office of the Revisor of Statutes offer additional guidance. Please also see *Closed Meeting for Superintendent Evaluation* on page 7.

4. Timeline for Superintendent Evaluation



Summer/Early Fall

- School board and superintendent **review** job description, the evaluation process, form(s), and timelines.
- **Identify acceptable supporting documents**, information, evidence, and data to be used to measure performance.
- School board and superintendent **create goals and/or identify standards** based on school district priorities and that are measurable and achievable in twelve months. If no agreement can be reached, the school board's determination prevails as it is the superintendent's employer.

Winter

- During a school board meeting, the school board chair and superintendent **review evaluation process and forms** with new school board members. Private data may not be shared with new school board members until after they officially take office.
- Superintendent may complete a **self-evaluation**, with supporting documents, to be provided to the school board. The data used to create a self-evaluation is the superintendent's sole property and is shared with the school board only if the superintendent chooses to do so.
- Superintendent makes **mid-year progress reports** to the school board related to the goals and standards.
- Prior to the superintendent's **mid-year formative evaluation**, each school board member receives the mid-year evaluation form, including the evaluation criteria (goals and standards).

A formative evaluation may include informal or formal assessment of current practice and should offer feedback suited to improve future performance.

- School board members **prepare to discuss the superintendent's performance** for each goal and/or standard. The school board may request an opportunity to prepare without the superintendent's presence, but the school board cannot exclude the superintendent.

- At the **formative evaluation meeting**, the school board chair leads the school board's review of the superintendent's performance. The school board may close the meeting unless the superintendent requests that the meeting be open. The school board should require that this request be in writing.
 - The school board members share assessments of the superintendent's formative evaluation performance.
 - The superintendent may offer clarification and/or progress reports on goals and/or standards.
 - The school board seeks to reach consensus on the evaluation. The school board chair completes the evaluation form during the evaluation meeting.
- At the next open meeting, the school board **summarizes its conclusions** regarding the formative evaluation, in compliance with Minnesota's Open Meeting Law.
- The **formative evaluation is attached to the summative evaluation** when it is completed. Both documents are placed in the superintendent's personnel file.

Spring

- Each school board member **receives the end-of-year summative evaluation form** and the evaluation criteria.
- The school board members **prepare to discuss the superintendent's performance** on each goal and/or standard. The school board may request an opportunity to prepare for the summative evaluation without the superintendent's presence, but the school board cannot exclude the superintendent.
- At the **evaluation meeting**, the school board chair leads the school board's review of the superintendent's performance. The school board may close the meeting unless the superintendent requests that the meeting be open. The school board should require that this request be in writing.
 - The school board members share their assessments of the superintendent's summative evaluation performance.

A summative evaluation is a formal evaluation that is based on all evidence collected throughout the evaluation process. The superintendent receives an overall performance rating and the evaluation is placed in the superintendent's personnel file.

- The superintendent may provide clarification and/or progress reports on the goals and/or standards.
- The school board seeks to reach consensus on the evaluation. The school board chair completes the evaluation form during the evaluation meeting.

- At the next open meeting, the school board **summarizes its conclusions** regarding the summative evaluation, in compliance with Minnesota's Open Meeting Law.
- The **final written summative evaluation form** is placed in the superintendent's personnel file.

5. Closed Meeting for Superintendent Evaluation

A school board may evaluate the superintendent's performance in a closed meeting. The following steps must be taken:

- a) The school board **provides proper notice** to hold a meeting to evaluate the superintendent
- b) The school board **meets in open session** pursuant to the notice.
- c) A school board member **moves to close the meeting** for the purpose of evaluating the superintendent. This motion must be seconded and a majority vote of the school board members present must support the motion before the school board moves into closed session.
 - **NOTE:** If the superintendent requests that the evaluation meeting be open, the school board cannot meet in closed session. The evaluation must then be conducted in open session.
 - **NOTE:** the superintendent has the right to attend the closed meeting.
- d) The school board **proceeds to the closed meeting** to evaluate the superintendent.
- e) After the school board completes its closed meeting, it must **return to open session**. The school board can proceed with the open meeting or it can move to adjourn.
- f) The school board chair **prepares a summary** of the school board's conclusions regarding the superintendent's evaluation. The summary must summarize each specific, salient point of the evaluation and be more detailed than a statement that strengths and weaknesses or areas of growth were identified. The summary must give enough information so that a reasonable person would know what occurred without disclosure of private data.

The summary should include:

- The closed meeting date;
 - The names of attendees;
 - The performance areas that were reviewed, including
 - Whether expectations were met
 - Areas of strength
 - A summary statement of each goal
 - Areas of concern, if any (do not include specific personnel data that led to the concern)
- g) **At its next open meeting**, the school board provides the summary of its conclusions regarding the superintendent's evaluation. The 'next open meeting' applies regardless of the type of meeting (such as a regular meeting, special meeting, work session, work study, etc.). If the next meeting is a special meeting, the school board should ensure that the special meeting notice includes the superintendent evaluation summary in the purpose of the special meeting notice and on the special meeting agenda.

The written summary should be read aloud at the meeting. Copies of the written summary should be given to the school board members at the meeting. A copy must be available at the open meeting for the public to review. The summary should be reflected in the meeting minutes.

6. Superintendent Job Description

To be effective, a superintendent must focus on meeting the regular, ongoing responsibilities that make the school district function effectively and efficiently. The superintendent must have a clearly defined job description to ensure that the school board and superintendent share a common understanding of roles and ongoing responsibilities.

The job description should be grounded in the competencies identified in Minnesota Rules 3512.0510, address the school district's specific needs, and be revisited regularly to ensure that the description accurately describes the full scope of the superintendent's roles and responsibilities. The job description must be consistent with the school board's vision, mission, and goals.

Sample Superintendent Job Description

General Position Description

The superintendent is the chief executive officer of the school district, an advisor to the school board and is directly accountable to the school board.

The superintendent is responsible for guiding and directing all school district operations and activities and for informing the school board of all needs related to the school district's current and future operations. The superintendent shall recommend policies to the school board and shall be responsible for implementing, interpreting, and executing policies that the school board has adopted.

Specific Duties

The superintendent shall

- Provide leadership for educational programs, staff development programs, and curriculum development to provide all the school district's students the best possible learning opportunity and environment;
- Inform and advise the school board about programs, practices, and problems and keep the school board informed of the activities operating under the school board's authority;
- Explain the school district's educational needs to the school board, recommend necessary new and/or revised policies and staffing changes for school board action;
- Serve as a liaison between the school district and the community; respond to concerns of parents, students, residents, and staff to increase understanding of policies and practices and to keep them informed of and involved in school district activities;
- Oversee school district financial operations and prepare, present, and recommend a budget;
- Communicate employee proposals to the school board, recommend adjustments to employee policies and salary structures as appropriate, and manage all employee contracts and policies;
- Develop and maintain a comprehensive strategic planning process, which includes short- and long-term planning and development of school district and instructional goals;

- Establish and maintain working relationships with agencies and organizations outside the school district to promote the school district's best interests through contact with legislators, local government leaders, other superintendents, businesses, and others.
- Maintain and improve effective school board-superintendent relationships by participating in joint seminars and training sessions;
- Delegate responsibility and authority to school district employees as appropriate and define the authority and responsibilities of and effectively evaluate middle managers;
- Complete all required state and federal reports in a timely manner; and
- Assume ultimate responsibility for all aspects of the school district's operation.

OVERVIEW OF PART 2

Part 2: Developing a Goals- and Standards-based Evaluation and Process

1. Establish goals and selecting standards
 - Standard 1: Governance Team
 - Standard 2: School District Finances
 - Standard 3: Communication and Community Relations
 - Standard 4: School District Operations
 - Standard 5: Human Resources
 - Standard 6: Teaching and Learning
 - Standard 7: Student Support
 - Standard 8: Ethical and Inclusive Leadership
2. Schedule and hold a mid-year evaluation
 - Preparing for the mid-year and end-of-year evaluation meetings
3. Schedule and hold an end-of-year summative evaluation meeting
 - Tips for Conducting a Fair and Objective Evaluation Meeting

PART 2: DEVELOPING A GOALS- AND STANDARDS-BASED EVALUATION

Planning is essential to developing an effective goals- and standards-based evaluation. A goal establishes shared expectations for the superintendent's individual job performance. Standards focus on objectives the school district is directed toward. Goals- and standards-based evaluations are important because they help communicate expectations to the superintendent regarding individual improvement and district-level aspirations.

To set goals and standards, the school board must decide how the superintendent should spend the bulk of his or her time to help the school district meet its strategic priorities and goals. The school board and superintendent team must decide the areas that are most in need of the superintendent's attention.

The school board and superintendent are encouraged to develop the evaluation criteria and processes that meet their school district's needs. A hybrid approach that includes a limited number of performance goals and standards may be most helpful to the school board and superintendent. The process of setting performance goals, selecting the standards, and conducting the evaluation can be divided into three steps:

Step 1: Establish goals and standards

Step 2: Schedule and hold a mid-year formative evaluation meeting

Step 3: Schedule and hold an end-of-year summative evaluation meeting

Each step of the process is outlined below.

Step 1: Establish Goals and Select Standards

The school board and superintendent establish two or three district-focused goals and one or two professional development goals for the superintendent. The goals should be clearly aimed at improving student learning, the climate for student learning, and other specific areas of operational oversight. The goals detail expectations for the superintendent to accomplish during the next twelve months, understanding that circumstances may necessitate modifications during the year. Minnesota Rules 3512.0510, which can be helpful in setting superintendent goals, can be found beginning on page A-10.

When possible, measurable progress indicators (the evidence the school board expects to receive from the superintendent for use in determining whether the goals have been accomplished) should be mutually agreed upon by the school board and superintendent. Each measurable progress indicator should be clear, understood by both the school board and superintendent, and recorded under the goal. The sample document found on page A-1 details two possible superintendent goals and evidence associated with each goal.

Once the goals have been selected and the relevant evidence is identified, the school board and superintendent work together to identify standards to be assessed based on the school district's strategic goals and priorities. Each standard includes specific elements that further define the superintendent's responsibilities within the standard. The level of performance is progressive in nature and moves from ineffective to highly effective.

Each year, select two or three standard(s) and all or some of the elements within the selected standard(s). A standard may support (an) established superintendent goal(s), school district goal(s), or a clearly defined operational or organizational area of focus. A list of eight possible standards and associated elements is provided below. A sample completed evaluation form that includes both goals- and standards-based criteria can be found beginning on page A-4. Evidence of performance should also be identified.

Standard	Elements
Governance Team	• Roles and Responsibilities • Goals and/or Strategic Plan • Policy Implementation • Information for Decision-Making • School Board Questions and Development
School District Finances	• Budget Development and Maintenance • Financial Statements • Financial Controls • Bond and Levy • Asset Protection
Communication and Community Relationships	• Relationship with the Community • Engagement • Informs the Community as a Whole • Advocacy • Media • Visibility and Approachability
School District Operations	• Facilities • Transportation • Food Service • Technology • Maintenance • Personnel
Human Resources	• Internal Communications • Personnel Concerns • Delegation of Duties • Visibility and Approachability • Hiring and Staff Development • Collective Bargaining and Union Relations • Evaluation
Teaching and Learning	• Staff Development • School Improvement • Curriculum and Instruction • Professional Knowledge of Teaching and Learning • Culture of Cooperation
Student Support	• Student Engagement and Feedback • Student Attendance • Support for Students • Student Discipline • Culture of Cooperation • School Safety and Security • Emotional Health and Social Needs
Ethical and Inclusive Leadership	• Ethics and Professional Behavior • Interactions with Staff, Students, and Community • Professional Practice • Diverse Communities • Cultural Competency • Equity Plan Implementation

Standard 1. Governance Team				
Element 1.a. Roles and Responsibilities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Models adherence to school board and superintendent roles and responsibilities that have been established and articulated. Facilitates candid and respectful discussion of any issues that are unclear</i>	<i>Works with the school board to review and refine guidelines for effective school board and superintendent roles and responsibilities</i>	<i>Articulates and adheres to the roles and responsibilities of the school board and superintendent</i>	<i>Does not articulate or adhere to the roles and responsibilities of the school board and superintendent</i>	
Element 1.b. Goals and/or Strategic Plan				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals</i>	<i>Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals</i>	<i>Goals have been developed but no overall plan or alignment of resources exists</i>	<i>Goals are not developed.</i>	
Element 1.c. Policy Implementation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Leads in determining school district needs and policy priorities; facilitates regular review and revision of school board policy and policy development process</i>	<i>Consults with school board when questions of policy interpretation arise; follows school board policy in decision-making</i>	<i>Occasionally acts without following school board policy</i>	<i>Does not follow or rely on school board policy. Uses personal discretion in decision-making</i>	
Element 1.d. Information for Decision-Making				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Collaborates with school board to review and improve value of information and guidance provided to the board for effective decision-making; ensures meeting materials are comprehensive, with adequate background information and possible action; offers thorough, timely, and prudent recommendations</i>	<i>Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background and historical perspectives; includes recommendations</i>	<i>Shares information with a few school board members for decision-making in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective</i>	<i>Does not provide timely information needed for effective school board decision-making; meeting materials are not readily available; members do not receive enough information regarding agenda or background information</i>	
Element 1.e. School Board Inquiries and Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Answers school board questions thoroughly to ensure understanding; actively and continuously encourages school board development by seeking and communicating school board development opportunities; creates, follows and annual reviews communication protocols</i>	<i>School board questions are addressed with follow-up to members most of the time. Provides members with information regarding school board development opportunities when they arise. Communication protocols exist and are followed most of the time</i>	<i>School board questions are answered, but not all members are apprised of relevant questions and answers. When asked, provides members with information about school board development. Communication protocols exist, but are rarely followed</i>	<i>School board questions are rarely answered. Does not promote school board development. No communication protocols exist</i>	

Standard 2. School District Finances				
Element 2.a. Budget Development and Maintenance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives</i>	<i>Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives</i>	<i>Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district</i>	<i>Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs</i>	
Element 2.b. Financial Statements				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Provides constant flow of budgetary and/or financial information and discussion of ramifications of changes</i>	<i>Regularly reports to the school board concerning budget and financial status</i>	<i>Reports status of financial accounts as requested by school board</i>	<i>Does not report financial information to school board other than annual audit</i>	
Element 2.c. Financial Controls				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Promotes appropriate financial controls, including third-party audits and reconciliation of accounts; implements preventive measures to protect school district finances</i>	<i>Is current with general and state accounting procedures; maintains internal controls</i>	<i>Uses annual audit to reveal discrepancies; internal controls are inconsistent</i>	<i>Annual audit reveals areas in need of improvement; financial accounts are not in order</i>	
Element 2.d. Bond and Levy Campaigns				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Helps school board assure that levy and bond campaigns meet immediate fiscal needs and advance long-term school district goals and/or priorities</i>	<i>Helps school board develop community engagement strategies that build support for levies and bonds</i>	<i>Helps school board assure that levy and bond campaigns are conducted in legally correct and fiscally responsible manner</i>	<i>Does not provide school board with timely and helpful guidance on conducting levy and bond campaigns</i>	
Element 2.e. Asset Protection				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows school district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district approved priorities and needs</i>	<i>Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals</i>	<i>Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities</i>	<i>Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful</i>	

Standard 3. Communication and Community Relationships				
Element 3.a. Relationships with the Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Builds and sustains productive relationships with public and private sectors, such as local law enforcement, MSBA, MASA, etc.</i>	<i>Creates relationships with public and private sectors</i>	<i>Reluctantly seeks some relationships with public or private sectors</i>	<i>Has no relationships with public and private sectors and shows no interest in pursuing partnerships</i>	
Element 3.b. Engagement				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Seeks out and provides opportunities for input from external groups and individuals; uses the input in decision-making process</i>	<i>Solicits input from select external groups and individuals</i>	<i>Very rarely seeks input from external groups and individuals</i>	<i>Demonstrates lack of regard for input and influence of external groups and individuals</i>	
Element 3.c. Informs the Community as a Whole				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Actively keeps community informed with appropriate, regular communication on variety of school district topics, issues, and/or concerns, allowing school board to meet its responsibilities</i>	<i>Keeps community members informed of school district issues and/or concerns as needed so school board may meet its responsibilities</i>	<i>Keeps only some community members informed of school district issues and/or concerns, limiting school board's ability to meet its responsibilities</i>	<i>Does not provide information community needs to understand school district issues and/or concerns, hindering school board's ability to meet its responsibilities</i>	
Element 3.d. Advocacy				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Works with school board and staff to build relationships with government officials to promote students' interests and influence appropriate responses to government actions</i>	<i>Assumes leadership role through numerous contacts with government officials to protect and promote students' interests</i>	<i>Engages with government officials to protect students' interests</i>	<i>Does not engage with city, township, county, state, and federal officials (government officials) to protect students' interests</i>	
Element 3.e. Media				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Actively engages media; maintains professionalism with media; seeks to promote school district in media and community</i>	<i>Is cooperative with media; seeks to promote school district in media</i>	<i>Passively and reluctantly communicates with media</i>	<i>Does not communicate with community</i>	
Element 3.f. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Is visible and approachable by members of the community; attends many and varied events</i>	<i>Is visible and approachable by community; attends some events.</i>	<i>Attends few events and is seldom approachable by community</i>	<i>Is neither visible nor approachable by community</i>	

Standard 4. School District Operations				
Element 4.a. Facilities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future, with projected plan to secure funding</i>	<i>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future</i>	<i>Discusses facilities needs internally, but no plan is created; addresses issues on an as-needed basis</i>	<i>Facilities management plan is not created; maintenance is performed only when absolutely needed</i>	
Element 4.b. Transportation*				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures transportation department operates efficiently and effectively; has long-range plan for replacing school district vehicles as needed</i>	<i>Ensures transportation department operates efficiently and effectively most of the time; has long-range plan for replacing school district vehicles as needed</i>	<i>Transportation department operates on day-to-day basis without long-range plan for replacing school district vehicles as needed</i>	<i>Transportation department operates haphazardly without long-range plan for replacing school district vehicles as needed</i>	
Element 4.c. Food Service**				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures food service operates efficiently and effectively and offers nutritious and appealing meals that meet or exceed government standards</i>	<i>Ensures food service operates efficiently and effectively most of the time and that meals meet government standards</i>	<i>Food service operates with a deficit; meals meet government standards</i>	<i>Food service operates with a deficit; meals do not meet government standards and are neither nutritious nor appealing</i>	
Element 4.d. Technology				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Is open to future needs and trends in technology; ensures technology plan is in place and includes long-range plan to replace and upgrade hardware, software, and infrastructure</i>	<i>Ensures technology plan in place with long-range plan to replace and upgrade hardware, software, and infrastructure</i>	<i>Technology plan in place, but no replacement plan for hardware, software, and infrastructure</i>	<i>No technology plan in place; no replacement plan for hardware, software, and infrastructure</i>	
Element 4.e. Maintenance***				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures maintenance department operates efficiently and effectively and has a system for reporting and/or handling work orders in timely manner; schedule for maintenance is in place and is followed</i>	<i>Ensures maintenance department operates efficiently and effectively most of the time; most work orders are completed in timely manner</i>	<i>Maintenance department operates on day-to-day basis, with no system for reporting and/or handling work orders</i>	<i>Maintenance department operates haphazardly with no system for reporting and/or handling work orders</i>	
Element 4.f. Personnel				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures sites are staffed appropriately; staff receive on-going professional development</i>	<i>Most sites are staffed appropriately; staff receive on-going professional development</i>	<i>Multiple sites lack appropriate number of staff; professional development is offered, but not consistently used</i>	<i>Staff level is inadequate across school district with no professional development offered, or, if offered, not utilized</i>	

** Note 4.b.: Safety is a concern regardless of whether the school district operates its own transportation services or contracts with an outside vendor.*

***Note 4.c.: Providing nutritious meals is important regardless of whether the school district operates its own food service or contracts with an outside vendor.*

****Note 4.e.: School district facilities and grounds management is important regardless of whether the school district operates its own maintenance programming or contracts with an outside vendor.*

Standard 5. Human Resources				
Element 5.a. Internal Communications				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Establishes system for keeping staff continually informed of important matters and allowing opportunities for regular input</i>	<i>Keeps staff informed of most important matters and seeks input annually</i>	<i>Inconsistently keeps staff informed of important matters</i>	<i>Lacks specific system to inform staff of important matters or fails to seek input</i>	
Element 5.b. Personnel Concerns				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Follows established comprehensive, proactive system with personnel matters; routinely discusses personnel policies</i>	<i>Uses policies and procedures to address personnel matters with consistency, fairness, discretion and impartiality</i>	<i>Establishes policies and procedures, but does not implement them consistently</i>	<i>Policies and procedures for handling personnel concerns in consistent manner are not in place; some situations may be handled with bias or inconsistency</i>	
Element 5.c. Delegation of Duties *				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Delegates responsibility to staff that will foster professional growth, leadership, and decision-making skills</i>	<i>Delegates responsibility to appropriate staff</i>	<i>Is reluctant to place much authority or decision-making with key staff</i>	<i>Tightly controls decisions made within administrative team</i>	
Element 5.d. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Is visible at variety of school events and approachable by staff; prioritizes regular visits to buildings and classrooms; consistently follows open door policies</i>	<i>Is visible and approachable by staff; visits buildings and/or classrooms</i>	<i>Seldom visits buildings; attends few building events and activities; is not approachable</i>	<i>Is neither visible nor approachable by staff; is isolated from staff</i>	
Element 5.e. Hiring and Staff Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff while keeping students' interests in mind</i>	<i>Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff</i>	<i>Plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff, but is not used consistently</i>	<i>No plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff</i>	
Element 5.f. Collective Bargaining**				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Assists school board in preparing for and conducting negotiations</i>	<i>Is proactive in preparing for collective bargaining by sharing appropriate information</i>	<i>Accepts that collective bargaining is necessary and may be challenging</i>	<i>Does not seek to understand and/or improve collective bargaining</i>	
Element 5.g. Evaluation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Puts in place appropriate performance evaluation systems; assures school district staff are evaluated at least annually; completes required evaluations; ensures necessary development plans are in place and that evaluations are consistent across school district</i>	<i>Assures most staff are evaluated annually and that evaluations are completed in a timely manner; some needed individualized staff improvement plans not developed</i>	<i>Assures evaluations are completed, but are consistent or not in compliance with state law</i>	<i>No performance evaluation system in place; evaluations not completed as required by state law</i>	

*Note 5.c.: School district finances and structures impact staffing levels and administrative oversight and responsibilities.

**Note 5.f.: School district-related negotiations processes vary based on negotiations philosophy, approach, and models used.

Standard 6. Teaching and Learning				
Element 6.a. Staff Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures comprehensive staff development plan exists and aligns with school district and school specific goals and complies with law; assures staff development programs fit school district-specific plan, goals, and priorities and focus on increasing student achievement</i>	<i>Ensures staff development plan exists and is followed most of the time; assures staff development programs are based upon available opportunities targeted toward staff growth and increasing student achievement</i>	<i>A staff development plan in place, but not consistently followed; staff development programs are based upon available opportunities</i>	<i>No comprehensive school district staff development plan; staff development not consistently provided; staff are left responsible for their improvement</i>	
Element 6.b. School Improvement				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures school improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress</i>	<i>Ensures school improvement plans are in place at all buildings and align with school district-wide goals</i>	<i>School improvement plans are in place at building level, but lack school district-wide coordination</i>	<i>School improvement efforts are limited; no comprehensive plan in place</i>	
Element 6.c. Curriculum and Instruction				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures curriculum is in place, aligned across grade levels, and complies with state standards; assures instructional practices are differentiated and personalized to student needs and that technology enhances teaching and learning</i>	<i>Ensures curriculum meets the state standards; strives to accommodate diverse learning styles, needs, and levels of readiness; makes some effort to incorporate technology into learning</i>	<i>Allows teachers to define their own curriculum; little coordination exists; encourages teachers to enhance instructional skills and embrace technology, but no comprehensive program is in place</i>	<i>Curriculum is not a priority and/or is inconsistent across grade levels; little to no focus on instruction exists; Technology not utilized in classroom instruction</i>	
Element 6.d. Professional Knowledge of Teaching and Learning				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Demonstrates knowledge and comfort with current instructional programs; seeks to communicate how the school district is implementing best practices; participates actively in professional groups for the school district's benefit</i>	<i>Demonstrates knowledge of current instructional programs and is able to discuss them; seeks to learn and improve upon personal and professional abilities</i>	<i>Is somewhat knowledgeable of current instructional programs; relies on others for information/data</i>	<i>Is uninvolved in current instructional programs; is unaware of current instructional issues</i>	
Element 6.e. Culture of Cooperation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Develops and supports open, productive, caring, and trusting relationships among staff</i>	<i>Encourages open, productive, caring, and trusting environment among staff</i>	<i>Haphazardly supports open, productive, caring, and trusting environment among staff</i>	<i>Culture of trust does not exist</i>	

Standard 7. Student Support				
Element 7.a. Student Engagement and Feedback				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Empowers staff to cultivate and reinforce student engagement in school; student conduct is positive; actively seeks student input and creates methods for students to be actively involved in setting school district-wide goals</i>	<i>Asks staff to foster and reinforce student engagement in school; most student conduct is positive; readily accepts student input and engages students in school district-wide goal setting</i>	<i>Ensures staff encourage and reinforce student engagement in school; some students engage in positive conduct; accepts student input, but does not seek it</i>	<i>Staff do not foster or reinforce student engagement; positive student conduct does not exist; does not accept student input or feedback</i>	
Element 7.b. Student Attendance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Prioritizes student attendance; addresses individual student attendance problems early and supports are in place; assures attendance rates are maintained at a high level</i>	<i>Focuses on attendance; plans and interventions to address chronic attendance problems exist, but are not consistently implemented; attendance rates are improving</i>	<i>Attendance is not an area of focus; no plan exists to address attendance; attendance rates fluctuate</i>	<i>Attendance is not addressed as a policy issue; no plan to address attendance exists; attendance rates are decreasing</i>	
Element 7.c. Support for Students				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet range of students' learning needs; ensures coordination and alignment of supports; maintains safe, caring, healthy, respectful, and inclusive learning environment for students</i>	<i>Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet most students' range of learning needs; coordination and alignment could be improved; trusting, safe, inclusive, and respectful school environment exists</i>	<i>Academics, supports, services, extracurricular activities, and accommodations to meet some students' range of learning needs; trusting, safe, inclusive, and respectful school environment exists and is sustained for most students</i>	<i>Academics, supports, services, extracurricular activities, and accommodations are not available for students; trusting, safe, inclusive, and respectful school environment does not exist for many students</i>	
Element 7.d. Student Discipline				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Clearly defines expectations for student behavior and conduct; policies identify student behaviors subject to discipline; enforces violations of student discipline policy in even-handed manner; communicates expectations for student behavior to parents and students on regular basis</i>	<i>Defines expectations for student behavior and conduct; policies identify most behaviors subject to discipline; enforces violations of student discipline policy; communicates expectations for student behavior to parents and students, but not regularly</i>	<i>Defines expectations for some student behavior and conduct; policies specify some behaviors subject to discipline; does not enforce violations of student discipline policy for most students; provides some communication to parents and students</i>	<i>Does not clearly define expectations for student behavior; policies do not specify behaviors subject to discipline; does not consistently enforce violations of student discipline policy; communication not provided to parents and students</i>	
Element 7.e. Culture of Cooperation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Develops and supports open, productive, caring, and trusting school culture among students</i>	<i>Encourages open, productive, caring, and trusting school culture among students</i>	<i>Haphazardly supports creation of open, productive, caring, and trusting school culture among all students</i>	<i>Trusting school climate does not exist</i>	

Element 7.f. School Safety and Security				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures system-wide plan is developed and implemented to assure all school district buildings and grounds are safe and secure; collaborates with local law enforcement and fire prevention agencies; ensures use of effective crisis management strategies and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities</i>	<i>Ensures plan has been developed and implemented to assure school district buildings and grounds are safe and secure; collaborates with local law enforcement and practicing safety drills to ensure parties know responsibilities</i>	<i>Ensures plan has been developed to assure school district buildings and grounds are safe and secure, including some of the required safety drills</i>	<i>No plan has been developed to assure school district buildings and grounds are safe and secure</i>	
Element 7.g. Emotional Health and Social Needs				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures system-wide plan has been developed and implemented to assure a healthy school and/or work environment; collaborates with local mental health and social services and agencies, if available, to provide services for students and/or staff; implements policies prohibiting bullying and harassment as intended and evaluates on ongoing basis</i>	<i>Ensures system-wide plan has been developed to assure a healthy school and/or work environment; collaborates with local services and agencies to provide social and emotional support options and services for students and/or staff; ensures policies prohibiting bullying and/or harassment have been developed and implemented</i>	<i>Plan has been developed to assure a healthy school learning and work environment; collaborates with local services to provide social and emotional support options and services for students and/or staff, but is not followed completely; policies prohibiting bullying and/or harassment policies have been developed</i>	<i>No plan developed to assure a healthy learning and/or work environment; no plan for social and emotional support options and services for students and/or staff exists; policies prohibiting bullying and/or harassment do not exist</i>	

Standard 8. Ethical and Inclusive Leadership				
Element 8.a. Ethics and Professional Behavior				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Demonstrates commitment to highest standards of ethical and professional behavior, including courage and integrity; creates climate in which employees are highly conscious of ethical and professional expectations and holds each other accountable; provides exemplary model that influences stakeholders to act with high degree of professionalism, respect, and trustworthiness</i>	<i>Consistently models highest standards of ethical and professional behavior, including courage and integrity; guides staff to articulate and reinforce high ethical and professional expectations for school district staff; solicits, engages, and interacts with stakeholders in professional, respectful, and trustworthy manner</i>	<i>Follows acceptable standards of ethical and professional behavior; articulates expectations for ethical and professional behavior by staff and with stakeholders in professional, respectful, and trustworthy manner</i>	<i>Does not comply with standards of ethical and professional behavior; does not articulate expectations or monitor compliance for ethical and professional behavior in the school district; does not interact with others in professional, respectful, and trustworthy manner</i>	
Element 8.b. Interactions with Staff, Students, and Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Assures that school district procedures and practices are systematically reviewed and revised to reflect fairness and respect for human dignity for members of school community; builds relationships with union and non-affiliated employee groups through trust and sharing appropriate information</i>	<i>Guides staff to examine school district procedures and practices for adherence to principles of fairness and human dignity; manages dynamics of union relationships</i>	<i>Frequently examines school district procedures and practices for adherence to principles of fairness and human dignity; works to make the best of union relationships</i>	<i>Does not examine school district procedures and practices for adherence to principles of fairness and human dignity; is unable to work with union leadership; does not work to improve relationships</i>	
Element 8.c. Professional Practice				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Demonstrates high level of self-awareness of and commitment to improve upon professional practice</i>	<i>Demonstrates self-awareness and need for improved professional practice</i>	<i>Has awareness of need to improve on professional practice</i>	<i>Does not demonstrate awareness of need to improve professional practice.</i>	
Element 8.d. Diverse Communities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Fosters formal and informal partnerships with diverse groups to support mutual goals.</i>	<i>Develops strategies to help staff and the school board become familiar with views and characteristics of diverse groups in the community</i>	<i>Becomes familiar with views and characteristics of diverse groups within the community</i>	<i>Does not recognize or respond to the existence of diverse groups in the community</i>	
Element 8.e. Cultural Competency				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Engages stakeholders to develop a school district-wide welcoming culture that honors the values, beliefs, norms, and traditions of diverse groups and integrates diverse representation into school and school district decision making</i>	<i>Develops strategies to help staff capitalize on assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom</i>	<i>Assures that staff has necessary cultural competence to respond to students' needs</i>	<i>Does not use strategies that recognize and capitalize on community's diversity</i>	

Element 8.f. Equity Plan Implementation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures a coordinated, system-wide plan to achieve equity for all students and staff has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, strategies for recruiting diverse staff, closing the achievement gap, and providing staff development; monitors plan is on ongoing manner</i>	<i>Ensures a system-wide plan to achieve equity has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, targeted efforts to close achievement gap, and providing professional development</i>	<i>A plan to achieve equity has been developed, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds</i>	<i>No plan to achieve equity has been developed</i>	

Step 2: Schedule and Hold a Mid-Year Evaluation

The school board determines the superintendent evaluation process and procedures, which must comply with Minnesota's [Open Meeting Law](#) (Minnesota Statutes Chapter 13D) and the [Minnesota Government Data Practices Act](#) (MGDPA) (Minnesota Statutes Chapter 13).*

Midway through the evaluation cycle, school board members should conduct a formative evaluation of the superintendent to assess the superintendent's progress toward the established goals and standards. The superintendent may choose to complete a self-evaluation. The school board and superintendent should note that superintendent evaluations may be conducted more often.

The school board's completed formative evaluation form should be placed in the superintendent's personnel file and later attached to the summative evaluation. Please see the sample superintendent evaluation timeline (page 5), the sample mid-year formative evaluation form (page A-5), and the sample superintendent self-evaluation form (page A-8).

Preparing for the Mid-Year and End-of-Year Evaluation Meetings

The process and procedures for preparing for and holding the mid-year and end-of-year evaluation meetings should be developed and documented well in advance to ensure the meetings run as smoothly as possible. One process a school board might follow is provided below.

- One month prior to the evaluation, the school board schedules a closed meeting in compliance with [M.S. 13D.05, Subd. 3\(a\)](#) for the purpose of discussing the superintendent's performance evaluation;
- One or two weeks prior to the closed evaluation meeting, the school board chair distributes the evaluation form to the other school board members for review and preparation prior to the evaluation meeting;
- During the evaluation meeting, the school board chair leads the discussion to help the school board reach a consensus on the superintendent performance. As they review each goal and standard, the school board members should note their ratings when appropriate and provide general comments on the superintendent's progress and/or growth;
- The school board chair writes the school board members' comments and ratings on the appropriate evaluation form. After the evaluation meeting, the form completed by the school board chair becomes the school board's overall mid-year or summative evaluation of the superintendent's performance. Once signed by the superintendent and school board chair, the completed form is placed in the superintendent's personnel file.
- The school board chair ensures that the school board complies with all of the requirements of [M.S. 13D.05, Subd. 3\(a\)](#).

**Note: When evaluating the superintendent's performance, school board members should be aware that any data that the school district collects is government data that may become the subject of a MGDPA request.*

Step 3: Schedule and Hold an End-of-Year Summative Evaluation Meeting

At the end of the evaluation cycle, the school board should conduct a summative evaluation of the superintendent. The school board assigns ratings, along with supporting evidence, based on the superintendent's accomplishment of the school board-approved goals and standards. The superintendent's presentations to the school board throughout year, other evidence and data, and an ongoing discussion of the superintendent's progress toward the goals and standards will provide school board members with important information to support their evaluation.

The school board determines the superintendent evaluation process and procedures, which must comply with Minnesota's [Open Meeting Law](#) (Minnesota Statutes Chapter 13D) and the [Minnesota Government Data Practices Act](#) (Minnesota Statutes Chapter 13).^{*} Please see the sample superintendent evaluation timeline (page 5) and a sample end-of-year summative evaluation (page A-6).

School board members prepare for the summative evaluation meeting by reviewing the established goals and standards to determine whether progress was made and/or growth or achievement has occurred. Each school board member should prepare to share observations and ratings for each goal and standard assessed. The school board chair facilitates the discussion and invites the superintendent to provide additional clarification/progress reports, if any, the school district-focused goals and professional development goals for the superintendent.

When considering the rating to choose, school board members should keep the following brief descriptions in mind:

- **“Highly Effective”** – the superintendent's performance goes above and beyond proficiency to achieve an exceptionally high level. This rating is relatively rare.
- **“Effective”** – the superintendent's performance is fully satisfactory, meeting all expectations at a high level. The superintendent not only meets goals and carries out plans effectively, but also shows flexibility and creativity in adjusting to changed circumstances or unexpected roadblocks and can articulate the progress to date and future plans.
- **“Developing”** – the superintendent's performance demonstrates many of the characteristics associated with effective performance, although a few exceptions and inconsistencies may exist.
- **“Ineffective”** – the superintendent's behavior does not demonstrate the characteristics associated with effective performance. The superintendent may behave contrary to expectations or may fail to show positive behaviors desired. This rating is relatively rare.

Based on the discussion, the school board completes an overall end-of-year summative evaluation form and provides a summary of its conclusions at its next open school board meeting. The school board chair ensures that a copy of the summative evaluation is placed in the superintendent's personnel file.

Tips for Conducting a Fair and Objective Evaluation Meeting

Holding the evaluation meeting requires prior thought and tact. The school board has a responsibility to evaluate the superintendent's performance. Unfortunately, no evaluation process or instrument is completely objective and some subjectivity is to be expected. However, every evaluation process should foster a fair analysis of the superintendent's performance.

Tips for conducting the superintendent's evaluation include:

- Maintain a respectful, professional process
- Focus on standards and goals, not personality
- Identify strengths in performance on which the superintendent can build
- Address poor results with tact and constructive criticism
- Give recommendations for corrective action where needed
- Go beyond conclusion reporting; use a problem-solving focus
- Encourage a professional development plan
- Conclude the evaluation by outlining priority goals for the coming year

OVERVIEW OF PART 3

Part 3: Appendices

1. Evidence Examples
2. Goals and Standards Evaluation Forms/Examples
 - Sample Form 1 – Establish Goals and Standards
 - Sample Form 2 – Mid-Year Formative Evaluation
 - Sample Form 3 – School Board’s Final End-of-Year Summative Evaluation
 - Sample Form 4 – Final Performance Summary Sheet
 - Sample Form 5 – Superintendent Self-Evaluation Form (Optional)

APPENDICES

A. Evidence Examples

The validity, reliability, and effectiveness of the evaluation instrument chosen will rely upon school board members' use of evidence to rate the superintendent's performance regardless of whether the performance evaluation is a goal or standard. Evidence helps to demonstrate performance of the superintendent and removes guess work and subjectivity from the evaluation. Data sources are those documents, communications, newspaper articles, agendas, etc., that provide evidence of the superintendent's performance.

The data sources that serve as evidence of the superintendent's performance should be selected at the beginning of the evaluation cycle and be mutually agreed on by the school board and superintendent. Data sources should be limited to only what is needed to inform rating the superintendent's performance for a specific goal or standard. Excessive use of evidence clouds the evaluation process and wastes precious time and resources. The school board and superintendent should also establish when data sources are to be provided, i.e., as they originate, at designated checkpoints, during self-evaluation, etc.

The following list provides a sampling of data sources that may be used as evidence of performance. The list is by no means exhaustive, but it provides an overview of many commonly created and used data sources. Again, the board and superintendent should work together to select the data sources that best demonstrate the superintendent's performance for each goal and/or standard to be assessed.

School District Policies, Plans, and Reports	Relevant Goal/Standard	Date Submitted
Administrative Calendar		
Affirmative Action Plan		
Auditor's Report		
Community Education Annual Report		
Community Survey		
Crisis Management Plan		
Diversity Training/Awareness Plan		
ESSA Accountability Report		
Long-Range Facilities Management Plan		
Minnesota Report Card		
Minnesota Student Survey Results		
NAEP Data		
Needs Assessment		
Q-Comp Plan		
School Improvement Plan		
Staff Handbook		
Strategic Plan		
Student Handbook		
Wellness Report		
World's Best Workforce Report		

School District Employees		
Background Check Verification		
Contract Negotiations Participation		
Grievances (number, reason, status)		
Hiring Process Documents		
Job Descriptions		
Instruction, Curriculum, and Assessment		
Instruction-focused Professional Development		
Presentations to Staff		
Professional Learning Communities		
Teacher Use of Student Data		
Students and Curriculum		
Bullying/Harassment Programs		
Celebrations of Student Achievement		
Character Education Program		
Curriculum and Instruction Audit		
Curriculum Team Meeting Agendas		
Enrollment Projections		
Equity Program Results		
Graduation Rates		
Open Houses		
Parent Classes		
Parent-Teacher Conferences		
Positive Behavior Supports		
Program Evaluation		
Registration Materials		
Student Achievement Data		
School District Finances		
Bids and Quotes		
Fund Management Policies and Procedures		
Grants Applied For/Received		
School District Budget		
Communications and Community		
Civic Group and Stakeholder Presentations		
Community Meeting Agendas/Minutes		
Community Partnerships		
Outreach Programs		
Parent Communications		
Relationship Building Efforts		
School District Communication Plan		
School District Earned Media		
School District Social Media Plan and Presence		
Superintendent Participation in Community Organizations		
Superintendent Professional Memberships		
Website Development, Maintenance, and Usage		

School Board and Administration		
Administrative Team Meeting Agendas/Minutes		
New School Board Member Orientation Program		
Policies and Administrative Procedures		
Recommendations to the School Board		
School Board and Administrative Goals		
School Board Meeting Agendas		
School Improvement Advisory Committee Minutes		
Workshops and Training Programs		

B. Evaluation-Related Forms

A school board and superintendent should collaborate to develop evaluation forms.

Below, five sample forms are provided. The content in each sample form illustrates the nature and extent of the content that might be provided. Your school district may choose to adopt one of these options or create its own evaluation forms.

Form 1: Establish Goals and Standards

The goals for the superintendent are set forth, together with the evidence to be provided to establish the superintendent's performance of the goal. The evaluation scale that the Governance Team will use to evaluate the superintendent's performance is included.

Form 2: Mid-Year Formative Evaluation Form

The superintendent's goals and the standards are stated and evidence of progress or growth to date is described. The school board then provides overall comments.

Form 3: School Board's Final End-of-Year Summative Evaluation

The superintendent's goals, which appear on Form 1, are set forth. The school board completes the evaluation scale for each goal and standard and, in addition, states an overall rating for the combined goals and standards. Qualitative guidance is included regarding the goals and standards. The superintendent is provided an opportunity to offer comments.

Form 4: School Board's Summary of its Conclusions

The school board provides a summary statement on each superintendent goal and standard.

Form 5: Superintendent Self-Evaluation Form (Optional)

The superintendent provides evidence of performance of each goal, together with evidence of progress/growth related to each goal. The superintendent also provides evidence of progress/growth on each standard, noting areas of strength and areas needing improvement.

SAMPLE FORM 1 – ESTABLISH GOALS AND STANDARDS				
Goal 1: Provide leadership to maximize use of school district resources	Evidence of Performance 1: By (month) of 20--, develop and implement a five (5) year capital improvement plan, identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting needs.			
	Evidence of Performance 2: By the fall of 20__, develop a plan by which the school district will meet the fund balance reserve goal of ____ days or ____% of the annual general fund of the school district.			
	Evidence of Performance 3: Annually prepare and submit a report to the school board concerning expected and unexpected revenue/expenditure changes for all funds for the current fiscal year and for the following three (3) years.			
Goal 2: Provide leadership to strengthen school/community communications and relationships.	Evidence of Performance 1: Assess existing communication methods and identify preferred communication methods and content for internal and external stakeholders concerning volunteer and partnership opportunities.			
	Evidence of Performance 2: Increase by ____% the number of parents who "Agree" or "Strongly Agree" that "the school district provides timely and informative communication about the school district" on the school district's climate survey.			
	Evidence of Performance 3: Conduct a minimum of four school district surveys and/or community meetings on specific school district programs or initiatives.			
Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan <i>Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.</i>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Not Applicable
Facilitates development of short- and long-term measurable school district goals and aligns available resources to accomplish goals	Facilitates development of short-term and long-term school district goals and recommends financial strategies to meet goals	Goals are defined by implementing standards and seeking to maximize student achievement	Goals are not developed.	

Evaluation Period: _____ to _____

Superintendent's Signature: _____ Date: _____

School Board Chair's Signature: _____ Date: _____

* No more than three standards should be evaluated at one time.

** Additional goals and/or standards/elements may be inserted above.

SAMPLE FORM 2 – MID-YEAR FORMATIVE EVALUATION FORM*
Goal 1: Provide leadership to obtain and maximize use of the school district’s resources.
Evidence of Progress and/or Growth to Date: Action plan with status update on plan, including: documents in progress or completed, minutes of staff/administrative team meetings on plan development, and specific school board policies and administrative rules/regulations developed or used to implement measurable indicators
Goal 2: Provide leadership to strengthen school/community communications and relationships.
Evidence of Progress and/or Growth to Date: A list was generated of the existing communication methods used with the community, volunteers, and partnership organizations; identifying the preferred modes of communication for each. Action plan outlining a timeline of data and input gathering surveys to be conducted and community meetings has been provided. One survey has been done, data analysis has been initiated.
Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan
Evidence of Progress and/or Growth to Date: Strategic planning process facilitator has been selected by the school board. Several planning sessions have been scheduled. The school board has approved new school district mission, vision, and beliefs statements and is developing the short- and long-range school district goals with community and staff input.
Overall Comments: Goal 1: The superintendent developed a detailed and workable action plan. The superintendent has implemented the action plan and has begun to develop short- and long-term goals for the school district, with input from our staff and administrative team. The school board encourages the superintendent to make the goals measurable, as financial strategies will need to be implemented to meet these goals. Goal 2: Initially, the school board thought it would review the data analysis of two surveys by this time. The surveys may be too broad given the results are generating an overwhelming amount of data. The community input meeting held this fall gleaned supportive and specific information regarding program input. This goal may be ongoing as the survey process and procedures are fine tuned.

Mid-Year Evaluation Period: _____ to _____

Superintendent’s Signature: _____ Date: _____

School Board Chair’s Signature: _____ Date: _____

*Additional goals and/or standards/elements may be inserted above

SAMPLE FORM 3 – SCHOOL BOARD’S FINAL END-OF-YEAR SUMMATIVE EVALUATION*				
Place <i>one</i> check [✓] in each row for each goal and <i>one</i> check [✓] for overall rating.				
	4 Highly Effective	3 Effective	2 Developing	1 Ineffective
Goal 1: Provide leadership to obtain and maximize utilization of the school district’s resources.				
Goal 2: Provide leadership to strengthen school/ community communications and relationships.				
Overall Goals Rating:				
Standard 1. Governance Team:				
Element 1.b. Goals and/or Strategic Plan				
Overall Rating Standards Ratings				
Overall Rating Goals and Standards (Combined)				
A. For the goals and standards, which best illustrates the superintendent’s greatest strength and why? Our superintendent believes in school district strategic planning. The superintendent is very organized in his/her efforts to develop short- and long-term goals and to align available resources to that end. The superintendent is visible at community and school events, always cultivating open lines of communication with our stakeholders, and continually enhances positive relationships. B. For the goals and standards, which presented the superintendent with the greatest challenge and why? The abundance of data generated by the survey given was overwhelming. As we move forward with the school district’s new strategic plan, identifying the specific areas that need to be worked on and then inviting community and staff input, both survey and community meeting formats generated is important. The input was invaluable to developing the short-term and long-term goals for our school district and should continue. C. How might the school board enhance the superintendent’s strengths and assist in overcoming challenges? Community meeting involvement by individual school board members may support the superintendent. Using the information that the superintendent gleaned from the community will be important evidence for the alignment of resources as we build next year’s school district budget. The expectation of up to four surveys a year needs to be revisited. Equal weight should be given to committee and group meeting input. D. Superintendent’s Comments: We made good progress on the goals this year. We gleaned an abundance of information from our stakeholders and the community support is overwhelming. I have aligned school district resources to meet the community supported goals in our upcoming year’s budget. With school board support, this budget will facilitate the needed changes. The comments above will be the basis of next year’s goals.				

Evaluation Period: _____ to _____

Superintendent’s Signature: _____ Date: _____

School Board Chair’s Signature: _____ Date: _____

* Additional goals and/or standards/elements may be inserted above.

SAMPLE FORM 4 – SCHOOL BOARD’S SUMMARY OF ITS CONCLUSIONS *

Goal 1: Provide leadership to obtain and maximize utilization of the school district’s resources.

Summary Statement: The superintendent effectively led our school district through a strategic planning action plan that included the development of short-term and long-term goals. These measurable goals will be the basis of an alignment of resources to accomplish these goals.

Goal 2: Provide leadership to strengthen school/community communications and relationships.

Summary Statement: The superintendent effectively facilitated open communication with our community. The superintendent held small and large group meetings and surveyed stakeholders to get real time data on which to base the short- and long-term goals. This ongoing input is vital to the school district administration and school board as we set school district goals and meet the needs of all of our students.

Standard 1: Governance Team

Element 1.b. Goals and/or Strategic Plan

Summary Statement: The superintendent facilitated the development of the school district’s short-term and long-term goals. The superintendent recommended necessary financial strategies to meet those goals.

Evaluation Period: _____ to _____

Superintendent’s Signature: _____ Date: _____

School Board Chair’s Signature: _____ Date: _____

**Pursuant to M.S. 13D.05, Subd. 3 (a), the school board may close a meeting to evaluate the performance of an individual who is subject to its authority. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation.*

Note: The school board’s summary must give enough information so that a reasonable person would know what occurred without disclosing private personnel data. For more information see page 7 or contact MSBA or MASA.

SAMPLE FORM 5 – SUPERINTENDENT SELF-EVALUATION FORM (OPTIONAL)

Superintendent Goal 1: Provide leadership to obtain and maximize utilization of the school district's resources.	Evidence of Performance 1: By (month) of 20--, develop and implement a five (5) year capital improvement plan identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting those needs.
	Evidence of Performance 2: By the fall of 20__, the school district will meet the fund balance reserve goal of ____ days or ____% of the annual general fund of the school district.
	Evidence of Performance 3: On an annual basis, prepare and submit a report to the school board concerning expected and unexpected revenue/ expenditure changes for all funds for the current fiscal year and for the following three (3) years.
Evidence of Progress and/or Growth Goal 1 to Date: This year, I facilitated the school board's strategic planning process. School district staff and community members participated in developing the strategic plan. We are working to align the school district's resources and the strategic plan priorities and to guide school district decision making. We incorporated the school district's capital improvement plan into the strategic plan. I am cognizant of the school board's goal of establishing a 45-day fund balance reserve. I am pleased that we now have set aside an additional five days of fund balance this year and will continue to work toward the established fund balance goal in subsequent years. My annual report includes a review of expected and unexpected revenue and expenditures changes for the current fiscal year and projected scenarios for the next three years	
Goal 2: Provide leadership to strengthen school/community communications and relationships.	Evidence of Performance 1: Complete an assessment of existing communication methods and number of types of school district-related volunteer and partnership opportunities that identifies preferred communication methods and information wanted and needed about volunteer and partnership opportunities for both internal and external stakeholders.
	Evidence of Performance 2: Increase by __% the number of parents who "Agree" or "Strongly Agree" with the statement "The school district provides timely and informative communication about the school district" on the school district's climate survey.
	Evidence of Performance 3: Conduct a minimum of four school district surveys or community meetings related to specific school district programs or initiatives.
Evidence of Progress and/or Growth Goal 2 to Date: Three surveys were conducted this year. The information from the staff and community was analyzed by the administrative team to determine trends and needs, presented to the staff and the community, and used to establish the strategic plan priorities. The strategic planning process resulted in new school district mission, vision, and belief statements, and measurable short- and long-term goals. The survey information was instrumental in the planning process. We will continue to conduct surveys annually, but we will need to be more specific and mindful in of what we want to know when generating the questions. Parents preferred the online survey format and suggested no more than two surveys per year. Doing this each year will get the parents in the routine of sharing their input and help them understand how important their input is to the school district.	

Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan				
<i>Believes in and facilitates the development of short- and long-term measurable school district goals and aligns available resources with the budget to accomplish these goals</i>	<i>Facilitates the development of short-term and long-term goals for the school district and recommends necessary financial strategies to meet those goals</i>	<i>Goals are defined by implementing standards and seeking to maximize student achievement</i>	<i>Goals are not developed</i>	
Evidence of Progress and/or Growth Standard 1 to Date: Working through the strategic planning process this year has made me a believer in that process. The input from our stakeholders became the basis and impetus of our school board's planning. The strategic plan provides a firm foundation on which to make staff, facility, and resource decisions. We will revisit our strategic plan yearly and will glean ongoing input from our stakeholders to guide our work.				
Areas of Strength: As a result of this year's successful strategic planning process, I have become a strong proponent and advocate for the process and its importance in the school board's goal of providing a successful learning experience for all students. The strategic plan has focused us all on what is truly important. With this insight, we can use the school district resources appropriately and have made substantial progress toward the school board's fund balance goal.				
Areas Needing Improvement/Strategies for Improvement: I will take the advice of our stakeholders and streamline our online survey techniques. I will facilitate the school board's annual review and revision of the school district's strategic plan. This is a priority that is essential to support the school board's work.				

Evaluation Period: _____ to _____

* Recommend no more than three standards be evaluated at one time.

** Additional goals and/or standards/elements may be inserted above.

*** MSBA and MASA do not recommend using 360-degree feedback tools for an evaluation because the school board directs the superintendent and should not delegate this responsibility to others. If 360-degree feedback is initiated, it should be used by the superintendent for growth purposes. The decision whether to share the results should be controlled by the superintendent.

Permanent School Fund

COMMUNICATIONS GUIDELINES for Education Professionals

MINNESOTA'S PERMANENT SCHOOL FUND

Students First. Improve the Trust.

These materials have been created by the Minnesota School Boards Association in conjunction with the Association of Metropolitan School Districts, the Minnesota Association of School Administrators, and the Minnesota Rural Education Association.

Get more information here:

www.mnmsba.org/advocacy/permanent-school-fund



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Permanent School Fund **Communications Guidance** for Education Professionals

Purpose

School districts have an important responsibility to help their communities understand issues that affect public education. Minnesota law allows school districts and district employees acting in their official capacity to provide factual, balanced, and educational information about ballot questions that affect schools.

However, public resources may not be used to advocate for or against a ballot measure.

This guidance is intended to help school board members, superintendents, administrators, communications professionals, and district employees understand the difference between providing information and engaging in advocacy.

Guiding Principle

A simple rule of thumb is: Educate. Do not advocate.

Districts may explain:

- What the Permanent School Fund is
- How it currently works
- What the proposed amendment would change
- The official ballot language
- Potential impacts on schools and taxpayers
- Voting dates and election procedures

Districts should not:

- Encourage a "Yes" vote
- Encourage a "No" vote
- Use district resources to persuade voters
- Produce campaign materials
- Coordinate with campaign organizations using district resources

What District Leaders CAN Do

What Education Leaders CAN Do: Provide Factual Information

Education leaders may:

- ✓ Explain the history of the Permanent School Fund
- ✓ Explain how the fund currently generates revenue
- ✓ Explain how distributions are calculated today
- ✓ Explain the proposed constitutional amendment
- ✓ Share official ballot language
- ✓ Explain how funds are distributed to districts
- ✓ Share district-specific estimates and financial impacts if they are based on factual information
- ✓ Answer community questions using factual, objective information

Example

Appropriate:

"The Permanent School Fund was established in Minnesota's Constitution in 1858. The proposed amendment would change how annual distributions are calculated by using 4.5% of the fund's three-year rolling average market value."

Permanent School Fund **Communications Guidance** for Education Professionals

Host Informational Meetings

Districts may:

- ✓ Conduct informational presentations
- ✓ Include presentations during board meetings
- ✓ Hold community information sessions
- ✓ Provide question-and-answer opportunities
- ✓ Share educational materials
- ✓ Invite subject matter experts to explain the proposal

Presentations should remain balanced and factual.

Communicate Through Existing District Channels

Districts may:

- ✓ Publish information in newsletters
- ✓ Include information on district websites
- ✓ Share information through district social media accounts
- ✓ Send informational emails to parents, staff, and community members
- ✓ Include information in board reports

The information should focus on explaining the proposal rather than persuading voters.

Correct Misinformation

District leaders may respond when inaccurate information is circulating.

Appropriate:

"A common misconception is this amendment raises taxes. The proposed amendment changes the distribution formula for an existing trust fund and does not increase property taxes or income taxes."

Encourage Civic Participation

Districts may:

- ✓ Encourage voter registration
- ✓ Promote voting dates and deadlines
- ✓ Share polling place information
- ✓ Encourage citizens to participate in elections

Appropriate:

"Early voting begins September 18. Election Day is November 3. We encourage all eligible voters to participate."

26-27 Handbook Changes for Secondary:

Added July 22, 2026: Honor Rolls are determined by weighted grades

Page 9 Retakes:

Added July 22, 2026:

Students are qualified to take the retake only if they complete all formative work for the unit **before** the first summative assessment.

AI:

Update AI:

Consider how we limit AI overuse.

Language on Plagiarism in our handbook starting on page 33.

25-26 changes

ADD FOR PFML This language must go in Staff Handbook.

Section XX. Paid Family Medical Leave (PFML) (Starting January 1, 2026)

Subd. 1: Statutory authority. Employees are eligible to participate in Paid Family Medical Leave (PFML) pursuant to MN Statutes 268B-Family and Medical Benefits.

Subd. 2: Costs of PFML-The employer shall pay 50 percent of the total premium for Paid Family Medical Leave set by the Minnesota Department of Employment and Economic Development (DEED). Employees shall pay

50 percent of the total premium for Paid Family Medical Leave set by the Minnesota Department of Employment and Economic Development (DEED).

Subd. 3: Notification to the Employer Pursuant to Minnesota Statute Section 268B.085, employees taking Paid Family Medical Leave shall provide the employer with thirty (30) day notice prior to the start of the leave

when possible. If a 30-day notice is not practicable because of a lack of knowledge of approximately when leave

will be required to begin, a change in circumstance or a medical emergency, notice must be given as soon as possible.

Subd. 4: Coordination of PFML and Sick Leave/PTO at the request of an employee on Paid Family Medical

Leave, the employer shall allow the employee to use individual accrued leave at their discretion to supplement the

PFML program benefit. At no time will the employee receive more than 100 percent of their usual salary (wages)

between the PFML benefit and contractual leave. Individual accrued leave shall be paid out on the normal

payroll
cycle.

Page 58:

Staff handbook

Non-school sponsored clubs may advertise regularly on the morning announcements during the month of September-up to 5 times total. Students may post advertisements around the school with approval from the principal during the year. Signage should be removed after 3 weeks.

Adjust PSEO classes for weighted grades.

Do we want to increase

25-26 Handbook Changes:

Page 58:

ELECTRONIC DEVICES

The use of cell phones, portable music devices, etc. are not permitted to be used during class time. Students in grades 6-8 must leave their phone in their locker during class. Students in grades 9-12 are required to use the phone holder in each classroom unless given explicit permission from a teacher. Students may not video, photograph, or audio record any student or staff member at Central Public School without permission and/or consent. Cell phones and portable music devices may be used in the hallways before and after school, between classes, and during lunch period. Headphones of any kind are not to be worn at any time during class.

Page 58:

"Food Delivery services are prohibited for all students during school hours."

Page 59

Specific fees for chromebook damage caused by regular use:

1st time: insurance covers (\$0)

2nd time: \$50 fee

3rd time: \$100 fee

4th time: Full price \$260.

Anytime there is intentional damage or negligence, the full price of the chromebook will be charged.

Chargers:

If it breaks, we will replace it free of charge.

If the charger is lost, it is \$15 for a replacement.

Chromebook cases are required to be on the computer at all times

Page 60

Art Fees:

1. Art fees (*scholarships available upon request*):

- \$25.00** for Global Arts & Ceramics)

- Students will be required to purchase a basic clay tool kit directly from school. This will be a one-time purchase and can be used throughout the Ceramics program.

- \$30.00** for Ceramics 2 & 3

- \$10.00** for Interior Design and Draw Paint and Print 1 & 2

- Students will also be required to purchase their paint brushes directly from the school. This change ensures that all students have high-quality, appropriate brushes for their coursework and take ownership over their property.

Should this go in the handbook or in Policy 611?

<https://isd110.org/sites/default/files/files/content/611-homeschooling-july-2024.pdf>

(Add something like this about homeschooling)

VIII. SHARED-TIME PROGRAMS A. Student Eligibility

1. Resident students who attend nonpublic or home schools and are in compliance with the MN Compulsory Instruction Law may apply for limited shared time enrollment in grades K through 12 in Waconia Public Schools.
2. Shared-time privileges are available to nonpublic or home school students in grades K-12 per the following limitations. Students in grades 6-12 may access any curricular offering and students in grades K-5 may access specialists.
3. Students enrolled as shared-time must remain in attendance at their nonpublic school or home school for the majority of their education and must be in compliance with the Minnesota Compulsory Attendance Law.
- 4. A student in shared-time enrollment must be enrolled in nonpublic or home school for 50% or greater of the school day.**
5. Shared-time students do not qualify for a Waconia high school diploma, participation in honor rolls, class rank, and other recognition available to fulltime Waconia High School students.
6. A student must have completed all prerequisite courses prior to being approved for a specific public school course.
7. Shared-time students shall abide by all rules, regulations, policies, and procedures governing the conduct of regular full-time students.
8. Shared-time non-public students are not eligible to participate in Minnesota State High School League (MSHSL) activities or other district student activities unless their enrollment in the non-public school is governed by MSHSL By-Law 104.00.

Secondary School

24-25 Handbook Proposed Changes

Added to Page 13 as a new policy before “fees”

Chromebook Misuse Policy:

- Lost or intentionally damaged case fee: \$30 (replacement cost)
- Chromebook replacement:
 - 1st time with damage: Free (covered by insurance)
 - Subsequent replacement: Full cost or repair or replacement
 - Intentional Damage: Full cost of repair or replacement
- Lost charger: \$15 Replacement fee
- Replacement charger required for unintentional damage: Free

- Each teacher has two chargers with their name on it for students to use if their chromebook is not charged. Repeated failure to charge the chromebook may result in a disciplinary referral. Students will not receive chargers from the office because they forgot theirs at home.
- Students are not allowed to put stickers on their school issued chromebooks.
- Students who forget their chromebook may receive a loaner 1 time per semester. Subsequent incidents may result in lunch detention. Consideration is given for circumstances outside of the student's control.

New cell phone policy (pg 13)

Student Personal Device Policy

Purpose:

The purpose of this policy is to promote a productive learning environment, ensure student safety, and minimize disruptions caused by the inappropriate use of personal electronic devices.

Policy Guidelines:

1. Personal Device Use

- A) Students in grades 6-12 may use personal smartphones and accessories (smartwatch, airpods, etc) before school, during designated breaks, and after school hours. Students may use their phone during study hall when explicit permission has been given by the supervising staff member. Students in grades P-5 are not permitted to use cell phones during the school day.
- B) Phones, smartwatches, etc must be turned off or on silent mode during instructional time unless otherwise permitted by a teacher for educational purposes. Air pods must be put away during instructional time. Classroom cell phone holders will be provided for each classroom.
- C) Absolutely no phone use is permitted in flexible learning spaces at any time during the school day.

2. Prohibited Activities

- A) Taking photos, videos, or audio recordings of individuals without their explicit permission, in any school setting, including the bus.
- B) Posting or sharing inappropriate content, including but not limited to bullying, harassment, or materials that violate school policies.

- C) Using devices for non-academic purposes during instructional time, unless explicitly permitted by the teacher.
- D) Locker Rooms and bathrooms will be 100% device free at all times. Confiscation and search of any devices is standard procedure if found in these areas.

3. Device Storage and Usage

- A) Each classroom will have a cell phone holder and students are required to leave their phones in the designated pouch. Students who place a burner phone in the pouch will receive appropriate consequences.
- B) Students may store their phones in a locker.

4. Enforcement and Consequences

- A) All school staff are responsible for enforcing this policy.
 - B) Consequences for violating the policy may include warnings, temporary confiscation of the device, detention, or further disciplinary action as deemed appropriate by school administration.
 - a) **1st Offense** - Staff member has student place phone in a designated area within the classroom until the end of the class period
 - b) **2nd Offense** - Staff member turns in the phone into the front office for the remainder of the day. Student or parent pick up.
 - c) **3rd Offense** - Staff member turns phone into the front office for the remainder of the school day. Parent pick up.
 - d) **4th Offense** - Cell phone plan created. Phone may be held by administration during days or not allowed onsite. Parents/Guardians devise a plan together with school administration
- **Or Phone no longer allowed onsite

5. Exceptions and Special Circumstances

- A) Teachers may allow the use of devices for educational purposes as part of their lesson plans. Ex: Tuning an instrument.
- B) Students with documented special needs requiring ongoing access to electronic devices may receive accommodations as determined by the Individualized Education Program (IEP) or 504 Plan.
- C) Students who use their cell phones to monitor a medical condition (i.e. diabetes, epilepsy) may have their cell phone with them at all times, but must adhere to all other expectations of the cell phone policy.

- a) In the case of a medical necessity, students are required to have a health plan or prior approval

6. Parent and Guardian Involvement

- A) Parents/guardians are encouraged to support the school's policy and monitor their child's use of electronic devices outside of school hours.
- B) The school will communicate this policy to parents/guardians through student handbooks, the school website, and other appropriate channels.

7. Review and Updates

- A) This policy will be reviewed annually to ensure it aligns with current educational practices and addresses emerging issues related to technology use.

8. School Responsibility

- A) Lost, Stolen, or Damaged Devices are not the responsibility of the school nor is the school required to investigate any lost, stolen, or damaged electronic devices brought onto school grounds or the bus.

9. Implementation

Effective implementation of this policy requires cooperation and understanding from students, parents/guardians, teachers, and school staff. By adhering to these guidelines, we aim to create a positive and focused learning environment for all students at Central.

Pg 13 under fees

- 1. Class dues: Cover the following – Homecoming decorations, flowers, Prom expenses, Senior Breakfast, Graduation expenses, limit on Holocaust expenses, funerals, get wells, etc.
 - 9th Grade - \$25.00
 - 10th Grade - \$25.00
 - 11th Grade - \$25.00
 - 12th Grade - \$25.00

Pg 23

MAXIMUM ABSENCE POLICY (EXCUSED AND UNEXCUSED)

The maximum absence policy is enforced if a student exceeds 10 absences from a class in one semester. Students will not receive credit for a class in which absences exceed 10 in a semester under the authorized and unauthorized categories.

- ❑ Students will receive a “Loss of Credit” (LC) due to absences for the class if they remain in the class the remainder of the semester, follow behavior expectations, and meet all course requirements by the end of the semester. A “Loss of Credit” **does not** negatively affect a student’s GPA.
- ❑ Students will receive a “Fail” (F) if they are removed from the class for being disruptive or not following expectations, or if they do not meet the course requirements. A “Fail” **does** affect a student’s GPA.

Pg 35

29. **Technology**

Using a personal or school issued device to record
a student altercation regardless of intent.

(grades 6-12)..... 1 day susp. 3 day susp.

24-25 Registration Handbook change:

- Students in 9-11th grade who fail 1st semester of a math class must retake the 1st semester during the following year in person. In addition students will have a mandatory support class for elective credit that runs adjacent to the repeated course.
- If students fail a 2nd semester math class, they must retake that semester of math during the next school year in person. In addition students will have a mandatory support class for elective credit that runs adjacent to the repeated course.
- If a student fails both semesters of a math class, they must retake the entire year in person. In addition students will have a mandatory support class for elective credit that runs adjacent to the repeated course.
- Students who fail will not be required to take two math classes at the same time. They will take the next course the following year in person.

[2023-24 middle school handbook](#) changes (specific to MS only)

Pg 15:

MEAL POLICY

Central Middle School has a closed lunch hour for students. Lunch is served at school or students may bring their own lunch. We will be utilizing a computerized lunch program. Each student will have a 4 digit pin number. School breakfasts and lunches are free for all students. Students may use the Rev Track system to add money for a la carte items.

STUDENT PLANNERS

Students may choose to purchase a student planner. Planners may be purchased from the office for \$5.00.

STUDENT CHROMEBOOK

Each student is issued a Chromebook for school work. Each student will be responsible for a \$20 Chromebook insurance fee each year.

Pg 18

PROMOTION AND RETENTION POLICY

~~Students who fail two or more quarters may be required to attend summer school or retake the course prior to being promoted to the next grade level.~~

[2023-24 high school handbook](#) changes (specific to HS only)

Page 13

All class (grade level) dues to \$25.

Please see Principal or Counselor if a scholarship for fees is needed.

New Course Dues:

- Foods – \$10
- Art of Plants – \$10
- Veterinary Science – \$10
- Animal Science – \$10

There will be a \$20 chromebook insurance charge per year for each student.

Pg 19

Academic Lettering—needs to change to semester grading—language taken from ILT notes.

CRITERIA

1. Grades 9 – 12 eligible.
2. Students in grades 9, 10, & 11 must maintain a grade point average of 3.67 or above for ~~3 of 4 quarters~~ both semesters. Academic letters are distributed at the start of the following school year.
3. Seniors academic letters are awarded based on an average of semester 1 grades and “in progress” grades at the time of the awards ceremony. ~~for the first three quarters.~~
4. Students will receive a chenille letter and gold bar for their first award; students will receive gold bars for additional awards.
5. Students in grades 9 – 11 must be enrolled in a minimum of six (6) classes. Seniors must earn a minimum of 5.5. credits.
6. Students will not have any “D” or “F” grades for any quarter.

GRADING AND HONOR ROLL

Students who achieve a ~~quarterly~~ semester GPA of 3.0 will be included on the "B" Honor Roll. Students who achieve a ~~quarterly~~ semester GPA of 3.67 will be included on the "A" Honor Roll.

GRADUATION

High Distinction: Graduating Seniors with cumulative GPA of ~~3.67~~ 4.0 will be given a Gold Honor Cord in recognition of their high academic achievement, which will be worn at Graduation.

Graduation Honors: Those students with a GPA above 3.5 ~~of 3.33 to 3.66~~ will receive Silver Honor Cords. ~~Students with 3.0 to 3.32 will receive White Honor Cords.~~

ADD

Students with Gold Honor Cords are invited to submit a speech for the graduation ceremony. 5 students are chosen to speak with preference given to those with the highest cumulative GPA.

***Note: Start date “effective 2025.”

Page 23

STUDY SKILLS

Study Skill classes are available to all students. Students are required to attend Study Skills as attendance will be taken. However, there is no grade associated with Study Skills.

~~The CHS staff believes that if students will use the study skills taught in the various content areas, academic performance will improve. To that end, student study halls will play an important role in the following ways.~~

- ~~1. Study halls will now be called study skills period.~~
- ~~2. Each staff member will be responsible to include in their curriculum, lessons designed to teach study skill development which concentrates on their particular content area.~~
- ~~3. Students will be graded on their study skill performance by receiving an A, B, C, or D.~~
- ~~4. Staff will use an objective check list to mark students Study Skills performance. Students will receive a check mark when they stray off task. For Example: Unexcused tardies, talking, sleeping, no materials to work on, improper passes, room vandalism, wandering around room, etc. Grades break down as follows:~~

- ~~0-5 check marks during the quarter = A~~
- ~~6-10 check marks during the quarter = B~~
- ~~11-15 check marks during the quarter = C~~
- ~~16-20 check marks during the quarter = D~~
- ~~21+ check marks during the quarter = F~~
- ~~All students will start their Study Skills Period with zero check marks. Therefore, everyone will start with an A. **Note:** There are no + or - grades for study skills.~~
- ~~5. Study Skills grade will be included in student G.P.A. However, students in study skills will not earn credit/credits toward graduation. Only the grade will count toward G.P.A. Weight toward GPA will be 50% of a normal letter grade.~~

Changes for both HS and MS Handbooks:

Page 6:

We use the RevTrak Web Store for all online payments. Using this system, families may pay school fees from anywhere at any time without additional fees. RevTrak will be used for Athletics & Activities Registration, Meal Payments, Class Dues/Fees, Technology Fees, Field Trips, Event Tickets, and much more.

To get started, just follow these simple steps:

1. Go to our districts RevTrak Web Store (isd108.revtrak.net) and click "Log In"
2. Select "Create New Account". Enter your information and follow onscreen instructions to complete setting up your account.
3. IMPORTANT - Once you are logged in to your account, you will need to connect your students. Click on the "Student Fees" tile - then click "add student". You will need your student ID number which can be found on Infinite Campus under your child's picture. Once added, you can see your linked students under My Account.

If you have any questions or run into any difficulties, please contact us at finance@isd108.org.

There will be a \$20 chromebook insurance charge per year for each student.

Page 11:

PARENT-TEACHER CONFERENCES: See school calendar for dates.

1. Conferences run from **6:00** to 8:00 ~~with staff dinner breaks at 5:00 and 5:30.~~
2. Conferences are held ~~in the commons and in the old gym in the fall and in the teachers' classrooms in the spring.~~

Page 20

ADD

GRADE DEFINITION:

The grade earned in a Central class reflects how a student has demonstrated mastery or proficiency of the standards for a given course.

ASSESSMENTS

Summative Assessment:

An assessment where students show mastery of the standard(s).

Formative Assessment:

practice towards mastery of standards (hwk, daily work, etc).

All Central grade books will feature summative/formative weighting. At a minimum, summative assessments will be weighted at 70% of the final grade.

REDO/RETAKES:

At Central, re-dos/retakes may be taken for summative assessments within 2 weeks of the original assessment for full credit after completing a proof of practice—which is determined by the department. The retake may be composed of the entire assessment or just the portions missed. This is determined by the teacher.

LATE WORK:

Late work will be accepted for full credit. Formative work may be turned in up until the Summative Assessment due date. Summative Assessments may be turned in for full credit up to 10 school days past the due date.

****This policy will not apply when the school year ends and summer has begun for students/staff.*

Page 23

~~18. **Fire Alarm, False** Intentionally~~

~~giving a false alarm of a fire, or tampering~~

~~or interfering with any fire alarm.~~

~~(grades 6-12)..... 5 day susp expulsion up to
expulsion~~

Pg 32: Cell phone/Headphone policy

Electronic Devices, Possession -

The use of cell phones, portable music devices, etc. are not permitted to be used during class time as they cause a disruption to the classroom and learning process. If you have a cell phone in the classroom, it must be turned off and it must be out of sight. If the phone sounds during class, or becomes a distraction in any way, it will be taken from you and turned into the office. Your parents/guardians must contact the office and make arrangements to pick up the phone. Students may not video, photograph, or audio record any student or staff member at Central Public School without permission and/or consent. Cell phones and portable music devices may be used in the hallways before and after school, between classes, and during lunch period. Headphones of any kind are not to be worn at any time during class.

Pg 41 - Bullying policy additions

GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
 - 1. on the school premises, at the school functions or activities, on the school transportation;
 - 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
 - 3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

Pg 41 “definitions of bullying...”

The term “bullying” specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

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

New building maps needed.

2022-2023 HANDBOOK CHANGES

High School Handbook Change Proposal:

Page 24: Strike Current Language around open study skills.

Study Skills for Seniors

1. Seniors who have a study hall during 1st or 7th period and are in good academic standing may be excused by a parent (unless the student is 18). Students should sign in/out at the HS main office. Good academic standing is defined as:
 - a. On track to graduate.
 - b. No unexcused absences.
 - c. No more than six (6) absences from any classes.
 - d. No excessive unexcused tardies (no more than 3 in a quarter).
 - e. All detention hours made up.
2. Seniors who are enrolled in a study skills class during periods 2-6 are expected to report to the assigned classroom where attendance shall be taken.
3. To the extent possible, we want students to be in school all day every day. We believe this is best for students and for the culture/climate of the school. However, there are exceptions: Students who are in PSEO (Post-Secondary Enrollment Options) or OJT (On the Job Training) may leave school during the periods these are assigned. These students must sign in/out at the high school main office.
4. Starting in the 23-24 school year, a student enrolled in a Plato/Edmentum class anytime throughout the school day must attend their assigned study skills class where attendance will be taken.

Activities Change Proposal

1. As it relates to grades, a student must have no failing grades in any class at the end of each grading period (quarter in Middle School/semester in High School) in order to be eligible to participate. Following confirmation of an academic violation, the student shall lose eligibility for the next two (2) consecutive interscholastic contests or two (2) weeks of a season ***in the next grading period***, for which the student is a participant, whichever is greater. Students with Individual Education Plans (IEPs) who are meeting goals and objectives of their program will be eligible to participate in any and all activities.

Exceptions

- a. Due to shortened length of Football, Knowledge Bowl, Speech, and FFA seasons and the number of games/events, the academic violation consequence will be one week or one event whichever is greater
 - b. Wrestling triangular or tournament will serve as 2 events.
2. Throughout the term, a student must maintain passing grades (D- or above) in all his/her courses.
 - a. Grades will be checked bi-weekly. Any student with a failing grade will have one week to raise it. A failing grade beyond one week will result in loss of eligibility for all events until the grade is raised to a passing level.
3. Students must participate and be in good standings the entire season to fulfill academic and MSHSL violations.
4. Any student that has an academic or MSHSL violation is not eligible to leave early with their team.

Parent & Student Handbook



Central Secondary School



Dear Parents and Guardians,

I want to take this opportunity to welcome you to Central Schools for the school year. My name is Rich Larson and it is my pleasure to serve as principal of the Secondary Building. My hope for your student is that they would find a place to belong at school—a place where they are able to grow socially, emotionally and academically. The Central Public Schools staff and I look forward to a strong partnership between school and home in order to provide support for our students. To that end, we are pleased to share our Student Handbook with you. In the interest of transparency, we have included our school policies, procedures and expectations for families to review. I invite you to read through this handbook with your student and reach out to me with questions or concerns you may have. I wish you and your family the very best as you begin the school year! I look forward to seeing you soon.

Sincerely,

Rich Larson
Principal
Central Secondary Schools
rlarson@isd108.org
952-467-7101



INTRODUCTION

District 108 Mission, Vision, and Values

Education is CENTRAL

Vision:

Ensuring the next generation will identify ways to positively impact our communities.

Mission Statement:

Educate, Inspire, Empower - Every Student, Every Day

Value Definitions:

Community- Collaborating together to share our success and accomplish our goals.

Kindness- Genuine effort to show compassion for others and realize the value and potential of all

Integrity-Promoting the highest standards of ethical behavior, fairness and honesty with ourselves and others.

Innovation- discovering creative opportunities and solutions for purposeful improvement.

Relationships-Creating positive connections that last a lifetime.

STUDENT AND PARENT HANDBOOK PURPOSE AND AGREEMENT

It is the goal of Central High School to provide a positive and safe learning environment for every student that enters into the school. In efforts to help accomplish this goal, it is necessary for the school district to implement policies and procedures that help students achieve academic success and reflect a common understanding among those who are considered stakeholders in the Central Public School District. Therefore, it is important that students and their parents/guardians read and understand the contents of the Student and Parent Handbook. It is the responsibility of the students, along with their parents/guardians, to know and follow the handbook in its entirety. Signature forms will be distributed at the beginning of the year for students to indicate their understanding of the school district policies highlighted in the handbook



CENTRAL PUBLIC SCHOOLS #108

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2026-2027

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2026-2027 School Calendar



2026-27 CALENDAR

JULY 2026						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2026						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2026						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2026						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2026						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2027						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2027						
S	M	T	W	TH	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2027						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2027						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2027						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2027						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- No School
- Early Release
- Conferences
- No School; Staff Dev.
- Staff Work Day

- AUG. 27**
New Teacher Workshop
- AUG. 31-SEPT. 3**
Teacher Workshop
- SEPT. 2**
Open House 6-12
- SEPT. 2-3**
Transition Day E-5
(Conferences and open house individualized by appointment)
- SEPT. 7**
No School
(Labor Day)
- SEPT. 8**
Transition Day for Grades 6 & 9;
Bus provided
- SEPT. 9**
K-12 First Day of School
- SEPT. 14**
Pre-K First Day of School
- OCT. 15-16**
No School
(Fall Recess)
- NOV. 6**
End of 1st Qtr.;
Early Release
- NOV. 9**
No School;
Staff Dev.
- NOV. 9 & 12**
Secondary Conferences
- NOV. 10 & 12**
Elementary Conferences
- NOV. 25-27**
No School
(Thanksgiving Break);
Teacher Comp.
- DEC. 24-JAN. 3**
No School
(Winter Break)
- JAN. 4**
School Resumes
- JAN. 18**
No School;
Staff Dev.
- JAN. 22**
End of 2nd Qtr.;
Early Release
- FEB. 15**
No School;
Staff Dev.
- MARCH 8 & 11**
Secondary Conferences
- MARCH 11 & 16**
Elementary Conferences
- MARCH 19**
End of 3rd Qtr.;
Early Release
- MARCH 22-26**
No School
(Spring Break)
- MARCH 29**
No School
- APRIL 23**
No School
- MAY 28**
Last Day of School;
Half Day (students released after lunch);
Graduation

SNOW DAY PROCEDURE

On the first snow/cold weather day, class will be cancelled and the following 5 snow/cold weather days will be "e-learning days"



ATTENDANCE LINES

Elementary: 952-467-7304 | Secondary: 952-467-7104



Contact Information

SCHOOL PHONE NUMBERS

467-7100 – Direct Line to High School Office	467-7147 – Food Service
467-7103 – Fax Line to High School	467-7009 – Transportation
467-7104 – Attendance Line for Secondary School	467-7000 – Direct Line to District Office
467-7300 – Direct Line to Elementary	467-7306 – School Nurse
467-7109 – Counselors Office	

SECONDARY SCHOOL STAFF

AREAS OF RESPONSIBILITY

Below is a listing of school personnel along with their area of responsibility. Calling the appropriate person with questions, problems, compliments, or ideas will help serve you.

Staff emails are firstinitiallastname@isd108.org example JDoe@isd108.org and can also be found in your gmail account when you click on “To”

Superintendent

Tim Schochenmaier	467-7001
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Principal

Richard Larson	467-7101
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Dean/Athletic Director

Keegan Oak	467-7201
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Health Office

School Nurse: Jackie Sorenson	467-7306
Assistant: Cindy Schmidt	467-7110

Administrative Assistants

Serenity Cox	467-7102
Kari Crown	467-7112

Agriculture/AFNR

Jim Mesik	467-7144
Sarah Schurmann	467-7145

Art

Ashley Raduenz	467-7142
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Bookkeeper/Accountant

Amy Groschen	467-7004
Lynn Peterson	467-7007

Business

Paul Hallquist	467-7166
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Community Education

Ron Erpenbach 467-7301

Custodians

Cody Anderson - Facility Mgr 467-7008
 Herman Haag

Director of Technology

Steve Anderson 467-7132

English

Jeanne Ide 467-7137
 Eva Mark 467-7139
 Hayden Molva 467-7138

ESL

Monica Turner 467-7361

Career and Technical
Education

Sarah Schurmann 467-7145

Library/Media Center

Kelly Street 467-7113

Mathematics

Wade Degler 467-7146
 Taylor Gustafson 467-7135
 Chris Ludford 467-7128
 Melissa Fuhrman 467-7210

Music:

Adam Halpaus 467-7143
 Jaron Gross 467-7209

Physical Education/Health

Jeremiah Kramer 467-7214
 Charlie Grove 467-7130
 Jordan Mahrer 467-7164

Psychologist

Leah Hjelseth 467-7111

School Lunch Program

Chantelle Eshleman – Food 467-7147
 Service Director; Taher

Social Studies

Sarah Hammers 467-7127
 Amber Kester 467-7125
 Colin Halbach 467-7212
 Laura Kroells 467-7217
 BJ DeBoer 467-7140

Science

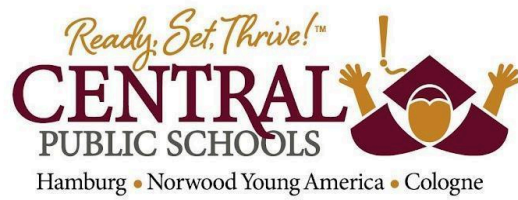
Christopher Hunt 467-7126
 Laura Hanson 467-7181
 Shawn Erickson 467-7208
 Lauren Scherer 467-7129
 Dane Schwartz 467-7194

Special Education

Taylor Gort 467-7136
 Grant Hartman 467-7155
 Jenna Schrupp 467-7222
 Jon Wroge 467-7156

Social Counselor K-12

Sarah Beadling 467-7108



Speech Clinician

Kelli Sawyer

Allison Cruse

467-7364

467-7176

Special Education -

Paraeducators

Mylei Becker

Vicki Sund

Karen Cross

Sarah Schneewind

467-7117

467-7378

467-7322

Transportation Director

Luke Wolter

467-7009

Support Services

XXXXX Counselor

467-7124

Youth Rec and Facilities

Reid Stacken

467-7390

World Languages

Chris Ludford

Patricia Wolff

467-7129

467-????



Academics

GRADING POLICY AND HONOR ROLL

GRADE DEFINITION:

The grade earned in a Central class reflects how a student has demonstrated mastery or proficiency of the standards for a given course.

ASSESSMENTS:

Summative Assessment:- An assessment where students show mastery of the standard(s).

Formative Assessment: - practice towards mastery of standards (hwk, daily work, etc).

All Central grade books will feature summative/formative weighting. At a minimum, summative assessments will be weighted at 70% of the final grade.

REDO/RETAKES:

At Central, redos/retakes may be taken for summative assessments within 2 weeks of the original assessment for full credit after completing a proof of practice—which is determined by the department. The retake may be composed of the entire assessment or just the portions missed. This is determined by the teacher. Students are qualified to take the retake only if they complete all formative work for the unit **before** the first summative assessment.

LATE WORK:

Late work will be accepted for full credit. Formative work may be turned in up until the Summative Assessment due date. Summative Assessments may be turned in for full credit up to 10 school days past the due date.

***This policy will not apply when the school year ends and summer has begun for students/staff.

HONOR ROLL:

Students who achieve a semester GPA of 3.0 will be included on the "B" Honor Roll. Students who achieve a semester GPA of 3.67 will be included on the "A" Honor Roll. Honor Rolls are determined by the weighted GPA.



GRADUATION HONORS

High Distinction: Graduating Seniors with cumulative GPA of 4.0 will be given a Gold Honor Cord in recognition of their high academic achievement, which will be worn at Graduation.

Graduation Honors: Those students with a GPA above 3.5 will receive Silver Honor Cords.

Students with Gold Honor Cords are invited to submit a speech for the graduation ceremony. 5 students are chosen to speak with preference given to those with the highest cumulative GPA.

WEIGHTED GRADING FOR ADVANCED PLACEMENT (AP) AND COLLEGE IN THE SCHOOLS (CIS) COURSES

In order to encourage students to take AP and CE/CIS courses, these classes will be weighted on a 5 point scale vs. a 4 point scale for all other classes. Therefore, the value of an A in AP and CIS courses will be 5 points vs. 4 for all other classes, a B will have a value of 4 points vs. 3 points, etc.

REPORT CARDS/PROGRESS REPORTS

Students receive report cards four times a year. In addition, teachers send home progress reports at the midpoint in each quarter or as needed. Parents may request a progress report at any time by contacting the teacher. Incompletes may be given to students who have been absent an extended period of time. **Within two weeks after the quarter ends, all work should be completed so a grade can be given for that class.** Any extended time beyond the two weeks must be approved by the teacher provided there are extenuating circumstances. If not, the grade then becomes a failing grade for that marking period.

DROPPING A CLASS

1. A student may withdraw from a class through the last day of the 2nd week of the semester or during the semester upon teacher recommendation and parent permission. If a student drops a sixth subject after the five days, a "F" grade will be recorded.
2. As a way to encourage students to take risks in pursuit of academic excellence, a student may drop a seventh subject excluding Study Skills through the tenth week of a given semester.

APPEALS PROCESS

A student who receives notice of a class drop may petition the Appeals Committee for a waiver if there is a genuine, supportable belief that extenuating circumstances exist. Upon receiving notice of the loss of credit, the student, parent(s)/guardian(s) may request an appeals application from the student's attendance monitor. The completed application should be returned to the counselor and will be considered at the next meeting of the Appeals Committee. Appeal applications will only be accepted during the first week following the semester. If additional



documentation is requested by the Appeals Committee, it must be submitted in writing within 5 school days. Second semester appeals will be handled before the end of the students' school year. The Appeals Committee will review all evidence, consider any extenuating circumstances, and strive to achieve and render impartial judgments in a systematic manner.

The Appeals Committee will consist of no fewer than five certified members, of who would be an administrator, counselor and teachers. The appeals form can be picked up in the high school office.

CREDIT FOR LEARNING, TRANSFER OF CREDIT, AND EQUALIZATION OF CREDIT POLICY

(Note: Minnesota public schools are required to comply with the procedures set forth in this policy pursuant to the Rules Relating to Graduation Standards, Minnesota Rules Chapter 3501, including the rules relating to the Profile of Learning as currently proposed by the Minnesota State Board of Education).

I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in other schools, in alternative learning sites, in Post-Secondary Enrollment Options and other advanced enrichment programs, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to develop and provide processes and procedures by which students may meet graduation requirements. The school district will provide a process for transfer and recognition of work completed in other schools and post-secondary institutions.

STUDY SKILLS

Study Skill classes are available to all students. Students are required to attend Study Skills as attendance will be taken. However, there is no grade associated with Study Skills.

EXPECTATIONS FOR CADET TEACHERS

1. You are expected to dress appropriately. Talk with your supervising teacher to see what is acceptable.
2. You MUST be on time each day. If you are unable to attend school or will be unable to make it to class at your assigned period, you must inform your supervising teacher, and the Counselor or designee.



3. You are expected to be respectful, courteous, and professional at all times. Remember, you are looked up to at the elementary and that makes you a role model (like it or not).
4. Bringing innovative ideas to the classroom is encouraged, but always follow the lead of the teacher.
5. Remember that you are receiving a grade for this course, your every action will be reflected in your grade. If you are tardy or have unexcused absences, your grade will reflect that. Cadet teaching is NOT the same as a study hall.
6. Cadet Teachers may have only one study hall during their semester of cadet teaching.

Graduation Requirements

COMMENCEMENT

Graduating from high school is one of the most important events in life. It is a rite of passage which marks the successful completion of childhood and the beginning of adulthood. A diploma is a "key" which unlocks the door to many new opportunities and is the foundation upon which the graduate can build a solid future. At Central High School a student has to successfully meet all graduation requirements to participate in commencement exercises.

Post Secondary Education Option students and Area Learning Center students will be allowed to participate in the graduation ceremony if they have earned sufficient credits to graduate.

COMMENCEMENT DRESS CODE POLICY

School Board policy for Graduation will be a maroon cap and gown with tassel. This will be provided by the school for all graduating students.

Student Conduct

Code of Conduct

Leaving the Building

No student is permitted to leave the building or campus before school ends, during lunch, class periods or passing times without permission from the Health Office or Administration. Students with permission to leave the building must sign out when leaving and sign in upon return at the Attendance Office. No student is permitted to leave the building during lunch or online classes.

Leaving the building without authorization may be considered truancy and thus result in disciplinary action. If a student leaves the building without permission and returns, they are subject to be searched.

Students in the Halls



Students should be in the halls only at the beginning and close of school and while moving from one class to another unless they have special permission or special duties that require them to be there. Students in the halls during class time must have a pass. Students are asked to be courteous at all times and to keep to the right when moving in the halls. Running and shouting in the halls is not permitted. Students are not allowed in the teacher's lounge and work areas. All students should be out of the building by 3:15 p.m. unless they are participating in extra-curricular activities.

Any student in the building after 3:30 p.m. must be in a supervised activity. Parents should arrange for transportation home when their child has detention or is in an activity.

The Physical Education locker rooms are off limits to students during the school day. **This includes the lunch hour.**

Students cannot work out without supervision. Morning and after school work-out sessions require supervision. This includes gyms, wrestling room, and weight room.

Use of the following areas in the building require supervision by staff or coaches. This includes before, during, and after school.

Media Center
Gymnasium
Weight Room
Computer Labs
Wrestling Room
Classrooms

EIGHTEEN YEAR OLDS

State law provides many adult responsibilities for those persons who have reached eighteen years of age. However, the law also requires adult students to abide by the same rules and regulations of a school as those students who are younger. An eighteen year old student who requests a pass for an appointment must have an appointment card or give the office the name and telephone number of the doctor, dentist, etc. for whom the appointment is made before the pass will be issued. As with younger students, by law, the school is required to judge whether the reason for the absence is excused or unexcused. Adult students are subject to the same disciplinary consequences as other students.

STUDENT DRESS AND APPEARANCE

The appearance of a student is primarily the responsibility of the individual and the parent. District 108 students are expected to maintain an appearance that is not distracting to teachers or other students, disrespectful to others, or disruptive to the educational process. In addition, student attire must comply with standards of health and safety. (Ex.: State law requires that shoes must



be worn in public buildings.) Symbols, emblems, badges, signs, words, objects or pictures on clothing, jewelry or personal items that represent gangs, tobacco, drugs, alcohol, or discriminatory references to sex, race, or religion, or that are lewd, vulgar, or obscene, are not permitted.

It is not the intention of this Dress Code to interfere with a student's right to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages usually are acceptable as long as they are not lewd, vulgar, obscene, defamatory, or profane; do not advocate violence or harassment of others, and do not promote products or activities that are illegal for use by minors.

Examples of prohibited attire include, but are not limited to, the following:

- Confederate flags, swastikas, Nazi symbols, or portions thereof;
- Clothing using language that is vulgar, sexually suggestive, or demeaning of others;
- Items referring to or suggestive of alcohol, drugs, gangs, tobacco, sex, and references to male/female body parts;
- Clothing or hairstyles depicting gang symbols, look-alike gang symbols or gang hand gestures
- Tattoos depicting gang symbols or gang messages;
- Roller blades, shoes with rollerblades or skateboards;

When a student's appearance violates the Dress Code, the student will be required to change his/her attire and additional consequences may be imposed, at the discretion of school officials, including sending the student home to change clothes. In exercising discretion to discipline and/or impose other consequences on students violating this Dress Code, school officials shall take into account the age of the student, District 108's student discipline policy, and whether the violation occurred during the instructional day while school was in session or in connection with a school related activity. Students sent home for inappropriate attire will be considered unexcused during their absence from school.

Legal References:

U.S. Constitution, First Amendment

- * *Stephenson v. Davenport Community School District*, 110 F.3d 1303 (8th Cir. 1997)
- * *Olesen v. Board of Educ. Of Sch. Dist. No 228*, 676 F. Supp. 822, 44 Educ. L. Rep. 205 (N.D. Ill. 1987).
- * *Tinker v. Des Moines Indep. Sch. Dist.*, 393 U.S. 503, 89 S. Ct. 733, 21 L.Ed.2d 731 (1969)
- * *McIntire v. Bethel School, I.S.D. No. 3*, 804 F. Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992).

Cross References *MSBA Model Policy 506 (Student Discipline)*

HARASSMENT AND VIOLENCE POLICY



1. PURPOSE

The purpose of this policy is to maintain learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.
- B. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel include school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district).
- C. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

III. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

A. Sexual Harassment: Definition

- 1. 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:
 - 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; or
 - 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 that 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.
- 2. Sexual harassment may include but is not limited to:
 - a. Sexting: (See definition on page 40).
 - b. unwelcome verbal harassment or abuse;



- c. unwelcome pressure for sexual activity;
- d. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) 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; or
- g. unwelcome behavior or words directed at an individual because of gender.

B. Racial Harassment; Definition

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

C. Religious Harassment; Definition

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

D. Sexual Violence; Definition

- 1. 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 Minn. Stat. 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - b. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing or attempting to coerce or force sexual intercourse or a



- sexual act on another; or
- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

E. Racial Violence: Definition

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

F. Religious Violence: Definition

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

G. Assault: Definition. Assault is:

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.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged act immediately to an appropriate school district official designated by this policy. 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. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent.
- B. In Each School Building - The building principal is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence at the building level. Any adult school district personnel who receives a report of religious, racial or sexual harassment or violence shall inform the building principal immediately.
- C. Upon receipt of a report, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable 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 officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against



the principal. 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.

- D. In the District - The school board hereby designates the superintendent as the school district human rights officer(s) to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- E. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- F. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. 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.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging religious, racial or sexual 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.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and other 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.
- C. 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. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. 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 religious, racial or sexual harassment or violence.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, 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

- A. Upon receipt of a report, 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. 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.
- B. 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.

VII. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged religious, racial or sexual harassment or violence or 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.

VIII. RIGHT TO ALTERNATIVE 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 seek redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. 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. 626.556 may be applicable.
- B. 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. This policy shall appear in the student handbook.
- 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.

Legal References: Minn. Stat. 127.46 (Sexual, Religious and Racial Harassment & Violence Policy)
Minn. Stat. Ch. 363 (Minnesota Human Rights Act)



Minn. Stat. 626.556 et seq. (Reporting of Maltreatment of Minors)

Cross References: MSBA Model Policy 102 (Equal Educational Opportunity)
MSBA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)
MSBA Model Policy 406 (Public and Private Personnel Data)
MSBA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

HARASSMENT AND VIOLENCE CONSEQUENCES

Norwood Young America School District #108 will impose the following consequences for violations of the Harassment and Violence Policy. These consequences may include but are not limited to the following:

- First Offense:**
- A. Verbal and/or written warning with parent notification
 - B. Student/Parent/Administration Conference
 - C. 1-3 day out of school suspension
- Second Offense:**
- A. Student/Parent/Administration Conference
 - B. 2-5 day out of school suspension
 - C. Counseling with school personnel or outside resources
 - D. Will be reported to Sheriff's Department or Social Services
 - E. Harassment education through School Support Services Department
- Third Offense:**
- A. Student/Parent/Administration Conference
 - B. 5-10 day out of school suspension
 - C. Counseling by School Support Services Personnel
- Fourth Offense:**
- A. Recommendation for Expulsion

BULLYING/CYBERBULLYING

For purposes of this policy, the definitions included in this section are derived from Minnesota State Statute. For a complete copy of this policy, contact the district office.

GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
 - 1. on the school premises, at the school functions or activities, on the school transportation;
 - 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or



3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

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

1. there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior 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, malicious and sadistic conduct, and sexual exploitation.

"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 Web site or forum, transmitted through a computer, cell phone, or other electronic device, that causes a substantial disruption to the educational environment at Central Public Schools.

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

SOCIAL NETWORK SITES POLICY

ISD 108: STUDENTS AND SOCIAL NETWORKING SITES:

As a student at CHS, you are expected to follow student handbook guidelines, even though an event may happen off school property or after school hours. If your behavior on social networking sites causes a substantial disruption to the educational environment at CHS, you can be disciplined, suspended or expelled from school.

Social network sites, other digital platforms (including cell phones) and distribution mechanisms that facilitate students communicating with other students are considered "Social Networking" platforms. Participation in such networks has both positive appeal and potentially negative



consequences. It is important that CHS students be aware of these consequences and exercise appropriate caution if they choose to participate.

Students are not restricted from using any on-line social network sites and/or digital platforms. However, users must understand that any content they make public via on-line social networks or digital platforms is expected to follow acceptable social behaviors and also to comply with federal, state and local laws, as well as, your Student Handbook. As a CHS student, you must be aware of your Student Handbook regulations and expectations of our said extra-curricular programs. Ignorance of these regulations does not excuse students from adhering to them.

GUIDELINES FOR STUDENTS:

Your guidelines are intended to provide a framework for students to conduct themselves safely and responsibly in an on-line environment. As a student at CHS you should:

1. Be careful with how much and what kind of identifying information you post on social networking sites. Virtually anyone with an email address can access your personal page. It is unwise to make available information such as full date of birth, social security number, address, phone number, cell phone numbers, class schedules, bank account information, or details about your daily routine. All of these can facilitate identity theft or stalking. Social Media sites provide numerous privacy settings for information contained in its pages. Use these settings to protect private information. However, once posted, remember the information becomes property of the website and public record.
2. Be aware that community members, family and potential current and future employers and college admission offices often access information you place on on-line social networking sites. You should think about any information you post on sites or similar directories that potentially portrays an image of you to a prospective employer or school. The information is considered public information. Protect yourself by maintaining a self-image that you can be proud of years from now.
3. Be careful in responding to unsolicited emails asking for passwords or PIN numbers. Reputable businesses do not ask for this information in emails.
4. Don't have a false sense of security about your rights to freedom of speech when using Social Media. Understand that freedom of speech is not unlimited. The on-line social network sites are NOT a place where you can say and do whatever you want without repercussions or personal accountability.
5. Remember photos once put on the social network site's server become their property and public record. You may delete the photo from your profile but it still stays on their server. Internet search engines like "Google" or "Yahoo" may still find that image long after you have deleted it from your profile. Think long and hard about what type of photo you want to represent you.



6. Whoever is the “adult” (over 18) responsible for the contracts, computers, phone lines, etc... is liable (civil and criminal) for your actions as a minor as well.

THINGS STUDENTS SHOULD AVOID:

1. Derogatory language or remarks about our students, teammates, school personnel and our community at-large; as well as, teachers, or coaches, student-athletes, administrators or representatives of other schools.
2. Demeaning statements about or threats to any third party- (Including support of demeaning statements and threats.) Don't respond to these.
3. Distribution and possession of unauthorized videos and photos or statements depicting violence; hazing; sexual harassment and content; vandalism, stalking; underage drinking, selling, possessing, or using controlled substances; or any other inappropriate behaviors.
4. Creating a serious danger to the safety of another person or making a credible threat of serious physical or emotional injury to another person.
5. Indicating knowledge of an unreported felonies, crimes, thefts, or damage to property or unethical behavior.
6. Indicating knowledge of unreported school or team violation – regardless if the violation was unintentional or intentional.

One of the biggest lessons social network users can learn is that anything you post online enters the public record. You never know who may be looking and when.

Students, Parents and Guardians, let it be known that any students in violation of said conduct is subject to consequences to be determined by the Administration, Principal and/or Activities Director.

The Minnesota State High School League Student Code of Responsibilities, Bylaw 206.00, is applicable and relevant in all student related issues and concerns in such matters.

STUDENT SEX NONDISCRIMINATION

I. PURPOSE

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

II. GENERAL STATEMENT OF POLICY



- A. The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. It is the responsibility of every school district employee to comply with this policy.
- C. Any student, parent or guardian having questions regarding this policy should discuss it with the appropriate school district official provided by policy. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

III. REPORTING GRIEVANCE PROCEDURES

- A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant or 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. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.

For complete policy, refer to District Policy Handbook.

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 or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.



- F. The school district will act to 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.
- G. Engaging in any behavior which constitutes “hazing” is a violation of this school discipline policy and may subject the student to discipline including suspension and expulsion. Regardless of any provision in this policy to the contrary, a student may be subject to a suspension of up to 10 days or expulsion for violation of any provision in the policy.

III. DEFINITIONS

- A. “Hazing” means doing something or making another student do something that creates a risk of harm to a student in order for the student to be initiated into or affiliated with a student organization. Hazing is a violation of school policy regardless of time or place it occurs.
 - 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, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 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 events. A student organization does not have to be an official school 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 or any person with knowledge or belief of conduct which may constitute hazing shall 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 hazing 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 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, as its discretion, to protect the complainant, reporter, 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, 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 Pupil 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

(NOTE: Proper reference should be made to the appropriate handbooks in each school district).

This policy shall appear in each school's student handbook and in each school's Building and Staff Handbooks.

Legal References: Minn. Stat. 127.465 (Hazing Policy)

Minn. Stat. 127.26 to 127.39 (Pupil Fair Dismissal Act)

Cross Reference: MSBA/MASA Model Policy 403 (Discipline, Suspension and Dismissal of School Dismissal of School District Employees)

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 506 (Student Discipline)



BUSING POLICY

Bus Rules are as follows;

1. The driver is in full charge of the bus and pupils.
2. No inappropriate language will be allowed on the bus at any time.
3. Students are to remain seated while the bus is in motion.
4. All objects are to remain in the bus at all times.
5. Students may not leave the bus without prior approval and the bus driver's knowledge except at their assigned bus stop or at school.
6. Prior approval should be gotten from the bus driver if your child is bringing friends home on the bus (5 or more).
7. No eating or drinking on the bus.

Students in all grades of the Central Public Schools are expected to obey and follow the rules listed above. Violations of these rules that are reported in written form (to the principal) will be dealt with as follows:

1st offense The first note is only a warning that the bus violation has taken place. This note must be signed and returned to the bus driver the following morning in order for the student to ride the bus.

2nd offense The second note will bring disciplinary action resulting in a 3 day suspension of bus riding privileges. Parents must contact the student's Principal, to see if a solution to the problem can be reached. If no contact is made, the student will not be allowed to ride the bus.

3rd offense The third note will result in a 7-14 day suspension from riding the bus. The parents or guardian must meet with the student's Principal if the student is to be allowed to ride the bus after the suspension period. Then, only if proper corrective measures have been worked out, will the student be allowed to ride the bus again.

4th offense The fourth note will result in suspension of riding privileges for the remainder of the year or 90 school days, whichever is greater. The 90 days can carry into the next school year.

LOCKER POLICY

1. School lockers are the property of the school district. Students tampering with locker mechanisms or not cleaning off writing on the locker front or inside of the locker will be fined a minimum of \$5.00.



2. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students.
3. School officials may inspect the interior of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant. Additionally, school officials have the right to search a student's personal possessions and the student's person.
4. 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.
5. As soon as practical after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

As in every school, we occasionally have problems develop where students lose money or other valuables. Students should carry only the sum of money they will actually need. Large amounts of money in school are seldom necessary. It is strongly recommended that if a large amount of money is brought to school, it be left in the principal's office for safekeeping. Never give your locker combination to another student. YOUR LOCKER SECURITY DEPENDS ON YOU!!! Your locker is subject to periodic inspection for cleanliness and may be entered by the principal at any time. Phy. Ed. lockers are only for Phy. Ed. clothes. During P.E. class or scheduled activities students should check in valuables with instructor or coach.

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.

III. DEFINITION

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; air guns; 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; laser pointers; and objects that have been modified to serve as a weapon.
2. No student 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.

broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

3. No student shall use articles designed for other purposes (i.e., 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 a school building, school grounds, 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, and all school-related functions.

C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location. A student who finds a weapon on the way to school or in the school building, 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.

IV. CONSEQUENCES FOR A WEAPON POSSESSION/USE/DISTRIBUTION

A. The school district and the school takes a position of "Zero Tolerance" in regard to 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 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.

V. POLICY APPLICATION TO INSTRUCTIONAL EQUIPMENT/TOOLS

While the school district and the school takes a firm "Zero Tolerance" position on the possession, use or distribution of weapons by students, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students. 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 by students. 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.



VI. ADMINISTRATIVE DECRETION

While the school district and the school takes a "Zero Tolerance" position on 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.

Legal References: Minn. Stat. 127.26-127.39 (Pupil Fair Dismissal Act)
Minn. Stat. 127.282 (expulsion for possession of firearm)
Minn. Stat. 127.48 (referral to police)
18 U.S.C. 921 (definition of firearm)

Cross References: MSBA Model Policy 506 (Student Discipline)
MSBA Service Manual, Chapter 6, District Education Program (A-11:
Student Suspension, Exclusion and Expulsion).

Internet and Electronic Mail Parent Permission Letter/Form

We are pleased to offer students of the Central Schools access to a District computer network for electronic mail (e-mail) and the Internet. To gain access to e-mail and the Internet, all students must obtain parental permission and must sign and return this form to be on file in the principal's office.

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that even though the school filters many inappropriate web sites some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resource opportunities, exceed its disadvantages. But ultimately, parents and guardians of students are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, the Central Schools supports and respects each family's right to decide whether or not to apply for access.

Students using school computers are responsible for good behavior just as they are expected in a classroom or a school hallway. General school rules for behavior and communications apply when using the school's computers and network. **ACCESS IS A PRIVILEGE – NOT A RIGHT.** Access entails responsibility.

Network storage areas, Email accounts, and computer files may be treated like school lockers. School and network administrators may review files and communications with just cause to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on District servers would be private.



As outlined in Board policy and procedures on student rights and responsibilities, (copies of which are available in school offices and on the school web site), the following is considered to be examples of unacceptable use.

1. Students will not use chat rooms and will not access electronic mail (Email) account(s) other than an assigned Central School District electronic mail service. Access to commercial email account(s) will require specific written authorization from School Administration.
2. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute pornographic, obscene or sexually explicit material.
3. Users will not use the school district system to transmit or receive obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language.
4. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute materials that use language or images that are inappropriate in the educational setting or disruptive to the educational process and will not post information or materials that could cause damage or danger of disruption.
5. Users will not use the school district system to access, review, upload, download, store, print, post, or distribute materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
6. Users will not use the school district system to knowingly or recklessly post false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
7. Users will not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
8. Users will not use the school district system to vandalize, damage or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software or system performance by spreading computer viruses or by any other means, will not tamper with, modify or change the school district system software, hardware or wiring or take any action to violate the school district system's security, and will not use the school district system in such a way as to disrupt the use of the system by other users.
9. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.
10. Users will not use the school district system to post private information about another person or to post personal contact information about themselves or other persons including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
11. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes or network identification other than those assigned to the user.



12. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
13. Users will not use the school district system for the conduct of a business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.

If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. A user may also in certain rare instances access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher.

Violations may result in a loss of access as well as other disciplinary or legal action

CHEMICAL USE POLICY

The School Board of Independent School District No. 108 believes that the health and well being of students and staff is a major factor in the pursuit of the school district mission. A healthy mind and body is a prerequisite to learning. The school board is, therefore, committed to providing a school environment that is free from the effects of chemical use and abuse by students and employees. The following policies are, therefore, adopted:

STUDENT POLICY:

Possession or use of tobacco (in any form - including e-cigs), alcohol, and all non-prescribed drugs by a student during the school year is prohibited. Violation of this policy shall result in the following consequences:

TOBACCO POSSESSION OR USE:

First offense during a school year: Two-day out-of-school suspension and notification to parents, law enforcement fine.

Second offense during a school year: Three-day out-of-school suspension, parent conference, law enforcement fine.

Third (and beyond) offense during a school year: Five-day out-of-school suspension, parent conference, law enforcement fine.

ALCOHOL POSSESSION OR USE:



First Offense: Three-day out-of-school suspension, parent conference, Interview with counselor required, and law enforcement notification.

Second Offense: Five-day out-of-school suspension. Chemical dependency evaluation through an outside agency or treatment prior to re-admission to school, and law enforcement notification.

Third Offense: Expulsion

Minnesota State High School League penalties shall be imposed in addition to those of this policy for those students so affected.

NON-PRESCRIBED DRUG POSSESSION OR USE:

First Offense: Five to Ten (5-10) day out-of-school suspension, parent/student/counselor/principal conference, and law enforcement notification.

Second Offense: Expulsion

REFER TO DISTRICT POLICY FOR COMPLETE DETAILS

REPORTING CHEMICAL USE:

Every employee is responsible to identify indicators of use of alcohol or drugs by students or school employees, and to report such situations to the appropriate individual in the school district.

PROCEDURES FOR DETECTING AND ADDRESSING CHEMICAL ABUSE PROBLEMS OF STUDENTS WHILE ON SCHOOL PREMISES

1. Each schools' Student Assistance Team (SAT) will serve as their chemical abuse pre assessment team pursuant to Minn. Stat. 121A.26;
2. The District's Safe and Drug Free School/Violence Advisory Committee will serve as the district's school and community advisory team.
3. Reporting of chemical abuse issues will be reported to the principal and/or the Student Assessment Team (SAT).

PLAGIARISM / CHEATING POLICY

DEFINITIONS AND PENALTIES

Cheating is any form of intellectual dishonesty or misrepresentation of one's knowledge. Plagiarism, a form of cheating, consists of representing someone else's work as one's own. Ignorance of what constitutes plagiarism shall not be considered a valid defense. If students are uncertain as to what constitutes plagiarism for a particular assignment, they should consult their teacher for clarification.

A faculty member may impose penalties for plagiarism and cheating ranging from a grade reduction to a zero on the assignment or exam. A faculty member may also suggest to the administration that further disciplinary action be taken.



I. Initial Determination and Penalty

A faculty member who has reason to believe that plagiarism or cheating has occurred shall:

- A.** Immediately meet with the student(s) involved, provide evidence of cheating or plagiarism, discuss the matter, determine whether an infraction has occurred, and decide on a penalty.
- B.** Immediately inform the principal of the infraction and the penalty imposed. In addition, if further disciplinary action is to be recommended it will be done so at this time. The administration may impose penalties as outlined in the disciplinary section of the Student/Parent Handbook under "Disrespect and Defiance."

II. Student Right to Appeal Initial Determination and Penalty

A student has the right to appeal the finding of plagiarism or cheating, or the severity of the penalty imposed to the Superintendent within five work days of the date of the imposed consequences.

III. Examples of Plagiarism and Cheating

Blatant examples of cheating include using books, notes, or other sources not expressly allowed during assignments or exams; copying on homework, in-class, or take-home assignments or exams; using any form of assistance if instructed to produce work individually; And assisting another student to engage in any of these behaviors. Examples of plagiarism include failing to cite written material that is directly quoted or paraphrased from another source, or failing to give credit for use of other's ideas, pictures, graphs, diagrams, or figures.

In the course of preparing a paper, doing a homework assignment, preparing for an exam, or participating in a class activity, you may have questions about whether certain practices or conduct could be viewed as plagiarism or cheating. If you have questions, ask your teacher. Faculty will respect your integrity for clarifying uncertainties and showing interest in avoiding these problems. The danger lies in engaging in practices or conduct that later could be called into question.

VANDALISM

Our school building and equipment cost the taxpayers to construct, purchase, and maintain. Students who destroy or vandalize school property will be required to pay for losses or damages. If students willfully destroy school property, suspension and subsequent expulsion may be necessary. If you should happen to damage something by accident, you should report it to a teacher or the office immediately.

DISCIPLINE PHILOSOPHY

I. PURPOSE



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

II. GENERAL STATEMENT OF POLICY

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

All students are entitled to learn and develop in a setting which promotes respect of self, others and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

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

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

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

The complete policy can be requested from the school office.

ASSERTIVE DISCIPLINE PLAN:



Classroom management is the responsibility of the teacher in charge and the students present. To maintain a pleasant educational environment, both parties must work hard to assure that individual rights and opportunities are respected.

To facilitate good classroom operation, each teacher will have an assertive discipline plan in place. Copies of the plan will be given to students through classroom notes or through handouts. Teachers may post their assertive discipline plans in their rooms. These plans will include 3 to 5 behaviors they expect from all their students. Additionally, these policies will list consequences for student failure to follow rules. Before sending a student to the office for assistance, each classroom teacher will attempt to solve the problem at the classroom level. First offenses will be handled with a reprimand/warning, second offenses will involve a discussion with the student outside the classroom, while third offenses will require that the teacher contact the parent of the student involved. The student may be sent to the Principal's office upon the third offense, and the teacher will call the office to advise the Principal of the violation that has occurred. Behaviors which are threatening or harmful in nature will result in immediate removal from class.

DISCIPLINE PROCEDURES

School responses to violations of the rules of conduct may include but are not limited to the following:

- Conference with the teacher, counselor, And/or principal
- Parent conference with staff
- Parental contact
- Restitution
- Loss of school privileges
- Modified school programs
- Detention
- Removal from class
- Removal from school bus
- Referral to police, juvenile authorities or community agency
- Out of school suspension

TENNESSEN WARNING

This is your warning. The purpose of my questioning is to find out what happened here and impose proper discipline. Our school discipline policy requires that you cooperate. Non-cooperation will subject you to discipline. Other than school officials, no one else (unless MSHSL involved, parents or guardians) will be receiving this information.



Suspected criminal information will be submitted to the police.

NOTIFICATION OF VIOLATION(S)

Teachers should issue a disciplinary notice on a student for violation of school rules. A disciplinary notice will be handled by the teacher and principal, and a copy mailed to the student's parents or guardians.

Students shall be notified of violations of the rules of conduct and resulting disciplinary actions verbally except as provided otherwise by the Pupil Fair Dismissal Act of 1974. Parents may be notified orally or in writing of disciplinary actions as provided by the Pupil Fair Dismissal Act of 1974.

DETENTION

Detention is a possible consequence for behavioral infractions. A student serves their detention with a supervising teacher. The teacher will notify parents of detention and the student is expected to serve their time as agreed between parent and teacher. Staff may arrange for detention before or after school. Skipping detention will result in the doubling of time. If a student has four (4) or more detentions and does not attend without an approved excuse, it will result in a day of out-of-school suspension.

SUSPENSIONS

Students who are truant or suspended (out of school) must make up the work missed. Students who are truant or on suspension (out of school) shall not participate in or attend school activities that day or evening.

SUSPENSION-EXPULSION

In the event it becomes necessary to suspend, exclude or expel a student, these procedures will be governed by MSA 127.26 - 127.40 (MN Pupil Fair Dismissal Act). Under the provisions of this law, students may be suspended or expelled.

The consequences for misbehavior described on the following pages are designed to be fair, firm and consistent for all students. They apply to students in any school or other district building, on district property, in district vehicles, and at school or district events. (District vehicles are defined as school buses and vans owned or leased by the school district, and cars and other vehicles owned by district staff and authorized by the district for transporting students).

Because it is not possible to list every misbehavior that occurs, misbehaviors not specified will be responded to as necessary by staff. Minor misbehaviors are dealt with by bus drivers, chaperones, classroom teachers, counselors, administrators and other appropriate district staff.



Consequences - For each misbehavior described, there are specific consequences for first, second, third and fourth violations. Those consequences are shown as "*", "suspension for a specified number of days or expulsion.

"*" is defined as: Consequences for violation will include student conference and parent notification, and may include, but are not limited to parent conference, restitution, service, detention and up to one-day out-of-school suspension

In the chart on the following pages, suspension is defined as out-of-school suspension-action taken by the school administration to prohibit a student from attending school for no more than 10 school days. If suspension is longer than five days, the suspending administrator must provide the Superintendent with a reason for the longer suspension. (A one-day suspension is for a consecutive period of time equivalent to one school day. For example, if a student is suspended at noon, he or she may be suspended until noon on the following school day).

Expulsion is action taken by the school board to prohibit a student from further school attendance for up to one school year from the date the student is expelled.

Exclusion is an action taken by the school board to prevent a student from enrolling or re-enrolling for a period of time that shall not extend beyond the school year.

In addition to the consequences detailed on the following pages, a specific school or the District Transportation Department may respond to student misbehavior in a variety of ways which include, but are not limited to, parent conferences, mediation, restitution, reports to probation services, criminal reports, community service, fines, loss of driving and parking privileges and chemical evaluation.

Administrators will involve the police and other law enforcement authorities as necessary. If a student violates a district rule which is also a violation of a law, the student will be referred to the police in addition to being dealt with as described in this regulation.

Consequences for a specific offense may be more severe than indicated if staff believe it is appropriate.

The following list of rules is not intended to place undue restrictions on the student body, but rather to encourage all students to behave in such a manner that they will be a credit to the school. It is encouraging to note that the great majority of students regard rules as necessary and put themselves wholeheartedly into helping the school perform its functions and are not affected by disciplinary procedures.

Students are expected to not engage in the following activities. The consequences apply regardless of whether the misbehavior took place in school, on district property, in a district vehicle, or at a school or district activity.

Misbehavior	1st Offense	2nd Offense	3rd Offense	4th Offense
Abuse, Verbal Arousing alarm in others through the use of language that is discriminatory, abusive, obscene or threatening. Toward Student Towards Staff	***** 1 day susp	1 day susp 3 day susp	3 day susp 5 day susp	5 day susp expulsion
Alcohol or Chemicals, Possession or Use Possessing or using any narcotic or controlled substance where possession or use is prohibited by Minnesota or federal law. (Any prescription medication a student is required to take, with the exception of prescribed inhalers, must be left with and administered by the school nurse, in accordance with district administrative regulations. Alcohol Chemicals	3 day susp 5-10 day susp	5 day susp expulsion	expulsion	
Alcohol, Possession With Intent to Distribute or Sell Selling or distributing, or intending to sell or distribute, alcohol where sale or distribution is prohibited by Minnesota or federal law	5 day susp	Expulsion		
Ammunition, Possession - Possession of bullets or other projectiles designed to be used in a weapon.	*****	3 day susp	5 day susp	Expulsion
Arson - Intentional destruction or damage to school or district buildings or property by means of fire.	Expulsion			
Assault, Physical - Acting with intent to cause fear in another person of immediate bodily harm or death, or intentionally inflicting or attempting to inflict bodily harm upon another person. Upon a student Upon a staff member	1-5 day sus	5-10 day	Expulsion	

	Expulsion			
Assault, Verbal - Verbal confrontation with a student or staff member which is intended to cause fear of bodily harm or death. Upon a student Upon a staff member	1-3 day sus Expulsion	5-10 day	Expulsion	
Assault, Aggravated - Committing an assault upon another person with a weapon, or an assault which inflicts great bodily harm upon another person.	Expulsion			
Bodily Harm, Inflicting - Committing an accidental act which, although a result of poor judgment, inflicts great bodily harm upon another person.	3 day susp	5 day susp	expulsion	
Bomb Threat, False - Intentionally giving a false alarm of a bomb.	expulsion			
Burglary - Entering a building without consent and with intent to commit a crime, or entering a building without consent and committing a crime.	expulsion			
Chemicals, Possession With Intent to Distribute or Sell - Selling or distributing, or intending to sell or distribute, any narcotic or controlled substance where sale or distribution is prohibited by Minnesota or federal law.	expulsion			
Disrespect/Defiance - Failure to show consideration/courtesy for others, to intrude upon or molest others, to excessively challenge or resist school authority, to defy school rules and authority.	*****	*****	*****	*****
Dress and Grooming (for complete details, see Policy Handbook) - Clothing may not include words or visuals which are obscene, abusive or discriminatory, or which advertise or promote tobacco, alcohol, sexual content, narcotics or dangerous drugs. Example: Co-Ed Naked, Big				

Johnson and Red Dog T-Shirts. Wearing of Caps/Hats, Tank Tops, Short-Shorts, or clothing that exposes midriff are not allowed.	*****	*****	*****	*****
Explosives, Possession and/or Use - possessing or using any compound or mixture, the primary or common purpose of which is to function by explosion, with substantially instantaneous release of gas and heat.	expulsion			
Fighting - Mutual combat (differentiated from poking, pushing, shoving or scuffling, see #6) in which one or the other party(ies) or both contributed to the situation by verbal and/or physical action.	1 day susp	3 day susp	5 day susp	Expulsion
Fire Extinguisher, Unauthorized Use - Unauthorized handling of a fire extinguisher	5 day susp	expulsion		
Fireworks, Possession - Possessing or offering for sale any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation.	1 day susp	5 day susp	Expulsion	
Fireworks, Use - Using any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation.	3 day susp	5 day susp	Expulsion	
Gambling - Playing a game of chance for stakes	***	1 day susp	3 day susp	5 day susp
Harassment, Including Sexual - Participating in or conspiring with others to engage in acts that injure, degrade, intimidate or disgrace other individuals, including indecent exposure, and words or actions that negatively impact an individual or group based on their racial, cultural or religious background, their sex or any disabilities they may have. (For more information about sexual harassment, refer to district policy.	***	1-3 day	2-5 day	5-10 day susp

		Susp	susp	
Classroom disruption or Interference - Verbal or physical interference with classroom instruction, not allowing instructors to teach or students from learning.	***	***	***	***
Ignition Devices -Use of an ignition device, butane, disposable lighters or matches, under circumstances where there is an obvious risk of fire, but arson not committed will be reported to law enforcement.	1 day susp	3 day susp	5 day susp	Expulsion
Electronic Devices, Possession - Possession of electronic devices or objects which cause or may cause distractions including, but not limited to lasers, pagers, radios, cell phones, ipods, and/or electronic devices that can transmit audio or visual communications.	***	***	1-day susp	3-day susp
Public Display of Affection - Display of affection, other than holding hands, does not have a place, at any time, in our school.	***	***	***	***
Records or Identification Falsification - Falsifying signatures or data, or refusing to give proper identification or giving false information to a staff member.	***	1 day susp	3 day susp	5 day susp
Robbery or Extortion - Obtaining property from another person where his or her consent was induced by use of force, threat of force or under false pretenses.	3-day susp Up to expulsion	5-day susp Up to expulsion	Expulsion	
Sexual Conduct, Criminal - Engaging in non-consensual sexual intercourse or sexual contact with another person, including intentional touching of clothing covering a person's intimate parts, or 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.	5-day susp. Up to expulsion	Expulsion		
Terroristic Threat - Threatening, directly or indirectly, to commit any crime of violence with the purpose of terrorizing another person.	5-day susp. Up to expulsion	Expulsion		
Theft, or Knowingly Receiving or Possessing Stolen Property - Unauthorized taking of the property of another person, or receiving or possessing such property.	1-day susp Up to expulsion	3-day susp Up to expulsion	5-day susp Up to expulsion	Expulsion
Tobacco - Possessing or using tobacco or E-Cigs in district buildings, on district grounds, in district vehicles or at district events, in violation of district administrative regulation 406.5AR, Tobacco-Free Environment.	2 day susp	3 day susp	5 day susp	5 day susp
Trespassing - Being present in any district facility or portion of a district facility when it is closed to the public, or unauthorized presence in a district vehicle.		1 day susp	3 day susp	5 day susp
Weapon or Look-alike Weapon, Possession - Possessing any firearm, whether loaded or unloaded, or any device intended to look like a firearm; any device or instrument designed as a weapon and capable of producing severe bodily harm, or intended to look like a device or instrument capable of producing severe bodily harm; or any other device, instrument or substance, including laser pointers, which, in the manner in which it is used or intended to be used, is calculated or likely to produce severe bodily harm or looks like it is calculated or likely to produce severe bodily harm. Weapon or look-alike weapon, possession	Expulsion			



Willful Damage of Property (Vandalism) - Littering, defacing, cutting or otherwise damaging property that belongs to the school, to other students, to staff members or to other individuals while the student is on school property, at a school activity, in a district vehicle or under the supervision of school staff.	5 day susp	Expulsion		
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REMOVAL OF STUDENTS FROM CLASS

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.

GROUND FOR REMOVAL FROM CLASS SHALL INCLUDE ANY OF THE FOLLOWING

1. Willful conduct that disrupts the right 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;
2. Willful conduct that endangers surrounding persons, including school district employees, the student, or property of the school
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. 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.

PROCEDURES FOR REMOVAL OF A STUDENT FROM CLASS

1. A teacher may remove a student for one class or activity period. Teacher should inform the office that student has been removed and to expect student's arrival.
2. Removal of a student for more than one class or activity period will require principal/designee approval.



3. Documentation providing reasons for removal will be given to principal by removing teacher before that class meets again. Parent notification will be done by teacher removing student. If student is to be removed for more than one class period, parent notification will be done by principal/designee.

RESPONSIBILITY FOR AND CUSTODY OF A STUDENT REMOVED FROM CLASS

1. Any student removed from class is to immediately report to the office.
2. Students sent to the office may do so unattended if there are no safety concerns. If safety issues exist, teacher must contact office and principal/dean will come to escort students to the office.
3. While in the office for class removal, student will complete assigned work. Teachers will have work available for students during this time.
4. While student is removed from class, the principal/dean will be in charge of student.

PROCEDURES FOR RETURN OF A STUDENT TO CLASS

If a student has been removed for 1 or 2 days, the student, teacher, and principal will meet to discuss a readmission plan. If the student has been removed for 3-5 days, student, parent, teacher, principal must meet to discuss a readmission plan.

PROCEDURES FOR NOTIFICATION

1. All students may request the Parent/Student Handbooks at the beginning of each school year or view online at www.isd108.org that explains the rules of conduct and associated procedures. In addition, during the course of the year, disciplinary notices, phone calls, and/or letters will be used to contact parents of violations.
2. Any violation that results in a student being removed from class will result in a parent notification by the teacher and/or principal/designee.

STUDENTS WITH DISABILITIES; SPECIAL PROVISIONS

Any consideration as to whether there is a need to review procedures for assessment, current IEP's or appropriate referral of students in need of special education services will be done by each school's Student Assistance Team (SAT). Any parent or staff member may make referrals to the SAT for child study to determine appropriate services.

GUILT BY ASSOCIATION



Guilt by association means a student remains in the presence of another student who is using, consuming or has possession of a beverage containing alcohol or who is using, consuming, has possession of, is buying, selling or giving away a controlled substance. The Guilt by Association Policy is in effect for all students during the entire calendar year.

- a. After confirmation of the first violation the student and parent will be contacted and receive a letter documenting the incident (warning clause).
- b. After confirmation of the second violation and no violation under the MSHSL Policy, the penalty is step one under MSHSL penalties.

School Life

ATTENDANCE POLICY

The Board of Education, Administration, and Faculty believe all students should benefit from the education opportunities, programs and activities that are available at school. Minnesota State Law and Educational Department regulations require daily attendance. Although learning occurs in a variety of settings, time in class is essential to learning so that students can receive instruction and contribute as members of the community of learners. Students, parent or guardian, school staff, and the community share an obligation to encourage and ensure the student's continuous attendance.

Students of Central High School will be expected to be diligent and punctual in attendance. All students will be held accountable for missed days of school.

ABSENCES

If a student must be absent from school, the student's parent or guardian must call the Secondary school office at 952-467-7104 on the day of the absence, prior to 9:00 a.m. to verify the absence. We wish to confirm immediately the reason and whereabouts of each student to help ensure their safety. The office is open at 7:30 a.m. (school prefers early calls). Contact the office if there are extenuating circumstances.

MAXIMUM ABSENCE POLICY (EXCUSED AND UNEXCUSED)

The maximum absence policy is enforced if a student exceeds 10 absences from a class in one semester. Students will not receive credit for a class in which absences exceed 10 in a semester under the authorized and unauthorized categories.

Students will receive a "Loss of Credit" (LC) due to absences for the class if they remain in the class the remainder of the semester, follow behavior expectations, and meet all course requirements by the end of the semester. A "Loss of Credit" **does not** affect a student's GPA.



Students will receive a “Fail” (F) if they are removed from the class for being disruptive or not following expectations, or if they do not meet the course requirements. A “Fail” **does** affect a student’s GPA.

EXCUSED ABSENCES - These count toward the maximum of 10-absence policy.

- Illness – undocumented
- Illness in student’s family
- Professional appointments that cannot be scheduled outside of the school day.
- Car trouble
- Family matters necessitating absence from school with advance notice.
- Absences outside of the student’s control.

UNEXCUSED ABSENCES - These count toward the maximum of 10-absence policy and truancy.

- Running late (to class or to school)
- Missing ride/bus
- Truancy/skipping school
- Oversleeping/sleeping in
- Off campus during lunch
- Senior skip day
- Unverified by/parent/guardian
- Other illegitimate excuses

School Excused Absences - These DO NOT count toward the maximum of 10-absence policy and truancy.

- College visits (2 days allowed for juniors and 2 days for seniors)
- School sponsored curriculum and co-curricular activities
- Special talent/club activities – prior approval required
- Suspension
- Authorized appointment with school personnel
- Death in student’s immediate family or of a close relative or friend
- Illness – original documentation required by medical personnel
- Illness in student’s immediate family – original documentation required by medical personnel
- Legal/court appearances – original documentation required from court system
- Religious holidays
- Physical emergency conditions such as fire, flood, or storm

NOTIFICATION/INTERVENTIONS FOR MAXIMUM 10-ABSENCE POLICY

Students are expected to be aware of their own status in regard to tardies and absences in classes each semester. (Students and parents/guardians are able to access this information



through the student portal on the web.) They will receive the following information to assist them in this expectation.

- If a student is absent from class 3 times (excluding school excused absences) during a semester, a written notice from the attendance monitor will notify the parent/guardian.
- If a student is absent from class 5 times (excluding school excused absences) during a semester, a written notice from the attendance monitor will notify the parent/guardian.
- If a student is absent from class 7 or more times (excluding school excused absences) during a semester, a written notice from the attendance monitor will notify the parent/guardian. This notification is in regards to the maximum absences rule. This notification will also inform the student and parent(s)/guardian(s) of the loss of credit according to the maximum absence rule and information on the appeals process.

These will be examined on an individual basis.

TRUANCY: 7 Unauthorized Absences in Carver County

An unauthorized absence is one in which the student is absent from class/es without the knowledge and consent of his/her parent or guardian and/or without the approval of school officials. No graded credit will be granted for work missed when an absence is unauthorized, although teachers may still require making up missed work as a requirement of the course. Also, a student leaving the building for any reason during the day without getting a pass from the nurse or high school office is unauthorized.

Minnesota Statute (MS260.015, subdivision 19) states that a high school student who is absent from school without lawful excuse for 7 partial or full cumulative school days (nonconsecutive) is considered to be truant. It may be necessary for school authorities to file truancy with the Carver County Attorney's Office in these cases.

- If a student has been absent 3 or more class periods on three school days without valid excuse, a letter from the Counselor will notify the parent/guardian of the absence.
- If a student has been absent 5 or more class periods on five school days without valid excuse, a letter from the Counselor will notify the parent/guardian of a required meeting with the school and a county official.
- If a student has been absent 7 or more class periods on seven school days without valid excuse, truancy will be filed with Carver County Social Services.

These will be examined on an individual basis.

Absences counting toward truancy are cumulative throughout the school year and are not restricted to a particular semester.



TARDY TO CLASS

A student who is late to school or to class must secure a pass from the office or from the person who detained him/her before being admitted to class. Every three unexcused tardies per class is equivalent to one unexcused absence, resulting in a disciplinary action which could include detention from school administration.

LEAVING SCHOOL DURING THE DAY

If there is a special reason why a student must leave school before the end of the school day, it is the student's responsibility to provide a written excuse prior to first period or must have a parent call stating the reason. The student must obtain a permit to leave and sign out when leaving and sign in upon returning.

If a student becomes ill during the school day, he/she must report to the nurse's office or, in her absence, the principal's office. Further action will be determined at that time. If the illness is serious enough, parents or some other appropriate adult will be contacted in order to assure responsibility before the student is allowed to leave the building.

SCHOOL ATTENDANCE FOR CO-CURRICULAR ACTIVITIES

A student must be in school for the entire day to be eligible for that day's event or practice unless a student receives a one-day prior approval for an absence by the principal. This rule includes the lunch period. **Exception:** If a student notifies the office on the day of appointment, the student must bring back written documentation from the place of the appointment. (Example: Appointment card with time, date, and signature of office personnel). An unexcused absence is defined as missing 15 minutes or more of a class without a valid excuse.

HOMEBOUND INSTRUCTION

When a physician certifies that a student cannot be in attendance for ten or more consecutive days due to a physical or emotional condition, that student will be eligible for homebound instruction. Parents should contact the principal's office for additional information concerning homebound instruction.

REMOVAL OF STUDENTS FROM CLASS

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 for a period of time not to exceed five (5) days, pursuant to this discipline policy.

GROUND FOR REMOVAL FROM CLASS SHALL INCLUDE ANY OF THE FOLLOWING



1. Willful conduct that disrupts the right 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;
2. Willful conduct that endangers surrounding persons, including school district employees, the student, or property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which is at 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.

PROCEDURES FOR REMOVAL OF A STUDENT FROM A CLASS

1. A teacher may remove a student for one class or activity period. Teacher should inform the office that the student has been removed and to expect the student's arrival.
2. Removal of a student for more than one class or activity period will require principal/designee approval.
3. Documentation providing reasons for removal will be given to principal by removing teacher before that class meets again. Parent notification will be done by teacher removing student. If a student is to be removed for more than one class period, parent notification will be done by principal/designee.

RESPONSIBILITY FOR AND CUSTODY OF A STUDENT REMOVED FROM CLASS

1. Any student removed from class is to immediately report to the office.
2. Students sent to the office may do so unattended if there are no safety concerns. If safety issues exist, the teacher must contact the office and the principal/designee will come to escort students to the office.
3. While in the office for class removal, students will complete assigned work. Teachers will have work available for students during this time.
4. While the student is removed from class, the principal/designee will be in charge of the student.

PROCEDURES FOR RETURN OF A STUDENT TO CLASS

If a student has been removed from a class for 1 or 2 days, the student, teacher, and administrator will meet to discuss the readmission plan.

PROCEDURES FOR NOTIFICATION

1. All students receive Parent/Student Handbooks at the beginning of each school year that explains the rules of conduct and associated procedures. In addition, during the course of the year, disciplinary notices, phone calls, and/or letters will be used to contact parents of violations.



2. Any violation that results in a student being removed from class will result in a parent notification by the teacher and/or principal/designee.

STUDENTS WITH DISABILITIES; SPECIAL PROVISIONS

Any consideration as to whether there is a need to review procedures for assessment, current IEP's or appropriate referral of students in need of special education services will be done by each school's Student Assistance Team (SAT). Any parent or staff member may make referrals to the SAT for child study to determine appropriate services.

PROCEDURES FOR IMMEDIATE AND APPROPRIATE INTERVENTIONS TIES TO VIOLATION OF THE CODE OF STUDENT CONDUCT

Refer to the discipline policy and procedures in the Parent/Student Handbook.

ANY PROCEDURES DETERMINED APPROPRIATE FOR ENCOURAGING EARLY INVOLVEMENT OF PARENTS OR GUARDIANS IN ATTEMPTS TO IMPROVE A STUDENT'S BEHAVIOR

Refer to the discipline policy and procedures in the Parent/Student Handbook.

ANY PROCEDURES DETERMINED APPROPRIATE FOR ENCOURAGING EARLY DETECTION OF BEHAVIORAL PROBLEMS

Refer to the discipline policy and procedures in the Parent/Student Handbook.

Daily Schedule

First Tone	07:55	Lunch:
Period 1	08:00 - 08:52	A - 11:22-11:52
Period 2	08:56 - 09:42	B - 11:49-12:19
Raider/WIN	09:46 - 10:32	C - 12:16- 12:47
Period 3	10:36 - 11:22	
Period 4	11:26 - 12:43	
Period 5	12:47 - 01:33	
Period 6	01:37 - 02:23	
Period 7	02:27 - 03:13	

Advisors

9th GRADE ADVISORS	TBD
10th GRADE ADVISORS	Laura Hanson, Jim Mesik
11th GRADE ADVISORS	Taylor Gustafson, Adam Halpaus



12th GRADE ADVISORS	Kirsten Thor
PROM ADVISORS	Taylor Gort, Kelly Street
CORONATION ADVISOR	Kelly Street
SCHOOL YEARBOOK ADVISOR	Kelly Street

Class dues must be paid in order to participate in school activities. (athletics, fine arts, dances, and other co-curricular events)

PASSES

All students must have a SmartPass when out of class during any instructional time. Students should create their own passes for locker, restroom, classroom visits and have their classroom teacher approve before they leave the classroom.

STUDY HALLS

Every student is to have sufficient materials and textbooks to study for the hour. Permission to leave study hall to go to the library or to another classroom will be by SmartPass only.

Students are to:

- Use study hall for study purposes.
- Study or sit quietly as not to disturb others.
- Plan ahead. Bring study materials

Rules:

- Attendance will be taken before passes are accepted.
- Students will have assigned seats.
- Students must sign out/in and have passes when moving around the building.
- Media Center, restroom, and locker passes will be granted at teacher discretion.
- Pop, food, sleeping, radios, and recreational games are not allowed.

Consequences for not following the rules are:

- One-week restriction to study hall.
- Restriction to study hall for remainder of quarter.
- Teacher assigned detention.

POLICY REGARDING CLASSROOM MOVIES

(Movies as used in this policy shall mean full length commercial movies or made for T.V. movies, but shall not include educational films whose primary function is to inform).



Teachers may utilize movies in their classrooms to support and supplement their instruction. To ensure that these movies are not offensive, the staff submits a list to the building principal for approval. The movies are evaluated based on their ratings, age appropriateness, and teacher recommendation. No "R" rated films shall be approved.

1. A parent or student may request that the student be excused from viewing any movie. The student's grade will not be affected in any way and the teacher shall assure that the student will not be embarrassed or discriminated against because they choose not to view the film.
2. In the event a movie is not included on the list and subsequently the teacher wishes to show it, the movie must be discussed and previewed as necessary with the principal. The teacher will send notification to parents prior to the movie being shown.

TEXTBOOK CARE AND INSPECTION

At the beginning of the school year, each teacher will record student textbook numbers. Students are to write their names in the appropriate place in the front of the textbook. A textbook inspection day will be announced toward the end of the school year. Each student must bring to class on that day the textbooks that were issued to them. On inspection day, students' books will be checked to see that they have the books they were issued at the beginning of the year. If a student has a book with some other number than the record shows, they obviously have acquired that book from some other student. Books will be checked for damage in the following ways:

1. Writing in the books
2. Torn pages
3. Missing pages
4. Broken covers, etc.

If a student has damaged his/her textbook in one or more of the above ways, he/she must make restitution in some way or another. If the damage can be corrected by the student, that form of restitution is most desirable. If, however, the damage cannot be corrected or if the student refuses to correct the damage, fines may be imposed in accordance with the following schedule.

Value of books are calculated in this manner:

First year: 100% of cost
Second year: 75% of cost

Third year: 50% of cost
As long as book is usable: 50% of cost

The procedure is as follows:

1. Fines will be listed on a "fine report".
2. Art, phy. ed., etc. will record any material fines on the fine report.
3. The fine reports will be turned into the office upon which the students will be notified.



Middle School Curriculum

Curriculum will consist of the following classes for each grade.

6th Grade

Language Arts
Reading
Math
Science
Social studies
Phy. Ed.
Band/Choir
Computer Keyboard app
Art

7th grade

English
Math
Science
Social Studies
Phy Ed
Band/Choir
General Music
World Language
Health
Industrial Technology

8th Grade

English
Language Arts
Math
Science
Social studies
Phy. Ed.
Band/Choir
Industrial Technology
Art
STEM-8

MUSIC OFFERINGS

6th-8th students have the opportunity to take a music class. Students may choose band or choir. If a student is enrolled in both band and choir, they may drop either band or choir at any time and continue in the remaining class. Any other music changes will only be allowed at the end of the semester.

All band students are provided with an individual band lesson. The lesson time will be held for ten minutes each week. It is the student's responsibility to attend their lesson each week. Students will be excused from their class at the assigned time, but it is the student's responsibility to make up any missed assignments. If a student has a test or other pertinent class assignment during their lesson time, it is the student's responsibility to notify their lesson instructor for an excused absence from that lesson. Students receive a band grade on their report card.

Band and choir students are expected to participate in both the winter and spring concerts.

BUS TRANSPORTATION

Central Public School students will have buses available for rural routes. Bussing will also be available at select sites for I students in Norwood Young America in the morning only. Afternoon stops are available to Norwood. Consult the District newsletter for times and locations. Bus transportation is a privilege. Inappropriate conduct will result in the loss of this privilege.

ASSEMBLIES

At all times the student's behavior should be refined and courteous. An indication of the cultural level of the school is the conduct of its student body at an assembly. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole. Unacceptable conduct would include whistling, uncalled-for-clapping, boisterousness, and talking during a program.



Prior to a general assembly, students are to report to their advisor. Textbooks and other materials are to be left in the homerooms. Purses and billfolds are to be taken into the gym.

STUDENT DRIVING AND PARKING

Students are required to park in the parking lot in front of the school. Students parking in the back lots, reserved for staff, may have their vehicles towed at their expense.

Restricted and Reserved Parking: Each parking lot will have a space designated for handicapped or reserved parking. It is a violation of the policy to park in these designated spaces unless qualified. Violators may have their vehicle towed, without warning, at the violator's personal expense.

STUDENTS PERSONAL PROPERTY AT SCHOOL

Students are discouraged from bringing valuable or excessive personal property from home. These items may be disruptive both on the bus and in the building and there is no provision to insure the safety of them.

It is the policy of this school district that students shall be responsible for their own personal property. Neither the school district nor its employees shall be responsible to insure the security of student's personal property.

LOCKERS

Never give your locker combination to another student. Your locker is subject to periodic inspection for cleanliness and may be entered by the principal at any time. Phy. Ed. lockers are only for Phy. Ed. clothes. During P.E. class or scheduled activities students should check in valuables with instructor or coach.

FOOD AND BEVERAGES IN SCHOOL

Food and beverages are to be consumed in the lunchroom area. Students are discouraged from bringing food and/or beverages to school, storing them in lockers, and eating/drinking in hallways. Students seen doing so can have items confiscated and turned into the principal's office.

ELECTRONIC DEVICES

The use of cell phones, portable music devices, etc. are not permitted to be used during class time. Students in grades 6-8 must leave their phone in their locker during class. Students in grades 9-12 are required to use the phone holder in each classroom unless given explicit permission from a teacher. Students may not video, photograph, or audio record any student or staff member at Central Public School without permission and/or consent. Cell phones and



portable music devices may be used in the hallways before and after school, between classes, and during lunch period. Headphones of any kind are not to be worn at any time during class.

Consequences for not following the expectation outlined above are:

- 1st Offense: Phone taken by teacher and held in office for the rest of the day.
- 2nd Offense: Phone taken by teacher and held in the office—parent picks up.
- 3rd Offense: Customized phone plan

Should you need to contact your child during the school day, please call the high school office at 952-467-7100.

Any device capable of taking pictures, photographs, etc. is strictly prohibited from locker rooms and restrooms at Central Public School, or locker rooms and restrooms where any school related activity is being held.

*Medical research suggests that exposure to laser pointers, for as little as two seconds may cause impaired vision and physical damage to the retina. Lasers used in this manner may be considered a weapon and fall under the weapon policy.

Lunch

Central Secondary School has a closed lunch hour for all students in grades 6-12. It will be a violation of policy for any student to be in the parking lot or in cars at any time during the school day, unless permission has been given by the principal's office. Students who violate the lunch policy will be subject to progressive disciplinary action.

Lunch is served at school or students may bring their own lunch. We utilize a computerized lunch program. Each student will have a 4 digit pin number. School breakfasts and lunches are free for all students. Students may use the Rev Track system to add money for a la carte items. Food Delivery services are prohibited for all students during school hours.

We use the RevTrak Web Store for all online payments. Using this system, families may pay school fees from anywhere at any time without additional fees. RevTrak will be used for Athletics & Activities Registration, Meal Payments, Class Dues/Fees, Technology Fees, Field Trips, Event Tickets, and much more.

To get started, just follow these steps:

1. Go to our districts RevTrak Web Store (isd108.revtrak.net) and click "Log In"
2. Select "Create New Account". Enter your information and follow onscreen instructions to complete setting up your account.



3. IMPORTANT - Once you are logged in to your account, you will need to connect your students. Click on the "Student Fees" tile - then click "add student". You will need your student ID number which can be found on Infinite Campus under your child's picture. Once added, you can see your linked students under My Account.

If you have any questions or run into any difficulties, please contact us at finance@isd108.org.

Library and Media Center

SELECTION OF LIBRARY BOOKS AND MATERIALS

The following guidelines are established for the orderly selection of Library Books and Materials.

1. Books and other library materials shall be recommended for purchase by the professional library personnel employed by the school district.
2. Teachers, administrators, and other staff members may recommend to the professional librarian purchases of library books and materials based on their curricular objectives.
3. The professional librarians shall whenever possible refer to book reviews or other reference material prior to ordering books and materials for the library.

The following procedure is established for processing and responding to challenges of library books and materials:

1. The person requesting removal or reconsideration of a book or other material shall complete the appropriate form and return it to the principal of the school involved. Forms can be picked up in the principal's office.
2. The principal shall refer the objection to the Committee for re-evaluation of materials which shall be comprised of staff, administration, and school board.
3. The Superintendent of Schools shall serve as the chair of the committee and is responsible for setting meetings and making appropriate reports.
4. The Committee for Reevaluating of Materials shall meet within 20 days of receiving the objection, render a decision within 30 days, and make a written report to the school board and to the objector.
5. The objecting party has the right to grieve the decision of the committee to the school board.
6. A complete copy of this policy can be obtained in the school district office.

HOMECOMING ELIGIBILITY POLICY

Section 1: Any student, who receives a MSHSL violation during their sophomore, junior, or senior year will not be eligible to serve as a member of the Homecoming Royalty or to participate as a "Master of Ceremonies" during their sophomore, junior, or senior year.



- Section 2: Any student, who receives a MSHSL violation during their freshman year, will not be eligible to serve as a member of the Homecoming Royalty during their freshman, sophomore, or junior year but would be eligible to participate during their senior year.
- Section 3: Any student, who receives a MSHSL violation during their 8th grade year, will not be eligible to serve as a member of the Homecoming Royalty during their freshman and sophomore year but would be eligible to participate during their junior and senior year.
- Section 4: Any student with two or more MSHSL violations will not be allowed to serve as a member of the Homecoming Royalty or "Master of Ceremonies" speaker.

PROM

In the spring of the year, the juniors entertain the seniors at Prom. It is usually scheduled on a Saturday night. It is an open prom however, no one older than 20 years old may be an invited guest of a junior or senior. The juniors pay for it by fund-raising projects they might undertake, as well as using the money collected from dues. Any student of CHS must have their class dues paid in order to attend prom. Once students arrive at the prom site, they must remain inside the dance area. Guests of Juniors or Seniors must be at least sophomores in High School.

FEES

In addition to fees for various athletic and fine art activities, Central High School request that fees be paid for the following:

STUDENT CHROMEBOOK: Each student is issued a Chromebook for school work. Each student will be responsible for a \$20 Chromebook insurance fee each year.

Specific fees for chromebook damage caused by regular use:

- 1st time: insurance covers (\$0)
- 2nd time: \$50 fee
- 3rd time: \$100 fee
- 4th time: Full price \$260.

Anytime there is intentional damage or negligence, the full price of the chromebook will be charged.

Chargers:

If it breaks, we will replace it free of charge.

If the charger is lost, it is \$15 for a replacement.



Chromebook cases are required to be on the computer at all times

Class dues: Cover the following – Homecoming decorations, flowers, Prom expenses, Senior Breakfast, Graduation expenses, funerals, get wells, etc.

- 9th Grade - \$25.00
- 10th Grade - \$25.00
- 11th Grade - \$25.00
- 12th Grade - \$25.00

Shop fees:

- Woods I and Woods II – \$15
- Welding I and Welding II – \$15
- Foods – \$30
- Art of Plants – \$15
- Veterinary Science – \$20
- Animal Science – \$20
- Design and Construct – \$25
- Wildlife – \$40
- Outdoor Adventures – \$30
- **College in Schools** Animal Science – \$140

Art Fees:

1. Art fees (*scholarships available upon request*):

-**\$25.00** for Global Arts & Ceramics

-Students will be required to purchase a basic clay tool kit directly from school. This will be a one-time purchase and can be used throughout the Ceramics program.

-**\$30.00** for Ceramics 2 & 3

-**\$10.00** for Interior Design and Draw Paint and Print 1 & 2

-Students will also be required to purchase their paint brushes directly from the school. This change ensures that all students have high-quality, appropriate brushes for their coursework and take ownership over their property.

Bowling fees for Phy. Ed: \$20.00

Scholarships available as needed. See principal or school counselor for information

NOTE: All fees must be paid before students can attend Prom or Graduation ceremonies. Please see the Principal or Counselor if a scholarship for fees is needed.



DISTRICT POLICY FOR LETTERING

ACADEMIC LETTERING

PURPOSE:

In order to promote academic excellence and to recognize those students, who have demonstrated superior academic achievement, District 108 has developed the following Academic Lettering Policy.

CRITERIA

1. Grades 9 – 12 eligible.
2. Students in grades 9, 10, & 11 must maintain a weighted grade point average of 3.67 or above for both semesters. Academic letters are distributed at the start of the following school year.
3. Senior academic letters are awarded based on an average of semester 1 grades and “in progress” grades at the time of the awards ceremony.
4. Students will receive a chenille letter and gold bar for their first award; students will receive gold bars for additional awards.
5. Students in grades 9 – 11 must be enrolled in a minimum of six (6) classes. Seniors must earn a minimum of 5.5 credits.
6. Students will not have any “D” or “F” grades for any quarter.

FINE ARTS

The Board of Education wishes to encourage high academic performance and participation in fine arts activities by students in School District 108. To recognize the commitment, talent, and skills exhibited in academic achievement and fine arts participation, the school district shall award a school letter based on established performance criteria.

Senior High students, grades 9-12 shall be eligible for a school letter and for the Presidential Academic Fitness Award for exceptional academic performance.

Senior High students may earn a school letter for fine arts performance, athletic performance, and/or in the areas of Drama (One Act Play and/or Three Act Play), Speech, Band, Choir, Yearbook, Student Council, National Honor Society, Knowledge Bowl, and PEERS.

- | | |
|--|--------------------------------|
| * Academic Letter 9th - 12 th Grade | * President's Education Awards |
| * Drama | * Speech |
| * Band | * Choir |
| * Yearbook | * National Honor Society |
| * Student Council | * Athletics |



See Activities Handbook for list of criteria to earn a letter.

PRESIDENT'S EDUCATION AWARD

The President's Education Awards Program is designed to recognize and reward academic excellence and academic achievement. Awards given are the Presidential Award for Educational Excellence and President's Academic Achievement Award. Criteria for these awards include high academic achievement and outstanding achievement in a standardized test and the classroom. Awards will be given to students when they exit eighth and twelfth grades.

ATHLETIC ACTIVITY PASS (Non-Transferable)

Admission to all regular home athletic events during the school year will be sold through Vanco Events Online. Ticket costs are:

Per Game:

Pre-school students - free with adult

K-6 students - \$5

7-12 Students - Central students grades free with student ID

Adults - \$7.00

Annual Passes:

Golden Age Pass – free to all persons 65+ years

Single Adult Annual Pass - \$80.00

Family Annual Pass - \$250.00

FINE ARTS AND ORGANIZATIONS

Club	Advisor	Fee
<i>FFA</i>	<i>Jim Mesik</i>	<i>\$80</i>
<i>International Club</i>	<i>Jen Schramm</i>	<i>\$80</i>
<i>Knowledge Bowl</i>	<i>Kelly Street</i>	<i>\$80</i>
<i>One-Act-Play</i>	<i>Sarah Thomason</i>	<i>\$50</i>
<i>Play/Musical</i>	<i>Adam Halpaus / Emma Melick</i>	<i>\$80</i>
<i>Robotics</i>	<i>Lynn Panning</i>	<i>\$100</i>
<i>Speech</i>	<i>Laura Hanson</i>	<i>\$100</i>
<i>Jazz Band</i>	<i>Adam Halpaus</i>	<i>\$80</i>



<i>Trap Team</i>	<i>TBD</i>	<i>Community Ed</i>
<i>Band</i>	<i>Adam Halpaus</i>	
<i>National Honors Society</i>	<i>Chris Ludford</i>	
<i>Student Council</i>	<i>Sarah Hammers</i>	
<i>Vocal</i>	<i>Emma Melick</i>	

Health and Safety

EMERGENCY CARE

Emergency care is provided to students who experience illness or injury at school.

1. **Emergency Forms** - At the beginning of each school year, parents are expected to complete the online OLR form via Infinite Campus with any updated information regarding their child's health.
2. **Injury** - In the case of injury or medical emergency, the school will attempt to notify parents first, when possible. In a medical emergency the local emergency system will be used, and the student will be transported to Waconia Ridgeview Hospital or the nearest emergency facility via ambulance, at parent expense.
3. **Illness** - In the case of illness, the school will contact the parent at home or at work. The parent will be expected to pick up the child or to make arrangements for someone else to do so promptly. If the school is unable to contact the parent, the emergency alternate identified on the Emergency Card will be contacted.

EXCLUSION FOR ILLNESS

Children will be excluded from school when they demonstrate any of the following symptoms:

- Oral temperature over 100F.
- Diarrhea
- Breathing difficulties
- Vomiting
- Undiagnosed rash

Health Services should be notified of any communicable diseases and treatment, to assure control in other students. Readmission to school for the following communicable diseases shall be:

1. **Chickenpox** - All lesions are dry and crusted (5-7 days).
2. **Impetigo** - At least 24 hours after the start of medication and sores are improving. If there is no improvement in 48 hours, the area should be reassessed by a physician.
3. **Scabies** – Until 24 hours after treatment begins.
4. **Hepatitis** - Physician statement required for readmittance.
5. **Strep Throat** – At least 12 hours after start of medication and fever free without use of fever-reducing medication.



6. Ringworm of Scalp and Skin - Following treatment with fungicide.

HEALTH RECORDS

All students are required to have an individual health record on file in the Health Office. It contains a cumulative health history, screening results, and immunization history. Parents are expected to keep Health Services informed of medications, even if they aren't administered at school, and current or chronic medical problems that could affect the student's comfort and ability to learn. A complete physical exam is recommended, but not required prior to school entrance.

HEALTH SCREENING PROGRAMS

Health services are available to conduct hearing and vision screenings for individual students via parent/guardian request. If you have a concern about your child's hearing and or vision please contact the school nurse at 952-467-7306.

IMMUNIZATIONS

Minnesota State law requires parents of all students to present proof that all immunizations are up to date at the time of school entrance. Schools are mandated to keep accurate records for each student enrolled. Students not meeting the minimum requirements will be excluded from school. Conscientious objectors to the State Immunization Law must complete a notarized form before the time of school entrance.

MEDICATIONS

1. In accordance with Minnesota Department of Health recommendations, District 108 WILL NOT provide any medications.
2. To administer medications at school, the Health Office must have a completed Medication Authorization form that includes:
 - a. Signed parent permission.
 - b. Name of medication.
 - c. Instructions regarding route of administration.
 - d. Reason medication is needed.
 - e. physician's signature (required for all prescription medications)FDA approved non-prescription medication (Tylenol, Cough Syrup, Antihistamines, etc.) can be given with parent permission on the Medication Authorization Form. Medication must be brought to school in the original container for the safety of all students. If dosing instructions from parents do not match the manufacturer guidelines, a physician order will be required to administer.
3. Prescription medications will be administered under these circumstances:
 - a. Signed parent permission and physician's permission. A current signed physicians' statement is needed for all controlled medications (i.e. ADD & ADHD medications)
 - b. Current prescription - properly labeled with the child's name, date, name of



physician, name of medication, dosage, and frequency of administration. The pharmacy should divide home and school doses into two bottles with proper labels to avoid the need to transport medication daily. Medication must be sent to school in the original container.

4. Parents are encouraged to bring medication, especially controlled substances such as ADD or ADHD medication, to the school nurse or principals' office for the health and safety of your child and the other students).
5. Students grades 7-12th grade are allowed to self-carry over-the-counter medications (Tylenol, Ibuprofen, cough drops), and emergency medications (EpiPen, inhaler). Please complete the Self-Carry Authorization Form and return to the school's health office. This is for the health and safety of the students.

Student Resources

SCHOOL COUNSELING SERVICES

A counselor is available to work with students to help them realize their full potential. The counselor acts as consultant to teachers and other members of the school staff on problems relative to the best development of the student and to parents in discussing student talents and needs. The counselor serves as liaison between support services and the community.

The purpose of counseling is to help the student think through their problems, difficulties and relationships. This is so the student can understand themselves and their opportunities, to make appropriate adjustments and decisions in light of this understanding, to accept responsibilities for their choices, and to follow a course of action in harmony with those choices.

COLLEGE VISITS

Seniors and juniors planning to visit colleges and technical schools may be excused upon receipt of the parent's/guardian's permission slip and a clearance through the counseling office before the absence date. When going on a college visit remember that you must get a College Visit Form from the Guidance Office, have it filled out by your teachers, and returned to the Guidance Office at least one day before you go. This **MUST** be done in order for the day to be excused. Having your parents call in on the day of the visit is **NOT** considered an excused absence. Remember college visits are a privilege not a right therefore, **students failing any classes will not be allowed to make college visits.**

NOTICE TO STUDENT PARTICIPATING IN POST SECONDARY OPTIONS (PSEO)

The following are some reminders regarding the PSEO program. Please make sure you understand all of the attached information and return this signed form to your counselor.

1. All PSEO courses will transfer to your high school transcript with the college grade earned.
2. No college grades earned through PSEO are "weighted" when transferred to your Central High School transcript.



3. There is a conversion chart used to convert college semester credits to high school semester credits (e.g., 4 college semester credits = 1 high school credit).
4. No more than an equivalent of a total of eight credits may be taken between college classes and high school classes for a calendar school year.
5. You must make an appointment with your counselor concerning registering for PSEO classes.
6. **In order to participate in CHS's graduation ceremony, it is your responsibility to supply us with your first and second semester post secondary grades within 5 days prior to graduation.**
7. Students will bring a college course schedule to the Counseling Office no later than 1 week after classes have begun.
8.
 - a. For juniors, class rank in the upper one-third of their class or a score at or above the 70th percentile on a nationally standardized, norm-referenced test.
 - b. For seniors, class rank in the upper one-half of their class or a score at or above the 50th percentile on a nationally standardized, norm-referenced test.

Notices to Parents

Background Checks

Pursuant to Minnesota Statute, Central Schools administers a criminal background check on all new employees. In addition, all volunteer coaches and advisors are subject to a criminal background check.

PLEDGE OF ALLEGIANCE

Minnesota Statutes 121A.11; "Anyone who does not wish to participate in reciting the pledge of allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice."

PROTECTION AND PRIVACY OF PUPIL RECORDS

The school district recognizes its responsibility in regard to the collection, maintenance and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

STUDENT RECORDS

The school may disseminate to the public factual non-technical data which is routinely collected for all students. For detailed information, please refer to #515, Protection and Privacy of Pupil Records available for reference at the district office.

DIRECTORY INFORMATION

"Directory information" includes the following information relating to a student: the student's name; address; telephone number; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of



attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.

- a. The information listed above shall be public information which the school district may disclose from the education records of a student.
- b. Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.
- c. In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent or eligible student must make a written request to the building principal by October 1 of each school year. This written request must include the following information:
 1. Name of student;
 2. Home address;
 3. School presently attended by student;
 4. Parent legal relationship to student, if applicable;
 5. Specific category or categories of directory information which is not to be made public without the parent's or eligible student's prior written consent.

MILITARY RECRUITER ACCESS TO STUDENT DATA

Minnesota law now requires the school to release to military recruiting officers the names, addresses, and home telephone numbers of students in grades 11 and 12 within 60 days after the date requested, UNLESS the parents have refused to release this data to military recruiting offices after receiving this notice.

Parents of 11th and 12th grade students have the right to refuse to release this information. In order to deny release of information, parents must make a written request of refusal to the principal by October 1 of each school year. Call the high school office for the "Refusal for Release of Information Form."

For complete policy, refer to District Policy Handbook

Communication

ON-LINE COMPUTER ACCESS TO GRADES

Parents may access their child's grades via the internet. Parents must contact the High School office to receive a password for this access. Grades are updated on a regular basis and at a minimum, once per week. In addition, parents can view attendance records, progress reports, and update family information.



SCHOOL CLOSING

School will be in session except for holidays indicated on the school calendar. School might be closed during extreme weather conditions as otherwise decided by the Superintendent. When school is to be closed or called off, you will receive a call and email from our Infinite Campus Message Center from the superintendent. With the first closing due to inclement weather, school will not be in session. Subsequent school closings due to inclement weather will be E-Learning days, with all students required to attend classes virtually from home

Central Elementary School



Parent/Student Handbook
2026-2027

Dear Central Elementary Families:

It is exciting to welcome you to Central Elementary School! We are honored to have you and your child as a part of our school community. At Central Elementary School, you will find a highly talented group of caring and dedicated employees who set high expectations for themselves and our students. Their commitment to our students is evident in the hard work that has been done over the summer as we continue our professional growth and improvement while also preparing to meet the needs of every one of our students.

As a staff, we are committed to our district's Mission, Vision, and Values, as we use them to drive all that we do to educate our students. We are ready to live up to our mission statement, which is to **“Educate, Inspire, Empower - Every Student, Every Day.”** The Central Elementary School staff is eager to partner with you and your child in providing a meaningful learning experience. We know that this partnership is essential to delivering the genuinely world-class experience that each child deserves. As a parent, we encourage you to become involved through volunteering, working with your student at home, maintaining regular communication with your student's teachers, and having daily conversations about school with your student.

This parent handbook contains many of the expectations and procedures that we will follow this school year. They result from a concerted effort on the part of the staff and the administration and will be an aid in helping you become an integral part of the elementary school. We suggest that you keep a copy of the handbook for reference purposes should a question arise. In addition, newsletters and various memos should help keep you informed. Please feel free to contact me with any questions.

Central Elementary is a wonderful place for students to learn and grow. We have a terrific community of parents and businesses that provide support for all of our activities. As principal, I am looking forward to meeting our students and helping provide them with what they need to reach their fullest potential.

This is going to be a great year!

Ron Erpenbach

Mr. Ron Erpenbach
Principal
Central Elementary School
(952)467-7301
rerepenbach@isd108.org

CENTRAL SCHOOLS MISSION, VISION AND VALUES STATEMENTS:

“Ready, Set Thrive!”

Mission Statement:

Educate, Inspire, Empower - Every Student, Every Day

Vision:

Ensuring the next generation will identify ways to positively impact our communities

Value Definitions:

Community - Collaborating together to share our success and accomplish our goals

Kindness - Genuine effort to show compassion for others and realize the value and potential of all

Integrity - Promoting the highest standards of ethical behavior, fairness and honesty with ourselves and others

Innovation - Discovering creative opportunities and solutions for purposeful improvement

Relationships - Creating positive connections that last a lifetime

PHILOSOPHY AND GOALS OF CENTRAL ELEMENTARY SCHOOL:

To expand the School District's Mission Statement, the Central teaching staff is committed to providing students with a quality education. In this effort, all teachers agree:

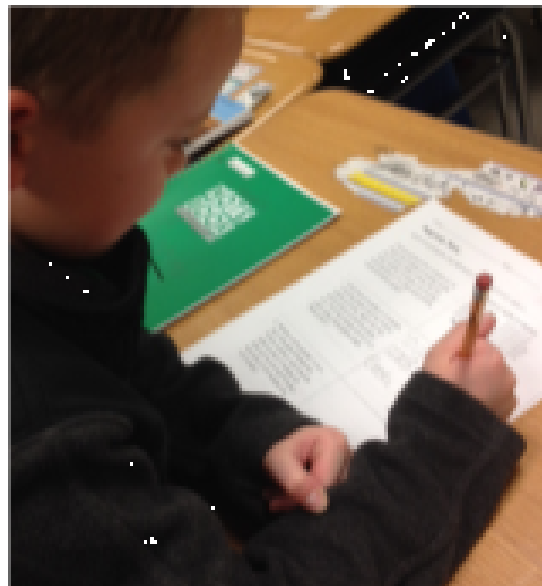
- a. Effort and attention will be given to the basic skills.
- b. Educational programs and classroom instructional activities need to be tailored individually to fit the needs of the student.
- c. The goals of self-concept development and a feeling of self-worth are of utmost importance.
- d. Learning should be an enjoyable experience, and school should be a satisfying experience for the learner.

Quality education can be achieved by realizing that individual students learn differently and teachers teach to those different learning styles. Therefore, the staff has set goals to assist each child in developing their maximum intellectual, physical, social, and emotional potential.

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|-----------------------------------|---|
| - thinking/problem-solving skills | - social skills |
| - communication skills | - computational skills |
| - physical skills | - organizational/study skills |
| - emotional well-being | - understanding and appreciation of the fine arts |

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2026-2027 School Year Central Elementary Staff **Phone Numbers/ Email Addresses**

All extensions begin with (952) 467- ####. Teachers will not be available to answer their phones during the school day but will respond to messages promptly.

Office

Ron Erpenbach 7301 rperenbach@isd108.org
Janet Sykes 7302 jsykes@isd108.org

Health Office

Jackie Sorensen 7306 jsorensen@isd108.org
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Curriculum Leader

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Media Center

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Music

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Band

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Physical Education

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Psychologist

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Grade 2

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Rachelle Jensen 7029 rjensen@isd108.org
Tina Ackermann 7031 tackermann@isd108.org

Grade 3

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Jennifer Daus 7027 jdaugs@isd108.org
Abbey Schwob 7028 aschwob@isd108.org

Grade 4

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Tony Kley 7032 tkley@isd108.org
Jacob Schrupp 7034 jschrupp@isd108.org

Grade 5

Grace Kosek 7035 gkosek@isd108.org
David Rauch 7036 drauch@isd108.org

Community Ed

Brooke Raether 7391
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Reid Stacken 7390 rstacken@isd108.org
Phil Hendrycks 7395 phendrycks@isd108.org

Maintenance

Cody Anderson 7008 canderson@isd108.org

Kitchen

Chantelle Eshleman 7147 ceshleman@isd108.org

Technology Director

Steve Anderson 7070 sanderson@isd108.org

Other Important Contact Information

The following telephone numbers may be helpful to you if you need to reach someone at the Elementary, Secondary, District Office or Community Education.

Central Public Schools website: <http://isd108.org>

Elementary School Office:	952-467-7300
Principal (Ron Erpenbach):	952-467-7301
Elementary Fax:	952-467-7303
Elementary Attendance Line:	952-467-7304
School Nurse:	952-467-7306
Taher Food Service (Chantelle Eshleman):	952-467-7147
Transportation:	952-467-7009
Pre-School Screening:	952-467-7390
District Office:	952-467-7000
Secondary Office:	952-467-7100
Secondary Attendance:	952-467-7104
Community Education:	952-467-7391
Technology Director (Steve Anderson):	952-467-7070

2026-2027 Central Elementary School Calendar

Please use the following tentative schedule to help you plan for family vacations, shopping trips, dental/doctor appointments, or other obligations that may prevent your child from attending school.

Aug 31-Sept 3	Teacher Workshop Days
Sept 2 & 3	Assessment Day K-5 by appointment
Sept 7	No School; Labor Day
Sept 9	First Day of School; K-5
Oct 15-16	No School; Fall Recess
Nov 6	End of the First Quarter; Early Release
Nov 9	No School; Staff Development
Nov 10 & 12	K-5 Conferences
Nov 25-27	No School; Thanksgiving Break
Dec 24-Jan 3	No School; Winter Break
Jan 4	School Resumes
Jan 18	No School; Staff Development
Jan 22	End of Second Quarter; Early Release
Feb 4	26-27 Kindergarten Registration
Feb 15	No School; Staff Development
Mar 11 & 16	K-5 Conferences
Mar 19	End of the Third Quarter; Early Release
Mar 22-26	No School; Spring Break
Mar 29	No School
Apr 23	No School
May 28	Last Day of School; Early Release
May 28	High School Graduation

EDUCATIONAL PROGRAMS

Students who attend Central Elementary School work hard and consistently achieve above the state average. Because we view our students as individuals, various instructional methods are offered, and we strive to find the best strategies for each child. Reading/Language Arts, Math, and Science are emphasized, and our curriculum's core is rooted in developing a solid foundation.

Reading/Language Arts: Expectations for literacy instruction are defined by the Central Elementary School Literacy Guidelines and utilize a balanced literacy approach focusing on the five literacy pillars. These pillars include phonemic awareness, phonics, fluency, vocabulary, and comprehension. All students will have access daily to grade-level instruction through the core curriculum. Students will also be provided small group or individualized instruction regularly. Additionally, students will receive robust modeling of fluent reading while being encouraged to develop a lifelong love for reading. Grades K-5 use the Amplify CKLA, which was purchased in 2023. This curriculum focuses on the science of reading.

Mathematics Program: Central Elementary students are provided a strong foundation in the standards set by the National Council for the Teachers of Mathematics and the State of Minnesota. All teachers in grades K-5 use Houghton-Mifflin Expressions, which was adopted in June 2016. Students are active participants in their learning and growth through a combination of direct instruction and discovery. Teaching encompasses the exploration of mathematics and knowledge to discover new and creative ways to approach problems. Real-life problem-solving and group work are emphasized while students learn how to express their mathematical thinking verbally.

Science: emphasizes knowledge and the process of science through a hands-on approach. Scientific attitudes and thinking processes are learned through classroom, field, and lab experiences using various materials to carry out the planned scope and sequence. All students in grades K-5 use the 2020 edition of Foss Next Generation curriculum materials.

Health: instruction uses primary health goals, which include several objective areas. The student goals include developing the ability to make decisions, cope, communicate, solve problems, plan, evaluate, and act to have optimum health. In addition, the program's goals include consumer, dental, mental, and environmental health, health services, fitness, wellness, and nutrition. Also included are safety and first aid, disease prevention, growth and development, and substance use and abuse.

Social Studies: focuses on American history and includes studying the geography, culture, and peoples of the United States and the world. Global and current events emphasis is also recognized. Grades K-5 use the Harcourt Social Studies Curriculum

STEAM: Central's STEAM Lab is a JOY-filled place where students cultivate 21st-century skills using exploration, which leads to lasting community impact. Students visit the STEAM lab regularly to receive hands-on instruction to further their understanding of core concepts. Students can learn coding, robotics, engineering design, digital citizenship, and other important 21st century skills.

Physical Education: is taught by a specialist to students in grades K-5. Physical activities occur in units of games and cooperative significant group movement. The emphasis in physical education is on lifelong physical fitness and developing skills toward that goal. Students are required to wear athletic shoes to physical education classes for the safety and health of the student and the protection of the gym floor.

Elementary Music: is taught by a specialist to students in grades K-5. The students address the national standards in music. Some of these experiences will include singing alone and with others, playing classroom instruments, studying masterworks, and playing folk song games. All students in grades K-5 will perform in one program per school year. Some grade levels will perform together. Kindergarten and first grade will perform individually. Second grade is paired with third grade, and fourth grade is paired with fifth grade.

Art: instruction is taught through activities incorporated into another curriculum and in special art studies. Our art curriculum was developed to provide students with an organized, well-balanced introduction to the world of art. In the same lesson, students learn specific art terms, concepts, and skills by combining art appreciation and production. For example, a new art element or principle is often introduced by teaching students to recognize and describe it in the environment and carefully select famous works of art that are clear examples of that concept or skill. Students are then asked to apply their new knowledge to a related art project. These assignments also allow ample room for exploration, creativity, and self-expression. Through this program, students learn how to create art and look at, understand, and appreciate art in the world around them.

Overdue/Lost Books: Students with an overdue book(s) of 60 days or more will no longer be allowed to check out additional library books. The overdue book must be returned, replaced, or paid for if they wish to resume-library privileges. If a student has not returned or paid for a book by the end of the year, s/he will not be allowed to check out books the following school year.

Title I: Students who are not making the expected progress at their grade level may be offered help by (Federally funded) certified teaching staff. This program serves students needing additional reading comprehension support in grades K-5.

Special Education: Services are offered to all students who are determined, through testing, to be physically, emotionally, or academically impaired. Students receive help from specially certified teachers in direct service

(individually or in small groups) or supplemental services. Parent decisions are an integral component of the services and programs offered.

Early Childhood Special Education: Children from birth through 5 years of age are identified through screening as needing early intervention. Once identified, licensed special education and speech teachers serve students through a preschool program.

Community Education: offers classes in languages, hobbies, crafts, and varied skills. These classes are offered after school, evenings, and throughout the summer. Please read the available Community Ed brochure for current offerings.

- **Connections:** an after-school program from 3:00 – 4:15 p.m. / 2 days a week that offers extra help to students in grades 2-5 during November through March.
- **Kids Company:** offers before and after school child care for children in grades K-5.
- **Kurious Kids Preschool:** an early childhood program designed to promote a child's physical, social, emotional, and cognitive growth. This program fosters curiosity, self-esteem, cooperation, creativity, learning, and fun.
- **Early Childhood Screening:** All children entering into kindergarten must have an Early Childhood Screening. If your child has not been screened, contact the Community Ed Office. **Screening *must* be completed before your child will be allowed to attend classes.**

* **Contact Community Education for more information about any of these programs.**

Student Support Services: Central Elementary has a licensed School Nurse, a School Counselor, and a School Psychologist. This is important for our students' health, education, and special needs. In addition, they can serve as a resource to staff, students, and families in these areas and the areas of abuse, dependency, family life education, testing, truancy/absences, ill health, and injuries. To assist all of our students in reaching their full potential and maintaining their learning opportunities, we offer a full complement of supplemental and direct service programs to students with various physical, social, emotional, and intellectual needs.

STUDENT ASSESSMENT AND PROGRESS REPORTING

Reporting/Testing: Students in grades 3, 4, and 5 will take the M.N. Comprehensives Tests in April. In addition, students in grades 1-5 will take the Fast Assessment quarterly. The testing results will provide a general assessment of individual student achievement. Data will also report comparisons with state and national averages and indicate the amount of growth our students make. This will help identify successes and needs in curricular areas. In addition, parents may request to look at any material in their child/ren's cumulative record folder. Test results by grade level may also be shared publicly. In addition, student progress is shared with parents at a parent-teacher conference in October and February (see calendar page).

Conferences: Grades K-5 will have parent-teacher conferences in the fall on November 10 and 12 from 3:30-8:00 p.m. Conferences will be held again on March 11 and 16 from 3:30 – 8:00 p.m. Parents or guardians will visit their child/ren's teacher(s) for a conference at a scheduled time. This will allow the parents and teachers to monitor students' learning and share information. Teachers may call parents/guardians for other conferences, and parents may also request a meeting at any time to discuss their child's progress in school.

Student Record Information: The school district recognizes its responsibility concerning the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

Student records contain the following information:

- Student's name
- Address
- Telephone number
- Date of birth
- Attendance

Identifying information on a student's religion, race, color, or nationality is omitted.

- ☐ The above information shall be public information the school district may disclose from a student's education records.
- ☐ Should the parent or the student desire, any or all of the listed information will not be disclosed without the parent's prior written consent except to school officials as provided under federal law.
- ☐ To make any or all of the directory information listed above "private" (i.e., subject to consent before disclosure), the parent must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice.

This written request must include the following information:

1. Name of Student
2. Home Address
3. Parent legal relationship to student (if applicable)
4. Specific directory information should not be made public without the parent's prior written consent.

SCHOOL PROCEDURES

Pledge of Allegiance: Elementary students are taught the "Pledge of Allegiance" and flag courtesy. Students begin each day reciting the Pledge of Allegiance. Anyone who does not wish to participate in reciting the Pledge of Allegiance for personal reasons may elect not to do so; however, students must respect another person's right to make that choice. M.N. Statute 121A.11

Classroom Placement: Professional staff members are responsible for forming appropriate instructional groups that reflect students' needs. We aim to create balanced groups to enable every child to achieve the school's educational goals. Parents/guardians may provide information to assist the school in this process. Examples include

- ☐ Learning styles (such as interests at home, preference for specific kinds of activities, and interactions with other children, etc.).
- ☐ Type of learning environment that is most helpful (less structured, more structured, etc.).

- ☐ Unique personality traits of the child (compassionate, talkative, quiet, etc.).
- ☐ Specific needs (hearing, vision, speech, etc.)
- ☐ Any other relevant information.
- ☐ Specific names of staff should not be listed.

The school will attempt to honor this request in the best interest of your child and within the educational program philosophy of the district. The school cannot, however, guarantee the honoring of specific parent/guardian requests.

Student Placement forms are available to all parents/guardians during the spring of the school year to allow a scheduling process to make out class lists. Parents/guardians having specific questions should contact the building principal.

School Closing: The school will be in session except as indicated on the calendar. When school is to be closed early or canceled because of an emergency or the weather, the official announcement will be made over radio station 830 AM – W.C.C.O. as well as through local television stations. The district office will also send a courtesy call to all contacts provided. Please make arrangements for your child(ren) in advance so your child will know where to go if school should be dismissed due to an emergency or severe weather.

Use of the Telephone: Students must get the teacher's permission to use the school phone. **Approval** will be granted only in cases of emergencies. Phone use will not be permitted for such things as arranging to go home with a friend after school. We would appreciate it if parents would ensure their child/ren has homework, band instruments, lunch money, etc., and know where to go after school before leaving home in the morning.

Cell Phones: Cell phones are **not** allowed during the day. If a student brings a cell phone to school, it is NOT to be used during the school day hours (8:00 – 3:00 p.m.) The phone will be kept in the child's locker and turned off.

Friends: No school-age friends can visit more than one school day yearly. Prior approval from the principal is required. Visitations during the first or last two weeks of school are discouraged.

Pets: We know pets are essential to our families, and students are excited to share them with their classmates and teachers. Because of allergies and student fears, we do not allow them to visit our classrooms. We do, however, encourage students to share pictures and stories.

Student's Personal Property at School: Students are discouraged from bringing valuable or excessive personal property from home. This includes electronic games, toys, cell phones, etc. These items may be disruptive both on the bus and in the building. There is no provision to ensure their safety.

The school district's policy is that students shall be responsible for their personal property. Therefore, neither the school district nor its employees shall be liable for ensuring a student's property security.

- ☐ Central Elementary students cannot *buy, sell, or trade* items on the school bus or property.

Classroom Movies: (Movies, as used in this policy, shall mean full-length commercial movies or made-for-TV movies but shall not include educational films whose function is to inform.)

Teachers utilize movies in their classrooms to support and supplement their instruction. To ensure that these movies are not offensive, they are evaluated based on their ratings, age appropriateness, and recommendation. Therefore, no "R" or "PG-13" films will be shown.

- A parent or student may request that the student be excused from viewing any movie. However, the student's grade will not be affected in any way, and the teacher shall ensure that the student will not be embarrassed or discriminated against because they choose not to view a film.

Care of Textbooks/Materials: Materials, such as books and equipment, are the property of the School District. Students use these books on a loan basis. They are responsible for the care and use of the materials. Textbooks and library books will be examined at the end of the school year for damage in the following areas:

- writing in books
- damaged binding
- torn pages
- water damage
- missing pages, etc.

Upon identification of damage, the student will be responsible for its correction. If the damage to the book cannot be corrected, the student will be required to make restitution. Fines will be based on the following schedule.

Books with two or more missing pages, mutilated or lost.

- **1st year of use:** 100% of the cost
- **2nd year of use:** 75% of the cost
- **3rd year of use:** 50% of the cost
- **4th year +:** 50% of the cost (if the book is still used in the classroom or library)

Classroom Treats: On occasion, students bring treats to their classrooms. Due to health concerns and policies, the District asks that only commercially prepared and packaged food be brought to school (**no homemade goodies**). In addition, treats containing peanut oil, peanut butter, or nuts are not advised due to students' allergies. This will ensure safe and healthy snacks. Thank you for your cooperation.

Snack Lists: Students may eat healthy snacks brought from home with milk breaks. Healthy snacks are fruits, vegetables, crackers, cheese, etc. Items with high sugar or salt content should be discouraged. These guidelines are part of the school health curriculum to familiarize students with healthy snacks vs. junk foods. The cooperation of each family and classroom is appreciated.

Acceptable snack examples:

Popcorn Cheese and Crackers Banana or Date Bread

Sandwich	Unsweetened Cereal	Fruit
Vegetables	Cheese Sticks	Juice (Pure Fruit Juice – Not 10%)
Beef Jerky	Crackers	Graham Crackers
Cold Meats	Muffins	Pretzels
Raisins		

Unacceptable snack examples:

Cookies/Pudding	Cake	Potato Chips
Cheese Balls	Rice Krispie Bars	Marshmallows
Twinkies or any kind of Snack Cake	Kool-Aid or Pop	Peanuts (Due to allergies)

Appropriate Dress: We ask that students dress appropriately - considering the weather and school program. Rain or snow gear (boots/caps/mittens) should be worn to maintain good health when the weather is inclement. In addition, shirts and caps with inappropriate language are not permitted in school or at school events. Finally, students are not allowed to wear hats inside the building. They should be removed when the student enters the building.

Students play outside before school from 7:45-8:00 a.m. and at noontime. Supervision is provided. When the weather is inclement, students stay inside the building. Inclement weather is rain, snow, temperature, or wind chill below zero. Would you please try to have your child dressed according to weather conditions?

Primary teachers require the marking of a child's boots. This saves time and confusion since many students wear the same type and color. Some students also have trouble recognizing lost items. To encourage wise decision-making in chemical use by students, it is inappropriate to wear clothing promoting alcohol, tobacco, or other chemicals. Students wearing such clothing will be asked to change or sent home.

Noon Recess: will be held outdoors unless the weather is inclement. When it is raining, or the temperature is too cold, noon recess will be conducted in the atrium. If a child is recuperating from an illness and a parent/guardian wishes to have them stay inside, please indicate this by sending a doctor's note with your child. All children will play outdoors ***unless they bring a doctor's note.*** Be sure your child/ren is appropriately dressed in cold weather (boots, mittens, scarves, caps, warm jackets, etc.).

Background Checks: According to Minnesota Statute, Central Schools administer a background check for all new employees. In addition, all volunteer coaches and advisors are subject to a background check.

PARENTAL INVOLVEMENT

Parent-Teacher Association (P.T.A.):

Mission: The Central Elementary School Parent-Teacher Association is committed to engaging and connecting students, families, staff, and the community to work together to enhance and enrich student educational experiences.

The PTA consists of any interested parents/guardians from families whose children attend Central Schools.

The PTA meeting schedule is available on the Central Elementary School calendar located on the website.

Central Elementary Volunteers: Volunteers play a crucial role at Central Elementary. They assist classroom teachers and specialists in many areas. If you have some extra time and would like to share it with our school, please contact the elementary office (952-467-7300).

School Visitors (Parents, Volunteers, & Friends): Parents are encouraged to actively participate in their child's education and visit the school frequently. However, all people entering our building must report to the elementary office to sign in and pick up a visitor's badge before entering any classroom. After your visit, please sign out in the office. If a student leaves school before the end of the day, an adult must sign the student out. Staff members will ask anyone not wearing a visitor's badge to report to the office. Everyone is to enter the building at the main front entrance. All other doors are locked. We hope that any inconvenience this may cause will be offset by knowing that your child's safety is our primary concern.

NOTE: *Only parents/guardians will be allowed to visit a child or pick a child up from school unless the parent/guardian has given specific permission.*

BUS RULES AND PROCEDURES

The District provides transportation for all students in Central Elementary. Bus stops are published in the Norwood Times before the start of the school year. Any student who wishes to get off at a stop other than their regular bus stop must have **written** permission. If your child is bringing friends home on the bus (3 or more), prior approval must be obtained from the bus driver. If you have any questions about busing, please call Luke Wolter at 952-467-7009 between 8:00-11:00 a.m. Students receive instruction in Bus Safety in the fall of the year.

NOTE: If your child does not ride a bus to school, they **CANNOT ARRIVE BEFORE 7:45 A.M.** *School supervision does not begin until 7:45 A.M.* Please ensure your child arrives promptly. **The school day will start at 8:00 A.M. and end at 3:03. Expectations of students riding the bus are to follow these bus rules:**

1. The driver is in full charge of the bus and pupils.
2. No inappropriate language will be allowed on the bus at any time.
3. Students are to remain seated while the bus is in motion.
4. All objects are to remain on the bus at all times.
5. Students may not leave the bus except at their assigned bus stop or school without prior approval and the bus driver's knowledge.
6. Prior approval should be obtained from the bus driver if your child brings friends home on the bus (more than 3).

Students in all grades of the Central Public Schools are expected to obey and follow the rules listed above.

Violations of these rules typically will be dealt with using the following guideline (administrator discretion will be used):

1st Offense: The first note is only a **WARNING** that the bus violation has occurred. This note must be signed and returned to the bus driver for the student to ride the bus the following morning.

2nd Offense: The second note will bring **DISCIPLINARY ACTION** resulting in the suspension of bus riding privileges. Parents must contact the Transportation Director (952-467-7009) to see if a solution to the problem can be reached. If no contact is made, the student cannot ride the bus.

3rd Offense: The third note will result in **SUSPENSION** from riding the bus. The parents or guardian must meet with the Transportation Director if the student is to be allowed to ride the bus after the suspension period. Then, only if proper corrective measures have been worked out will the student be allowed to ride the bus again.

4th Offense: The fourth note will suspend riding privileges for the remainder of the semester.

HEALTH SERVICES

The goal of the Health Office is to promote a high level of wellness in school-age children in the areas of physical and social-emotional health. The Health Office's philosophy strongly emphasizes health education and preventive health care. Formal screening programs identify specific problems in vision and hearing. As these and other health problems are detected, parents are notified and a referral for medical care is sent home if necessary. The Health Office services staff in the elementary, middle, and high school with a full-time Licensed School Nurse and a full-time trained Health Office Assistant.

Health Records: Students must have an individual health record in the Health Office. It contains a cumulative health history, screening results, and immunization history. Parents are expected to keep Health Services informed of current or chronic medical problems (that could affect the student's comfort and ability to learn) and medications, even if not administered at school. A complete physical exam is recommended but not required before school entrance.

Immunizations: Minnesota state law requires parents of all students to present proof that all immunizations are up-to-date **BEFORE** of school entrance. These can be completed by your family physician or through Carver County Public Health Services (952-361-1329). Students not meeting the minimum requirements may be excluded from school. However, students can be exempt based on medical or conscientious objection, with a parent's signature and a licensed notary's signature on the objection form. Contact the district office to schedule an appointment with a notary (952-467-7000).

General Health: To do good work in school, a child requires regular rest and sleep. The amount of sleep needed for a student to be alert and learn would discourage late-night television or late, away-from-home

activities. Students may be excused to keep a dental or doctor appointment during the school day, if necessary, but it is better to schedule visits during vacation, workshop days, etc.

Emergency Care: Emergency care is provided to students who experience illness or injury at school.

Emergency Forms: At the beginning of each school year, parents must complete the Student Emergency Form, which provides **up-to-date emergency phone numbers** and medical information. It is the parent's/guardian's responsibility to notify the school of any change of address, telephone number, or emergency numbers. Parents are also asked to complete a Health History form. This provides additional health information necessary for making judgments in emergencies.

Injury: In the case of an injury or medical emergency, the school will attempt to notify the parents first when possible. In a medical emergency, the local emergency system will be used. The student will be transported to Waconia Ridgeview Hospital or the nearest emergency facility via ambulance at the parent's expense. Student Emergency Forms will be sent to the emergency facility with the student when the parent cannot meet or accompany the student.

Illness: In the case of illness, the school will contact the parent at home or work. The parent will be expected to pick up the child or make arrangements for someone else to do so immediately. If the school cannot contact the parent, the person identified as a contact on the student's Emergency Form will be contacted. Parents should ensure that the emergency contact has agreed to assume this responsibility, is available, and has transportation. The parents of each student must establish a workable emergency plan. If the family physician, parent/guardian, or emergency contacts cannot be reached in an emergency, "911" will be called, or the student will be transported to the nearest hospital.

Illness causing Exclusion: Children will be excluded from school when they demonstrate any of the following symptoms:

- **Oral temperature over 100F:** If your child has a fever of 100° F or more, he/she should stay home for 24 hours after the temperature returns to normal, without fever-reducing medication (i.e. acetaminophen, ibuprofen).
- **Vomiting and/or diarrhea:** If your child is vomiting or has diarrhea, the child should not return to school until 24 hours after the last episode.
- **Undiagnosed rash:** If your child has an undiagnosed rash, please contact your medical provider before sending him or her to school. Then contact the health office for an update.
- **Breathing difficulties:** any new difficulty breathing needs to be addressed by a healthcare provider before returning to school.
- **Pink eye with fever:** fever-free for 24 hours without fever-reducing medication. Antibiotic drops are not required to come back to school.

Communicable Disease & Re-admittance to School: Health Services should be notified of any communicable diseases and treatment to assure control in other students. Readmission to school for the following communicable diseases shall be:

- **Strep Throat:** until 12 hours after antibiotic treatment begins & the child is without fever
- **Chickenpox:** all lesions are dry and crusted (5-7 days)
- **Impetigo:** at least 24 hours after the start of medication & sores are drying or improving. If there is no improvement in 48 hours, the child should be reassessed by a physician.
- **Hepatitis:** physician statement required for re-admittance
- **Ringworm of scalp and skin:** following treatment with fungicide
- **Hand, Foot, and Mouth Disease:** until the fever is gone and the child is well enough to participate in routine activities.

Excusing Students from Physical Education: All students must take physical education. Following an injury or illness, physician's orders are needed for any student to be excused from physical education classes for more than one day.

Medications: In accordance with the Minnesota Department of Health's recommendations, the school WILL NOT provide any medications (including Tylenol, Motrin) without a signed Authorization Form and/or prescription from parents. Parents should inform the student's teacher when a student is taking medication in school. This is to ensure the teacher can send the child to the Health Office at the proper time. The school nurse or designated person(s) will document medication administered.

- **Prescription medications** can be administered under these circumstances:
 - A signed "Authorization for Administration of Medication in a School Form" by parents/guardians. These forms can be found on the school website:
<https://www.raiders.central.k12.mn.us/page/health-office> under "Health Forms".
 - This form authorizes the School Nurse to administer the medication to comply with the physician's order. The School Nurse can delegate medication administration to a trained school personnel.
 - A current written physician's order. Must be received for **ALL** prescription and controlled medications
 - (i.e. ADD or ADHD). Written order must include: Student name, diagnosis, medication name, dose, route, and time of administration, possible side effects, physician signature
 - Medication should only be brought to school in a container labeled by the pharmacy. The pharmacy should divide medication for home and school into two bottles with proper labels to avoid transporting medication daily.
 - Parents are encouraged to bring medication (especially controlled substances) to the Health Office for their child's and other students' safety. However, if parents cannot bring the medication to school, they should contact the Health Office to set up an alternative plan.

- **Non-prescription medications and/or Over-the-Counter Medications(OTC)** (ie Tylenol, cough syrup, antihistamines, etc.) can be administered under these circumstances:
 - A signed “Authorization for Administration of Medication in a School Form” by parents/guardians. These forms can be found on the school website:
<https://www.raiders.central.k12.mn.us/page/health-office> under “Health Forms”.
 - This form authorizes the School Nurse to administer the medication to comply with the manufacturing label. The School Nurse can delegate medication administration to a trained school personnel.
 - Medication must be sent in the original manufacture container. The manufacturer dosing/administration instructions will be followed for age/weight of child. A written physician order is needed if dosing is different from the manufacturer's label.
 - Medications should be accompanied by specific instructions from the parent regarding when the medication will be delivered at school, and when the last time the child had that medication.
- Elementary students will not be allowed to self-administer medications. (Inhalers are exempt.) Medications must be administered by the School Nurse or trained school personnel while the student is at school.
 - If a student can demonstrate the ability to self-carry/administer an inhaler appropriately, an “Authorization to Self-Carry/Self-Administer Medication Form” can be signed by the parent, student, and School Nurse in the Health Office.

Health Screening Programs: Hearing and vision screening are not required in Minnesota schools but are HIGHLY recommended due to their significant impact on learning. Hearing and vision screening are often a required component of special education evaluation and annual assessment. When suspected health problems are detected, a referral for a medical evaluation is made.

Health Education and Consultation: Health Services personnel will attempt to make every Health Service activity an educational experience for the child, parents, and teacher. Because of our commitment to preventive health care, we work closely with the classroom teacher to provide health education. In addition, we are aware of community resources in healthcare and human services and work cooperatively with them. Please call us if you have questions or concerns about your child.

Instances When We Contact Parents/Guardians:

- Temperature on or greater than 100 degrees
- Vomiting and/or Diarrhea with or without fever
- Severe persistent coughing
- Asthma attacks not improving after inhaler
- Head Injury (persistent symptoms or significant fall/injury)

- Upset stomach with flushed cheeks, headache, without fever
- Severe sore throat (potential strep) with fever
- Open wounds
- Pink eye with fever, or severe irritation to student
- Head lice (notify, but do not need to be picked up)
- Recurring headache
- Possible medication reaction
- Rash with persistent itching
- Known allergies and reactions to "triggers" (ie bee stings, food exposure)
- Diabetic reactions
- Seizures
- Rest, return to class; returns to health services, still not healthy; or after two visits to health services in one day
- Other situations per health services staff discretion

Instances When We Do NOT Notify Parents/Guardians:

- Minor playground injuries - scratches, scrapes, and monkey bar blisters
- Small slivers
- Band-aid application or changes
- Temperatures under 100 degrees without other symptoms
- Minor aches (stomach, throat), pains, and rashes which are not recurring
- Minor Head Injuries (bumping heads, no persistent symptoms)
- Insect and bee stings without known allergies (receive first aid and observation for 20 min.)
- Change of clothing due to toileting accident, unless health assistant notices a pattern and questions infection

FOOD SERVICE

Taher Inc. provides lunch and breakfast to our students in all of the Central Public Schools. They aim to provide a healthy, tasty breakfast and lunch option. We participate in the State of Minnesota's Free School Meals for Kids Program. This legislation provides a free breakfast and lunch to all students. *For more information on this program, please visit the [Minnesota Department of Education](http://www.mn.gov/education) website.*

Breakfast: Central Elementary provides free breakfast for all students through the Minnesota Free School Meals for Kids program. Preschool, kindergarten & 1st grades are served breakfast in their classrooms while 2nd-5th grades pick up their breakfast in the cafeteria to eat in their classroom. *An additional breakfast or milk is available for purchase.*

Lunch: Central Elementary provides free lunch for all students through the Minnesota Free School Meals for Kids program. *An additional lunch or milk is available for purchase.*

Note: Single item purchases and non-reimbursable meals are not free. Some examples include: carton of milk, snack items, second entrée, a second breakfast or a second lunch, meals that do not meet the minimum requirements and meals served to teachers, staff, and other adults.

The cost for an adult meal or for a student to purchase a second complete breakfast or complete lunch will be \$2.55 for a breakfast, \$5.30 for a lunch and an additional milk can be purchased for \$.60.

As a convenience to our families, Central Elementary School and Taher Foods offers a snack and milk/juice option for our K-5 th grade students, mid-morning. Students that participate in this program have multiple choices daily that include options such as whole fruit, raisins, Craisins, Cheez Its, Vanilla Wafers, and Scooby Bones.

Snack Options:*

Snacks Only - \$30 for first semester, or \$60 for both semesters

Milk/Juice Only** - \$45 for first semester, or \$90 for both semesters

Both Snacks & Milk/Juice - \$75 for first semester, or \$150 for both semesters

Those who choose not to participate in the snack and milk program are still welcome to send water bottles and healthy snacks from home.

****Kindergarten students do not need to purchase milk as this is provided free of charge through a government program.** If you chose to participate in the snack program, please select Snacks Only and milk will be automatically given to the kindergarten students if they want it.

Please use our Payment Portal via <https://isd108.revtrak.net/> to deposit funds into your child's account for food related purchases. Click on “**Lunch Account**” to deposit funds for breakfast & lunch (ala carte & extra items, etc.) and on “**Child Nutrition**” for our snack program. NOTE: *Snack options can **ONLY** be paid through the payment portal (we cannot accept cash or check for snacks).

If it is necessary to send in money or a check directly to the school for meals (not accepted for snack program), we ask that money be placed in a sealed envelope with the student's name and grade printed on the front. Checks should be made payable to Central Public Schools.

It is still important for families to complete the Application for Educational Benefits form. Applications for Educational Benefits determine how much funding your child's school receives for educational programs and supports. Additionally, eligible families can qualify for other benefits. See the Minnesota Department of Education <https://education.mn.gov/MDE/dse/FNS/SNP/free/> for additional information. You can access this form on the Central Public School website via [Application for Educational Benefits](#) or forms can be obtained in the District or Elementary Offices. Completed forms should be returned to the District Office.

Please contact finance@isd108.org with any payment portal questions. If you have any additional questions, please contact Taher Food Service at 952-467-7147 or the Elementary Office at 952-467-7300.

STUDENT DISCIPLINE

Roles and Responsibilities Related to Student Behavior and Discipline

Students: Students are responsible for how their rights are exercised and for not violating the rights of others and must accept the consequences of any actions they take that are outside the boundaries of their rights or that violate the rights of others.

Parents and Guardians: Parents and Guardians are legally responsible for their children's behavior as determined by the law and community practice. They are expected to promote their child's self-discipline and educational progress and discourage their children from disrupting the school's educational program.

Parents and guardians are responsible for ensuring that their children attend school regularly and supporting district and school policies, regulations, and rules. In addition, parents and guardians are expected to notify the school through a telephone call or written note whenever their children will be absent because of illness, a medical appointment, or other excused absences.

Since cooperation between parents and guardians and school staff is essential in helping students work to the best of their ability and have a good school experience, parents and guardians are responsible for helping maintain communication with the school by participating in school-community activities such as orientation events and parent-teacher conferences and to bring questions and matters of concern to the attention of the teacher, principal or appropriate staff member.

Board of Education: The Board of Education sets policies for the District. It manages and controls the school district acting through the superintendent. The School Board holds school employees responsible for supervising student behavior and student safety while the students are legally under school supervision. It has the authority to expel and exclude students from school. The Board of Education is an avenue of appeal for parents and students who have appealed their concerns through the appropriate channels.

Superintendent: The superintendent establishes necessary regulations, rules, and procedures to efficiently implement Board of Education policies relating to standards of student behavior, is responsible to the Board for discipline in the schools, gives support to principals and staff, as needed; keeps the Board informed about serious behavior problems in the school and assistance which has been given principals in correcting such issues and recommends student expulsion and exclusion to the Board of Education. The superintendent is also an avenue of appeal for parents and students who have appealed their concerns through the appropriate channels.

Principals: Principals are responsible to the superintendent for effectively implementing administrative regulations, rules, and procedures on student behavior in support of board policy, and for the total operation of the school, within the framework of rules and procedures established by the superintendent.

Principals are responsible for providing the best possible education by creating and maintaining an atmosphere conducive to learning, respecting all students, parents, and staff, and effectively communicating with staff, parents, students, and the community.

Principals have the responsibility and authority to formulate, establish, and implement fair and objective rules and regulations that govern students' conduct for the school, consistent with state statutes, board of education policies, and administrative management. The principal will discuss rules and rights with the instructional staff before the beginning of each new school year and with new instructional staff when they are hired.

Principals have the authority to suspend students, consistent with the Pupil Fair Dismissal Act guidelines, for failure to comply with district and school policies, regulations, and rules. In addition, principals may recommend excluding or expelling a student to the superintendent.

Teachers: Teachers are responsible to the principal for effectively implementing administrative regulations, rules, and procedures on student behavior in support of board policy, for knowing school and district regulations, rules, and procedures on student behavior, and for making sure that all students are informed of the standards of conduct required by the teacher, the school and the district. Teachers are responsible for providing the best possible education by creating and maintaining an atmosphere conducive to learning, respecting all students, parents, and staff as individuals, and effectively communicating with staff, parents, students, and the community.

Teachers have the authority to use such reasonable measures as are necessary to maintain student control in school buildings, on school grounds and at school events. These measures include removal of a student from class, consultation with the principal, denying a student certain classroom privileges, assigning a student extra classroom obligations, giving a student particular tasks related to the misbehavior, and requesting a parent conference.

Teachers are responsible for recording and reporting severe behavior problems to a school administrator and referring a student to a school administrator if the teacher's efforts to resolve the behavior problem are unsuccessful.

Other School District Personnel: All school district personnel shall contribute to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or another agent of a school district in exercising their lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

REMOVAL OF A STUDENT FROM CLASS

Teachers are responsible for modifying disruptive student behavior by conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail or the teacher determines it is otherwise inappropriate, based on the student's conduct, the teacher shall have the authority to remove the student from the classroom according 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 for a period of time not to exceed five (5) days, according to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that disrupts the rights of others to an education, including behavior 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.
2. Willful conduct that endangers surrounding persons, including school district employees, the student, or the school's property.
3. Willful violation of school rules, regulations, policies, or procedures.
4. Other conduct, which is at the teacher's or administration's discretion, requires removing the student from class.

Procedures for Removal of a Student from a Class:

1. A teacher may remove a student from class. The teacher should inform the office that the student has been removed and expect the student's arrival.
2. Removal of a student for an extended period of time will require principal/designee approval.
3. Documentation providing reasons for removal will be given to the principal by the removing teacher. Parent notification will be done by the teacher removing the student or by the office.

Responsibility for and Custody of a Student Removed from class:

1. Any student removed from class must report to the office immediately.
2. Students sent to the office may do so unattended *if there are no safety concerns*. However, if safety is an issue, teachers must contact the office, and the principal or designee will come to the room to escort the student to the office.
3. The student will complete assigned work while in the office for removal from class. Teachers will have work available for the student during this time.
4. While the student is removed from class, the principal/designee will be in charge of the student.

Procedure for Student to Return to Class:

If the student has been removed for 1 or 2 days, the student, teacher, and principal will meet to discuss a readmission plan. If the student has been removed for 3-5 days, the student, parent, teacher, and principal must meet to discuss a readmission plan.

Procedures for Notification:

1. At the beginning of each school year, the [Parent/Student Handbook](#) is posted online under Parent Resources, which explains the rules of conduct and associated procedures. In addition, during the year, disciplinary notices, phone calls, and letters will be used to contact parents about violations.

2. Any violation that results in a student being removed from class will result in the parent being notified by the teacher and principal/designee.

Disabled Students – Special Provisions

Any consideration as to whether there is a need to review procedures for assessment, current I.E.P. 's, or appropriate referral of a student in need of special education services will be done by the school's Student Assistance Team (S.A.T.). Any parent or staff member may make referrals to the S.A.T. for child study to determine appropriate services.

Procedures for Detecting and Addressing Chemical Abuse Problems of Students while on School Premises:

1. The school's Student Assistance Team will serve as the chemical abuse pre-assessment team according to Minn. Stat.121A.26.
2. The District's Safe and Drug-Free School/Violence Advisory Committee will serve as the district's school and community advisory team.
3. Reporting of chemical abuse issues will be reported to the principal and/or the Student Assessment Team (S.A.T.).

DISCIPLINE PLAN

Statement of Purpose: Every child has a right to a climate conducive to learning. The school's discipline plan is intended to be fair and equitable for all children. The plan will be viewed as a tool that seeks to maximize student growth and nurture each student's healthy self-respect. All of us, parents, students, and school staff, must share the responsibility of working toward this belief.

Student Expectations: Listed below are the five main student expectations. The specific behavior related to each expectation will be discussed with students periodically by the school's staff.

- 1) Positive words and actions
- 2) Responsibility for self
- 3) Integrity and honor
- 4) Display self-control
- 5) Excellence in everything

Principal Involvement: The principal shall be involved with a student's positive or negative behavior upon conferring with the classroom teacher.

Playground Rules:

- 1) No Fighting, pushing, throwing to the ground, kicking, hitting, etc.
- 2) No inappropriate language, name-calling, swearing, etc.
- 3) Use all playground equipment safely.
- 4) All students must stay within the playground boundaries.

- 5) Students are not permitted to use hard balls. (baseballs, etc.)
- 6) No tackling. Only two-hand touch football.
- 7) No Snowballs.

All students are to treat each other and the playground supervisors with respect.

Students are not allowed to bring: roller blades, skates, skateboards, sleds (in winter), toy guns of any kind, etc. Students may bring from home: jump ropes, tennis balls, rubber balls, etc. They are responsible for their personal property.

Distribution of Policy: The school district will notify students and parents of the existence and contents of this policy in such a manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

Overview: The consequences for misbehavior described on the following pages are designed to be fair, firm, and consistent for all students. They apply to students in any school or other district building, district property, district vehicles, and school or district events. (District vehicles are defined as school buses and vans owned or leased by the school district, and cars and other vehicles owned by district staff and authorized by the district for transporting students.)

Student Behavior Expectations: Please read and discuss this information with your child. A Positive Behavior Intervention and Support Plan was developed per District Policy 108: Student Discipline. The purpose of this plan is to ensure that students are aware of and comply with the school district's expectations for student conduct. At Central Elementary School, we have high expectations for our community and call it "Raider Pride." We need a positive, safe, and orderly school for learning to thrive. School is a social setting in which students learn individual and group responsibilities. Students learn to make decisions about their behaviors. Clear expectations help students know appropriate behaviors for school and other public places. This includes halls, bathrooms, playground, cafeteria, and bus. Proper behavior is expected everywhere on school property as well as on the bus.

Example Behaviors and Consequences:

Major Offenses:

Examples:

- ☐ Fighting
- ☐ Stealing
- ☐ Hitting, spitting, kicking, biting

- ☐ Possessing offensive, dangerous or inappropriate items
- ☐ Refusing to comply with directions given by an adult
- ☐ Continued repetition of minor infractions

Potential Consequences

- ☐ Removal from setting
- ☐ The student will talk with the principal or counselor
- ☐ A parent will be contacted via phone call and behavior slip
- ☐ One or more quiet lunch period(s), in-school suspension, or out of school suspension, depending on the severity
- ☐ Restitution

Minor Offenses:

Examples:

- ☐ Pushing/running
- ☐ Disrespectful language/swearing
- ☐ Disruption in class or other areas
- ☐ Throwing items
- ☐ Inappropriate bathroom/sink use

Potential Consequences

- ☐ Dealt with individually
- ☐ One quiet lunch period, if warranted
- ☐ Parents contacted by phone or behavior slip
- ☐ Expectations of school behavior are clearly explained to the student
- ☐ Restitution

Raider Pride P.B.I.S. Rubric

	P Positive words and actions	R Responsibility for self	I Integrity and honor	D Display self-control	E Excellence in Everything
Bathroom	Respect others' privacy	Wash hands after using the bathroom Level 2 Voice	Be a positive role model Report any problems	Feet on floor Hands to self Two pumps-two pushes	Be a positive role model
Hallway	Thumbs-up	Walk Level 1 voices Walk on right	Pick up any trash	Friendly wave Keep hands at the side	Be a positive role model
Cafeteria	Say please & thank you Sit on pockets	Put tray away Clean up mess Wash before and after	Report big spills	Hands and feet to self Level 3 voices Stand calmly in line	Be a positive role model
Playground	Line-up when told Respectful language share	Return equipment Bring in belongings	Include others Report bullying and accidents	Use problem-solving skills Peaceful contact	Be a positive role model
Assembly	Sit central style Polite clapping	Listen to speakers Hands and feet to self	Audience etiquette	Eyes on speaker Level 1 voices	Be a positive role model
Media Center	Respect property	Return books on time Return materials to correct location	Wait turn Report damaged materials	Level 2 voices Use time wisely Hands and feet to self	Be a positive role model
Dismissal	Go straight to bus Walk Stay on sidewalk Use crosswalk	Be Safe Have all belongings Note from home indicating a change	Help others	Hands and feet to self Level 2 voices	Be a positive role model
Lockers or Desk	Shut quietly Keep clean	Be prepared Neatness/organized	Respect property and privacy	Keep hands and feet to self	Be a positive role model

Steam Room	Follow acceptable usage procedures	Follow directions Return materials	Respect property and privacy Report problems	Hands and feet to self Level 1-2 voices	Be a positive role model
Bus	Respectful language Sit on pockets	Follow directions Be at the stop on time Watch for your stop	Respect property and privacy	Keep hands to self Keep feet in front of you Level 3 voices	Be a positive role model

Behavior Management Tools

Central Elementary School has two types of Behavior Management tools in use. They are as follows:

Fix-It Ticket: All staff members may use this slip to help alleviate what constitutes "minor" behavior problems. Staff will give 1 – 2 verbal warnings about appropriate behavior choices. A "Fix It Ticket" will be issued after the warnings. The homeroom teacher will document Fix-It Ticket offenses and parents will be notified after the third offense.

Office Referrals: After the 3rd Fix-It Ticket in a month or if more serious behavior occurs, it will result in an office referral. A student may be sent to the office for hitting, kicking, pushing/shoving, stealing, swearing, or any other behavior deemed inappropriate or dangerous to themselves or others.

The following process will take place if this happens;

- 1) An office referral slip will be generated by the appropriate staff.
- 2) The student is called to the office to discuss the behavior with the administrator.
- 3) One or more of the following steps are then taken:

- ☐ The administrator calls the parent and explains the behavior.
- ☐ The student calls the parent and explains their behavior.
- ☐ A parent conference is required

Suspension/Expulsion: A student may be suspended or expelled depending upon the severity of the situation, on the following grounds:

- 1) Willful violation of any reasonable school regulation
- 2) Willful conduct which disrupts the rights of others
- 3) Willful conduct which endangers the student, others or property

The school supports the terms of The Pupil Fair Dismissal Act of 1974.

<u>Raider PRIDE Fix-it Ticket</u>	
Student Name _____ Date _____	
<u>This behavior happened in:</u>	
Classroom _____	Specials _____
Bathroom _____	Hallway _____
Lunchroom _____	Recess _____
Computer Lab _____	Bus _____
<u>Behavior Observed:</u>	
Not following directions	Loud Voice
Running in the hallway	Teasing/Bullying
Disrespectful to others	Late to class
Disrespectful to property	
Not keeping hands/feet to self	
Teacher Comments:	

Severe Clause: More severe behaviors (i.e., when the student's behavior endangers themselves or others, or chronic repeat offenders) may require further action. The actions we have in place are the following:

- ☐ In-School Suspension
- ☐ After-School Detention (parent or guardian will be responsible for picking the student up after detention)
- ☐ Out-of-School Suspension (followed by a re-entry meeting)

District Policies and Guidelines

*A complete District Policy Manual can be found in the District Office.

Bullying/Cyberbullying

For purposes of this policy, the definitions included in this section are derived from Minnesota State Statute. For a complete copy of this policy, contact the district office.

"Bullying" means intimidating, threatening, abusive, or harmful conduct that is objectively offensive and:

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

"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 web site or forum, transmitted through a computer, cell phone, or other electronic devices, that causes a substantial disruption to the educational environment at Central Elementary Schools.

ATTENDANCE REGULATIONS / POLICY

Enrollment: Under the existing school policy, a child must be five years of age before September 1st of the current school year to be enrolled in kindergarten. A child must be six years of age before September 1st of the current school year to register in first grade.

Withdrawals: If you are moving out of the District, the school should be notified at least a week in advance to prepare the proper transfer of records and the child's supplies collected before the transfer.

Attendance: The Board of Education, administration, and faculty believe that all students should benefit from the educational opportunities, programs, and activities available at school. Minnesota state law and the

Department of Education require daily attendance. The student's obligation for regular and continuous attendance is the joint responsibility of the parent, the student, and the school. If attendance is irregular, the student loses the benefits of constant instruction, allowing for steady and meaningful growth.

All students at Central Elementary School are expected to attend school regularly, arrive on time, and be prepared to learn each day. Regular attendance and punctuality are essential to student success, and students are accountable for missed instructional time. If a student arrives after 8:00 a.m. or leaves before 3:03 p.m., their attendance will be recorded based on the actual number of instructional minutes they are present during the school day.

Classes for grades K-5 start at 8:00 a.m. and end at 3:03 p.m.

If your child is picked up during the day, it is the person's responsibility to pick up the child to sign them out in the office. Likewise, when a student returns to school or arrives late, they sign in at the office and give the classroom teacher their tardy slip when returning to class. The policy provided herein shall apply to individual class attendance.

Absence Reporting Procedure: When an absence is necessary, the parent/guardian should notify the school by 8:30 a.m. stating the reason for the student's absence. Our attendance line (952-467-7304) is available 24 hours a day for your convenience. Contact the office (952-467-7300) if there are extenuating circumstances.

Make-up Work: If your child is absent for a day, make-up work will be taken care of upon return to school. If the absence is for an extended period, we suggest that a parent calls for the make-up work before or after school. Two days will be allowed for the completion of make-up work unless the classroom teacher provides an extension.

General Statement of Policy:

Responsibilities:

1. **Student's Responsibility**
It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes every day that school is in session and be aware of and follow the correct procedures when absent from any class. Finally, it is the student's responsibility to request any missing work.
2. **Parent or Guardian's Responsibility**
It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student's absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.
3. **Teacher's Responsibility**
The teacher's responsibility is to take daily attendance and maintain accurate attendance records in each assigned class. It is also the teacher's responsibility to be familiar with all procedures governing attendance and apply them uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, the teacher's responsibility is to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

Attendance Procedures

1. Regular attendance is the responsibility that parents share with students and the school.
2. The School Board considers the following as "excused" absences:
 - a. Illness
 - b. Serious illness in the student's immediate family
 - c. A death in the student's immediate family, relative or close friend
 - d. Medical or dental treatment
 - e. Court appearances occasioned by family or personal action
 - f. Religious instruction not to exceed three hours in any week
 - g. Physical emergency conditions such as fire, flood, storm, etc.
 - h. Official school field trips or other school-sponsored outings
 - i. Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences, and students will be permitted to complete make-up work.
3. Unexcused absences may have parental approval but are not designated as legal absences in the above section. This would include sleeping in, skipping school, shopping, or babysitting a younger sibling.
4. Truant absence is any absence of part or all of one or more days from school during which the school administrative assistant, principal, or teacher has not been notified of the reason for the student's absence by a parent or guardian.

Tardy Procedure: Students are expected to be in their classroom at the beginning of the day. Failure to do so constitutes tardiness. Families will receive a letter from the school reminding them of the importance of being at school on time if/when tardiness becomes a pattern.

Communications & Enforcement: The school will review student attendance records monthly or at the teacher's request.

Unexcused Absences:

- 3 unexcused absences: When a student has three unexcused absences, the school will send a letter as a first attendance notification to the parent/guardian.
- 5 unexcused absences: The school follows up with the family through a letter, phone call, and/or attendance meeting to discuss concerns, identify barriers to attendance, and offer support.
- 7 unexcused absences: If a student has seven or more unexcused absences and school-based interventions have not improved attendance, the school may submit truancy paperwork to Carver County Social Services. At that point, the county may determine whether to open a truancy case.

Excused Absences

- 3 consecutive excused absences: The school will contact the parent/guardian to check in, discuss the reason for the absence, and determine whether any school support is needed.
- 10 cumulative excused absences: After 10 cumulative half-day or full-day excused absences, the school sends a letter as a first attendance notification to the parent/guardian to make them

aware of the amount of instructional time that has been missed, unless the school is already aware of the circumstances. School-exempt absences would not be included in this total.

- 15 cumulative excused absences and/or tardies: After 15 cumulative half-day or full-day excused absences, the school sends a second attendance notification unless school staff are already working with the family regarding the absences and/or the school staff is aware of special circumstances. School-exempt absences would not be included.
- 18 cumulative absences and/or tardies: When a student reaches 18 cumulative half-day or full-day absences and/or tardies, the school schedules a meeting with the family to develop a plan that supports improved attendance and student success. School-exempt absences would not be included.

Section 7. Pupil Fair Dismissal Act: All school personnel will abide by the "Pupil Fair Dismissal Act" of 1974, M.S. 127.26-127.39, which is in keeping with the due process for students.

MINNESOTA STATUTES REGARDING TRUANCY

Continuing Truant (M.N. Stat. 260A.02)

"Continuing Truant" means a child who is absent from instruction in a school without a valid excuse within a single school year for:

1. Three days if the child is in elementary school or
2. Three or more class periods on three days – if the child is in middle school or high school.

Notice to Parent or Guardian When A Child is a Continuing Truant (M.N. Stat. 260A.03)

Upon a child's initial classification as a continuing truant, the school attendance officer or other designated school official shall notify the child's parent or legal guardian by first-class mail or other reasonable means of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Section 120A.22, and parents or guardians who fail to meet this obligation may be subject to prosecution under Section 120A.34;
4. That this notification serves as the notification required by Section 120A.34;
5. That alternative educational programs and services may be available in the district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Chapter 260C
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restrictions, or delay of the child's driving privilege pursuant to 260C.201; and
9. It is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

Habitual Truant/Child in Need of Protection or Services (CHIPS) M.N. Stat. 260C.007 Child who is in need of protection or services" means a child who is in need of protection or services because the child...(14) is a habitual truant.

Subd. 10 Habitual Truant . . ." Habitual Truant" means a child under the age of 17 years who is absent from attendance at school without lawful excuse for *seven* school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school . . . or high school, or a child who is 17 years of age who is absent from attendance without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school.

Truancy in Regards to Open Enrolled Students: The School District may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat 124D.03) or Enrollment in Nonresident District (Minn. Stat.124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes Chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of sixteen (16) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods of fifteen (15) school days and has not lawfully withdrawn from school.

WELLNESS POLICY

I. PURPOSE

The purpose of this policy is to ensure a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

II. GENERAL STATEMENT OF POLICY

- A. The school board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education, and that healthful eating and physical activity can have a positive impact on student behavior.
- B. The school environment should promote and protect students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.
- C. The school district encourages students, parents, teachers, food service staff, and other interested persons in implementing, monitoring, and reviewing school district nutrition and physical activity policies.
- D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.
- E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active regularly.
- F. The qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and

will provide a clean, safe, and pleasant setting and adequate time for students to eat.

III. GUIDELINES

A. Foods and Beverages

1. All foods and beverages available on campus during the school day (including concessions and a la carte cafeteria items) will be consistent with the current U.S.D.A. Dietary Guidelines for Americans.
2. The food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all federal, state, and local laws and guidelines.
3. Foodservice personnel shall adhere to all federal, state, and local food safety and security guidelines.
4. The school district will make every effort to eliminate any social stigma attached to and prevent the overt identification of students eligible for free and reduced-price school meals.
5. The school district will allow students access to handwashing or hand sanitizing before eating meals or snacks, and students should be encouraged to use such facilities.
6. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and make every effort to schedule meal periods during the school day.
7. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students eat during such activities.

B. School Food Service Program/Personnel

1. The school district will provide healthy and safe school meal programs that strictly comply with federal, state, and local statutes and regulations.
2. The school district shall designate the Food Service Director to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current U.S.D.A. Dietary Guidelines for Americans. The school board will appoint a School District Nutrition Advisory Committee to advise the Food Service Director with these responsibilities.
3. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Nutrition Education and Promotion

1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:
 - a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health.
 - b. role of health education classes as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and

c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.

2. The school district will encourage all students to make age-appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte (snack) lines, vending machines, fundraising events, and concession stands during the school day.
3. Schools will not use food or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individualized education plan or behavior intervention plan) and will not withhold food or beverages as punishment.

D. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television.
2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate.
3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

E. Communications with Parents

1. The school district recognizes that parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being.
2. The school district will support parent's efforts to provide a healthy diet and daily activity for their children.
3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.
4. The school district will provide information about physical education and other school-based physical activity opportunities. In addition, it will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. IMPLEMENTATION AND MONITORING

- A. After approval by the school board, the wellness policy will be implemented throughout the school district.
- B. School food service staff, at the school or district level, will ensure compliance within the school's food service areas and will report to the food service program administrator, the building principal, or the superintendent's designee, as appropriate.
- C. The school district's food service program administrator will provide an annual report to the superintendent setting forth the nutrition guidelines and procedures for selecting all foods made available on campus.
- D. The superintendent or designee will ensure compliance with the Wellness Policy.

Legal References

42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act of 1966)
P.L. 108-265 (2004) § 204 (Local Wellness Policy)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources

Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org

FOOD AND BEVERAGE GUIDELINES

1. Foods and beverages offered over the course of a school week should be nutrient-dense, including whole-grain products and fiber-rich fruits and vegetables to provide students with various choices to maintain a balanced diet.
2. Foods and beverages available during the school day should include various healthy choices that are of excellent quality, appealing to students, and served at the proper temperature.
3. Foods and beverages available during the school day should minimize trans and saturated fats, sodium, and sugar as defined by the Dietary Guidelines for Americans.
4. Food and beverage providers should offer modest portion sizes age-appropriate for elementary, middle, and high school students, respectively.
5. If a la carte foods are available, they should include various nutritious foods, such as fruits, vegetables, whole grains, and low-fat or nonfat dairy foods.
6. Nutrition information for products offered in snack bars, activity concessions stands, a la carte, vending, and school stores should be available, when possible. In addition, healthy food and beverage choices should be available at these locations.
7. Carbonated beverages should not be available to elementary, middle school, and high school students during the school day.
8. Beverage vending machines will be available to students as permitted by applicable state and federal laws regarding hours of operation. However, no carbonated beverages, regular or diet, will be sold out of any district vending machine. Teachers' lounges may be exempt from this requirement.

9. School sites will encourage healthy choices for snacks in the classroom, on field trips, and at school picnics and outings.
10. Classroom celebrations should encourage healthy choices and portion control.
11. Schools should encourage fundraisers that promote positive, healthy habits, such as the sale of non-food and nutritious food items and fundraising to support physical activity events.
12. Schools will discourage the use of foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.
13. Food brought into schools to be served to students must be commercially prepared food items during the school day.
14. No carbonated beverages will be allowed in classrooms during the regular school day.

NUTRITION EDUCATION GUIDELINES

1. School programs should ensure that students in pre-kindergarten through grade 12 receive nutrition education that provides the knowledge they need to adopt healthy lifestyles. Nutrition education should be well-integrated within a comprehensive school health education program and should include instruction that helps students learn more about the importance of various food groups; caloric, sugar, and fat intake; healthy cooking methods; the role of diet in preventing health problems; the recognition of the role media play in marketing and advertising foods and beverages; and the relationship of a balanced diet and regular exercise to a healthy lifestyle.
2. Nutrition concepts should be reinforced by all school personnel.
3. Nutrition education should include reinforcing the importance of physical activity and the health risks associated with a sedentary lifestyle.
4. Staff primarily responsible for nutrition education should be adequately trained and regularly participate in professional development activities to deliver quality nutrition education effectively.
5. School districts should provide educational information and encourage healthy eating and physical activity for families, both within and outside the home. In addition, family members should be a critical part of the team responsible for teaching children about health and nutrition.

PHYSICAL ACTIVITY AND EDUCATION GUIDELINES

1. Students from kindergarten through grade 10 will receive regular, age-appropriate physical education.
2. Physical education should be designed to build interest and proficiency skills, knowledge, and attitudes essential to a lifelong physically active lifestyle. It should include providing information, fostering a

positive atmosphere, encouraging self-discipline, developing motor skills, and promoting activities that can be carried out throughout students' lives.

3. The physical education curriculum should be coordinated with the health education curriculum.
4. Physical education should provide safe and satisfying physical activity for all students, including those with special needs.
5. Whenever possible, elementary schools should provide daily recess that encourages physical activity.
6. Schools should provide information to parents to help them promote and incorporate physical activity and healthy eating into their children's lives.

HAZING POLICY

I. PURPOSE

This policy aims to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the school district's educational goals and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or another district employee shall plan, direct, encourage aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or another district employee 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 or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for the action.
- F. The school district will investigate all complaints of hazing. It will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or another employee of the school district who is found to have violated this policy.

III. DEFINITION

- A. "Hazing" means doing something or making another student do something that creates a risk or harm to a student in order for the student to be initiated into or affiliated with a student organization. Hazing is a violation of school policy regardless of the time or place it occurs.

1. Any physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
2. Any 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 adversely affects the student's mental or physical health or safety.
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 student's mental or physical health or safety.
4. Any activity that intimidates or threatens the student with ostracism, which subjects the student to extreme mental stress, embarrassment, shame, or humiliation, adversely affects the student's mental health or dignity, or discourages the student from remaining in school.
5. Any activity that caused or required the student to perform a task involving a violation of state or federal law or school district policies or regulations.

HARASSMENT AND VIOLENCE POLICY

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from religious, racial, or sexual harassment and violence. The school district prohibits any form of religious, racial, or sexual harassment and violence.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to maintain a learning and working environment that is free from harassment and violence based on race, color, creed, religion, national origin, sex, age, marital status, family status, status with regard to public assistance, sexual orientation, or disability.
- B. A violation of this policy occurs when any pupil, parent, teacher, administrator, or other school personnel of the school district harasses a pupil, teacher, administrator, or other school personnel through conduct or communication based on race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regards to public assistance, sexual orientation, or disability as defined by this policy.
- C. A violation of this policy occurs when any pupil, parent, teacher, administrator, or other school personnel of the school district inflicts, threatens to inflict, or attempts to inflict violence upon any pupil, teacher, administrator or other school personnel or group of pupils, teachers, administrators, or other school personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to

discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who is found to have violated this policy.

Central Elementary School

Ready, Set, Thrive!



Staff Handbook

2026-2027

Commented [1]: Updated School Year & added new calendar on page 4

Enter District #108, and you will discover an energized, enthusiastic, and caring learning environment. This will be a place where lifelong learners are actively engaged in understanding, exploring, and creating a world of knowledge.

We will expand beyond the doors of our buildings into the community and world around us and be connected through resources, relationships, technology, and innovation. High standards and quality will be the norm, and success will be a reality for all.

Listen to the voices of our community, and you will hear a sense of pride, affirmation, encouragement, and support. There will be a strong spirit of collaboration and togetherness.

District #108 will be a community alive with the excitement of learning. People will be united in the memory of rich history, the pride of present celebrations, and the hopes and dreams of the future.

PHILOSOPHY AND GOALS OF CENTRAL ELEMENTARY SCHOOL

To expand the School District's Mission Statement, the Central teaching staff is committed to providing students with a quality education. In this effort, all teachers agree:

- A. Effort and attention will be given to the basic skills.
- B. Educational programs and instructional activities must be tailored individually to fit the student's needs.
- C. The goals of self-concept development and a feeling of self-worth are of utmost importance.
- D. Learning should be an enjoyable experience, and school should be a satisfying experience for the learner.

Quality education can be achieved by realizing that individual students learn differently and by teachers teaching to those different learning styles. The staff has set goals to assist each child in developing their maximum intellectual, physical, social, and emotional potential.

- thinking/problem-solving skills
- communication skills
- physical skills
- emotional well-being
- social skills
- computational skills
- organizational/study skills
- understanding and appreciation of the fine arts

Central Public School Staff Listing

District Superintendent

Tim Schochenmaier	952-467-7001	tschochenmaier@isd108.org
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Elementary School

Ron Erpenbach, Principal	952-467-7301	rerpenbach@isd108.org
Janet Sykes, Administrative Assistant	952-467-7302	jsykes@isd108.org

Secondary School

Rich Larson, Principal	952-467-7101	rlarson@isd108.org
Serenity Cox, Administrative Assistant	952-467-7102	scox@isd108.org

Special Education Director

Becca Braun	952-467-7119	bbraun@isd108.org
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Curriculum Leader

Andrea Kolstad	952-467-7310	akolstad@isd108.org
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Health Office

Jackie Sorensen, RN, District Nurse	952-467-7306	jsorensen@isd108.org
Cindy Schmidt, Health Office Assistant	952-467-7110	cschmidt@isd108.org

Commented [2]: Updated with new nurse

Community Ed

Brooke Raether, Administrative Assistant	952-467-7390	braether@isd108.org
Reid Stacken, Facility Specialist	952-467-7390	rstacken@isd108.org
Phil Hendrycks, Kids Co Coordinator	952-467-7395	phendrycks@isd108.org

District Office

Amy Groschen, Finance Coordinator	952-467-7004	agroschen@isd108.org
Lynn Peterson, Payroll	952-467-7007	lpetersen@isd108.org
Steve Anderson, Director of Technology	952-467-7070	sanderson@isd108.org

Food Service Director

Chantelle Eshleman	952-467-7147	ceshleman@isd108.org
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Facilities Manager

Cody Anderson	952-467-7008	canderson@isd108.org
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For other Central Public School staff members, please refer to the [staff list](#) on the [district website](#).

2026-27 CALENDAR

JULY 2026						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
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AUGUST 2026						
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30	31					

SEPTEMBER 2026						
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OCTOBER 2026						
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NOVEMBER 2026						
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29	30					

DECEMBER 2026						
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27	28	29	30	31		

JANUARY 2027						
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31						

FEBRUARY 2027						
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28						

MARCH 2027						
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APRIL 2027						
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MAY 2027						
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30	31					

JUNE 2027						
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20	21	22	23	24	25	26
27	28	29	30			

- No School
- Early Release
- Conferences
- No School; Staff Dev.
- Staff Work Day

AUG. 27
New Teacher Workshop

AUG. 31-SEPT. 3
Teacher Workshop

SEPT. 2
Open House 6-12

SEPT. 2-3
Transition Day E-5
(Conferences and open house individualized by appointment)

SEPT. 7
No School
(Labor Day)

SEPT. 8
Transition Day for Grades 6 & 9; Bus provided

SEPT. 9
K-12 First Day of School

SEPT. 14
Pre-K First Day of School

OCT. 15-16
No School
(Fall Recess)

NOV. 6
End of 1st Qtr; Early Release

NOV. 9
No School; Staff Dev.

NOV. 9 & 12
Secondary Conferences

NOV. 10 & 12
Elementary Conferences

NOV. 25-27
No School
(Thanksgiving Break); Teacher Comp.

DEC. 24-JAN. 3
No School
(Winter Break)

JAN. 4
School Resumes

JAN. 18
No School; Staff Dev.

JAN. 22
End of 2nd Qtr; Early Release

FEB. 15
No School; Staff Dev.

MARCH 8 & 11
Secondary Conferences

MARCH 11 & 16
Elementary Conferences

MARCH 19
End of 3rd Qtr; Early Release

MARCH 22-26
No School
(Spring Break)

MARCH 29
No School

APRIL 23
No School

MAY 28
Last Day of School; Half Day (students released after lunch); Graduation

SNOW DAY PROCEDURE

On the first snow/cold weather day, class will be cancelled and the following 5 snow/cold weather days will be "e-learning days"



ATTENDANCE LINES

Elementary: 952-467-7304 | Secondary: 952-467-7104

Duties and Responsibilities for Central Elementary School Teachers

It is recognized that a professional educator needs a degree of latitude to utilize his/her skills and talents for the welfare of the students and the community. However, some conformity is needed to facilitate the total program. The following statements are minimal standards and expectations of job performance for all certified staff at Central Elementary School.

1. Faculty members are to become knowledgeable of school policy written in student, faculty, and District #108 policy guidelines and observe these policies in the school's day-to-day operations.
2. **The basic workday shall be from 7:30 a.m. to 3:30 p.m.** Teachers are to be at their assigned duty stations unless other arrangements have been approved or meetings have been scheduled. Teachers are entitled to preparation time and a lunch period during this workday.
3. Faculty members shall remain in the building throughout the contracted school day, including the preparation period, unless a building principal grants permission. Those teachers leaving the building during the contracted day or before 3:30 p.m. shall sign out in the office. This is necessary because of phone calls, messages, or other reasons which may arise.
4. General building supervision is the responsibility of all staff members. Inappropriate student conduct should be dealt with on location. If needed, request assistance from the office.
5. Attendance is required at all faculty meetings. Activities should be scheduled so as not to interfere with staff meetings. **Faculty meetings will be held on the third Friday of the month at 7:30 a.m. unless otherwise noted.**
6. Professional Learning Community Groups (PLC's) will meet weekly on Wednesday mornings, beginning at 7:00 a.m., in your assigned PLC leader's classroom.
7. Each teacher is expected to be a participant on a school-level committee. Any decisions made at these committee meetings shall be communicated promptly to the building principal.
8. Faculty members should keep abreast of modern educational practices and procedures by reading current literature and attending meetings.
9. The public should be informed of curricular and extracurricular programs. Each staff member is encouraged to arrange press releases and assist with interpreting school programs to the public. Newsworthy items should be sent to communications@isd108.org for inclusion on our social media sites.
10. Teachers absent due to meetings, illness, and other causes are responsible for planning class activities during their absence. The substitute must have plans that enable him/her to carry on the class's work.

DUTY HOURS / BUILDING HOURS: The teaching day is an 8-hour day starting at 7:30 and ending at 3:30. During the teacher day, each teacher has a 30-minute duty-free lunch. When teachers attend evening activities (special programs, conferences, etc.), they may leave the building after the buses. Teachers who coach secondary programs may arrive at the high school building 5 minutes after dismissal. If it becomes necessary for staff members to leave the building during duty hours, the office must be notified for approval and time of return.

LEGAL RESPONSIBILITIES OF A TEACHER: Teachers must realize they are legally responsible for the students assigned to them during the day. Teachers should be in their classrooms at the start of each class and should be supervising their students.

SUPERVISION: All elementary students must be well supervised. If, for any reason, the classroom teacher must leave the room, please inform the teacher next door or across the hall from you. ***Students must be supervised by staff to music, phy. ed., media, STEAM, and lunch. They must also be escorted to the buses at the end of the day.*** Unsupervised students have caused many lawsuits.

HALL SUPERVISION: All teachers have the following responsibilities:

1. Prevent bad practices, such as running, fighting, and throwing objects.
2. Keep noise levels appropriate in the commons area during milk break, and respect the rights of others in the class.
3. Assume responsibility for discipline in the corridors. It is essential that while classes/grade levels are passing, teachers supervise the corridors.
4. Encourage and instruct students to keep to the right in all corridors.

PARENTS / VISITORS: Any non-staff person visiting the building must wear a "visitor" badge. If you observe someone in the building not wearing a "visitor" badge, please direct them to the office to sign in and pick up a visitor's badge.

INTERRUPTIONS OF SCHOOL DAY: Interruptions during the school day shall be minimized. Announcements will be made before the school day begins or will be limited to an emergency. Phone calls to teachers shall be put through only if special circumstances warrant. Mailboxes, voicemail, and e-mail should be checked regularly.

SALUTATIONS: All teachers must be at the door or in your room by 8:05 a.m. It is an opportunity to start the day off with a cheery "Good Morning", a bit of friendly social interaction.

THE PLEDGE OF ALLEGIANCE: The Pledge of Allegiance will be recited each morning as a part of the morning announcements. Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. MN Statute 121A.11

BREAKFAST: Breakfast is provided free to all students. Kindergarten & 1st grades are serviced breakfast in their classrooms while 2nd-5th grades pick up their breakfast in the cafeteria to eat in their classroom.

CLASSROOM TREATS: Due to health concerns and policies, the district asks that only food items that are commercially prepared and packaged be brought to school (no homemade goodies!) In addition, ***treats containing peanut oil, peanut butter, or nuts are not allowed*** due to students' allergies. Candy or gum is limited to rewards or birthdays and must be kept in the classrooms.

SNACK BREAK: For Kindergarten-3rd grades snack time should be taken between 9:00 – 9:45 a.m.

LUNCH & SNACK BREAK: At the beginning of the day, students select one of the two choices of lunch for the day. This information is entered into Infinite Campus by 9:00 a.m. each morning. If teachers plan to eat school lunch, they should include this in their daily lunch count. Adult lunch cost is \$5.00. Money is deposited into a student's account via our [Payment Portal](#) for food related purchases. Once in the payment portal, parents need to select "Lunch Account" to deposit funds for breakfast & lunch (ala carte & extra items, etc.) and select "Child Nutrition" for our snack program. If it is necessary to send in money or a check directly to the school for meals (not accepted for snack program), we ask that money be placed in a sealed envelope with the student's name and grade printed on the front and sent to the elementary office or to the kitchen. Checks should be made payable to *Central Public Schools*. **NOTE: *Snack options can ONLY be paid through the payment portal (we cannot accept cash or check for snacks).**

RECESS: Students play outside before school from 7:45-8:05 a.m. and at noontime. Recess will be held outdoors unless it is raining or the temperature is too cold (wind chill below zero). All children will play outdoors unless they bring a note. In cold weather, be sure children are appropriately dressed (boots, mittens, scarves, caps, warm jackets, etc.).

NOON SUPERVISION: On days when the weather does not permit students to be outside for the noon hour break due to rain, snow, below-zero temperatures, etc., a paraprofessional will supervise students in the atrium.

GYMNASIUM: Students in grades K-5 must wear gym shoes when playing in the gym. No student must be kept from physical education, STEAM or music to do classroom work or for disciplinary reasons.

LEAVING SCHOOL AT END OF DAY: All teachers are asked to assist the custodians by placing chairs on the desks or tables at the end of the last class period. The students should pick up all articles, including pieces of paper. Teachers are responsible for leaving the classroom in an orderly fashion. When leaving the building, be sure the door locks behind you!

CLASSROOMS:

The general appearance of the classroom is the teacher's responsibility.

1. Please do not allow students to sit on the backs and tops of desks and tables. Do not allow students to lean against walls. Keep student chairs away from the walls to help prevent the marking of walls.
2. Desks and tabletops should be kept free of drawings and writing unless instructed by the classroom teacher. Please check them frequently and do whatever is necessary to keep them clean. Students should be reported to the principal's office immediately if they vandalize the school or others' property.
3. While we encourage grouping and re-arranging seating occasionally to facilitate learning, students must understand that school property needs to be treated with care. If desks and tables are moved, please do it quietly and safely. If you share a room, consider the other teacher's needs.
4. Room decorations related to courses you teach or other themes add a lot to the classroom atmosphere. Be careful not to create distractions.
5. For those with tables in the classroom, have students put chairs up at the end of the day to facilitate cleaning the room.
6. Rooms are to be kept neat and orderly. This is the responsibility of the classroom teacher.

Please notify a custodian or maintenance person if there are specific problems regarding your classroom's appearance or condition. Report damage, burned-out lights, broken furniture, etc., as soon as possible.

SCHOOL GROUNDS: Teachers should remind students that Central Elementary is their school. Therefore, they should help to keep it clean and take pride in its appearance. Once a student arrives at school in the morning, he/she is not to leave the school grounds during the day unless prior approval has been received from the office.

BUILDING KEYS: Keys are the property of the School District and are to be returned to the principal upon request. ***Under no circumstances are duplicate keys to be made.*** Staff is not to loan out keys to students or persons not associated with the school. Teachers will also be assigned a key card to enter the building outside school hours.

COPY MACHINES: All staff should limit copying to the minimum number of copies required and make sure to pick up copies you made to minimize paper waste. Due to limited help, the office will not be doing copy work for the classrooms. Keep the paper shelves neat and remove any colored paper you used for copies from the machine when you are finished.

USE OF STUDENT SUPERVISION AIDE: The paraprofessionals may sometimes be able to assist in the duplication or preparation of materials. However, the student's needs are the para's priority.

ART CLOSET: Please plan and get your supplies at the beginning or end of each day. Do not send students to pick up or return art room supplies. Please let the administrative assistant know if you see that we need more supplies. Take only the art supplies you need for the project you will be working on. Keep the art closet clean & organized returning items to the shelves.

LESSON PLANS: Lesson plans should be completed and available should the principal request to see them by 8:00 a.m. Monday for the upcoming week so that they are available if a substitute is needed.

SUBSTITUTE FOLDERS: A substitute folder should be kept on top of every teacher's desk and should include the following information:

- ☐ Location of Teacher Materials
- ☐ Seating Chart

☐ Daily Schedule

☐ Classroom Rules

Materials for teaching the lesson should be organized and visible (or write down where necessary materials are located).

REQUESTING LEAVE/ABSENCE PROCEDURES: Teachers who know they will not be at school should inform the administrative assistant as soon as possible. This will help ensure a substitute teacher can be obtained for the absence.

TEACHER ABSENCE: If a teacher becomes ill or has a family emergency before or after normal school hours, **enter the absence into Frontline and call or text Ron at 612-718-0755.** Teacher absences are calculated in *half-day (am or pm)* or *whole-day* increments. Teachers are not to make their sub arrangements unless asked to do so.

To ensure a successful day in the classroom, the regular teacher should:

1. Make sure the Substitute Folder is readily available.
2. The Daily Lesson Plan Book details the lesson plan and is accessible on the teacher's desk.
3. Seating charts, schedules of students receiving special services, evacuation of building maps, and general classroom discipline rules should be posted so that substitute teachers can locate this information quickly.
4. Students should be informed of the teacher's expectations for their behavior and assistance when a substitute is teaching.
5. Problems with a particular substitute or student (when the teacher is absent) should be reported to the principal.
6. The principal should also approve all business, workshop, and professional leave requests before being sent to the superintendent for approval.

COMMUNICATIONS (Handouts, Mailings, Emails, and Phone Calls): Any materials, letters, notices, etc. given out to students or mailed to parents are a direct reflection, good or bad, on the school and the person sending or handing out the material. Be sure such items are professional in appearance and content. Any major handouts or mailings should be copied to the principal before distribution because inquiries about them are often directed there.

TESTING: Fast assessment is given to students four times yearly for grades 2-5. 1st grade takes the test 3 times. The BAS assessment will be given three times per year. The MCA tests are given to students in grades 3, 4 & 5 during April.

REPORT CARDS/PROGRESS REPORTS: Reports cards will be available online for parents at the end of each quarter. If a student's work indicates a need for immediate improvement at any time, a letter or conference with the parent(s) or guardian(s) is encouraged.

FIELD TRIPS: Field trips, like other aids, must be part of the planning. They must make a direct contribution toward achievement. The trip must be planned in detail sometime in advance. Email request for bus to the transportation supervisor five (5) days before the planned field trip. Parents' permission must be obtained for each child to participate. Teachers will provide permission slips.

Please keep the following in mind when planning a field trip for your class:

- Staff members must provide a viable alternative learning experience for those students not going on a field trip.
- Money for trips is limited. Some costs, including substitutes, transportation, and fees, must be deferred to the students.

CLASSROOM MOVIES - Teachers utilize movies in their classrooms to support and supplement their instruction. No "PG 13" or "R" rated films are acceptable.

A parent or student may request that the student be excused from viewing any movie. The student's grade will not be affected in any way, and the teacher shall ensure that the student will not be embarrassed or discriminated against because they choose not to view a film.

STUDENT FILES: The student's cumulative record files are in the office workroom. Please sign the file out using the sign-out sheet on top of the file cabinet before viewing a student's file.

STUDENT RECORD INFORMATION: The school district recognizes its responsibility concerning the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes. Student records contain the following information:

- ☐ Student Name
- ☐ Address

- ☐ Date of Birth
- ☐ Telephone Number
- ☐ Attendance
- ☐ Identifying information on a student's religion, race, color, or nationality is omitted.
- ☐ The information listed above shall be public information the school district may disclose from a student's educational records.
- ☐ Should the parent or student desire any or all of the listed information will not be disclosed without the parent's prior written consent except to school officials as provided under federal law.
- ☐ In order to make any or all of the directory information listed above "private" (i.e., subject to consent prior to disclosure), the parent must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice. This written request must include the following information:
 - 1) Name of Student
 - 2) Home Address
 - 3) Parent's legal relationship to the student
 - 4) Specific directory information which is not to be made public without parent's prior written consent.

STUDENT ATTENDANCE:

The following criteria will calculate student attendance for state records:

1. Half days for attendance or absence
2. Students will be considered absent if they are not present by 9:00 a.m. or if they leave school before 2:00 p.m.

Classroom teachers will complete attendance for the morning and turn lunch count slips in by 9:00 a.m. Opening classroom procedures should include the following: 1) taking of attendance, 2) taking of lunch count and 3) reciting the Pledge of Allegiance.

All students who arrive to school at 8:15 am or later must check in at the front office upon arrival. Students with permission to leave school early should present a written note to the teacher and inform the office.

STUDENT DRESS: We ask that students dress appropriately taking into account the weather and school program. Rain or snow gear (boots/caps/mittens) should be worn to maintain good health when inclement weather. Students will be allowed to wear shorts in the spring, with parents deciding when it is appropriate. In addition, shirts and caps with inappropriate language or logos are not allowed in school or at school events. Students are not allowed to wear caps inside the building. They should be removed when the student enters the building. When the weather is inclement, students stay inside the building. To encourage wise decision-making in chemical use by students, it is not appropriate to wear clothing promoting alcohol, tobacco, or other chemicals. Students wearing such clothing will be asked to change or sent home.

STUDENTS' PERSONAL PROPERTY AT SCHOOL - The Board of Education recognizes that from time to time, students will bring various personal belongings to school. However, students are discouraged from bringing valuable or excessive personal property from home. This includes electronic games, toys, cell phones, etc. These items may be disruptive both on the bus and in the building. There is no provision to ensure the safety of them.

This school district's policy is that students shall be responsible for their personal property. Neither the school district nor its employees shall be responsible for ensuring the security of a student's personal property.

We discourage the use of cell phones at school. However, if a student brings a cell phone to school, s/he is not to use the phone during school day hours (8:05 a.m. – 2:45 p.m.). The phone will be kept in the student's locker and turned off.

Central Elementary students cannot buy, sell, or trade items on the school bus or property.

LEAVING THE SCHOOL GROUNDS: No student shall leave the school premises unless they are under the parents' jurisdiction or have a parent permission slip to see a doctor, dentist, etc.

STUDENT BEHAVIORS: Classroom rules should be set by the teacher and the students. They should then be posted in the classroom. Parents should receive information about such rules. The office should be notified before sending a student to the nurse or the principal's office. A brief note stating the time and reason the child has been sent should accompany the student.

DISCIPLINE: Teachers are required to have a written discipline plan, a summary of which should be posted in the classroom during the first week of school. Policies that apply to your room (in addition to general school policies) should be carefully explained to your students. Setting rules, informing students of those rules and the consequences, and administering them equitably will provide a solid basis for classroom control.

Good discipline is a behavior control method that produces constructive learning outcomes. The school must help the student learn how to manage his/her behavior so that it does not interfere with other students' learning opportunities or create unnecessary interference with essential school regulations.

1. The following 1989 legislation prohibits Corporal Punishment:
BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA: Section 1. [127.45]
[CORPORAL PUNISHMENT PROHIBITED.] SUBDIVISION 1. [DEFINITION].
For the section, "corporal punishment" means conduct involving:
(1.) hitting or spanking a person with or without an object; or
(2.) unreasonable physical force that causes bodily harm or substantial emotional harm.

SUBD.2. [PROHIBITION.] An employee or agent of a public school district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.
2. When physical restraint is necessary, parents will be notified of the occurrence.
3. Good discipline is proactive and positive rather than reactive and negative. It consists of keeping students interested and busy doing something constructive rather than punishing them for doing anti-social things.

CODE OF CONDUCT: Unacceptable student behavior will be subject to disciplinary action in accordance with District Policy. The Student Discipline Policy applies to all school buildings, school grounds, school property, school-sponsored activities or trips, school bus stops, school buses, school vehicles, or any other vehicles approved for school district purposes. Student discipline is applied to any student conduct at any time or place when it interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

DISCIPLINARY ACTION: Disciplinary action for the unacceptable behavior described in this policy may include, but is not limited to:

1. Meeting with the teacher, counselor, or principal;
2. Detention or restriction or loss of privileges;
3. Parent contact;
4. Parent conference;
5. Modified school programs;
6. Removal from class;
7. Suspension;
8. Exclusion;
9. Expulsion.

A teacher, school employee, bus driver, or another district agent may use reasonable force in compliance with MN Statutes 121A.582, other laws, and District Policy.

REMOVAL FROM CLASS: Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, consequences, or contacting the student's parents. "Removal from class" is the short-term exclusion of a student from class during which the school retains custody of the student. A staff member shall escort students removed from class to the office. The removed student shall be accompanied by a staff member and seated in the office until the principal or their designee conferences with the student.

The principal or designee shall conference with the teacher and may request a written report regarding the removal of the student. The removal from class may be imposed without an informal administrative conference where it appears the student has created an immediate and substantial disruption to themselves or persons or property around them. The length of time of the removal from class shall be at the principal's discretion. Students shall be returned to class upon completion of the terms of the removal

established at an informal administrative conference. These terms may include but are not limited to parent contact, parent conference, disciplinary action, and a readmission plan.

The principal or designee will determine if a referral to special education services for assessments or if a review of the current Individual Education Plan of a disabled student is needed. Removing a student from class shall be at the principal's discretion.

THE ROLE OF THE PRINCIPAL IN DISCIPLINE PROBLEMS:

1. The principal is here to help you; please use the office only as necessary. The repeated use of the office to manage behaviors has diminishing results if used too often.
2. If you are having disciplinary problems with a student, discuss them frequently with the principal.
3. Always inform the principal before sending the student to them.

ELECTRONIC INFORMATION AND ACCEPTABLE USE: Other communications will be handled through the e-mail system besides daily announcements and grades. Read emails regularly. If emergencies arise, proper notification to teachers will be made. Long-distance calls will need to be made in the office. Personal long-distance calls will be billed back to the caller.

Staff members monitor their computers, including email, internet, and material saved under their domain. Inappropriate materials downloaded or found on District equipment will yield an administrative investigation and may result in disciplinary action as followed by Board policy. Staff members are instructed to delete inappropriate emails received immediately and not to save them on District equipment. If a staff member finds inappropriate material/website pop-ups on their computer, they are to report it immediately to administration to be considered held harmless.

STAFF DRESS: All staff should dress professionally. With our consistent interaction with parents and community members, our external appearance must represent the effort and passion we put into our students. It is important to remember that our students deserve our best, including how we dress.

POLICY ON FUNDRAISING

1. All fundraising activities **must** be coordinated through the building principals.
2. Duplications should be avoided, and fundraisers should be spaced out throughout the school year so as not to all fall between November and December.
3. Students raise funds for their group or club and **NOT** for their accounts.
4. The advisor is ultimately responsible for fundraising and collecting and accounting monies. These monies should be turned in to the District Office after the event or campaign as soon as possible.

FIRE, LOCKDOWN, AND SEVERE WEATHER DRILLS: The state law requires that schools have five fire drills, five lockdown drills, and at least one severe weather drill during the school year. Fire drills will be held more often in the spring and fall, so fewer drills may be held in cold weather.

Teachers are responsible for explaining the regulations of these drills to each of their classes and the procedure that will govern in case of a drill or an emergency. Please refer to the District 108 Crisis Plan Manual for details concerning these issues.

The following regulations will be used:

1. Teachers will know and inform their classes of evacuation or lockdown procedures.
2. Teachers will lead their students to the exit (fire and severe weather).
3. Teachers must always bring their emergency folders when leaving the building. This should contain a list of students in the teacher's advisory, which can be used to take roll later.
4. Movement will be by brisk step, but no running.
5. The outside exit doors will be held open by the first student reaching the area and closed when all have exited (fire only).
6. Each teacher should be able to account for all students under their supervision.
7. Do not reenter the building while the alarm is sounding – wait until "all clear" is notified by the administration.
8. Fire drills and Severe Weather procedures must be posted in each classroom. The Lockdown procedure must be identified but specific code words to end a lockdown must remain confidential. The specifics for these drills are found in the Emergency Action Plan.

MANDATED REPORTING:

Who is mandated to report suspected child abuse and neglect?

- Doctors, nurses, mental health workers, nursing home employees, dentists, and other health care professionals
- Social Workers, Foster Care Providers, Group Home Staff, and Child Mentors
- Educators and Other School Staff
- Child Care Workers – both home and daycare centers
- Law Enforcement Officers
- Guardians ad Litem
- Probation and correctional services

Minnesota Statute 626.556 Requires mandated reporters to report when they have reason to believe:

1. A child is being abused or neglected, and
2. A child has been abused or neglected in the previous three (3) years

Minnesota Statute 626.556 also -

- Protects reporters who report child abuse in good faith from civil liability (626.556 subd. 4)
- States that mandated reporters who fail to report can be found guilty of a misdemeanor (626.556 subd. 6)
- States that the legal responsibility for reporting child abuse and neglect remains with the person initially aware of the allegation. It is not and cannot be passed on to others (supervisors, etc.)

Questions you will be asked –

- The alleged victim's location and safety
- Name and address of the family or facility
- About the alleged victim's condition or injuries
- If there are any witnesses and their information
- Date and time of the alleged incident
- Birthdates and other identifying information
- Your name, address, phone number, and relationship to the child

When should you make a report?

If you know or have reason to believe a child has been abused or neglected in the previous three (3) years:

1. Make a verbal report immediately or as soon as possible (within 24 hours).
2. Follow up with a written report within 72 hours.
3. When in doubt, make the report!!

Carver County Community Social Services Child Protection Intake
952-361-1600

MEDICATION DISPENSING POLICY: Parents are encouraged to arrange the administration of medication (prescription or over-the-counter drugs) to their children during non-school hours. This is especially important because a nurse is not always on duty at Central Elementary School. If a child must be given medication at school, the following procedure will be used:

- A. All medication must be in the original container that it was purchased in and be labeled. This includes cough drops.
- B. Labeling of Medicine
 1. Prescription drugs must include the patient's name, address, and telephone number of the issuing pharmacy; the prescribing physician's name; directions for use; and the name and manufacturer of the drug.
 2. Over-the-counter drugs must be in the original container and attached to it with the patient's name and directions for use. Due to its association with Reye's Syndrome, aspirin will not be dispensed as an analgesic at school.
- C. All medications must be accompanied by a permission message signed by a parent or guardian and a doctor's signed prescription.
- D. Medications will be kept in the health office in a locked cabinet and dispensed by the school nurse or health aide. This procedure complies with Minnesota Statutes 123.35 & 126.202. Ritalin, Dexedrine, and other controlled drugs will be counted by the nurse or health aide when the prescriptions are received.
- E. Students whose temperature is 100 degrees or higher will be sent home regardless of the medication sent with the child.

Your help and cooperation are needed to ensure the safest possible situation regarding medication administration to students at Central Elementary Schools. If there are any questions or concerns about this procedure, please contact the principal.

DISTRICT EMPLOYMENT: Applies to all aspects of the District's employment programs, including but not limited to recruitment, advertising, the process of applying for employment, promotion, granting of tenure, termination, layoffs, wages, job

assignments, leaves of absence of all types, fringe benefits, training programs, employer-sponsored programs, including social or recreational programs and any other term, condition or privilege of employment. Expressly, the following personnel employment practices are prohibited.

- a) **Recruitment:** Recruitment of employees from entities which furnish as applicants only or predominantly members of one sex, if such action has the effect of discriminating based on sex;
- b) **Compensation:** Establishment of rates of pay based on sex;
- c) **Job Classification:** Classification of jobs as being for males or females;
- d) **Fringe Benefits:** Provision of fringe benefits based on sex; all fringe benefit plans must treat males and females equally;
- e) **Marital and Parental Status:** Any action based on marital or parental status; pregnancies are considered temporary disabilities for all job-related purposes and shall be accorded the same treatment by the District as all other temporary disabilities.
- f) **Employment Advertising:** Any expression of preference, limitation, or specification based on sex, unless sex is a BONA-FIDE occupational qualification for the particular job.
- g) **Physical or Verbal Harassment:** The District and its employees will maintain a working atmosphere free of discrimination, insinuation, intimidation, and all forms of employee sexual harassment, verbal or physical.

SMOKE/TOBACCO-FREE ENVIRONMENT:

The 1992 Legislature enacted M.S. 144.4165, Sec. 3, prohibiting tobacco products in public schools. The language specifies that,

"No person shall at any time smoke or use any other tobacco product in a public school, as defined in section 120.05, subdivision 2. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles a school district owns, leases, rents, contracts for, or controls. This prohibition does not apply to a technical college." Any person who violates M.S. 144.4165 is guilty of a petty misdemeanor.

HARASSMENT AND VIOLENCE POLICY: School District #108 is committed to providing everyone a safe, positive learning and working environment. The school district's policy is to maintain a learning and working environment free of religious, racial, or sexual harassment and violence. Please see the Student Handbook for further detail regarding this policy.

Kids Company Family Handbook



Care Coordinator: Phil Hendrycks

Community Ed. 952-467-7391
Phil Hendrycks 952-467-7395

Dear Parents,

The District #108 Community Education staff would like to take this opportunity to welcome you and your family to our Kids Company child care program. This family handbook outlines the Kids Company programs policies and procedures. Please know that Kids Company reserves the right to amend its policies and procedures at any time. Program staff will update the Kids Company Handbook in a timely manner in the case of any policy and/or procedure changes.

MISSION

Kids Company's mission is to create a relaxed, trusting atmosphere where children are encouraged to pursue their own interests, develop friendships, grow in independence, and show respect for themselves and others. Kids CO provides support to families by offering a safe, nurturing, and enriching environment for children during regular school hours or when school is not in session.

CHILDREN SERVED

Kids' Company serves elementary students from preschool through fifth grade. We accept children with special needs (physical, emotional, or mental disabilities) as long as the staff is able to provide adequately for the child. The Kids' Company Coordinator will meet with the Special Education staff to determine program modifications and any evaluations that need to be made. *Students needing full time management aides will be evaluated on an individual basis.* Kids' Company does not discriminate on the basis of race, creed, or national origin in our enrollment policies.

REGISTRATION

To register, please go to isd108.ce.eleyo.com. When registering, you will fill out a child care contract for your child and pay the designated registration fee. Registration fees are non-refundable and due at the time your contract is accepted. In order for your registration to be processed, you must complete the following:

- *Completed online account/contact including emergency contact information, authorized pick-ups, allergies, medication
- *Non-refundable registration fee
- *A valid and frequently checked email address

HOW TO MAKE A PAYMENT

Your family will be billed bi-weekly via email. Payments can be made online at (isd108.ce.eleyo.com/). Please make your payment within 5 days.

LATE PAYMENT

If your payment is not received within 5 days after the billing has been emailed, a \$10.00 late fee will be applied.

HOURS

Kids' Company opens at 6 a.m. and close at 5:30 p.m.

SICK/ABSENT DAYS

If your child is going to be absent from Kids' Company for the day, please go online isd108.ce.eleyo.com/ to make changes to your childcare calendar as well as sending an email to phendrycks@isd108.org. You must also contact the elementary office if your child is absent (952-467-7300).

SCHOOL CLOSINGS

School Closed for the Day: Program Closed

School Delayed: Program will open two hours late

Early School Closing: Program will close two hours following school closing time

School Delayed and then Closed: When the decision to close school is made, parents/guardians will receive a call stating that Kids Company students must be picked up within two hours of notification

DROP OFF/PICK UP POLICIES

When arriving at Kids' Company or Extended we ask that parents walk their child into the school. We also ask that an email or phone call if a child is being picked up by someone outside of the immediate family or authorized persons. Kids' Company closes at 5:30 p.m. Any person arriving after 5:30 p.m. must pay a fine of \$1.00 per minute. Kids' Company opens at 6:00 a.m. Children may not be dropped off before 6:00 a.m.

SIGN IN/OUT TABLE

Families will enter the elementary through the Community Ed entrance. Families will use the iPad located in the entrance to sign in/out and then use the walkie talkie to call for their child or announced that they have arrived. A staff member will acknowledge you and send your child to you when picking up. If dropping off, a staff member will radio you on their location and your child will walk down to that space. Kids Co staff are unable to release children to walk or ride a bike home.

AUTHORIZED PICK-UPS

Kids Co will not release children to anyone who is not listed as an authorized pick up on your child's eleyo account you created. If someone is not on the authorized pick up list, please email or call the Child Care Coordinator.

COURT ORDERS

Kids Co is obligated to release children to either parent unless otherwise informed by a court order. When registering families must indicate if there is a court order in place and provide a copy to the Child Care Coordinator. Program staff will follow the custody arrangements outlined in the court order provided.

PROGRAM DISMISSAL

Expulsion from the Kids' Company program required if:

1. Parent/guardian refusal to follow Kids CO policies and procedures
2. Child's inability to adapt to Kids Co rules
3. Non-payment of Kids Co fees/charges

ILLNESS

If your child appears to be ill while at Kids Co, we will take their temperature to determine the next steps. If your child has a temperature of 100 degrees or above, staff will contact the parent so the child can be picked up. If a parent can not be reached, staff will then contact those provided on the emergency contact list provided by the parent. A child should not attend Kids Co with any of the following symptoms:

- *Fever of 100 degrees or higher before fever reducing medication is administered. The child cannot return to Kids CO until they are symptom free without medication for 24 hours.
- *Vomiting or diarrhea. The child cannot return to Kids Co until they are symptom free for 24 hours.
- *AN undiagnosed rash that is associated with a fever or behavior change.
- *Any contagious condition. A child may not return to Kids CO until they have been on antibiotics for 24 hours or a doctor's note has been received stating they are no longer contagious.
- *Lice. The child cannot return to Kids Co until treatment has been administered and there are no live nits.

FIRST AID

Kids Co staff are certified in First Aid & CPR. IN the case of any injury, basic first aid will be administered. Any time first aid is administered parents will receive an email or phone call about the injury. If serious injury occurs that requires advanced medical attention, 911 will be called immediately. Children will be taken to the nearest hospital if deemed necessary by EMT's and parents will be notified as quickly as possible. Expenses incurred will be the responsibility of the family.

MEALS & SNACKS

BREAKFAST

During the school year, children have the option of a school breakfast daily at 7:30 a.m. through Food Service. During the summer, breakfast must be provided from home.

SNACKS

School year and summer snacks is provided by families. Two snacks are needed daily for the summer.

LUNCH

During the school year, preschool child care has the option to choose a school lunch or bring a lunch from home. During the summer, Kids Co families will bring a lunch and snacks from home.

LOCATION

Both school year and summer Kids Company take place at the elementary school.

BEHAVIOR EXPECTATIONS

When working with children, we are often faced with the task of managing behaviors in a group setting. We have developed a list of rules and guidelines that we ask to be followed by children attending the Kids' Company program.

EXPECTATIONS

Kids Co abides by the behavior policies established by Dist. 108 Central Schools. Families can request the complete Dist. 108 behavioral policy plan. The basic expectations for students to remember are:

- We respect ourselves, others, and property.
- We behave in a safe and orderly way.
- We act as responsible citizens
- We will follow directions and respect the staff members.

UNACCEPTABLE EXPECTATIONS

- Any violation of District Policy
- Minor and major violations of the above expectations
- Examples of unacceptable behaviors:
 - *Fighting which is verbally abusive or physically aggressive
 - *Destruction of property.
 - *Leaving the group without staff approval
 - *Hitting/spitting, throwing objects
 - *Disrespectful/inappropriate language

CONSEQUENCES

The Kids Co staff may initiate any or all of the following actions:

- Loss of Kids Co privileges/activities
- Meeting with the Kids Co staff and Child Care Coordinator to discuss inappropriate behavior
- Parent notification
- Temporary removal from the Kids Co program
- Permanent removal from the Kids Co program

REWARDS FOR POSITIVE BEHAVIOR

Verbal encouragement
Certificates of Achievement
Special Privileges
Prizes

SUMMER KIDS CO

LOCATION

Summer Kids Co is based at the elementary school and utilizes classrooms for our groups.

CALENDAR

A summer care calendar will be emailed out to registered families with the start and end date, holiday closed dates as well as upcoming field trips.

REGISTRATION

To register, please go to isd108.ce.eleyo.com. When registering, you will fill out a child care contract for your child and pay the designated registration fee. Registration fees are non-refundable and due at the time your contract is accepted. In order for your registration to be processed, you must complete the following:

- *Completed online account/contact including emergency contact information, authorized pick-ups, allergies, medication
- *Non-refundable registration fee
- *A valid and frequently checked email address

SCHEDULE

Families will use the online care calendar to select their summer dates. Adjustments made under 24 hours prior to the next day must be emailed to the Child Care Coordinator for approval.

ENRICHMENT CLASSES

If a summer Kids Co student is signed up for a Dist.108 Community Education class, staff will get them to and from the event.

FIELD TRIPS

All children and staff will attend field trips and therefore, no children are able to stay behind. If you prefer your child not attend the field trip, you will need to make alternative care arrangements for the day. All children should wear the Kids Co summer field trip shirt provided by Community Ed on field trip days. Unless specified by the Child Care Coordinator, money should not be sent with your child for field trips. Children must exhibit safe behavior while on field trips to continue to participate in upcoming field trips.

PHONE LIST

Phil Hendrycks (Care Coordinator)	467-7395 (Office) 952-200-8119 (Cell)
Community Ed Office	467-7391
Elementary Office	467-7300
District Office	467-7000