

Regular School Board Meeting  
Monday, August 12, 2024 6:00 PM

District Office Board Room  
2001 William Avenue  
Montevideo, MN 56265

## **Agenda**

1. ROUTINE BUSINESS ITEMS
  - 1.1. Call to Order/Pledge of Allegiance
  - 1.2. Roll Call: Birhanzi \_\_\_ Pauling \_\_\_ Wibben \_\_\_ Ohmacht \_\_\_ Shourds \_\_\_ and Stenson \_\_\_.
  - 1.3. Approval of Agenda
  - 1.4. Special Presentation
  - 1.5. Approval of Consent Agenda

*(Any item or items may be pulled off the consent agenda, at the request of any board member, for consideration by the board as a whole.)*

    - 1.5.1. Special Board of Education Meeting Minutes
    - 1.5.2. Bills
    - 1.5.3. Treasurer's Report
    - 1.5.4. Budget Report
    - 1.5.5. Personnel Actions
      - 1.5.5.1. Employment
      - 1.5.5.2. Resignations/Retirements
      - 1.5.5.3. Reassignments
  - 1.6. Resolution Accepting a Gift, Donation, Contribution or Bequest RESOLUTION ACCEPTING MONETARY, PROPERTY, GOODS OR SERVICES DONATION
  - 1.7. Public Forum
  - 1.8. Superintendent's Report
  - 1.9. Board Reports
    - 1.9.1. Board Committees
    - 1.9.2. Administrators
  - 1.10. Congratulatory Action and Recognition
2. DISCUSSION ITEMS
  - 2.1. School Board Work Session
  - 2.2. Mr. McKittrick will lead a discussion regarding rescheduling the November 11th board meeting because it falls on Veterans Day.
3. ACTION ITEMS
  - 3.1. Approve E-Learning Day Plan
  - 3.2. Approve JTH Parent Handbook, Elementary Student Handbook, Middle School Student Handbook, High School Student Handbook, Montevideo Athletics Handbook, and Faculty Handbook for 2024-25.
  - 3.3. Approve the Bread Bid for the 2024-2025 school year.
  - 3.4. Approve Read Act Training Memorandum of Understanding between ISD #129 and Montevideo Education Association.
  - 3.5. Policy Approval
4. ADJOURNMENT



# MINNESOTA STUDENT SURVEY



**COUNTRYSIDE**  
PUBLIC HEALTH

AUGUST 2024

# BACKGROUND

MINNESOTA STUDENT SURVEY

The Minnesota Student Survey (MSS) is one of the longest-running surveys in the nation. It is a triennial survey that began in 1989. The survey is an anonymous statewide school-based survey conducted to gain insights into the world of students and their experiences.

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The MSS is the primary source of comprehensive data on youth at the state, county and local level in MN and is the only consistent source of statewide data on the health and well-being of youth from smaller population groups, such as racial and ethnic groups. It provides valuable information about issues vital to health, safety and academic success of young people. The survey results have proven to be a dynamic vehicle in bringing the youth voices into decisions made by youth programs, schools, communities and state agencies.

[HTTPS://EDUCATION.MN.GOV/MDE/DSE/HEALTH/MSS/MDE059027](https://education.mn.gov/mde/dse/health/mss/mde059027)

# Montevideo Public School

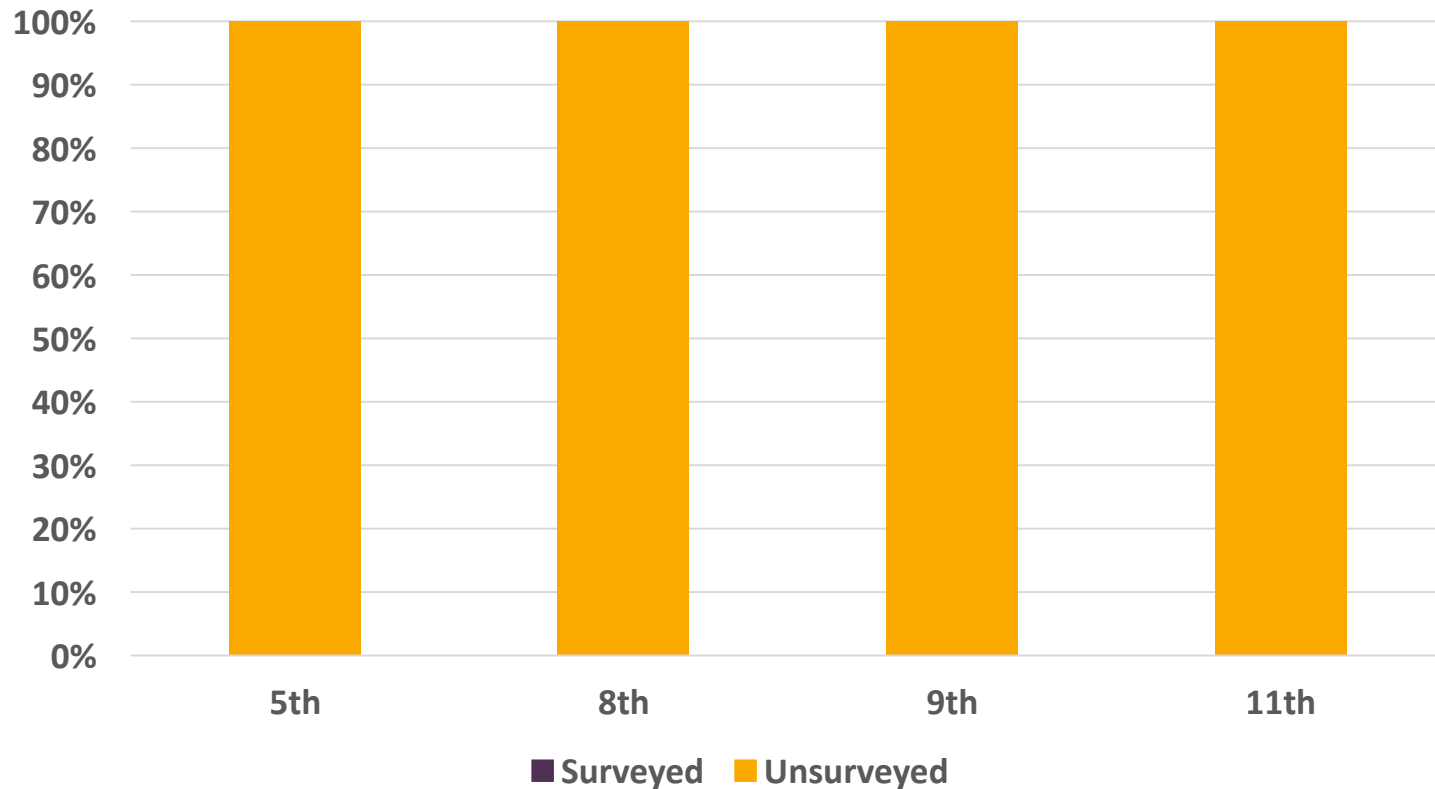


## MINNESOTA STUDENT SURVEY ENGAGEMENT

- 2013: Did not participate
- 2016: Did not participate
- 2019: 5<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup> grade
- 2022: Did not participate
- 2025

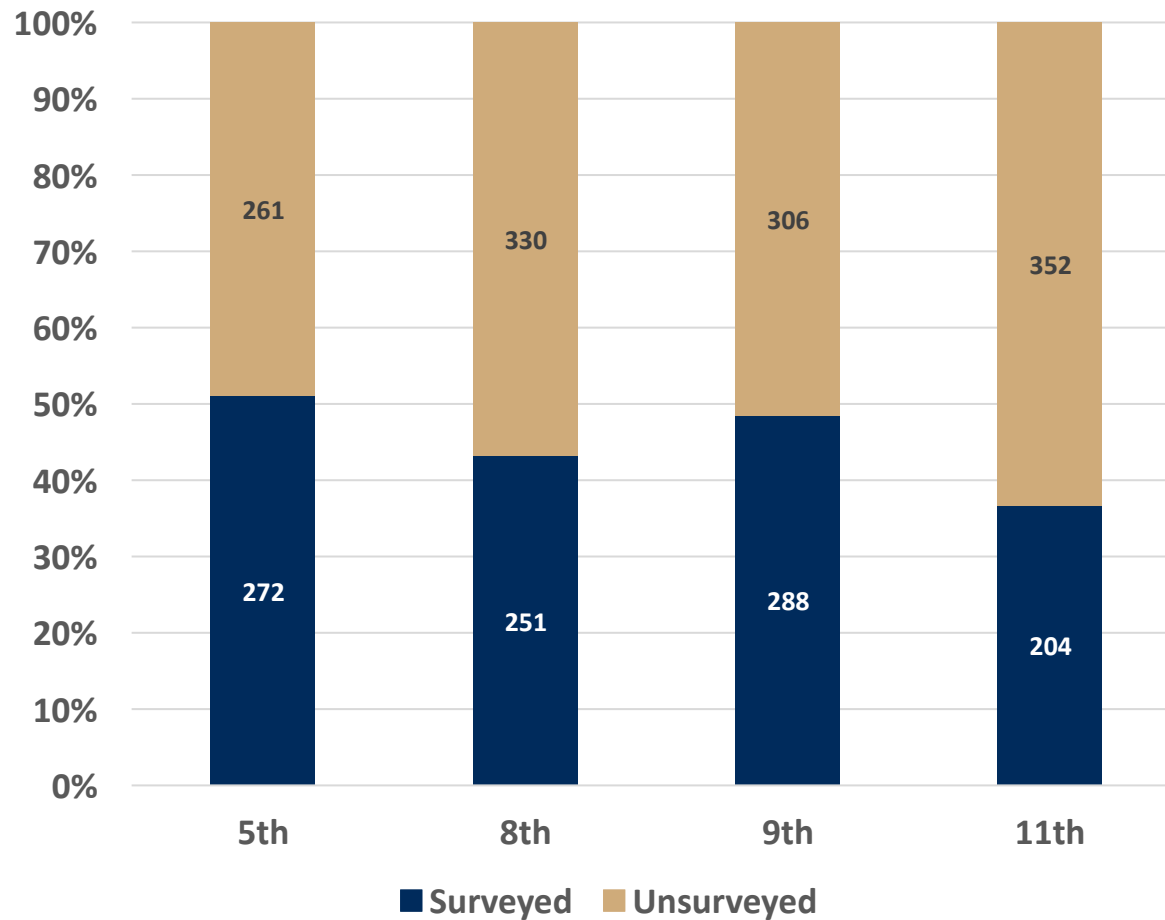
# MONTEVIDEO PUBLIC SCHOOL ENGAGEMENT

Surveys Completed in 2022 by Grade



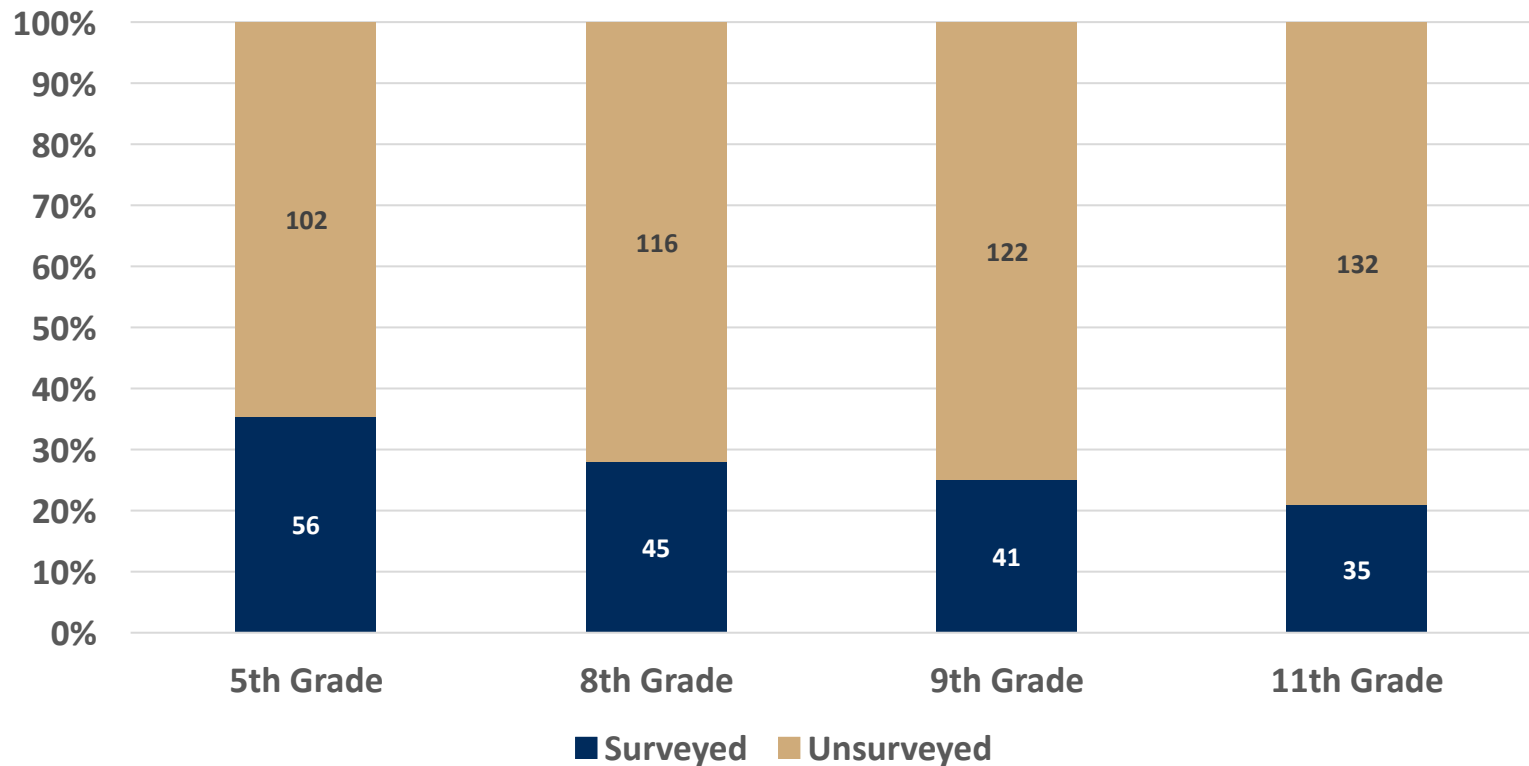
# COUNTRYSIDE PUBLIC HEALTH SERVICE AREA ENGAGEMENT

Surveys Completed in 2022 by Grade



# CHIPPEWA COUNTY SCHOOL DISTRICTS ENGAGEMENT

Surveys Completed in 2022 Chippewa Co. School Districts



# FUNDING OPPORTUNITIES



**INCREASED ACCESS TO FRESH FRUIT AND VEGTABLES THROUGH FARM TO TABLE WITHIN SCHOOLS**



**DIVERSIFIED EVIDENCE BASED PROGRAMS OFFERED WITHIN THE SCHOOLS THROUGH A SCHOOL HEALTH TEAM APPROACH**



**ACTIVELY REDUCING STIGMA AROUND MENTAL HEALTH WHILE BRIDGING THE GAP OF RESOURCES AVAILALBE ACROSS ALL FIVE COUNTIES AND WITHIN SCHOOL DISTRICTS**



**PARTNERED AND PROMOTED SAFE ROUTES TO SCHOOL WITHIN COMMUNITIES**



**COMPLIANCE CHECKS ACROSS ALL FIVE COUNTIES**



**INCREASED EVIDENCE-BASED PROGRAMS WITHIN CPH SCOPE OF WORK**

# TRUST. VALUE. HEARD.

THE OPPORTUNITY LIES INFRONT OF  
US TO CAPTURE THE VOICES OF OUR  
YOUTH LIVING WITHIN OUR RURAL  
COMMUNITIES WITHIN THE STATE OF  
MINNESOTA.

# CONTACT INFORMATION

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ISD 129 – MONTEVIDEO PUBLIC SCHOOLS  
Minutes of Special School Board Meeting  
Held June 24, 2024 in Montevideo, MN

The end-of-the-year Special meeting of the School Board of Independent School District #129 was called to order by Chairman Stenson at 6:00 p.m. on Monday, June 24, 2024. The meeting was held in the District Board Room of the Montevideo Middle School.

Pauling, Birhanzi, Ohmacht, Shourds, Wibben, and Stenson were members present. Also in attendance were Beth Downes with Ehlers, Mike and Bob with 4.0 Transportation, Principal Heidi Sachariason, and Chief Business Official Adam Spray.

Director Ohmacht made a motion, and Director Pauling seconded it to approve the agenda as presented. The Motion carried unanimously.

Mike with 4.0 Transportation gave an update on the transportation transition as of July 1, 2024.

Director Shourds made the motion, seconded by Director Wibben, to approve the Consent Agenda as presented. The Motion carried unanimously.

- Regular Board of Education Meeting Minutes – June 10, 2024

- June 2024 Special Board Bills

TOTAL EXPENDITURES BY FUND

GENERAL FUND \$ 355,743.43

FOODSERVICE \$ 60,941.20

COMMUNITY SERVICES \$ 11,634.35

CAPITAL EXPENDITURE \$ 36,459.60

STUDENT ACTIVITIES \$ 963.16

MINN RIVER VALLEY ED DIST 9,785.88 \$

MRVED COMMUNITY EDUCATION 1,438.37 \$

TOTAL BY FUND \$ 476,965.99

- Personnel Actions:

Employment:

James Radloff, English Language Arts Instructor, ALC

William Cardenas, ESL Assistant, Middle School

Brooke LaHaye, 4th grade Elementary Teacher, Sanford Elementary

Resignations/Retirements:

Keeley Foley resigning as Secretary of the ALC

Mark Nerdahl, retiring as Custodian of the Middle School

Reassignments:

Cassie Nelson, from Early Childhood to Kindergarten teacher at Ramsey Elementary.

Terminations:

Heather Perkins, Teacher Assistant, ALC

The Regular School Board Meeting Dates and Times have been set for SY2024-25.

Custodial Seniority List has been approved for 2024-25

Annual Designations

Per Diem, Meal Rates have been approved

Annual Goal for Performance Pay approved

- Resolution Accepting a Gift, Donation, Contribution, or Bequest: Director Pauling made and Director Ohmacht seconded a motion to adopt the resolution accepting the listed gifts, donations, contributions, and bequests. After a roll call vote, all members voted aye, and the motion carried.
  - Carol Hinderks Winter donated \$40 to the Elementary Library's
- Public Forum
- Congratulatory Action and Recognition for the 2024 Spring Awards & Honors

#### Discussion Items

Superintendent McKittrick presented the annual policies, which will be reviewed and approved at the August Regular Board Meeting.

Superintendent McKittrick presented the Kindergarten calendar for the 2024-25 school year.

Resolution discussion

Staffing update

#### Action Items

Director Ohmacht made the motion, seconded by Director Pauling, to approve the FY25 property and liability, work comp, and accident insurance rates as provided. The motion carried unanimously.

Director Birhanzl made the motion, seconded by Director Wibben, to approve board stipends and meeting rates at the following: \$60 for regular meetings (\$80 Chair); \$30 for other meetings, special meetings, and committee meetings (\$40 Chair); and \$60 for negotiations committee meetings (\$60). The motion carried unanimously.

Director Pauling made the motion, seconded by Director Shourds, to set the 2024-2025 substitute teacher rate at \$150 per day. The motion carried unanimously.

Director Pauling made the motion, seconded by Director Wibben, to approve the resolution regarding tax abatement as presented. After a roll call vote, all members voted aye, and the motion carried.

Director Birhanzl made the motion, seconded by Director Ohmacht, to approve the Resolution to issue general obligation facility maintenance and tax abatement bonds as presented. After a roll call vote, all members voted aye, and the motion carried.

Adjournment: Director Birhanzl made the motion, seconded by Director Ohmacht, to adjourn the meeting at 6:55 p.m. Motion carried.

**MONTEVIDEO PUBLIC SCHOOLS  
MONTHLY WARRANTS**

**August 12, 2024**

Check #	Vendor	Amount	Description
68206	Vendor Continued Check	\$ -	VOID
68207	AMAZON CAPITAL SERVICES, INC	\$ 1,014.78	MISC EXPENSES
68208	BETTERU SOLUTIONS	\$ 500.00	WORKING GENIUS - RAMSEY
68209	BEYONDTRUST CORPORATION	\$ 2,495.12	TECHNOLOGY ORDER
68210	BORCH'S SPORTING GOODS	\$ 1,330.00	ATHLETIC TRAINING SUPPLIES/BASES/BSB SUPPLIES
68211	BSN SPORTS	\$ 534.98	FOAM PYLONS
68212	CHAIR SLIPPERS	\$ 285.07	CHAIR SLIPPERS
68213	CHAPPEL CENTRAL INC	\$ 1,702.68	MONTHLY HVAC CONTRACT
68214	CLARA CITY TELEPHONE	\$ 479.00	FIBER LEASE
68215	CLEAN SITE LLC	\$ 660.00	PORTABLE RESTROOM RENTALS
68216	CLEARWAY COMMUNITY SOLAR	\$ 13,786.97	SOLAR CREDITS
68217	CONTINENTAL ATHLETIC SUPPLY	\$ 3,296.84	FOOTBALL HELMETS
68218	CUSTOM PRINTING	\$ 4,690.75	SCHOOL CALENDARS/ANNUAL REPORT
68219	DC SIGNS	\$ 1,360.00	NAME PLATES/DECALS/STUDENT OF THE MONTH
68220	DECKER EQUIPMENT	\$ 647.39	CUSTODIAL SUPPLIES
68221	DOUBLE D DEVELOPMENT	\$ 15,074.53	HAWKS NEST LEASE
68222	DRIESSEN WATER INC	\$ 1,059.05	SALT/WATER
68223	DUFAULT PUBLISHING	\$ 2,365.86	MHS YEARBOOKS
68224	EAST SIDE JERSEY DAIRY ESJD	\$ 1,915.15	FOOD SERVICE BILLING
68225	FARMERS UNION OIL COMPANY	\$ 1,955.59	FUEL/TIRES
68226	FOLEY, JOAN N	\$ 113.90	GAMMA MILEAGE
68227	FRENCH GLASS	\$ 1,679.70	LOCK/WINDOW REPAIRS
68228	GENERATION GENIUS, INC.	\$ 125.00	SUBSCRIPTION
68229	GRAINGER INDUSTRIAL SUPPLY	\$ 35,998.05	BATHROOM STALLS/DOORS/HARDWARE
68230	GREAT PLAINS NATURAL GAS	\$ 2,815.65	NATURAL GAS BILLING
68231	Vendor Continued Check	\$ -	VOID
68232	HILLYARD FLOOR CARE SUPPLY	\$ 13,822.06	CUSTODIAL SUPPLIES
68233	INNOVATIVE OFFICE SOLUTIONS, LLC	\$ 358.20	OFFICE SUPPLIES
68234	ISD #129 - MONTEVIDEO	\$ 1,964.25	ADULT TENNIS/SUMMER TENNIS CAMPS
68235	JIM'S CLOTHING & SPORTING GOOD	\$ 2,570.70	SHIRTS-BSB/GBB/FB/BBB/CHILDRENS THEATRE
68236	LAKESHORE LEARNING MATERIALS	\$ 474.05	CART
68237	MN ASSN OF SEC SCHOOL PRINC	\$ 235.00	REGISTRATION
68238	MEI TOTAL ELEVATOR SOLUTIONS	\$ 1,882.22	ELEVATOR SERVICE CALL
68239	MID-AMERICAN RESEARCH CHEMICAL	\$ 2,664.63	CUSTODIAL SUPPLIES
68240	MILLENNIUM THEATER	\$ 240.75	LTHC FIELD TRIP
68241	MITLYNG ELECTRIC & REFRIG.	\$ 1,156.00	FREEZER AT MHS
68242	MOLDE'S ELECTRIC & MECHANICAL INC	\$ 125.00	WIRE LOCATING
68243	MONTEVIDEO MARKET	\$ 47.74	DRY CLEANING
68244	MONTE HARDWARE HANK	\$ 2,767.43	PAINT/CUSTODIAL SUPPLIES
68245	NE METRO ISD 916	\$ 8,040.00	CARE & TREATMENT
68246	O'REILLY AUTOMOTIVE, INC	\$ 6.76	CUSTODIAL SUPPLIES
68247	OLSEN PLUMBING & HEATING INC	\$ 1,232.29	PLUMBING REPAIRS
68248	OXYGEN SERVICE COMPANY	\$ 220.81	AG SHOP
68249	PAN OF GOLD BAKING CO	\$ 181.63	FOOD SERVICE BILLING
68250	PETTY CASH FUND	\$ 3,019.59	PETTY CASH REIMBURSEMENTS
68251	PIONEER	\$ 1,653.63	STRIPE PAINT
68252	POWERSCHOOL GROUP LLC	\$ 14,152.05	SUBSCRIPTION
68253	QUADIENT LEASING USA, INC	\$ 409.50	POSTAGE METER LEASE

**MONTEVIDEO PUBLIC SCHOOLS  
MONTHLY WARRANTS**

**August 12, 2024**

68254 RA MORTON CONSTRUCTION MANAGERS	\$	5,000.00	CM FEES
68255 RENAISSANCE LEARNING INC	\$	13,591.25	SUBSCRIPTION
68256 RUNNING'S SUPPLY INC	\$	780.12	CUSTODIAL SUPPLIES
68257 SCENARIO LEARNING, LLC	\$	3,129.60	SAFE SCHOOLS
68258 SCHOLASTIC INC MAGAZINES	\$	157.80	SUBSCRIPTION
68259 SCHOOL MATE	\$	1,900.00	PLANNERS
68260 STONELUXE COATINGS LLC	\$	6,141.41	MHS FLOOR
68261 Vendor Continued Check	\$	-	VOID
68262 SW/WC SERVICE COOPERATIVE	\$	38,296.88	SUMMER SERVICES/1ST QTR BILLING/H&S MGMT
68263 SWEET & SOURDOUGH CO.	\$	960.00	CE CLASS
68264 SYSCO WESTERN MN	\$	567.83	FOOD SERVICE BILLING
68265 T-MOBILE	\$	89.25	BUS ACCESS POINTS
68266 TOSTENSON LANDFILL	\$	4,554.97	LANDFILL FEES
68267 US BANK EQUIPMENT FINANCE	\$	858.00	COPIER LEASE
68268 USI INSURANCE SERVICES LLC	\$	945.00	RISK MANAGEMENT
68269 VERIZON WIRELESS	\$	226.38	WIRELESS PHONE SERVICE
68270 VFW AUXILIARY	\$	1,035.00	SENIOR ATHLETIC BANQUET
68271 VIG SOLUTIONS	\$	50,425.00	TECHNOLOGY ORDER
68272 VIRCO	\$	11,044.54	DESKS/CHAIRS
68273 Vendor Continued Check	\$	-	VOID
68274 Vendor Continued Check	\$	-	VOID
68275 Vendor Continued Check	\$	-	VOID
68276 Vendor Continued Check	\$	-	VOID
68277 Vendor Continued Check	\$	-	VOID
68278 VISA	\$	5,889.82	MISC EXPENSES
68279 WALMART - CAPITAL ONE	\$	795.50	MISC EXPENSES
68280 WALLACE RADIO SYNDICATION, LLC	\$	572.80	DANCELIN MUSIC
68281 WEST CENTRAL ROOFING	\$	405.57	ROOF REPAIRS
68282 ZEP MANUFACTURING COMPANY	\$	1,289.72	CUSTODIAL SUPPLIES
242500002 CONNELLY, CHRISTOPHER MICHAEL	\$	84.50	CUSTODIAL SUPPLIES
242500003 ERP, MELISSA	\$	58.23	SUB LICENSE
242500004 FOLEY, ROBERT DANIEL	\$	341.70	GAMMA MILEAGE
242500005 GOPHER STATE ONE CALL	\$	1.35	JULY LOCATING
242500006 GOVCONNECTION, INC	\$	75,073.00	CHROMEBOOK ORDER
242500007 HUSEBY, HEIDI M	\$	192.00	MESPA MEMBERSHIP
242500008 IS-CORP	\$	281.25	FINANCE SOFTWARE HOST
242500009 JAMES, DANIELLE L	\$	120.86	EXPENSE REIMBURSEMENT
242500010 MINER, MAQUELAH M	\$	482.28	FFA EXPENSES
242500011 OPDAHL, PATRICIA	\$	217.51	TPT REIMBURSEMENTS
242500012 SACHARIASON, HEIDI C	\$	1,307.53	LODGING FOR CONFERENCE
242500013 SMIENS, SARAH DONNA	\$	80.00	PHONE REIMBURSEMENT
242500014 TURK, DENISE S	\$	28.34	BETWEEN BLDG MILEAGE
<b>TOTAL MONTEVIDEO WARRANTS</b>	<b>\$</b>	<b>380,035.34</b>	

**MINNESOTA RIVER VALLEY EDUCATION DISTRICT WARRANTS**

68198 BERGESON, BRUCE	\$	30.00	PHONE REIMBURSEMENT
68199 CLARA CITY TELEPHONE	\$	202.00	FIBER LEASE

**MONTEVIDEO PUBLIC SCHOOLS  
MONTHLY WARRANTS**

**August 12, 2024**

68200 CULLIGAN SOFT WATER	\$	32.80	WATER
68201 GREAT PLAINS NATURAL GAS	\$	41.08	GAS SERVICE
68202 HARTKE, KAREN	\$	1,200.00	LETRS TRAINING
68203 MINNESOTA ASSOCIATION OF SECONDARY PR	\$	175.00	MASSP STUDENT DISCIPLINE
68204 SCHOLASTIC INC MAGAZINES	\$	2,413.53	SUBSCRIPTIONS
68205 VISA CARDMEMBER SERVICE	\$	4,431.15	MISC EXPENSES

**TOTAL MRVED WARRANTS \$ 8,525.56**

**TOTAL EXPENDITURES BY FUND**

GENERAL FUND	\$	206,920.25
FOOD SERVICE	\$	4,876.59
COMMUNITY SERVICES	\$	8,417.64
CAPITAL EXPENDITURE	\$	157,393.28
STUDENT ACTIVIES	\$	2,427.58
MINN RIVER VALLEY ED DIST	\$	8,395.56
MRVED COMMUNITY EDUCATION	\$	130.00
<b>TOTAL BY FUND</b>	<b>\$</b>	<b>388,560.90</b>

**JULY 2024 WIRES / CASH TRANSFERS**

7/11/2024 PURCHASE OF FRI THROUGH PMA	\$	1,152,300.00	INVESTING PMA LIQUID TO FRI
7/12/2024 TRANSFER FROM PMA TO MINNWEST	\$	625,000.00	PAYROLL
7/19/2024 TRANSFER FROM PMA TO OLD NATIONAL	\$	500,000.00	BILLS
7/19/2024 MN DEPT OF REVENUE	\$	130.00	SALES TAX
7/30/2024 TRANSFER FROM PMA TO MINNWEST	\$	500,000.00	PAYROLL
7/30/2024 TRANSFER FROM LAF TO MINNWEST	\$	70,000.00	PAYROLL
7/31/2024 US TREASURY	\$	882.00	PCORI FEES

**JULY 2024 MANUAL CHECKS**

67993 LA CROSSE MAIL & PRINT SOLUTIONS	\$	3,086.92	COMMUNITY SURVEY
67994 CITIZENS ALLIANCE AGENCY	\$	32,533.66	LIABILITY & CYBER POLICIES
67995 CLARA CITY TELEPHONE	\$	479.00	FIBER LEASE
67996 VENDOR CONTINUED CHECK	\$	-	VOID
67997 VENDOR CONTINUED CHECK	\$	-	VOID
67998 VENDOR CONTINUED CHECK	\$	-	VOID
67999 VISA	\$	10,363.41	MISC EXPENSES
68000 WALMART - CAPITAL ONE	\$	2,376.98	MISC EXPENSES
68008 ACTIVE INTERNET TECHNOLOGIES	\$	3,400.00	MRVED WEBSITE
68009 CEW INC	\$	6,000.00	ABE RENT
68010 CHERRYROAD MEDIA	\$	80.00	ALC AD
68011 CLARA CITY TELEPHONE	\$	200.00	FIBER LEASE
68012 CULLIGAN SOFT WATER	\$	18.40	WATER
68013 GREAT PLAINS NATURAL GAS	\$	37.75	NATURAL GAS SERVICE
68014 HOUGHTON MIFFLIN COMPANY	\$	1,905.00	ALC NWEA
68015 LIGHTBEAM INTERNET	\$	387.78	ABE INTERNET
68016 MINNESOTA ASSOCIATION OF SECONDARY	\$	739.00	MEMBERSHIP
68017 MONTEVIDEO AMERICAN NEWS	\$	76.00	SUBSCRIPTION
68018 MINNESOTA SCHOOL BOARDS ASSN	\$	1,550.00	MRVED RENEWAL
68019 OCHSENDORF, MELISSA RAE	\$	16.75	ABE TRAVEL

**MONTEVIDEO PUBLIC SCHOOLS  
MONTHLY WARRANTS**

**August 12, 2024**

68020 VISA CARDMEMBER SERVICE	\$	18,545.97	MISC EXPENSES
68021 WALMART - CAPITAL ONE	\$	54.23	MISC EXPENSES
68022 Vendor Continued Check	\$	-	VOID
68023 AMAZON CAPITAL SERVICES, INC	\$	1,895.32	MISC EXPENSES
68024 AMERICAN RED CROSS	\$	200.00	LTS FACILITY FEE
68025 CHAIR SLIPPERS	\$	835.75	CHAIR SLIPPERS
68026 CHAPPEL CENTRAL INC	\$	22,600.36	MONTHLY CONTRACT/POOL BOILER
68027 CHARTER COMMUNICATIONS	\$	309.94	PHONE & INTERNET SERVICES
68028 CHERRYROAD MEDIA	\$	579.00	ADS/PROPERTY TAX NOTICE
68029 Vendor Continued Check	\$	-	VOID
68030 CLARK TRANSPORTATION, INC	\$	25,199.26	TRANSPORTATION SERVICES
68031 CLEAN SITE LLC	\$	990.00	PORTABLE RESTROOM RENTALS
68032 CLEARWAY COMMUNITY SOLAR	\$	15,487.87	SOLAR CREDITS
68033 CLOSEGAP	\$	1,500.00	CLOSEGAP INSIGHTS
68034 COLUMN SOFTWARE PBC	\$	1,014.20	LEGAL NOTICES
68035 DEPARTMENT OF EMPLOYMENT AND ECONOMI	\$	13,543.22	2ND QTR 2024 UNEMPLOYMENT
68036 DOUBLE D DEVELOPMENT	\$	15,074.53	HAWKS NEST LEASE
68037 DRIESSEN WATER INC	\$	805.25	SALT/WATER
68038 EAST SIDE JERSEY DAIRY ESJD	\$	1,202.55	FOOD SERVICE BILLING
68039 FARMERS UNION OIL COMPANY	\$	2,789.35	FUEL
68040 FLINN SCIENTIFIC	\$	492.86	MMS SCIENCE SUPPLIES
68041 FOLLET CONTENT SOLUTIONS, LLC	\$	262.10	LIBRARY BOOKS
68042 FREEMAN PLUMBING LLC	\$	1,889.00	REPLACED SINK AND PLUMBING
68043 GERVAIS JEWELERS	\$	38.70	ENGRAVING
68044 GOPHER STATE ONE CALL	\$	2.70	LOCATING
68045 GREAT PLAINS NATURAL GAS	\$	2,734.79	NATURAL GAS SERVICE
68046 HAWKINS INC	\$	20.00	POOL CHEMICALS
68047 HENDRICKX DEROUIN, ANNETTE	\$	1,035.30	FOOD SERVICE CONSULTANT
68048 HILDI, INC	\$	1,400.00	GASB 75 AND GASB 73 ACTUARIAL DISCLOSURES
68049 HILLYARD FLOOR CARE SUPPLY	\$	2,393.82	CUSTODIAL SUPPLIES
68050 HOMESTORE DESIGN CENTER INC	\$	15,160.45	MMS LIBRARY CARPET
68051 IS-CORP	\$	281.25	FINANCE SOFTWARE HOST
68052 ISD #129 - MONTEVIDEO	\$	838.74	KDGN SNACK CRACKERS
68053 JOHN DEERE FINANCIAL	\$	503.37	MOWER BLADES
68054 KDMA (AM)/KMGM (FM)	\$	689.00	SFSP ADS/STATE BASEBALL
68055 KENNEDY & GRAVEN CHARTERED	\$	3,029.50	LEGAL SERVICES
68056 MN ASSN OF SCHOOL ADMIN	\$	1,345.00	MEMBERSHIP
68057 MIND YOUR BUSINESS	\$	272.20	PRINTING/LAMINATING
68058 MINNESOTA CHEMICAL	\$	727.80	LAUNDRY DETERGENT
68059 MITLYNG ELECTRIC & REFRIG.	\$	125.29	ELECTRICAL REPAIRS
68060 MOLDE'S ELECTRIC & MECHANICAL INC	\$	1,442.61	WATER HEATER ELECTRICAL
68061 MONTE CANDY CO	\$	6.00	CONCESSIONS BALANCE
68062 MONTE FIRE AND SAFETY	\$	1,613.10	EXTINGUISHER CHECKS
68063 MONTE HARDWARE HANK	\$	7,536.23	PAINT & CUSTODIAL SUPPLIES
68064 MONTEVIDEO AMERICAN-NEWS	\$	152.00	SUBSCRIPTION
68065 NAVIGATE 360, LLC	\$	2,101.01	NAVIGATE 360 TRAINING
68066 NCS PEARSON INC	\$	12.72	HOMESCHOOL TESTS
68067 O'REILLY AUTOMOTIVE, INC	\$	155.17	CUSTODIAL SUPPLIES
68068 OLSEN PLUMBING & HEATING INC	\$	1,294.41	MHS/SANFORD/STADIUM REPAIRS

**MONTEVIDEO PUBLIC SCHOOLS  
MONTHLY WARRANTS**

**August 12, 2024**

68069 OXYGEN SERVICE COMPANY	\$	220.81	AG SHOP CYLINDERS
68070 PAAPE ENERGY SERVICES	\$	120.00	HVAC CONTROL
68071 PAN OF GOLD BAKING CO	\$	117.14	FOOD SERVICE BILLING
68072 RUNNING'S SUPPLY INC	\$	1,805.37	CUSTODIAL SUPPLIES
68073 SCHOOL PERCEPTIONS LLC	\$	4,100.00	COMMUNITY SURVEY
68074 SCHOOL SPECIALTY INC	\$	131.08	CLASSROOM SUPPLIES
68075 SCHWIETERS FORD	\$	460.73	VEHICLE REPAIRS
68076 SCOREVISION	\$	5,500.00	SOFTWARE SUBSCRIPTION
68077 SOUTHERN MN INSPECTION INC	\$	1,888.60	BBALL HOOP INSPECTIONS
68078 SOUTHWEST METRO - DEAN LAKES EDUCATION	\$	2,331.03	TUITION BILLING
68079 SW/WC SERVICE COOPERATIVE	\$	31,641.75	FINAL SP ED BILLING
68080 SYSCO WESTERN MN	\$	1,113.41	FOOD SERVICE BILLING
68081 T-MOBILE	\$	89.25	BUS ACCESS POINTS
68082 TOSTENSON LANDFILL	\$	3,968.41	GARBAGE & LANDFILL FEES
68083 TOTAL LAWN CARE & LANDSCAPE	\$	28,120.00	FOOTBALL FIELD IRRIGATION
68084 TRANE US INC	\$	3,540.25	HVAC CONTROL
68085 TRUE FRIENDS	\$	600.00	FFA CORN DRIVE
68086 US BANK EQUIPMENT FINANCE	\$	780.00	COPIER LEASE
68087 VERIZON WIRELESS	\$	575.91	MOBILE PHONE SERVICE
68088 WESTMOR INDUSTRIES	\$	1,874.25	FUEL PUMP REPAIRS
68089 WILLMAR STINGERS	\$	304.00	COMM ED GAME
68101 CENTURLINK-AZ	\$	109.57	LONG DISTANCE PHONE SERVICE
68102 CHAVEZ REYES, MADAI	\$	500.00	ALC SCHOLARSHIP
68103 CITY OF MONTEVIDEO	\$	334.29	CITY UTILITIES
68104 GOODHUE COUNTY ED DISTRICT 605	\$	916.67	MREA MEMBERSHIP
68105 HUNTLEY, SKYLAR	\$	500.00	ALC SCHOLARSHIP
68106 JMC COMPUTER SERVICE INC	\$	912.09	RENEWAL
68107 JOHNSON, BRADY	\$	500.00	ALC SCHOLARSHIP
68108 MINNESOTA WEST-WORTHINGTON	\$	1,135.00	ABE INVOICE
68109 XCEL ENERGY	\$	989.30	MRVED ELECTRICAL SERVICE

**TOTAL JULY 2024 MANUAL CHECKS                   \$    328,611.48**

**JUNE & JULY 2024 PAYROLL DEDUCT CHECKS/EFT PMTS**

US TREAS	US TREASURY	\$	124,760.39	FEDERAL PAYROLL TAX
US TREAS	US TREASURY	\$	129,477.08	FEDERAL PAYROLL TAX
US TREAS	US TREASURY	\$	117,700.05	FEDERAL PAYROLL TAX
MN REV	MN DEPARTMENT OF REVENUE	\$	19,738.55	STATE WITHHOLDING
MN REV	MN DEPARTMENT OF REVENUE	\$	20,470.45	STATE WITHHOLDING
MN REV	MN DEPARTMENT OF REVENUE	\$	18,824.94	STATE WITHHOLDING
MN TRA	MINNESOTA TEACHERS RETIREMENT ASSOC	\$	67,614.90	TRA EFT
MN TRA	MINNESOTA TEACHERS RETIREMENT ASSOC	\$	73,726.97	TRA EFT
MN TRA	MINNESOTA TEACHERS RETIREMENT ASSOC	\$	66,690.11	TRA EFT
MN PERA	MN PUBLIC EMPLOYEES RETIREMENT ASSO	\$	18,124.45	PERA EFT
MN PERA	MN PUBLIC EMPLOYEES RETIREMENT ASSO	\$	14,733.64	PERA EFT
MN PERA	MN PUBLIC EMPLOYEES RETIREMENT ASSO	\$	14,280.62	PERA EFT
BCBS	BLUE CROSS BLUE SHIELD OF MINN	\$	228,558.36	JULY HEALTH EFT
BCBS	BLUE CROSS BLUE SHIELD OF MINN	\$	229,551.92	AUG HEALTH EFT
EBC	EDUCATORS BENEFIT CONSULTANTS	\$	29,043.08	PAYROLL 403(B) EFT
EBC	EDUCATORS BENEFIT CONSULTANTS	\$	28,587.24	PAYROLL 403(B) EFT
EBC	EDUCATORS BENEFIT CONSULTANTS	\$	29,045.83	PAYROLL 403(B) EFT



**MONTEVIDEO PUBLIC SCHOOLS  
MONTHLY WARRANTS**

**August 12, 2024**

7/19/2024 Tostenson, Molli	\$	5.00	Refund or cancelled swimming lesson
7/11/2024 US Post Office	\$	102.34	Food Service Mailing
7/30/2024 US Post Office	\$	594.50	24-25 School Calendar Mailing
45,492.00 Weckwerth, Michelle	\$	33.60	Lunch account balance

**JULY 2024 PETTY CASH TOTAL \$ 3,019.59**

**Independent School District No. 129  
TREASURER'S REPORT TO THE SCHOOL BOARD**

Date of Report: July 2024

For the Month of: June 2024

Funds	Balance Beginning of Month	Receipts	Disbursements	Accounting/ Prior Year Adjustment	Balance End of Month
General	3,021,092.32	4,810,220.42	5,315,009.25		2,516,303.49
Food Service	791,451.89	9,903.55	114,069.12		687,286.32
Community Service	-29,765.51	203,855.42	178,501.30		-4,411.39
Capital Outlay	877,557.62	278.62	75,451.75		802,384.49
Debt Service	304,894.41	120,359.21	0.00		425,253.62
Flex Benefit	12,818.42	3,805.56	5,290.81		11,333.17
Student Activities	397,639.49	25,651.58	35,949.14		387,341.93
MRVED	2,727,257.87	190,215.34	249,134.93		2,668,338.28
<b>TOTALS</b>	<b>8,102,946.51</b>	<b>5,364,289.70</b>	<b>5,973,406.30</b>	<b>0.00</b>	<b>7,493,829.91</b>

**RECONCILEMENT OF TREASURER'S BALANCE WITH BANK STATEMENTS**

Bank	Bank Balance	Outstanding Checks	Outstanding Deposits	Other Reconciling Items	Balance Per Treasurer's Books
<b>Checking</b>					
Old National Bank	\$907,364.91	\$449,625.82	\$276.00	-\$29,043.08	\$ 428,972.01
MinnWest Bank	\$42,590.99	\$1,550.85		-\$19,738.55	\$ 21,301.59
Flex Account	\$16,300.98	\$4,967.81			\$ 11,333.17
HS Checking - MW	\$3,885.28	\$974.15			\$ 2,911.13
<b>Trust Accounts</b>					
PMA MN Trust			Interest Rate 5.20%		\$ 2,752,160.45
Liquid Asset Fund			5.16% & 5.24%		\$ 846,194.87
<b>Investments</b>					
Co-op Credit Union					\$ 324.60
Old National Bank- Scholarship		Maturity Date 6/11/2025	5.20%		\$ 151,975.71
MN Trust Full Flex		7/31/2024	5.25%		\$ 912,025.94
Bank 7, OK		12/19/2024	4.69%		\$ 228,000.00
Fieldpoint Private Bank & Trust, CT		1/27/2025	4.88%		\$ 228,500.00
Cornerstone Bank, NE		1/26/2026	4.75%		\$ 229,000.00
Mercantile Bank		11/5/2024	4.76%		\$ 243,507.98
Western Alliance Bank		11/5/2024	4.86%		\$ 243,506.06
First Bank of Ohio		1/27/2025	4.75%		\$ 230,550.00
Huntington National Bank		5/5/2025	4.66%		\$ 244,664.19
BOM Bank, LA		11/20/2024	5.53%		\$ 236,800.00
Greenstate Credit Union, IA		5/19/2025	5.40%		\$ 231,250.00
First National Bank, ME		11/24/2025	5.18%		\$ 225,850.00
Investors Choice			0.04%		\$ 25,002.21

**Treasurer's Balance Per Books**

**\$7,493,829.91**

**Independent School District No. 129  
TREASURER'S REPORT TO THE SCHOOL BOARD**

Date of Report: August 2024

For the Month of: July 2024

Funds	Balance Beginning of Month	Receipts	Disbursements	Accounting/ Prior Year Adjustment	Balance End of Month
General	2,516,303.49	3,739,249.88	4,956,557.09	-185,920.27	1,113,076.01
Food Service	687,286.32	4,403.41	20,215.86	25,407.94	696,881.81
Community Service	-4,411.39	148,394.95	132,263.73	-4,251.91	7,467.92
Capital Outlay	802,384.49	290.20	183,690.47		618,984.22
Debt Service	425,253.62	103,628.32	712.50	21,928.06	550,097.50
Flex Benefit	11,333.17	3,555.56	0.00		14,888.73
Student Activities	387,341.93	7,685.00	4,079.85	12,656.96	403,604.04
MRVED	2,668,338.28	47,199.74	149,236.15	130,179.22	2,696,481.09
<b>TOTALS</b>	<b>7,493,829.91</b>	<b>4,054,407.06</b>	<b>5,446,755.65</b>	<b>0.00</b>	<b>6,101,481.32</b>

**RECONCILEMENT OF TREASURER'S BALANCE WITH BANK STATEMENTS**

Bank	Bank Balance	Outstanding Checks	Outstanding Deposits	Other Reconciling Items	Balance Per Treasurer's Books
<b>Checking</b>					
Old National Bank	\$152,136.29	\$45,997.12	\$2,297.75	-\$29,777.70	\$ 78,659.22
MinnWest Bank	\$39,907.63	\$50.37		-\$18,824.94	\$ 21,032.32
Flex Account	\$14,888.73	\$0.00			\$ 14,888.73
HS Checking - MW	\$3,818.78	\$907.65			\$ 2,911.13
<b>Trust Accounts</b>					
PMA MN Trust			Interest Rate 5.20%		\$ 603,906.80
Liquid Asset Fund			5.14% & 5.23%		\$ 792,770.18
<b>Investments</b>					
Co-op Credit Union		Maturity Date			\$ 324.60
Old National Bank- Scholarship		6/11/2025	5.20%		\$ 151,975.71
MN Trust Full Flex		8/31/2024	5.25%		\$ 916,081.36
Bank 7, OK		12/19/2024	4.69%		\$ 228,000.00
Fieldpoint Private Bank & Trust, CT		1/27/2025	4.88%		\$ 228,500.00
Cornerstone Bank, NE		1/26/2026	4.75%		\$ 229,000.00
Mercantile Bank		11/5/2024	4.76%		\$ 243,507.98
Western Alliance Bank		11/5/2024	4.86%		\$ 243,506.06
First Bank of Ohio		1/27/2025	4.75%		\$ 230,550.00
Huntington National Bank		5/5/2025	4.66%		\$ 244,664.19
BOM Bank, LA		11/20/2024	5.53%		\$ 236,800.00
Greenstate Credit Union, IA		5/19/2025	5.40%		\$ 231,250.00
First National Bank, ME		11/24/2025	5.18%		\$ 225,850.00
Farmers & Merchants Union Bank, WI		1/12/2026	4.94%		\$ 232,550.00
Financial Federal Bank, TN		1/12/2026	5.05%		\$ 232,200.00
Harmony Bank, TX		1/12/2026	4.90%		\$ 232,700.00
First National Bank of McGregor, TX		7/21/2026	4.75%		\$ 227,900.00
ServisFirst Bank, FL		7/21/2026	4.98%		\$ 226,950.00
Investors Choice			0.04%		\$ 25,003.04
<b>Treasurer's Balance Per Books</b>					<b>\$6,101,481.32</b>

# Montevideo Public Schools

*Students First, from Cradle to Career*  
**School Board Update**



**Superintendent Report**  
**August, 2024**

## Community Survey

As of August 8 the facility survey completion rate was at 14%. The survey closes on August 12 and we are hoping to push the completion rate to 20%. Data validity occurs at 12%, however as the rate approaches 20% the +/- margin decreases. After 20% the margin is insignificant. Once closed, the School Perceptions team will begin the analysis of the data and put together a summary for the school board.

## 2024-2025 Staffing

Below are the updates for teaching positions for the 2024-2025 school year.

Teaching Positions	Who was in the position	Job Posting Status	Hired
HS Sped	Debbie Christians	Filled	Dana Harrington- Transfer
6th grade	Melita Hildahl	Filled	Scott Soden-Transfer
4th Grade	New	Filled	Derek Webb- Transfer
8th LA	Scott Soden	Filled	Martin Christenson
MS Sped	Martin Christenson	Filled	Hired Holly Spicer
2nd Grade	Derek Webb	Filled	Rachel Weiss
MS Sped	Dana Harrington	Filled	Adelle Kallemeyen
MS/HS Science	Ashley Kent	Filled	Adam Ourada
MTSS Coordinator	New Position	Filled	Heidi Huseby
Title Coordinator	Heidi Huseby	Filled	Sam Seeman
MS/HS Vocal	Linden Kirscht	Filled	Katelyn Siebert
4th Grade	Kim Osman (Retirement)	Filled	Kim Osman/Sarah Lee
4th Grade	Mary Sanders	Pending Board Approval	Kylie Willems
Kindergarten	Sam Seeman	Filled	Cassie Nelson
Elementary EL	Kathy Jessen	Pending Board Approval	Kathy Jessen (OFV)
Elementary Music	Jenna Vick	Filled	Brooke LaHaye
District School Nurse	Sarah Smiens	Posted	

## Summer Maintenance Projects

Below is an update of the summer projects we have completed, underway, or scheduled.

Project	Cost	Project Completed Date	Comments	Fund Source
HS Bathroom Stalls		In progress	Will be complete by 8/12	LTFM
Sanford Bathroom Stalls		August		LTFM
Ramsey Bathroom Stalls	\$34,795.50 (Total for all)	August 7	all items will be delivered to MMS	LTFM
Cafeteria Table Replacement	\$82,516.85		Ordered and delivery date is mid-August	Food Service
Greenhouse Replacement			Insurance is holding this up	INS/LTFM
Tree Removal (Ramsey)	\$5,550.00	June	Done	LTFM
Summer Painting		7/26	Done	LTFM
MS Room 191 Door			Still waiting on contractor	
MS Library Carpet	\$24,077.45	July 3	Done	LTFM
Sanford 1 room of carpet (KO)	\$6,126.85	June	Done	
HS FACS office carpet replacement	\$1,967.98	June	Done	
Stadium and Baseball Field Irrigation	\$26,420.00	July 10	Done	LTFM
Ramsey Roof	\$431,500		Done	Capital
HS Roof	\$363,500	In progress	Will be completed on August 23	Insurance
MS Roof			After HS	
HS A Building Panels	\$13,925.00	In progress	½ done as of 8/8	LTFM
HS Ag room conversion to Small Engine lab	\$10,900	In progress		
HS Band/Choir steps- carpet	\$1,255.10	June	Done	LTFM
126' of Sidewalk @ Sanford - playground	\$6,500.00	June	Done	LTFM
HS Gym Doors	\$22,000.00		Still waiting on contractor	LTFM

Door and Window Stripping (HS)	\$260.00		Still waiting on contractor	LTFM
Sanford Main Door	\$17,800.00		Still waiting on contractor	LTFM
Fencing- Field 3	\$25,000.00		Still waiting on contractor	Insurance
Stadium Fencing	\$7,000.00		Still waiting on contractor	LTFM
Field 1 Shrub/Tree Removal	\$8,300	In Progress		LTFM
Total	\$1,054,599			

### Stakeholder Report

The Stakeholder Annual Report has been printed and is hitting mailboxes this week. Here is a [pdf](#) of the report.

**It's a Great Day to be a Thunder Hawk**



## Administrator Report August, 2024

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### **MHS Principal-Tanya Maethner**

This summer I have been working through my entrance plan into the district and I want to thank the many people who have made this transition as smooth as possible for me. In June, I met with Chris Weber, Char Dahl, and Gabby Mazer regarding Student Support Services to discuss their delineation of responsibilities and how we can support each other this school year. I also attended the Admin Retreat, which was a great introduction to the District! I was able to get to know the team better, analyze district wide data to plan for the year, and learn about what is happening at all the schools.

In the month of July, I attended lots of meetings and spent time learning about the High School facility, staff, and students. The HS Leadership Team met to plan for the start of the school year. The team decided to implement a building-wide cell phone procedure at the High School in order to improve academic performance, create a better learning environment, enhance our students' mental health, and support effective teaching. Students will put phones in cell phone holders upon entering the classroom, including study halls and Teacher Advisory periods. Students will have access to phones between classes and during lunch. We also reviewed data and determined that building goals will be academic in nature. New student orientation, open house, the first day and first week of school were all discussed to ensure a smooth start.

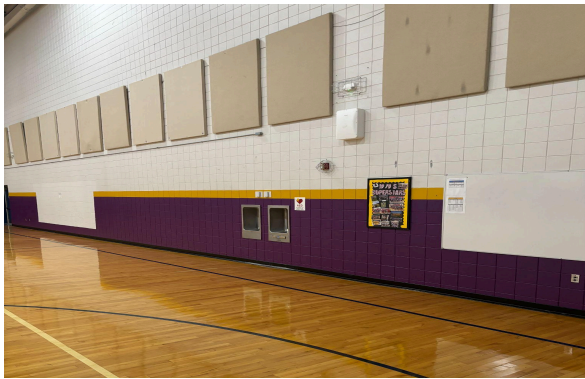
After Hunter Hamby resigned, we interviewed for a Band teacher and offered the position to Mackenzie Fitzner, who will be mentored by Lee Varpness. Ms. Fitzner comes to us with one year of classroom experience and a great attitude!

I would like to offer my thanks to our office staff, Dani and Deb, for their hard work and patience with me during my transition into the district. I very much appreciate their knowledge and willingness to help at every turn! Thank you also to Jesse Nelson for helping me settle in and for his hard work getting Fall Sports off to a great start!

The custodial staff at MHS has the building looking great and ready for staff and students to return; their hard work is appreciated! There are so many people who work behind the scenes and rarely get the recognition they deserve; thanks to all of those who put in time and effort to make our schools welcoming and learner ready!

### **MMS Principal- Shawn Huntley**

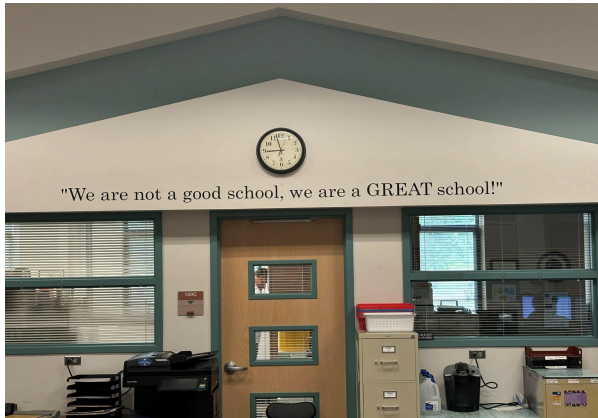
I hope you all enjoyed your summer! This board report is a summary of what has been happening at MMS over the summer. First, I would like to share some pictures of building projects that took place.



MMS Gym - Purple and Gold paint, and black wall mats with our HAWK logo will be added when they arrive. - Thank you to Kylee Huerung for doing this project!



MMS Library - New carpet and new LED lighting. Thank you to the custodial crew and Allie Virnig for all the required moving of items!



New Signage in the MMS Office - Thank you to Sara Erickson and Meghan Vien for creating these additions!



Outside Landscaping - Thanks to our grounds crew members for making this space look nice again!



Secondly, in addition to the new spaces, we also have some new faces! Here is a list of our new-to-the-district teaching staff members joining our learning community this year.

- Alex Ourada - 8th Grade Science Teacher
- Holly Spicer - Special Ed Teacher
- Adelle Kallemeyen - Special Ed Teacher
- Mackenzie Fitzner - Band Teacher (MHS/MMS)
- Katelyn Siebert - Choir Teacher (MHS/MMS)

The MMS Site Leadership Team met three times during the summer to address building-level needs heading into a new school year. Areas of priority include: increasing student outcomes in reading and math, student behavior and discipline procedures, tardies to school, updated cell phone procedures, and improving connections with parents. Once our action plan for these areas has been finalized, I will be sharing our plan with you in my September administrative board report.

Thank you all for your support and dedication to our students and staff as we begin the new school year!

### **MES Principal- Heidi Sachariason**

#### **Kindergarten Orientation**

In the last update in May we had 80 kindergarteners registered, we are currently at 108 kindergarteners registered. All families registered to this point have received times for their Kindergarten orientation session. Kindergarten Orientation will be held on: August 26th and 27th, kindergartens first full day will be August 28th. During orientation we will complete baseline testing, ensuring that we will have the best possible data to start the year and get students the support they need in the classroom. We will have time for parents to meet with the classroom teacher as well as practice riding the bus and transferring buses at the middle school. Parents will have an opportunity to meet with classroom teachers to get their child a strong start in Kindergarten.

#### **Open House**

Open House at MES is set for August 20 from 4-7pm. Families have scheduled times for our open house. During open house students will have an opportunity to meet their teacher, bring in school supplies, take their 24-25 school year photos, and tour the building. We will have lawn games set up outside for students and their families.

#### **LETRS Training**

Elementary teachers who completed Volume I of letters training last school year have received materials and have been able to begin independent coursework on Volume II of LETRS. Teachers needing Volume I training have also had the opportunity to begin independent coursework and will begin training through MDE this school year.

#### **Foundational Skills in Literacy**

Teaching teams are scheduled for ½ sessions, facilitated by Mrs. Huseby, to familiarize themselves with UFLI and Functional Morphology. Our goal is to walk away with confidence in the curriculum, an overview of implementation and pacing throughout the year as well as and plans for Tier I instruction for the first week of school.

### **Community Education Director - Kelly Snell**

Summer Community Education activities are wrapping up and we are pleased with the number of individual community members who participated in activities this summer. See below:

Adult recreation - 8	Adult enrichment - 34
Youth recreation - 548	Youth enrichment - 141
Aquatics - 197	ECFE - 47
Drivers Education - 87	Trips - 25

The next brochure will be hitting mailboxes this week and we are excited for the new opportunities Montevideo community members will have to be active and engaged this fall/winter.

It was also a busy summer for JTH and LTH childcares. LTH (birth - preschool) averaged 63 children (high of 72) in care this summer. JTH (school age) averaged 51 children (high of 69) in care this summer. The staff have been busy transporting children to and from community education activities which is a huge benefit for working parents allowing their children to participate in swim lessons, ball, and art camps etc.

throughout the summer. As the summer recreation and enrichment programs wind down, the staff of both programs have scheduled field trips that the children look forward to attending. Some examples are the Willmar Splash Pad and Robbins Island destination park, the Montevideo Pool, Watertown's Bramble Zoo and Montevideo's Millennium Theater. On a whole, it has been a very successful summer.

JTH and LTH will be closed August 19-23 for workshop week and classroom reset. JTH will move back to the Hawks Nest from Sanford Elementary during this week. JTH returns to only before and after school care on Monday, August 26.

Small World Preschool and ECFE is excited to welcome Whitney Sandven as a new teacher to the 3 / 4 classroom this fall. Melissa Schmitt is moving into the 4 / 5 classroom previously taught by Cassie Nelson. Small World offers a delayed start date allowing time for 1:1 parent/teacher conferences on August 27 and August 28 prior to the first day of class. These conferences give teachers an opportunity to communicate expectations and build relationships with each family ensuring a smooth transition into preschool. The first day of class for Small World students is the week of September 3.

**It is a great time to be a Thunder Hawk!**



**Montevideo Public Schools' Program Plan for e-Learning Days**  
**(Minnesota Statutes, Section 120A.414)**  
**Revised, August, 2024**

**WHY e-LEARNING DAYS?**

When our district has weather-related school cancellations, instructional time is lost and the momentum in classrooms is slowed. State testing dates are set prior to the start of the school year, and make-up days in June after the completion of these tests can be out of sync with the instructional process. Our district also partners with post secondary institutions making "tack on days" less effective than what is desired. While e-Learning days cannot replace the face-to-face time students have with their teachers, they can provide better continuity when school is interrupted.

**PLAN:**

Annually up to (5) five school days missed due to inclement weather may be made up as e-Learning days. The postponement will be determined 2 hours prior to the normal school start time of the proposed e-Learning day. In the event that five (5) e-Learning days are scheduled, additional school days missed due to inclement weather will be discussed administratively and communicated to all stakeholders.

**NOTIFICATION:**

In the event of a school cancellation due to inclement weather, families will receive an automated phone call, text message, and/or email from Montevideo Public Schools via JMC Messenger. Messages will also be posted on the district website and social media. E-Learning days will be announced in the same fashion as the school cancellation announcements in order to avoid confusion.

**ATTENDANCE:**

Attendance must be taken by the teacher and records of attendance must be kept for each class/class period. If a student does not complete the e-Learning task(s) before the class period the next day, that student will be counted absent. "Students who do not participate in planned activities are considered absent for those class(es) and will be reported as absent as if they were not present for an on-campus class." (Plaman, Minnesota Department of Education 20 July 2017)

In accordance to the Minnesota Department of Education, attendance may be verified by:

- a. Logging in to class page(s) on the district's/school's learning management system (LMS).
- b. Email exchange/ text exchange /phone call with teacher.
- c. Parent verifies attendance; a documentation process is developed and retained by the school as part of the student's attendance record.
- d. Activity in classes (pages accessed, discussion participation, formative assessments completed).
- e. Work submitted during the e-Learning day (evidence of learning or preparation for learning—reading or video with notes)." (Plaman, Minnesota Department of Education 20 July 2017)

Montevideo Public Schools has elected to take attendance for the day based upon students submitting their completed assignments on the next regular day of school and completing any interactive activities required by their teacher. Teachers will log absences for an e-Learning day into JMC, student management system, by 3:45 p.m. of the school day following the e-Learning day.

E-learning days will be reported as regular instructional days. Students enrolled on an e-learning day will generate one day of membership. The length of the school day will be reported as the same length that was originally scheduled had the students attended at the school site.

**e-LEARNING TASKS:**

Our district wants to ensure our students have high-quality e-learning opportunities.

“High quality e-Learning experiences:

- a. Integrate as seamlessly as possible into the regular instructional plan that has been occurring. Avoid generic, out-of-context tasks, rather, tasks should be meaningful and important to student learning.
- b. Leverage digital tools students are using as part of their regular instruction (i.e. Schoology, Google Docs, apps).
- c. Include formative assessment and feedback.
- d. Provide opportunities for peer interaction.
- e. Include active instruction by teachers, monitoring progress and providing feedback, facilitating, coaching, clarifying and adjusting the task, and suggesting next steps.
- f. Include the option for the class to meet synchronously via Google Meet or Go Guardian.

**ACCESS TO TEACHERS VIA TELEPHONE AND ONLINE DURING NORMAL SCHOOL HOURS:**

Teachers will have instruction and assignments posted and available by 10:00 a.m. and will be available via telephone and online during normal school hours (8:00 am-12:00 p.m and 12:30 p.m.-3:15 p.m.). Students needing to contact their teacher are to call the teacher’s direct telephone line, if the teacher is not immediately available students shall leave a return phone number. Direct phone lines access to the schools voicemail to email systems will immediately notify teachers of the message. Teachers will promptly return the telephone call to assist the student.

Teacher’s direct telephone numbers can be found on the district web page under staff [directory](#) so that they may be contacted on an e-learning day.

**e-LEARNING PLAN:**

**Licensed Staff K-2 (including specialists):** Students will receive an e-Learning day packet that outlines the activities to be completed for the day. Students will also have access to a live or recorded activity with their teacher. Teachers will communicate the day's learning expectations to parents through email by 10:00a.m. on the day of an e-Learning day. Teachers may utilize online platforms such as SeeSaw, Google Classroom, etc. This information will be communicated by each teacher to parents.

**Licensed Staff Grades 3-8 (including specialists):** Students will utilize Google Classroom to complete e-Learning activities that will be posted no later than 10:00a.m on the e-Learning day. Learning experiences for each class are intended to take approximately 30-50 minutes. Some students may need more time, some less, for each activity. The goal is to provide meaningful instruction/activities that help reduce the impact of lost face-to-face instructional time and allow for acceleration of the curriculum when students return to school. Activities may include flipped classrooms or virtual class sessions. During the school day, teachers will provide 60 minutes of live “resource room” time during which time students will have the opportunity to get clarifications, questions answered, and interact with their teachers. The time of the “resource room” will be provided to students by their teacher. Students will submit the e-Learning tasks based on the teacher’s instruction. Directions and tasks will also be given for students who do not have internet access at home, these students must call their teachers to inform them they do not have internet access.

**Licensed Staff Grades 9-12 (including specialists):** Students will utilize Google Classroom to complete e-Learning activities that will be posted no later than 10:00a.m on the e-Learning day. Learning experiences for each class are intended to take approximately 30-50 minutes. Some students may need more time, some less, for each activity. The goal is to provide meaningful instruction/activities that help reduce the impact of lost face-to-face instructional time and allow for acceleration of the curriculum when students return to school. Learning experiences may include flipped classrooms or virtual class sessions. During the school day, teachers will provide 60 minutes of live “resource room” time during which time students will have the opportunity to get clarifications, questions answered, and interact with their teachers. The time of the “resource room” will be provided to students by their teacher. Students will submit the e-Learning tasks based on the teacher’s instruction. Directions and tasks will also be given for students who do not have internet access at home, these students must call their teachers to inform them they do not have internet access.

**Special Education:** Students in pull-out classes will complete e-Learning tasks specific to their IEP. During the school day, teachers will provide 60 minutes of live “resource room” time during which time students will have the

opportunity to get clarifications, questions answered, and interact with their teachers. The time of the “resource room” will be provided to students by their teacher.

**PLAN FOR NON TEACHING, CLASSROOM SUPPORT STAFF ON e-LEARNING DAYS**

All non-teaching staff will be expected to work on e-Learning days. Work assignments for e-Learning days will be communicated no later than 8am. on any e-Learning day. Leave may be taken according to specific work agreements.

**Accommodations for students without sufficient access to the Internet, hardware, or software in their homes.**

Students who do not have sufficient access to the internet will have an alternative method to use to complete the e-Learning task (i.e., physical textbook at home). Teachers will work towards accommodations in unforeseen circumstances with students such as timing of closure of school in conjunction to a holiday in order to submit tasks. Families who do not have internet service must notify the school prior to winter weather events taking place in order for alternative methods to be accessed.

**Accessible digital instruction for students with disabilities under chapter 125A and meet the needs of each student’s Individualized Education Program (IEP)/504 plans.**

Students will complete e-Learning tasks specific to their IEP/504.

## **Montevideo Public School e-Learning Preparation**

### **e-Learning Day Elementary Teacher Preparation Checklist**

- ★ My grade level has created an activity framework in preparation for potential e-Learning days and easy to follow directions for completion.
- ★ The activities do not require students to use materials or technology they may not have access to.
- ★ Work given on e-Learning days align to work we are currently doing in class.
- ★ I have practiced the type of activities I'll assign on e-Learning days with my class and have ensured students are familiar with and have access to all the tools they will need to be successful with the work on these days.
- ★ I have planned for a way to distribute work to students who may not have access to online materials on e-Learning days. These students will be allowed adequate time to complete the work after regular school days resume.
- ★ I have communicated with Specialists (Sped, Title, PE, Music) and we have determined what instruction will look like for students with these services on e-Learning days.
- ★ Specialists: I have communicated expectations with families for my students and activities are accessible to students and families in a simple way.
- ★ I know how to change my voicemail in case I am sick and unable to work during an e-Learning day.

### **During an e-Learning Day**

- ★ I will share my learning plan for the day with my class no later than 10:00a.m.
- ★ I will check and promptly respond to my emails and voicemails periodically during the e-Learning day (8:00a.m.-3:10p.m).
- ★ I will contact my administrator if I need help during an e-Learning day.

### **After an e-Learning Day**

- ★ I will collect all assessments and provide feedback as appropriate. The due date for all e-Learning day work is the first regular day of school following the e-Learning day.
- ★ I will submit attendance for the e-Learning day by 3:45pm of the regular school day following an e-Learning day.
- ★ I will discuss the e-Learning day with my students following an e-Learning day in order to make necessary adjustments for future e-Learning days.

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### **e-Learning Day Grades 5-8 Teacher Preparation Checklist**

- ★ My grade level/discipline has visited about expectations for e-Learning days and has agreed on appropriate formats, resources, activities and assessments.
- ★ Specific work given to students on an e-Learning day will align to work we are currently doing in class and does not require students to use materials or technology they may not have access to. I am not assigning "busy work" for the sake of assigning work.
- ★ My students are familiar with and have access to all the tools and technology they will need to be successful with the work on e-Learning days.
- ★ I have planned for a way to distribute work to students who may not have access to online materials on e-Learning days. These students will be allowed adequate time to complete the work after regular school days resume if they did not have the resources to complete work on the e-Learning day.

### **During an e-Learning Day**

- ★ I will post assignments and activities for my class on the predetermined format no later than 10:00a.m.
- ★ I will check and promptly respond to my emails and voicemails periodically during the e-Learning day (8:05a.m.-3:15p.m).
- ★ I will contact my administrator if I need help during an e-Learning day.

### **After an e-Learning Day**

- ★ I will collect all assessments and provide feedback as appropriate. The due date for all e-Learning day work is the first regular day of school following the e-Learning day.
- ★ I will submit attendance for the e-Learning day by 3:45pm of the regular school day following an e-Learning day.
- ★ I will discuss the e-Learning day with my students following an e-Learning day in order to make necessary adjustments for future e-Learning days.

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**e-Learning Day Grades 9-12 Teacher Preparation Checklist**

- ★ My grade level/discipline has visited about expectations for e-Learning days and has agreed on appropriate formats, resources, activities and assessments.
- ★ Specific work given to students on an e-Learning day will align to work we are currently doing in class and does not require students to use materials or technology they may not have access to. I am not assigning “busy work” for the sake of assigning work.
- ★ My students are familiar with and have access to all the tools and technology they will need to be successful with the learning plan on e-Learning days.
- ★ I have planned for a way to distribute work to students who may not have access to online materials on e-Learning days. These students will be allowed adequate time to complete the work after regular school days resume if they did not have the resources to complete work on the e-Learning day.

**During an e-Learning Day**

- ★ I will post the learning plans for my class on the predetermined format no later than 10:00a.m.
- ★ I will check and promptly respond to my emails and voicemails periodically during the e-Learning day (8:05a.m.-3:15p.m).
- ★ I will contact my administrator if I need help during an e-Learning day.

**After an e-Learning Day**

- ★ I will collect all work and provide feedback as appropriate. The due date for all e-Learning day work is the first regular day of school following the e-Learning day.
- ★ I will submit attendance for the e-Learning day by 3:45pm of the regular school day following an e-Learning day.
- ★ I will discuss the e-Learning day with my students following an e-Learning day in order to make necessary adjustments for future e-Learning days.

# **MONTEVIDEO ELEMENTARY STUDENT/PARENT HANDBOOK 2024-25**



Ramsey Elementary (Grades K-2)  
Sanford Elementary (Grades 3-4 and 1-2 Multiage)

**Outstanding  
Employees**

**Student  
Achievement**

**MONTEVIDEO**

**School and  
Community  
Connection**



**Fiscal  
Responsibility**

**THUNDER HAWKS**

**Innovation in  
Education**

**Safe, Efficient,  
and Appropriate  
Facilities**

[\*] Notice required by statute  
[\*\*] Notice required by policy

**Vision: The School District where students are first, from cradle to career**

**Mission:** Through partnerships and innovation, the Montevideo School District is committed to providing all students, from cradle to career, a world class educational foundation.

Values	What it means	Living it out
<b>Trust</b>	We value individual perspectives, honesty, respect, and honoring commitments	<ul style="list-style-type: none"> <li>● I will be honest and respectful</li> <li>● I will value individual perspectives</li> <li>● I will honor my commitments</li> </ul>
<b>Innovation</b>	We value continuous improvement grounded in high expectations, utilizing innovative thought and practices to foster individual growth, monitoring outcomes, and celebrating successes	<ul style="list-style-type: none"> <li>● I will hold high expectations for myself and others</li> <li>● I will use innovation as a tool for continuous improvement</li> <li>● I will take risks, welcome challenges, measure results, monitor growth and celebrate successes</li> </ul>
<b>Healthy Relationships and Effective Communication</b>	We value empathy, collaboration, responsiveness, and stewardship to meet the needs of stakeholders	<ul style="list-style-type: none"> <li>● I will communicate with clarity and compassion to build trust</li> <li>● I will listen to learn and understand</li> <li>● I will actively engage with others to build relationships and trust</li> <li>● I will respect and value the contributions of others</li> </ul>
<b>Commit to Serve</b>	We value humility, the importance of each individual, educating from a place of understanding, giving without expectations of reciprocity, and kindness	<ul style="list-style-type: none"> <li>● I will listen to understand others needs</li> <li>● I will be a good steward of resources</li> <li>● I will be a champion in service to my team and stakeholders</li> <li>● I will act without return expectations</li> </ul>
<p><b>We Believe In:</b></p> <ol style="list-style-type: none"> <li>1. Having high expectations for ALL</li> <li>2. Valuing students as individuals</li> <li>3. Building effective communication between school, home and community</li> <li>4. Seizing opportunities to be innovative</li> <li>5. Utilizing effective technology and curriculum that fosters desired results</li> <li>6. Facilitating family and community engagement</li> <li>7. Supporting activities that enhance personal growth and strong academic programs</li> </ol>		<ol style="list-style-type: none"> <li>8. Expanding educational opportunities through regional cooperation and collaboration</li> <li>9. Utilizing data to drive decision making and instructional practices</li> <li>10. Maintaining fiscal responsibility</li> </ol>

[\*] Notice required by statute

[\*\*] Notice required by policy

T HAWK 25 was created to provide a road map for Montevideo Public Schools to achieve excellence in education. Through focusing on what is most important, staff and administration will maximize both human and financial resources to create a Student’s First Educational System that empowers all learners to achieve their potential.

- ❖ **District priorities** are overarching areas in which the district has identified as critical to achieve the mission of the District.
- ❖ **Goals** are specific 3-5 year achievements, aligned to District Priorities, that the district must accomplish in order to be operating in order to be in alignment with the mission of the District.
- ❖ **Benchmarks** are annual performance indicators that show the District is on track to achieve the 3-5 year goals
- ❖ **Continuous Improvement Plans** are created by district and learning level administration and staff. These plans outline specific actions that will be taken in order to achieve annual benchmarks and goals.

District Priorities (What)	3 Year Goals (How we will know)	Benchmarks-Indicators of Success
<b>Exemplary Student Achievement</b>	❖ The percentage of students entering kindergarten meeting district Kindergarten Readiness standards is 80% by September, 2025	❖ 2024: 65% ❖ 2025: 80%
	❖ The percentage of third grade students that meet or exceed reading standards on the MN Comprehensive Assessments (MCA) will exceed 65% by June, 2025.	❖ 2025: 65%
	❖ The percentage of non-white students at grade level in reading by the end of 3rd grade will increase from 26% in 2022 to 44% in 2026.	❖ 2025: 38% ❖ 2026: 44%
	❖ 73% of students in grades K-8 are at or above grade level in math according to Spring STAR assessments by June, 2025.	❖ 2025: 73%
	❖ 60% of students in grades K-8 are at or above grade level in reading according to Spring STAR assessments by June, 2025.	❖ 2025: 60%
	❖ Montevideo Senior High School will achieve a minimum overall graduation rate of 90% or higher by June 2025.	❖ 2025: 90%
	❖ Montevideo Senior High School will achieve a minimum of a 98% graduation rate of students enrolled on October 1 of their senior year.	❖ 2025: 98%
	❖ 80% of students graduating from MHS will meet the college readiness criteria as defined by "Redefining Readiness" by June, 2025.	❖ 2025: 80%
	❖ Average Composite ACT Score of 23 or higher for senior class by June, 2025	❖ 2025: 23
	❖ MHS graduates earn an average of 12 or more college credits per student while in high school by June, 2025	❖ 2025: 12

[\*] Notice required by statute  
 [\*\*] Notice required by policy

District Priorities (What)	Goals (How we will know)	Benchmarks-Indicators of Success
<b>Fiscal Responsibility</b>	<ul style="list-style-type: none"> <li>❖ The annual expense to revenue budget will annually be positive</li> <li>❖ The district general fund balance will be at or exceed 3 months of operating expenses by FY25.</li> <li>❖ 75% of district fund 01 expenditures go directly to support instruction.</li> </ul>	<ul style="list-style-type: none"> <li>❖ 2025: 1.5</li> </ul>
<b>Safe, Efficient, and Appropriate Facilities</b>	<ul style="list-style-type: none"> <li>❖ Safe school protocols are in place and documented in building emergency plans for all district facilities by June, 2023.</li> <li>❖ 100% of district facilities utilized for school programs will meet all health and safety guidelines as shown by 0 major violations on the annual OSHA assessment.</li> <li>❖ Attain a voter approved facility referendum that addresses district facility priorities.</li> <li>❖ By June, 2025, 95% of students will identify school as a safe place physically, socially, and emotionally as measured by district stakeholder satisfaction surveys</li> </ul>	
<b>Innovation in Education</b>	<ul style="list-style-type: none"> <li>❖ Create a college and career readiness scope and sequence that meets Redefining Readiness benchmarks by September, 2025</li> </ul>	
<b>School and Community Connection</b>	<ul style="list-style-type: none"> <li>❖ <b>The district will increase stakeholder trust as shown by attaining a minimum score of 3.0 by June of 2025 in the areas of connection, clarity, and compassion as measured by the Spring district stakeholder satisfaction survey</b></li> <li>❖ Annually sustain existing 2-way beneficial partnerships</li> <li>❖ Annually Increase the number of Universities that utilize MPS as a student teaching site option.</li> </ul>	<ul style="list-style-type: none"> <li>❖ 2025: 3</li> <li>❖ 2023: 8+</li> <li>❖ 2023: 5</li> <li>❖ 2024: 8</li> </ul>
<b>Outstanding Employees</b>	<ul style="list-style-type: none"> <li>❖ 100% of instructional positions are filled by fully licensed staff who meet the district expectations of highly qualified</li> <li>❖ <b>Work agreements provide regionally competitive wages, benefits, and opportunities resulting in 100% of positions to be filled annually.</b></li> <li>❖ Maintain 5% or less turnover of teaching staff annually</li> <li>❖ <b>Maintain 10% or less turnover of teaching staff annually</b></li> <li>❖ <b>Increase the number of students graduating from MHS that enter a teacher preparation program from 5 in 2022 to a minimum of 10 in 2026</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ 2025: 5%</li> <li>❖ 2025: 15%</li> <li>❖ 2025: 8</li> <li>❖ 2026: 10</li> </ul>

**“STUDENTS FIRST, CRADLE TO CAREER”**

[\*] Notice required by statute  
 [\*\*] Notice required by policy

## 2024-2025 Focus Goals

Priority	Strategic Goal	Annual Goal	Strategy
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>❖ 73% of students in grades K-8 are at or above grade level in math according to Spring Fast Bridge assessments by June, 2025.</li>   <li>❖ 65 % of students in grades K-8 are at or above grade level in reading according to Spring FastBridge assessments by June, 2025.</li>   <li>❖ 80% of students graduating from MHS will meet the college readiness criteria as defined by Redefining Readiness by June, 2025</li> </ul>	<ul style="list-style-type: none"> <li>❖ 73% of students in grades K-8 are at or above grade level in math according to Spring FastBridge assessments by June, 2025.</li>   <li>❖ 65% of students in grades K-8 are at or above grade level in reading according to Spring FastBridge assessments by June, 2025.</li>   <li>❖ 80% of students graduating from MHS will meet the college readiness criteria as defined by “redefining Readiness” by June, 2025.</li> </ul>	<p>Analyze and adjust district assessment plan</p> <p>Implementation of K-4 Math Corp</p> <p>Create a structured system for skill assessment and instructional interventions at grades 7 and 8</p> <p>Alignment of Tier I instruction by using UCCI</p> <p>Completion of K-3 Teachers training in LETRS</p> <p>Implementation of Tier II Instruction in grades K-5</p> <p>Alignment of Tier I instruction by using UCCI</p> <p>Reconfigure Title I staff, implementation model, and assessment</p> <p>Implementation with Fidelity of On to College Maintain CIS opportunities at MHS</p> <p>Development of Career Ready tracking plan</p>
<b>Fiscal Responsibility</b>	<ul style="list-style-type: none"> <li>❖ The district general fund balance will be at or exceed 1.5 months of operating expenses by FY25.</li> </ul>	<ul style="list-style-type: none"> <li>❖ The district fund balance will grow by a minimum of 1% by June 30, 2025</li> </ul>	<ol style="list-style-type: none"> <li>1. Secure new revenue sources</li> <li>2. Adhere to FY25 budget expenditure parameters</li> <li>3. Expand the use of categorical funding with corresponding decrease in non-categorical</li> </ol>

[\*] Notice required by statute

[\*\*] Notice required by policy

<p><b>Safe, Efficient, and Appropriate Facilities</b></p>	<ul style="list-style-type: none"> <li>❖ Attain a voter approved facility referendum that addresses district facility priorities</li> <li>❖ By June, 2025 90% of the 5-12 students will identify school as a safe place physically, socially, and emotionally as measured by district student satisfaction surveys</li> </ul>	<ul style="list-style-type: none"> <li>❖ Propose a long term facility plan that is approved by a minimum of 53% of district voters in the 2024-2025 school year</li> <li>❖ By June, 2025, 90% of the 5-12 students will identify school as a safe place physically, socially, and emotionally as measured by district student satisfaction surveys</li> </ul>	<p>Conduct community survey to determine support</p> <p>Propose plan that is in alignment with community desires</p> <p>Implement a communications plan that effectively informs stakeholders</p> <p>Revision of the Mental Health Collaborative model</p> <p>Revision to the district PBIS plan</p> <p>Provide clarity to statutory requirements and then make adjustments to building level behavioral management plans accordingly</p>
<p><b>School and Community Connection</b></p>	<ul style="list-style-type: none"> <li>❖ The district will increase stakeholder trust as shown by attaining a minimum score of 3.0 by June of 2025 in the areas of connection, clarity, and compassion as measured by the Spring district stakeholder satisfaction survey</li> </ul>	<ul style="list-style-type: none"> <li>❖ The district will increase stakeholder trust as shown by attaining a minimum score of 3.0 by June of 2025 in the areas of connection, clarity, and compassion as measured by the Spring district stakeholder satisfaction survey</li> </ul>	<p>Continue communication strategies, transparency strategies, and engagement with the public</p>
<p><b>Outstanding Employees</b></p>	<ul style="list-style-type: none"> <li>❖ Work agreements provide regionally competitive wages, benefits, and opportunities resulting in 100% of positions to be filled annually.</li> <li>❖ Maintain 10% or less turnover of non-teaching staff annually</li> </ul>	<ul style="list-style-type: none"> <li>❖ Work agreements provide regionally competitive wages, benefits, and opportunities resulting in 100% of positions to be filled annually.</li> <li>❖ Decrease non-teaching staff turnover by a minimum of 5% from</li> </ul>	<p>Complete agreement comparisons, target top 15% of surrounding area</p> <p>Complete agreement comparisons; target top 15% total package in area</p>

[\*] Notice required by statute

[\*\*] Notice required by policy

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[\*] *Notice required by statute*

[\*\*] *Notice required by policy*

Welcome to the Montevideo Elementaries. We are honored to be part of your child's education!

This handbook provides information about our elementary school. When it doesn't answer a question for you or you have a concern about the school, please call us. We invite your interest and involvement so we can meet the educational needs of your child in the best way possible.

Please feel free to contact any member of our staff if you have questions or concerns. We encourage a close and proactive relationship with our parents and look forward to working with you! Please remember our door is always open for questions, comments or concerns.

The Model Student Handbook is comprised of four parts:

- 1) Information
  - 2) Academics
  - 3) Rules and Discipline
  - 4) Health and Safety
- Topics within these categories are alphabetized.

[\*] *Notice required by statute*

[\*\*] *Notice required by policy*

## PART I – INFORMATION

### Arrival and Dismissal Hours

If your child does not ride the bus, please time his/her arrival for 8:00 AM. Students should be picked up from school by 3:00pm when school is dismissed but no later than 3:15pm. If your child will arrive at school after 8:10am, please accompany them to the office so they are able to check in and get a pass to class.

	School Day Hours	Student Pick Up and Drop Off
Ramsey	8:10 AM – 3:00 PM	All students should be dropped off or picked up at the Hamilton or 4 <sup>th</sup> Street entrance.
Sanford	8:10 AM - 3:05 PM	All students should be dropped off or picked up at the 13th Street entrance.

\*Please note: The parking lot will be used exclusively for staff parking and bus loading and unloading.

### Calendar

The school calendar is adopted annually by the school board. A copy of the school calendar can be found on the school district's [website](http://Montevideoschools.org) at **Montevideoschools.org**.

### Class Assignments

We make every effort to ensure balanced classes based on students strengths and needs and balance class sizes. For this reason, we are not able to honor teacher placement requests. Class assignments are released via JMC on August 1st of each school year. You may check your child's classroom placement by signing into your family's JMC portal after August 1st to see your child's homeroom teacher.

#### Program Requests

We do however, make every effort to honor program requests for students, providing we are still able to create a balanced class. As students complete their kindergarten year, families are given the opportunity to request a programming track for their child. MPS offers two programs: multiage programming or traditional programming. Families are given the opportunity to request a multiage program or traditional program at the end of a student's kindergarten year.

- **Multiage:** Students and the teachers stay together for two years. At the end of the year the 2nd grade students move to a 3rd grade classroom and new 1st grade students join the class. Multi-age classes provide the opportunity for the formation of a stronger bond between the teacher, child, and family. 2nd grade students act as guides, mentors, and leaders to the younger students.
- **Traditional:** Students and teachers stay together for a year. At the end of the year, students are regrouped and sent to new second grade classes.

## Complaints

Students, parents/guardians, employees, or other persons may report concerns or complaints to the school district. Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the building level where appropriate. The appropriate administrator will respond in writing to the complaining party regarding the school district's response to the complaint.

## E-Learning Day Plan

Our district wants to ensure our students have high-quality e-learning opportunities. At the elementary level, we try to keep activities as skills practice related to our grade level standards.

For Elementary students, K-2 students have received an e-Learning day packet that outlines the activities to be completed for the day. For students 3-4, students will log into their chromebooks to access e-learning lessons. Teachers will communicate the day's learning expectations to parents through email by 10:00a.m. on the day of an e-Learning day. Teachers may utilize online platforms such as SeeSaw, Google Classroom, etc. This information will be communicated by each teacher to parents.

Teachers will have instruction and assignments posted and available by 10:00am and will be available via telephone and online during normal school hours (8:00am -12:00pm and 12:30pm -3:15pm). Students needing to contact their teacher are to call the teacher's direct telephone line and leave a return phone number. Direct phone lines access the schools voicemail to email systems which immediately notify teachers of the message. Teachers will promptly return the telephone call to assist the student. Teacher's direct telephone numbers can be found on the district web page under staff [directory](#) so that they may be contacted on an e-learning day.

Montevideo Public Schools has elected to take attendance for the day based upon students submitting their completed assignments on the next regular day of school and completing any interactive activities required by their teacher. Teachers will log absences for an e-Learning day into JMC, student management system, by 3:45pm of the school day following the e-Learning day. E-learning days will be reported as regular instructional days.

## Employee Directory

Name	Position	E-Mail	Phone Ext.
Heidi Sachariason	Principal	hsachariason@montevideoschools.org	4225
John Mader	Dean of Students	johnm@montevideoschools.org	3263
Kris Kirkeby	Ramsey Elementary Social Worker	krisk@montevideoschools.org	4226
Morgan Lenning	Sanford Elementary Social Worker	mlenning@montevideoschools.org	3262
	Elementary School Nurse		4227
Kerry Jasperson	Behavior Interventionist	kjasperson@montevideoschools.org	4122
Derek Birdsall	Behavior Interventionist	dbirdsall@montevideoschools.org	

Samantha Seeman	Title 1 Coordinator	samanthas@montevideoschools.org	3264
	Library Assistant		3201
	Library Assistant		4113
Kathy Jessen	Ramsey ELL Teacher	kjessen@montevideoschools.org	4199
Angie Ashling	Kindergarten Teacher	aashling@montevideoschools.org	4104
Hilary Glady	Kindergarten Teacher	hglady@montevideoschools.org	4102
Holly Kilibarda	Kindergarten Teacher	hollyk@montevideoschools.org	4198
Patty Opdahl	Kindergarten Teacher	popdahl@montevideoschools.org	4101
Cassie Nelson	Kindergarten Teacher	cnelson@montevideoschools.org	
Jordan Skogrand	1st Grade Teacher	jskogrand@montevideoschools.org	4195
Allison Kleindl	1st Grade Teacher	akleindl@montevideoschools.org	4103
Kayla Harwick	1st Grade Teacher	kharwick@montevideoschools.org	4196
Gregg Zeidler	1st Grade Teacher	gzeidler@montevideoschools.org	4197
Stephanie Hanna	Multi-Age Teacher	shanna@montevideoschools.org	4107
Marree Douglas	Multi-Age Teacher	marreed@montevideoschools.org	4111
Rachel Weiss	2nd Grade Teacher	rweiss@montevideoschools.org	4109
Amanda Blom	2nd Grade Teacher	amandab@montevideoschools.org	4112
Kailee Sachs	2nd Grade Teacher	ksachs@montevideoschools.org	4108
Trisha Suchanek	2nd Grade teacher	tsuchanek@montevideoschools.org	4110
Lindsay Dack	SPED	ldack@montevideoschools.org	4106
Emily Ahrens	SPED	eahrens@montevideoschools.org	4229
Kati Luschen	SPED	kluschen@montevideoschools.org	4219
Dustin Boyum	Music Teacher	dboyum@montevideoschools.org	4105
Heather Boyum	Physical Education	hboyum@montevideoschools.org	4115
McKayla Castan...	Ramsey Secretary	mcastaneda@montevideoschools.org	4228
Nikki Bohlin	Sanford Secretary	nbohlin@montevideoschools.org	3260
Tes Ketelsen	SPED	teresak@montevideoschools.org	3205
Kerri Schuler	SPED	kschuler@montevideoschools.org	3207

Dede Epema	SPED	depema@montevideoschools.org	3269
Aaron Beadell	Sanford ELL Teacher	aaronb@montevideoschools.org	3218
Hayley Knoop	3rd Grade Teacher	hknoop@montevideoschools.org	3209
Kelly Bednar	3rd Grade Teacher	kbednar@montevideoschools.org	3212
Wendy Sandven	3rd Grade Teacher	wendys@montevideoschools.org	3210
Kelly Klaassen	3rd Grade Teacher	kklaassen@montevideoschools.org	3213
Kim Osman	4th Grade Teacher	Kimo@montevideoschools.org	3202
Sarah Lee	4th Grade Teacher	slee@montevideoschools.org	3202
Tim Epema	4th Grade Teacher	tepema@montevideoschools.org	3200
Derek Webb	4th Grade Teacher	dwebb@montevideoschools.org	3204
David Vik	4th Grade Teacher	davev@montevideoschools.org	3203
Brooke LaHaye	4th Grade Teacher	blahaye@montevideoschools.org	
Theresa Day	Speech Therapist	theresad@montevideoschools.org	3196
Kailee Carlson	Speech Therapist	kcarlson@montevideoschools.org	4220
Molli Tostenson	Speech Therapist	mtostenson@montevideoschools.org	
Stacy Geerdes	Occupational Therapist	stacyg@montevideoschools.org	3195

### Employment Background Checks [\*]

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

### Equal Access to School Facilities

The school district has created a limited open forum for secondary students to conduct non curriculum-related meetings during non instructional time. The school district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These limited open forum meetings will be voluntary and student initiated; will not be sponsored by school employees or agents; employees or agents of the school will be present at religious meetings only in a non participatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the school; and nonschool

persons will not direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the procedures established by the school district.

## **Fees [\*]**

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students **are** expected to provide their own pencils, pens, paper, erasers, notebooks, and other personal items. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Admission fees or charges for extracurricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate in an extracurricular activity are the same for all students, regardless of whether the student is enrolled in a public or a home school.
- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Personal physical education and athletic equipment and apparel.
- Items of personal use or products that a student has an option to purchase such as student publications, class rings, annuals, and graduation announcements.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the school social worker Kris Kireby (Ramsey) or Morgan Lenning (Sanford).

## **Fundraising**

All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by the advisor of the club/organization and the School Board. Participation in non approved fundraising activities is a violation of school district policy. Solicitations of students or employees by students for nonschool-related activities will not be allowed during the school day.

## **Gifts to Employees**

Employees are not allowed to solicit, accept, or receive a gift from a student, parent, or other individual or organization of greater than nominal value. Parents/guardians and students are encouraged to write letters and notes of appreciation or to give small tokens of gratitude.

## **Holiday Celebrations and Parties**

Students and teachers plan classroom parties on a cooperative basis. The exchange of gifts at the Winter Holiday Party is left to the discretion of the classroom teacher. If gifts are exchanged, cost is

not to exceed \$4.00. Children are permitted to bring a treat for their class to celebrate their birthday. We suggest that after school birthday parties be organized outside the school to eliminate hard feelings for youngsters not invited. Party invitations MUST be distributed outside of school. If at any time you wish for your child to not participate in a classroom celebration, please contact your child's homeroom teacher.

### **Interviews of Students by Outside Agencies**

Students may not be interviewed during the school day by persons other than a student's parents/guardians or school district officials, employees, and/or agents, except as provided by law and/or school policy.

### **Library and Media Center**

The library/media center is open during school hours. Students may use the library/media center during the school day and before and after school only when a supervisor is present.

### **Lunch**

Lunch is to be eaten in designated areas only. Lunch times vary by classroom. Students will be notified of their assigned lunch time on the first day of school. Students may receive a lunch at school or bring a prepared lunch from home. Milk will be available to supplement lunches brought from home.

All adult meal purchases are to be prepaid before receiving the meal. The cost of an adult lunch is \$4.95.

### **Messages to Students**

Office telephones are not for students' personal use. Students will not be called out of class to receive phone messages except in the event of an emergency. Personal cell phone use during the instructional day is prohibited. Cell phones must stay in lockers during the school day. Student messages will be taken by the office staff and relayed to the classroom teacher.

### **Nondiscrimination [\*]**

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs and activities. The school board has designated the superintendent as the district's human rights officer to handle inquiries regarding nondiscrimination.

### **Parent and Teacher Conferences**

Parent and teacher conferences will be held *November 6th 4am-8pm and November 7th 12:30pm-8pm*. For more information, contact the building principal.

## **Parent Volunteers**

Parents/guardians are welcome in the schools and are encouraged to volunteer in their children's classrooms. To volunteer in the school district, parents/guardians should speak to the classroom teacher. Parents/guardians who visit the school should sign in at the school office and receive a visitor badge before entering a classroom. We ask that all volunteers make arrangements at least 24 hours prior to volunteering. For more information, contact the school office.

## **Pledge of Allegiance [\*]**

Students will recite the Pledge of Allegiance to the flag of the United States of America daily. Any person 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. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

## **Schedule**

Classroom teachers will have a daily schedule on their webpage. Please consider the schedule when scheduling appointments that cannot be scheduled outside of the school day.

## **School Activities**

The school district provides opportunities for students to pursue special interests that contribute to their physical, mental, and emotional health. Formal instruction is the school district's priority.

Students who participate in school-sponsored activities are expected to responsibly represent the school and community. All rules pertaining to student conduct and student discipline apply to school activities.

All spectators at school-sponsored activities are expected to behave appropriately. Students and employees may be subject to discipline. Parents/guardians and other spectators may be subject to sanctions for inappropriate, illegal, or unsportsmanlike behavior at these activities or events.

The *Montevideo* School District is a member of the Minnesota State High School League (MSHSL). Students who participate in MSHSL activities must abide by the MSHSL rules. The district will enforce all MSHSL rules during the school year and in the summer as applicable.

Employees who conduct MSHSL activities will cover applicable rules, penalties, and opportunities with students and parents/guardians prior to the start of an activity. For more information about the MSHSL rules and student eligibility requirements, contact the Athletic Director.

## **School Closing Procedures**

School may be canceled when the superintendent believes severe weather or other circumstances threaten the safety of students and employees. The superintendent will decide as early in the day as possible about closing school or school buildings. School closing announcements will be broadcast over JMC message center, the school [website](#), social media, and the local radio station, KDMA 1460.

## **Searches**

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in desks, lockers, or vehicles parked on school

property. "Contraband" means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, when appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district's "Student Discipline" policy, which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

### **Lockers and Personal Possessions Within a Locker [\*]**

Under Minnesota law, school lockers are school district property. At no time does the school district relinquish its exclusive control of lockers provided for students' convenience. School officials may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant.

Students' personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

### **Desks**

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

### **Personal Possessions and Student's Person**

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

### **Student Publications and Materials**

The school district's policy is to protect students' free speech rights while, at the same time, preserving the district's obligation to provide a learning environment that is free of disruption. All school publications are under the supervision of the building principal and/or sponsor. Non School-sponsored publications may not be distributed without prior approval.

### **Distribution of Non School-Sponsored Materials on School Premises [\*\*]**

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing nonschool-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner. For detailed information, see the complete "Distribution of Non School-Sponsored Materials on School Premises by Students and Employees" policy (*Appendix 2*).

### **School-Sponsored Media**

The school district may exercise editorial control over the style and content of student expression in school-sponsored media as defined in Policy 512 and activities. Student media advisers shall supervise student writers to ensure compliance with the law and school district policies. Students producing school-sponsored media and participating in school activities will be under the supervision of a student

media adviser and the school principal.. Expression in school-sponsored media or school-sponsored activity is prohibited when the material:

1. is obscene to minors;
2. is defamatory;
3. is profane, harassing, threatening, or intimidating;
4. constitutes an unwarranted invasion of privacy;
5. violates federal or state law;
6. causes a material and substantial disruption of school activities;
7. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;
8. advertises or promotes any product or service not permitted for minors by law;
9. expresses or advocates sexual, racial, or religious harassment or violence or prejudice;  
or
10. is distributed or displayed in violation of time, place, and manner regulations.

Expression in school-sponsored media or school-sponsored activity is subject to school district editorial control over the style and content when the school district's actions are reasonably related to legitimate pedagogical concerns. School-sponsored media may be distributed at reasonable times and locations.

### **Student Records [\*]**

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an "eligible" student is one who is 18 or older or who is enrolled in an institution of post-secondary education. For more information on the rights of parents/guardians and eligible students regarding student records, see "Student Records" (*Appendix 3*). A complete copy of the school district's "Protection and Privacy of Pupil Records" policy may be obtained at [montevideoschools.org](http://montevideoschools.org).

### **Student Surveys [\*]**

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection, and use of information for marketing purposes, and certain physical examinations, see "Student Surveys" (*Appendix 4*). A complete copy of the school district's "Protection and Privacy of Pupil Records" policy may be obtained at the district office.

### **Transportation of Public School Students**

The school district will provide transportation, at the expense of the school district, for all resident students who live more than a mile from the school. Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break, except in certain circumstances. The school district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the students' parent or guardian.

### **Extracurricular Transportation**

The school district may provide transportation for students to and from extracurricular activities. To the extent the school district provides extracurricular transportation, the district may charge a fee for transportation of students to and from extracurricular activities and optional field trips at locations other than school.

## **Video and Audio Recording**

### **School Buses**

All school buses used by the school district may be equipped for the placement and operation of a video camera. The school district will post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The school district may use a video recording of the actions of student passengers as evidence in any disciplinary action arising from the students' misconduct on the bus.

### **Places Other Than Buses**

The school district buildings and grounds may be equipped with video cameras. Video surveillance may occur in any school district building or on any school district property. Video surveillance of locker rooms or bathrooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

## **PART II – ACADEMICS**

### **Cheating and Plagiarism**

Cheating and plagiarism are prohibited. Students who cheat or commit plagiarism on any test or assignment will be given a failing grade for that test or assignment and will be disciplined in accordance with the school district's "Student Discipline" policy.

### **Extended School Year Opportunities**

The school district provides extended school year opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact your child's special education case manager.

### **Field Trips**

Field trips may be offered to supplement student learning in which students voluntarily participate and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation.

### **Grades**

Report cards can be found quarterly on the parent portal of the JMC website or app for review. Online grade reports may be reviewed for grades 3-4 through the parent JMC app.

### **Homework**

Homework assignments are made by the teachers. The amount of homework varies by teacher and subject area. The school district asks parents/guardians to encourage their child(ren) to complete homework thoroughly and promptly.

### **Promotion and Retention**

All students are expected to achieve an acceptable level of proficiency. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year. Retention of a student may be considered when professional staff and parents/guardians feel that it is in the best interest of the student. The superintendent's decision will be final. The district has a variety of services to help students succeed in school. For more information, contact the building principal..

### **Summer School**

The school district may provide summer school learning opportunities. For more information, contact the school office.

### **Parent Right to Know [\*]**

If a parent requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

## **PART III – RULES AND DISCIPLINE**

### **Attendance Procedure**

#### **Parent/Guardian Responsibility**

It is the responsibility of the parent/guardian to call the school office on the day of the absence or prior to the absence explaining why the student will not be in school. Parents/Guardians should call before 8:30 a.m. each day. Parents may also provide a written note explaining their child's absence within five school days. If the parents do not provide a written note or phone call regarding their child's absence, it will result in an unexcused absence.

#### **Excused absence:**

Absences are excused by parents notifying the office when their child will not be attending school. Advanced notification of the absence to the office is required whenever possible. Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher. Work missed because of absence must be made up within three (3) days from the date of the student's return to school.

Excused Absences Include

- School Activity which are school authorized and supervised by school personnel
- Death of an immediate family member (parent, step parent, guardian, sibling or grandparent)
- Medical/Dental Appointment that cannot be made outside of school time
- Illness
  - Short Term
  - Long Term/Chronic-If a student is suffering from a long term chronic illness, the school office should be contacted. They will notify the student's teachers and request homework assignments.
  
- Family Emergency
- Court-ordered appearances
- Pre-arranged absences such as travel with family

#### **Unexcused Absence:**

An unexcused absence occurs when a student is not excused by a parent or guardian. Absence will be checked daily by the school office. Parents and guardians receive 5 days to provide an excuse for an absence. After 5 days the absence will be considered unexcused. Three unexcused tardies will result in an unexcused absence. If a student arrives after 10:00 am, and is not excused by their parent or guardian, this will result in an unexcused absence versus an unexcused tardy.

#### **Excessive Excused Absences**

After 10 excused absences, absences are considered excessive. Excessive Excused Absences occur when a student reaches ten or more total excused days missed for any reason. This will be considered excessive and subsequent absences will be marked unexcused without documentation provided by a medical doctor or a recommendation by the school nurse. An excessive excused absence letter will be sent to parents once a student reaches ten absences that will include the option for parents to set up a meeting with the principal to discuss absences and possible solutions.

#### **EDUCATIONAL NEGLECT**

If the student is younger than 12 years of age, missing school for an unexcused reason is educational neglect as defined below:

Education Neglect (younger than age 12):

A Letter will be sent home when a student reaches 3 unexcused absences for the school year.

A letter will be sent home again when a child reaches 5 unexcused absences. At this time, the parent or guardian will be required to call the principal to set up a meeting to discuss the attendance concerns. At this time, Chippewa County Family Services will be notified and invited to attend the meeting, also. This meeting is intended to be proactive and preventative of additional unexcused absences.

If a student reaches 7 unexcused absences for the year, as required by MN State Statute, the local social service agency will be notified through a mandated child protection report.

## **Bullying Prohibition [\*]**

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, are prohibited on school district property, at school-related functions or activities, on school transportation, and by misuse of technology. For detailed information, see the school district's "Bullying Prohibition" policy (*Appendix 7*).

## **Buses – Conduct on School Buses and Consequences for Misbehavior [\*\*]**

Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked.

The school district is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow school district rules for waiting at a school bus stop and for riding on a school bus.

While waiting for the bus or after being dropped off at a school bus stop, all students must comply with the following rules:

- Get to the bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at the bus stop.
- Keep your arms, legs, and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road, or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation, or horseplay.
- No use of alcohol, tobacco, or drugs.

While riding a school bus, all riders must comply with the following rules:

- Follow the driver's directions at all times.
- Remain seated facing forward while the bus is in motion.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep arms, legs, and belongings to yourself and out of the aisle.
- No fighting, harassment, intimidation, or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco, or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

Consequences for school bus/bus stop misconduct will be imposed by the school district under administrative discipline procedures. All school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

## **Cell Phones and Other Electronic Communication Devices**

If students have a cell phone, it must remain in the student's locker during school hours.

## **Discipline [\*]**

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. For detailed information on the Student Code of Conduct and consequences for violations, see the "Student Discipline" policy (*Appendix 5*).

## **Dress and Appearance**

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

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

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

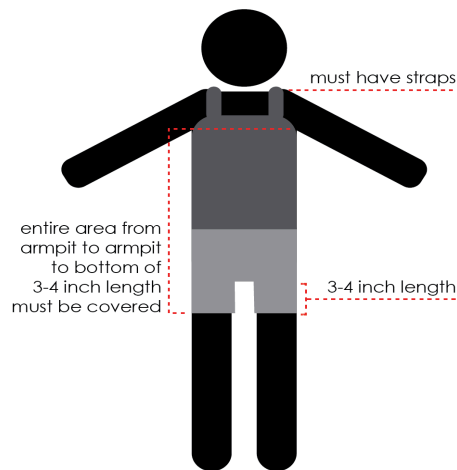
- 1. Clothing for the weather.
- 2. Clothing that does not create a health or safety hazard.
- 3. Clothing for the activity (i.e., physical education or the classroom).
- 4. Footwear that does not present a safety hazard.
- 5. Headwear, including hats or head coverings, are allowed provided that it does not cover the student's face to the extent that the student is not identifiable. Headgear must not interfere with the educational process. Hoodies must allow the face and ears to be visible from the front and sides and must not interfere with the line of sight to any student or staff including while the student

wearing the hoodie is seated. Students may wear headgear for a medical or religious reason.

6. Hair, including but not limited to hair texture and hair styles such as braids, locks, and twists.

C. Student clothing may not include the following:

1. Students may not wear inappropriate clothing. Clothing must cover areas from one armpit across to the other armpit, down to approximately 3 to 4 inches in length on the upper thighs (see image). See-through garments may not be worn.



2. Clothing (including emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry) bearing a message that is lewd, vulgar, obscene, libelous, or denigrates, harasses, discriminates against others on the basis of protected class status under the Minnesota Human Rights Act, or violates school district policies prohibiting discrimination, violence, harassment, or other harmful activities.
3. Apparel promoting products or activities that are illegal for use by minors.
4. Communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Policy 413.

D. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing clothing on which such messages are stated. Such messages are acceptable as long as they are not lewd; vulgar; obscene; libelous; do not denigrate, harass, or discriminate against others on the basis of protected class status under the Minnesota Human Rights Act; or do not violate school district policies prohibiting discrimination, bullying, violence, harassment, or other harmful activities.

### III. PROCEDURES

- A. Enforcement of a student dress code will be approached with careful consideration and sensitivity, with the goals of supporting students as they express themselves and pursue their full potential, of not shaming students, and of minimalizing loss of instructional time. When possible, dress code matters should be addressed privately with students, should seek to determine whether factors exist that impact the student's ability to comply with the dress code, and should seek to address such issues.
- B. When, in the reasonable judgment of the administration, (1) a student's clothing or appearance may materially and substantially disrupt or interfere with the educational mission, school environment, classwork, or school activities; (2) may incite or contribute to substantial disorder or invasion of the rights of others; or (3) pose a threat to the health or safety of the student or others, the student will be directed to make modifications. Parents or guardians will be notified. Other consequences may be enforced in line with Policy 506 (Student Discipline).
- C. The administration may recommend a form of clothing considered appropriate for a specific event and communicate the recommendation to students and parents or guardians. A school district or charter school must not prohibit an American Indian student from wearing American Indian regalia, Tribal regalia, or objects of cultural significance at a graduation ceremony.
- D. Likewise, an organized student group may recommend a form of clothing for students considered appropriate for a specific event and bring such recommendation to the administration for approval.

### **Drug-Free School and Workplace**

The possession and use of alcohol, controlled substances, and toxic substances are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is prohibited. The school district will discipline or take appropriate action against anyone who violates this policy.

District policy is not violated when a person brings a controlled substance that has a currently accepted medical treatment into a school location for personal use if the person has a physician's prescription for the substance except marijuana is not allowed on school property even if prescribed. Students who have prescriptions must comply with the school district's "Student Medication and Telehealth" policy. The school district will provide an instructional program in every elementary and secondary school on chemical abuse and the prevention of chemical dependency.

### **Harassment and Violence Prohibition [\*]**

The school district strives to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender identity, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. Detailed information on the school district's "Harassment and Violence Prohibition" policy is included in this handbook (*Appendix 8*).

### **Hazing Prohibition [\*]**

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's "Student Discipline" policy. Please see the school district's "Hazing Prohibition" policy (*Appendix 9*).

## **Internet Acceptable Use**

All school district students have conditional access to the school district's computer system, including Internet access, for limited educational purposes, including use of the system for classroom activities, educational research, and professional and career development. Use of the school district's system is a privilege, not a right. Unacceptable use of the school district's computer system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

A copy of the school district's "Internet, Technology and Cell Phone Acceptable Use" policy is available on our [website](#).

Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;
2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

Students will receive a copy of the school district's "Internet, Technology, and Cell Phone Acceptable Use" policy and are expected to understand and agree to abide by the policy as a condition of use of the school district's computer system. All students who wish to use the school district's computer system must sign the Internet Use Agreement form **at the beginning of each school year or upon enrollment**.

## **Parking on School District Property**

### **Visitors**

Visitors are permitted to park in designated school district visitor parking areas. Unattended vehicles left in other locations on school district property may be towed at the owner's expense.

## **Tobacco-Free Schools; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction [\*\*]**

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual's use of tobacco, tobacco-related devices, or carrying or using activated electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline. For detailed information on the school district's "Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction" policy, see *Appendix 10*. Contact the principal if you have questions or wish to report violations.

**[NOTE: Specific exceptions to the tobacco prohibition are set out in "Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction" (Policy 419).]**

### **Vandalism**

Vandalism of any district property is prohibited. Violators will be disciplined and may be reported to law enforcement officials.

### **Weapons Prohibition**

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. A "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons. Appropriate discipline and action will be taken against any person who violates this policy. The school district does not allow the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the superintendent of dismissal for a period of time not to exceed one year. The building principal shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully. A student who brings a firearm to school will be expelled for at least one year, subject to school district discretion on a case-by-case basis. For a copy of the "School Weapons" policy, contact the school office.

## **PART IV — HEALTH AND SAFETY**

### **Accidents**

All student injuries that occur at school, at school-sponsored activities, or on school transportation should be reported to the school nurse. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the principal or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

### **Asbestos Management Plan [\*]**

The school district has developed an asbestos management plan. A copy of this plan can be found in the district office and is available on the district's website.

## **Crisis Management**

The school district has developed a "Crisis Management" policy. Each school building has its own building-specific crisis management plan. Students and parents will be provided with information as to district- and school-specific plans.

The "Crisis Management" policy addresses a range of potential crisis situations in the school district. The school district has developed general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The school district will conduct lock-down drills, fire drills, and a tornado drill. Building plans include classroom and building evacuation procedures.

## **Emergency Contact Information**

Current contact information is vital in case of an emergency. Parents or guardians are responsible for updating emergency contact information in the Family portal in [JMC](#).

## **Health Information**

### **First Aid**

The nurse's office in each building is equipped to handle minor injuries requiring first aid. If the nurse's office is not open, assistance can be sought from the building's administrative office. If a student experiences a more serious medical emergency at school, 911 will be called and/or a parent/guardian will be contacted depending on the situation.

The district has installed automated external defibrillators (AEDs) in all schools by the office. Tampering with any AED is prohibited and may result in discipline.

### **Communicable Diseases**

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent or guardian suspects that his/her child has a communicable or contagious disease, the parent or guardian should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

<b>Stomach Flu, Influenza,</b>	24 hours after the last episode of vomiting or diarrhea.
	24 hours after the temperature returns to normal
<b>Fever over 100</b>	24 hours after the temperature returns to normal.
<b>Chicken Pox</b>	No sooner than 7 days from onset of rash, no fever present and all sores are to be dry and crusted over.
<b>Ear Infection</b>	Not contagious, but the child should see a physician and can return when pain is gone.
<b>Strep Throat</b>	Readmitted after having been on antibiotics for at least 24 hours and no fever present.

<b>Scarlatina</b>	Same as for strep throat
<b>Impetigo</b>	Readmitted after adequate medical treatment or when all lesions are healed. If the cause is not known, see a physician before sending them to school. Students should remain home if contagious.
<b>Head Lice</b>	A student found to have head lice in his/her hair will be sent home from school. Treatment with lice killing shampoo will have to be completed and ALL eggs removed from the hair before he/she will be readmitted to school. Parents are responsible for checking other children at home and for implementing control measures to prevent reinfestation of head lice.

Students with certain communicable diseases will not be excluded from attending school in their usual daily attendance settings as long as their health permits and their attendance does not create a significant risk of transmitting the illness to other students or school district employees. The school district will determine on a case-by-case basis whether a contagious student's attendance creates a significant risk of transmitting the illness to others.

### **Health Service**

The student health office is staffed by a trained School Nurse. If a child becomes ill in school, the parent will be called and the child sent home. If the parent cannot be reached, the person designated by the parent as an emergency contact on JMC will be called. Normally, children who are too ill to go outside for recess are too ill to be at school. This is particularly true in the case of severe colds. Children coming to school with severe colds are unable to function well at school, and provide a source of infection to other children.

A parent/guardian should notify the school if his/her child is unable to attend school because of illness.

### **Immunizations**

All students must provide proof of immunization or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, contact the building school nurse.

### **Medications at School During the School Day**

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An "Administering Prescription Medications" form must be completed once a year and/or when a change in the prescription or requirements for administration occurs. Prescription medications must be

brought to school in the original container labeled for the student by a pharmacist, and must be administered in a manner consistent with the instructions on the label. Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel. Exceptions that may be allowed include: prescription asthma medications administered with an inhaler pursuant to school district policy and procedures, medications administered as noted in a written agreement between the school district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (section 504 Plan), or an individual health plan (IHP). Marijuana is not allowed on school property even if prescribed. The school district is to be notified of any change in administration of a student's prescription medication.

### **Suicide Prevention Information**

**[Note: If the school district issues identification cards to students in middle school, junior high school, or high school, it must provide contact information for the 988 Suicide and Crisis LifeLine (988 LifeLine), the Crisis Text line, and the county mobile crisis services. The contact information must also be included in the school's student handbook and the student planner if a student planner is custom printed by the school for distribution to students in grades 6 – 12.]**

### **Pesticide Application Notice [\*]**

The school district may plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by September 15 as to the school district's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, an estimated schedule of pesticide applications (which will be available for review or copying at the school office), and the long-term health effects of the class of pesticide on children can be requested by contacting the district office.

### **Safety**

The safety of students on campus and at school-related activities is a high priority of the district. While district-wide safety procedures are in place, student and parent cooperation is essential to ensuring school safety.

### **Visitors in District Buildings**

Parents/guardians and community members are welcome to visit the schools. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the office upon entering the building, with the exception of events open to the public. All visitors will be required to sign in at the office and to wear a "visitors badge" while in the building during the school day. Visitors must have the approval of the principal before visiting a classroom during instructional time. An individual or group may be denied permission to visit a school or school property, or such permission may be revoked, if the visitor does not comply with school district procedures or if the visit is not in the best interests of the students, employee, or the school district.

Students are not allowed to bring visitors to school without prior permission from the principal.

**APPENDIXES****Montevideo Public School, ISD 129 Policies**

<b>Policy Number</b>	<b>Policy Name and link</b>	<b>Approval Date</b>
101	<a href="#">Legal Status of the District</a>	2022
101.1	<a href="#">Legal Name of the District</a>	2022
102	<a href="#">Equal Education Policy</a>	2023
103	<a href="#">Complaints</a>	2022
201	<a href="#">Legal Status of the School Board</a>	2022
202	<a href="#">School Board Officers</a>	2022
203	<a href="#">Operations of the School Board-Governing Rules</a>	2022
203.1	<a href="#">School Board Procedures</a>	2022
203.2	<a href="#">Order of Regular Meeting</a>	2022
203.5	<a href="#">School Board Meeting Agenda</a>	2022
203.6	<a href="#">Consent Agenda</a>	2022
204	<a href="#">School Board Meeting Minutes</a>	2022
205	<a href="#">Open Meetings and Closed Meetings</a>	2022
206	<a href="#">Public Participation in School Board Meetings/Complaints About Persons At School Board Meetings and Data Privacy Considerations</a>	2022
207	<a href="#">Public Hearings</a>	2022

208	<a href="#">Development, Adoption, and Implementation of Policies</a>	2022
209	<a href="#">Code of Ethics</a>	2022
210	<a href="#">School Board Conflict of Interest</a>	2022
211	<a href="#">Criminal or Civil Action</a>	2022
212	<a href="#">School Board Development</a>	2022
213	<a href="#">School Board Committees</a>	2022
214	<a href="#">Out of State Travel</a>	2022
301	<a href="#">School Administration</a>	2023
302	<a href="#">Superintendent</a>	2023
303	<a href="#">Superintendent Selection</a>	2023
304	<a href="#">Superintendent Contract, Duties, and Evaluation</a>	2023
305	<a href="#">Policy Implementation</a>	2023
306	<a href="#">Code of Ethics</a>	2023
401	<a href="#">Equal Employment Opportunity</a>	2023
402	<a href="#">Discipline Non Discrimination</a>	2023
403	<a href="#">Discipline, Suspension and Dismissal of School District Employees</a>	2023
404	<a href="#">Employment Background Check Form</a>	2023
405	<a href="#">Veterans Preferences</a>	2023

406	<a href="#">Public and Private Personnel Data</a>	2023
407	<a href="#">Employee Right to Know- Hazardous Substances</a>	2023
410	<a href="#">Family and Medical Leave</a>	2022
413	<a href="#">Harassment and Violence</a>	2022
414	<a href="#">Mandated Reporting of Child Neglect or Physical or Sexual Abuse</a>	2022
415	<a href="#">Mandated Reporting of Maltreatment of Vulnerable Adults</a>	2019
418	<a href="#">Drug Free Workplace</a>	2023
419	<a href="#">Tobacco Free Environment</a>	2023
424	<a href="#">License Status</a>	2023
425	<a href="#">Staff Development</a>	2023
506	<a href="#">Student Discipline</a>	2023
506.1	<a href="#">Cell Phone</a>	2022
507	<a href="#">Corporal Punishment and Prone Restraint</a>	2023
509	<a href="#">Enrollment of Nonresident Students</a>	2023
513	<a href="#">Student Promotion, Retention, and Program Design</a>	2023
514	<a href="#">Bullying Prohibition</a>	2023
516.5	<a href="#">Overdose Medication</a>	2023
522	<a href="#">Student Sex Nondiscrimination</a>	2020

524	<a href="#">Internet Acceptable Use and Safety</a>	2022
524A	<a href="#">Acceptable Use of Technology</a>	2022
524.2	<a href="#">Chromebook Use</a>	2023
532	<a href="#">Use of Peace Officers and Crisis Teams</a>	2023
533	<a href="#">Wellness Policy</a>	2021
534	<a href="#">School Meals</a>	2023
601	School District Curriculum and Instruction Goals	2023
602	<a href="#">Organization of School Calendar and School Day</a>	2023
613	<a href="#">Graduation Requirements</a>	2023
616	<a href="#">School District System Accountability</a>	2023
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620	<a href="#">Credit for Learning</a>	2023
621	<a href="#">Literacy and the Read Act</a>	2023
624	<a href="#">Online Instruction</a>	2023
708	<a href="#">Transportation of Nonpublic School Students</a>	2023
709	<a href="#">Student Transportation Safety Policy</a>	2023
722	<a href="#">Public Data Request</a>	2023
806	<a href="#">Crisis Management</a>	2023

<b>Notifications</b>			
<a href="#">Asbestos</a>	<a href="#">Indoor Air Quality</a>	<a href="#">Pest Management Plan</a>	<a href="#">Reducing Lead in Drinking Water Plan</a>

# MONTEVIDEO MIDDLE SCHOOL STUDENT/PARENT HANDBOOK 2024-25



**We are not a good school, we are a GREAT school!**



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<b>STUDENT RECORDS POLICY*</b>	<a href="#"><u>LINK</u></a>

**MONTEVIDEO PUBLIC SCHOOLS  
STRATEGIC PLAN  
“T HAWK 25”**

**Outstanding  
Employees**

**Student  
Achievement**

**MONTEVIDEO**

**School and  
Community  
Connection**



**Fiscal Responsibility**

**THUNDER HAWKS**

**Innovation in  
Education**

**Safe, Efficient, and  
Appropriate  
Facilities**

Vision: The School District where students are first, from cradle to career		
<p><b>Mission:</b> Montevideo Public Schools empowers learners to achieve their potential by providing an exemplary education rooted in innovation, partnerships, and accountability.</p>		
Values	What it means	Living it out
<b>Trust</b>	We value individual perspectives, honesty, respect, and honoring commitments	<ul style="list-style-type: none"> <li>● I will be honest and respectful</li> <li>● I will value individual perspectives</li> <li>● I will honor my commitments</li> </ul>
<b>Innovation</b>	We value continuous improvement grounded in high expectations, utilizing innovative thought and practices to foster individual growth, monitoring outcomes, and celebrating successes	<ul style="list-style-type: none"> <li>● I will hold high expectations for myself and others</li> <li>● I will use innovation as a tool for continuous improvement</li> <li>● I will take risks, welcome challenges, measure results, monitor growth and celebrate successes</li> </ul>
<b>Healthy Relationships and Effective Communication</b>	We value empathy, collaboration, responsiveness, and stewardship to meet the needs of stakeholders	<ul style="list-style-type: none"> <li>● I will communicate with clarity and compassion to build trust</li> <li>● I will listen to learn and understand</li> <li>● I will actively engage with others to build relationships and trust</li> <li>● I will respect and value the contributions of others</li> </ul>
<b>Commit to Serve</b>	We value humility, the importance of each individual, educating from a place of understanding, giving without expectations of reciprocity, and kindness	<ul style="list-style-type: none"> <li>● I will listen to understand others needs</li> <li>● I will be a good steward of resources</li> <li>● I will be a champion in service to my team and stakeholders</li> <li>● I will act without return expectations</li> </ul>
<p><b>We Believe In:</b></p> <ol style="list-style-type: none"> <li>1. Having high expectations for ALL</li> <li>2. Valuing students as individuals</li> <li>3. Building effective communication between school, home and community</li> <li>4. Seizing opportunities to be innovative</li> <li>5. Utilizing effective technology and curriculum that fosters desired results</li> <li>6. Facilitating family and community engagement</li> <li>7. Supporting activities that enhance personal growth and strong academic programs</li> </ol>		<ol style="list-style-type: none"> <li>8. Expanding educational opportunities through regional cooperation and collaboration</li> <li>9. Utilizing data to drive decision making and instructional practices</li> <li>10. Maintaining fiscal responsibility</li> </ol>

**Vision: The School District where students are first, from cradle to career**

**Mission:** Montevideo Public Schools empowers learners to achieve their potential by providing an exemplary education rooted in innovation, partnerships, and accountability.

**T HAWK 25** was created to provide a road map for Montevideo Public Schools to achieve excellence in education. Through focusing on what is most important, staff and administration will maximize both human and financial resources to create a Student’s First Educational System that empowers all learners to achieve their potential.

- ❖ **District priorities** are overarching areas in which the district has identified as critical to achieve the mission of the District.
- ❖ **Goals** are specific 3-5 year achievements, aligned to District Priorities, that the district must accomplish in order to be operating in order to be in alignment with the mission of the District.
- ❖ **Benchmarks** are annual performance indicators that show the District is on track to achieve the 3-5 year goals
- ❖ **Continuous Improvement Plans** are created by district and learning level administration and staff. These plans outline specific actions that will be taken in order to achieve annual benchmarks and goals.

District Priorities (What)	3 Year Goals (How we will know)	Benchmarks-Indicators of Success
<b>Exemplary Student Achievement</b>	❖ <b>The percentage of students entering kindergarten meeting district Kindergarten Readiness standards is 80% by September, 2025</b>	❖ 2024: 65% ❖ 2025: 80%
	❖ The percentage of third grade students that meet or exceed reading standards on the MN Comprehensive Assessments (MCA) will exceed 65% by June, 2025.	❖ 2025: 65%
	❖ <b>The percentage of non-white students at grade level in reading by the end of 3rd grade will increase from 26% in 2022 to 44% in 2026.</b>	❖ 2025: 38% ❖ 2026: 44%
	❖ 73% of students in grades K-8 are at or above grade level in math according to Spring STAR assessments by June, 2025.	❖ 2025: 73%
	❖ <b>60% of students in grades K-8 are at or above grade level in reading according to Spring STAR assessments by June, 2025.</b>	❖ 2025: 60%
	❖ Montevideo Senior High School will achieve a minimum overall graduation rate of 90% or higher by June 2025.	❖ 2025: 90%
	❖ <b>Montevideo Senior High School will achieve a minimum of a 98% graduation rate of students enrolled on October 1 of their senior year.</b>	❖ 2025: 98%
	❖ 80% of students graduating from MHS will meet the college readiness criteria as defined by "Redefining Readiness" by June, 2025	❖ 2025: 80%
	❖ <b>Average Composite ACT Score of 23 or higher for senior class by June, 2025</b>	❖ 2025: 23

Vision: The School District where students are first, from cradle to career		
	❖ MHS graduates earn an average of 12 or more college credits per student while in high school by June, 2025	❖ 2025: 12
<b>Fiscal Responsibility</b>	<ul style="list-style-type: none"> <li>❖ The annual expense to revenue budget will annually be positive</li> <li>❖ <b>The district general fund balance will be at or exceed 3 months of operating expenses by FY25.</b></li> <li>❖ 75% of district fund 01 expenditures go directly to support instruction.</li> </ul>	❖ 2025: 1.5
District Priorities (What)	Goals (How we will know)	Benchmarks-Indicators of Success
<b>Safe, Efficient, and Appropriate Facilities</b>	<ul style="list-style-type: none"> <li>❖ Safe school protocols are in place and documented in building emergency plans for all district facilities by June, 2023.</li> <li>❖ 100% of district facilities utilized for school programs will meet all health and safety guidelines as shown by 0 major violations on the annual OSHA assessment.</li> <li>❖ Attain a voter approved facility referendum that addresses district facility priorities</li> <li>❖ By June, 2025, 95% of students will identify school as a safe place physically, socially, and emotionally as measured by district stakeholder satisfaction surveys</li> </ul>	
<b>Innovation in Education</b>	<ul style="list-style-type: none"> <li>❖ Implement a college and career readiness scope and sequence that meets Redefining Readiness benchmarks by September, 2025</li> </ul>	
<b>School and Community Connection</b>	<ul style="list-style-type: none"> <li>❖ The district will increase stakeholder trust as shown by attaining a minimum score of 3.0 by June of 2025 in the areas of connection, clarity, and compassion as measured by the Spring district stakeholder satisfaction survey</li> <li>❖ Annually sustain existing 2-way beneficial partnerships</li> <li>❖ Annually Increase the number of Universities that utilize MPS as a student teaching site option.</li> </ul>	<ul style="list-style-type: none"> <li>❖ 2025: 3</li> <li>❖ 2025: 8+</li> <li>❖ 2025: 8</li> </ul>
<b>Outstanding Employees</b>	<ul style="list-style-type: none"> <li>❖ 100% of instructional positions are filled by fully licensed staff who meet the district expectations of highly qualified</li> <li>❖ Work agreements provide regionally competitive wages, benefits, and</li> </ul>	

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opportunities resulting in 100% of positions to be filled annually.

- ❖ Maintain 5% or less turnover of teaching staff annually ❖ 2025: 5%
- ❖ Maintain 10% or less turnover of non teaching staff annually ❖ 2025: 15%
- ❖ Increase the number of students graduating from MHS that enter a teacher preparation program from 5 in 2022 to a minimum of 10 in 2026. ❖ 2025: 8  
❖ 2026: 10



## 2024-2025 Focus Goals

Priority	Strategic Goal	Annual Goal	Strategy
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>❖ 73% of students in grades K-8 are at or above grade level in math according to Spring Fast Bridge assessments by June, 2025.</li>   <li>❖ 65% of students in grades K-8 are at or above grade level in reading according to Spring FastBridge assessments by June, 2025.</li>   <li>❖ 80% of students graduating from MHS will meet the college readiness criteria as defined by Redefining Readiness by June, 2025</li> </ul>	<ul style="list-style-type: none"> <li>❖ 73% of students in grades K-8 are at or above grade level in math according to Spring Fast Bridge assessments by June, 2025.</li>   <li>❖ 65% of students in grades K-8 are at or above grade level in reading according to Spring FastBridge assessments by June, 2025.</li>   <li>❖ 80% of students graduating from MHS will meet the college readiness criteria as defined by "Redefining Readiness"by June, 2025</li> </ul>	<p>Analyze and adjust district assessment plan</p> <p>Implementation of K-4 Math Corp</p> <p>Create a structured system for skill assessment and instructional interventions at grades 7 and 8</p> <p>Alignment of Tier I instruction by using UCCI</p> <p>Completion of K-3 Teachers training in LETRS</p> <p>Implementation of Tier II Instruction in grades K-5</p> <p>Alignment of Tier I instruction by using UCCI</p> <p>Reconfigure Title I staff, implementation model, and assessment</p> <p>Implementation with Fidelity of On to College</p> <p>Maintain CIS opportunities at MHS</p> <p>Development of Career Ready tracking plan</p>
<b>Fiscal Responsibility</b>	<ul style="list-style-type: none"> <li>❖ The district general fund balance will be at or exceed 1.5 months of operating expenses by the end of FY25.</li> </ul>	<ul style="list-style-type: none"> <li>❖ The district fund balance will grow by a minimum of 1% by June 30, 2025</li> </ul>	<p>Secure new revenue sources</p> <p>Adhere to FY25 budget expenditure parameters</p> <p>Expand the use of categorical funding with corresponding decrease in non-categorical</p>

<p><b>Safe, Efficient, and Appropriate Facilities</b></p>	<ul style="list-style-type: none"> <li>❖ Attain a voter approved facility referendum that addresses district facility priorities</li>   <li>❖ By June, 2025, 90% of 5-12 students will identify school as a safe place physically, socially, and emotionally as measured by district student satisfaction surveys</li> </ul>	<ul style="list-style-type: none"> <li>❖ Propose a long term facility plan that is approved by a minimum of 53% of district voters in the 2024-2025 school year</li>   <li>❖ By June, 2025, 90% of 5-12 students will identify school as a safe place physically, socially, and emotionally as measured by district student satisfaction surveys</li> </ul>	<p>Conduct community survey to determine support</p> <p>Propose plan that is in alignment with community desires</p> <p>Implement a communications plan that effectively informs stakeholders</p> <p>Revision of the Mental Health Collaborative model</p> <p>Revision to the district PBIS plan</p> <p>Provide clarity to statutory requirements and then make adjustments to building level behavioral management plans accordingly</p>
<p><b>School and Community Connection</b></p>	<ul style="list-style-type: none"> <li>❖ The district will increase stakeholder trust as shown by attaining a minimum score of 3.0 by June of 2025 in the areas of connection, clarity, and compassion as measured by the Spring district stakeholder satisfaction survey</li> </ul>	<ul style="list-style-type: none"> <li>❖ The district will increase stakeholder trust as shown by attaining a minimum score of 3.0 by June of 2025 in the areas of connection, clarity, and compassion as measured by the Spring district stakeholder satisfaction survey</li> </ul>	<p>Continue communication strategies, transparency strategies, and engagement with the public</p>
<p><b>Outstanding Employees</b></p>	<ul style="list-style-type: none"> <li>❖ Work agreements provide regionally competitive wages, benefits, and opportunities resulting in 100% of positions to be filled annually.</li>   <li>❖ Maintain 10% or less turnover of non-teaching staff annually</li> </ul>	<ul style="list-style-type: none"> <li>❖ Work agreements provide regionally competitive wages, benefits, and opportunities resulting in 100% of positions to be filled annually.</li>   <li>❖ Decrease non-teaching staff turnover by a minimum of 5% from FY23</li> </ul>	<p>Complete agreement comparisons, target top 15% of surrounding area</p> <p>Complete agreement comparisons; target top 15% total package in area</p>

**It is a great time to be a Thunder Hawk**

## MONTEVIDEO MIDDLE SCHOOL MISSION STATEMENT

The Montevideo Middle School has a student-centered approach that focuses on student achievement while educating the whole child.

### MIDDLE SCHOOL DAILY SCHEDULE

The Montevideo Middle School is organized around a 7-period day. The daily schedule is:

Period 1: 8:15-9:05  
Period 2: 9:09-9:59  
Advisory: 10:03-10:18  
Period 3: 10:22-11:12  
Period 4: 11:16-12:06  
Period 5A: 12:10-12:35  
Period 5B: 12:38-1:01  
Period 5C: 1:04-1:27  
Period 6: 1:31-2:21  
Period 7: 2:25-3:15

(An altered schedule will be used for late starts and early dismissals.)

### ATTENDANCE

Learning is enhanced by regular attendance. The education process requires a continuity of instruction, classroom participation, and guided practice, along with parental encouragement, in order to reach the goal of maximum educational benefits for each individual student. The regular contact of students with one another in the classroom and their participation in well-planned instructional activities under the tutelage of a competent teacher are vital to this purpose. This is a well-established principle of education and gives purpose to the requirement of compulsory education in Minnesota. A pattern of good attendance established in school will benefit the learner now and will transfer to future success in postsecondary education and the workplace. Please read [Montevideo Public School Policy 503 - Student Attendance](#) so you are familiar with excused/unexcused absences and tardies.

#### HOMEWORK REQUESTS:

Parent requests for homework from teachers must be made to the MMS Office or the student's advisor by 9:00 am and can be picked up in the school office from 3:15 - 4:00 on a given day. Requests made after 9:00 am may not be fulfilled. Ultimately, it is the student's responsibility to ensure that all missed work is made up for each class missed.

#### TARDIES TO SCHOOL:

Students arriving at school after 8:15 must report to the MMS Office for a tardy pass. Students must give a tardy pass to the classroom teacher upon arrival. **Students are allowed three (3) tardies to school per quarter for any reason (excused or unexcused). Any additional tardies to school will result in one hour of detention for the remainder of the quarter unless the tardy is accompanied by a doctor's note.** Tardies reset to zero at the beginning of each quarter.

EXCESSIVE EXCUSED ABSENCES:

In the event that a student’s excused absences become excessive and jeopardize the educational process of the student. The student’s attendance record will be reviewed and any further absences will require documentation from a medical doctor. **Ten or more** total excused days missed FOR ANY REASON will be considered excessive and subsequent absences will be marked unexcused without documentation provided by a medical doctor or a recommendation by the school nurse. An excessive excused absence letter will be sent to parents once a student reaches ten absences that will include the option for parents to set up a meeting with the principal to discuss absences and possible solutions.

EDUCATIONAL NEGLECT/TRUANCY:

Missing school for an unexcused reason or skipping is truancy if a student is 12 years of age or older. If the student is younger than 12 years of age, missing school for an unexcused reason or skipping is educational neglect as defined below:

A. Education Neglect (younger than age 12):

A letter will be sent home when a student reaches a minimum of three (3) unexcused absences for the school year. Another letter will be sent to parents and a parent/guardian conference will be offered when a student reaches a minimum of five (5) unexcused absences for the school to assist the family in developing a plan to resolve the attendance issues. When a student reaches a minimum of seven (7) unexcused absences for the school year, as required by MN State Statute the local social service agency will be notified through a mandated child protection referral.

B. Truancy (12 years old and older):

A letter will be sent home when a student reaches a minimum of three (3) unexcused absences for the school year. Another letter will be sent to parents and a parent/guardian conference will be offered when a student reaches a minimum of five (5) unexcused absences for the school to assist the family in developing a plan to resolve the attendance issues when a student reaches a minimum of seven (7) unexcused absences for the school year as required.

**E-LEARNING DAYS**

When our district has weather-related school cancellations, instructional time is lost and the momentum in classrooms is slowed. State testing dates are set prior to the start of the school year, and make-up days in June after the completion of these tests can be out of sync with the instructional process. Our district also partners with post-secondary institutions making “tack-on days” less effective than what is desired. While e-learning days cannot replace the face-to-face time students have with their teachers, they can provide better continuity when school is interrupted.

PLAN:

Annually up to (5) five school days missed due to inclement weather may be made up as e-Learning days if the postponement is determined prior to 6:00a.m of the proposed e-Learning day. In the event that five (5) e-learning days are scheduled, additional school days missed due to inclement weather will be discussed administratively and communicated to all stakeholders.

NOTIFICATION:

In the event of a school cancellation due to inclement weather, families will receive an automated phone call, text message, and/or email from Montevideo Public Schools via JMC Messenger. Messages will also be posted on the district

website and social media. E-Learning days will be announced in the same fashion as the school cancellation announcements in order to avoid confusion.

#### ATTENDANCE:

Attendance must be taken by the teacher and records of attendance must be kept for each class/class period. If a student does not complete the e-learning task(s) before the class period the next day, that student will be counted absent. “Students who do not participate in planned activities are considered absent for those class(es) and will be reported as absent as if they were not present for an on-campus class.” (Plaman, Minnesota Department of Education 20 July 2017)

In accordance to the Minnesota Department of Education, attendance may be verified by:

- a. Logging in to class page(s) on the district’s/school’s learning management system (LMS).
- b. Email exchange/ text exchange /phone call with the teacher.
- c. Parent verifies attendance; a documentation process is developed and retained by the school as part of the student’s attendance record.
- d. Activity in classes (pages accessed, discussion participation, formative assessments completed).
- e. Work submitted during the e-Learning day (evidence of learning or preparation for learning—reading or video with notes).” (Plaman, Minnesota Department of Education 20 July 2017)

Montevideo Public Schools has elected to take attendance for the day based on students submitting their completed assignments on the next regular day of school and completing any interactive activities required by their teacher. Teachers will log absences for an e-Learning day into JMC, student management system, by 3:45 p.m. of the school day following the e-Learning day.

E-learning days will be reported as regular instructional days. Students enrolled on an e-learning day will generate one day of membership. The length of the school day will be reported as the same length that was originally scheduled had the students attended at the school site.

#### E-LEARNING TASKS:

Our district wants to ensure our students have high-quality e-learning opportunities.

“High quality e-Learning experiences:

- a. Integrate as seamlessly as possible into the regular instruction that has been occurring. Avoid generic, out-of-context tasks. Tasks should be meaningful and important to students.
- b. Leverage digital tools students are using as part of their regular instruction (i.e. Schoology, Google Docs, apps).
- c. Include formative assessment and feedback.
- d. Provide opportunities for peer interaction.
- e. Include active instruction by teachers, monitoring progress and providing feedback, facilitating, coaching, clarifying and adjusting the task, and suggesting next steps.
- f. Include the option for the class to meet synchronously via video chat such as Zoom, Google Meet, Skype, or Facetime.” (Plaman, Minnesota Department of Education 20 July 2017)

#### ACCESS TO TEACHERS VIA TELEPHONE AND ONLINE DURING NORMAL SCHOOL HOURS:

Teachers will have instruction and assignments posted and available by 10:00 am and will be available via telephone and online during normal school hours (8:00 a.m.-12:00 p.m. and 12:30 p.m.-3:15 p.m.). Students needing to contact their teacher are to call the teacher’s direct telephone line and leave a return phone number. Direct phone lines access the school’s voicemail to email systems which immediately notify teachers of the message. Teachers will promptly return the telephone call to assist the student.

Teacher’s direct telephone numbers can be found on the district web page under the staff directory so that they may be contacted on an e-learning day.

## E-LEARNING PLAN:

Grades 5-8: Students will utilize Google Classroom to complete e-Learning activities that will be posted no later than 10:00a.m on the e-Learning day. Learning experiences for each class are intended to take approximately 30-50 minutes. Some students may need more time, some less, for each activity. The goal is to provide meaningful instruction/activities that help reduce the impact of lost face-to-face instructional time and allow for acceleration of the curriculum when students return to school. Activities may include flipped classrooms or virtual class sessions. Students will submit the e-learning tasks based on the teacher's instruction. Directions and tasks will also be given for students who do not have internet access at home, these students must call their teachers to inform them they do not have internet access. Special Education: Students in pull-out classes will complete e-learning tasks specific to their IEP. Here is the link to the district [e-Learning plan](#).

## **DISCIPLINE**

The Montevideo Middle School is a Positive Behavioral Interventions and Supports (PBIS) school. HAWK Pride is our motto, which stands for H – Have Respect, A – Act Responsibly, W – Work Hard, and K – Keep Safe. We have developed a behavior matrix that explains expected behaviors in each area of the school and students are taught these expectations each year. One of the main features of being a PBIS school is that we focus on the positive behaviors that students exhibit by acknowledging their efforts through HAWK awards. Students who display their HAWK Pride may be given an award by any staff member as recognition for their efforts. Hawk awards are collected in the main office and each week students are drawn for incentives. Incentives are nice but the main purpose of the HAWK award is the positive conversation between students and staff to develop positive relationships.

Every student has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. The school environment is characterized by positive interpersonal relationships among students and between students and staff. To that end, MMS has adopted and implemented a school-wide Positive Behavior Intervention and Support (PBIS) program, known as HAWK Pride.

PBIS supports research that indicates that the most effective discipline systems use proactive strategies designed to prevent discipline problems. Before consequences are given, students receive instruction necessary to enhance the positive school climate and reduce or avoid negative behavior altogether. This research also shows that there is a correlation between positive school climates and academic success for all students when students clearly understand behavioral expectations.

MMS has developed and annually reviews the PBIS framework and plans to include:

1. Teaching positive school rules;
2. Implementing a social-emotional skills development program;
3. Positively reinforcing appropriate student behavior;
4. Using effective classroom management;
5. Providing early intervention and support strategies for misconduct;
6. Apply appropriate and meaningful consequences to include restorative practices.

In conjunction with the MMS PBIS Plan, specific behavioral expectations provide additional guidance and transparent communication to the entire school community including:

1. Students,
2. Parents/Caregivers,
3. Teachers,
4. Support Staff
5. Administrators

In the spirit of understanding, collaboration, and cooperation between the members of the school community, we continue to strive for the creation and/or maintenance of a learning environment that fosters academic exploration and success for all students.

### **Student Responsibilities:**

Students are expected to learn and model MMS student behavioral expectations, follow all school and classroom rules, and demonstrate appropriate social skills when interacting with adults and peers. When behavioral expectations are not met, the student is expected to work to improve behavior in alignment with four pillars; Have Respect, Act Responsibly, Work Hard, and Keep Safe.

#### **1. Have Respect**

- I treat others the way I want to be treated.
- I respect laws, rules, and school authority.
- I treat people fairly and respect their rights.
- I respect private and public property.
- I am honest with others and myself.
- I avoid spreading rumors or gossip.
- I respect each person's right to be different and I look for the good in others.

#### **2. Act Responsibly**

- I take responsibility for my actions.
- I choose how I respond to others.
- I return what I borrow to the same person, in the same condition.
- I come to school regularly and on time, ready to learn.
- I help to create a positive school environment.

#### **3. Work Hard**

- I give my best effort in all classes.
- I use my class time wisely.
- I complete my homework in a timely manner.
- I arrive at all of my classes on time.

#### **4. Keep Safe**

- I am responsible, like everyone else, for maintaining safety at school.
- I engage in activities that are safe and report any known safety hazards
- I help maintain a clean and safe campus that is free of graffiti, weapons, and drugs.
- I report any bullying or harassment.
- I avoid conflicts and physical or verbal violence.

### **Parent/Caregiver Responsibilities:**

Parents/Caregivers will take an active role in supporting the school's efforts to maintain a welcoming school climate.

- Support the implementation of the school's PBIS Plan.
- Be familiar with and review the MMS student behavioral expectations and school rules with their children.
- Reinforce positive behavior and acknowledge their children for demonstrating appropriate conduct.
- If misconduct escalates, parents/caregivers will cooperate with the school as a collaborative partner to address the student's needs.
- Send the student to school prepared for work--with books, pencil, homework, and appropriate dress.
- Ensure that the student attends school regularly and is on time.
- Provide a home environment that encourages respect for the school and the learning process; provide a healthy home environment with adequate nutrition, and rest.
- Take corrective action when requested by the teacher or school administration.

### **Teacher Responsibilities:**

Every teacher has a fundamental role in supporting a positive classroom and school. A positive classroom environment includes consistent and effective classroom management strategies. The teacher is responsible for:

- Defining, teaching, reviewing, and modeling appropriate student behavioral expectations and school rules.
- Acknowledging and reinforcing appropriate student behavior.
- Posting behavior expectations in their classroom.
- Addressing inappropriate behavior immediately.
- Reporting the inappropriate student behaviors to the school administration via the HAWK Pride Behavior Referral Form despite appropriate interventions.
- Provide corrective feedback and re-teach the behavioral skills when misconduct occurs.
- Collaborating with parents/caregivers to reinforce appropriate school/classroom behavior (telephone, meeting, e-mail).
- Follow the individualized behavior plan for students with disabilities. This plan is accessible and distributed to all staff working with identified students.
- Assume responsibility for all students of the school, not just those in individual classrooms.
- Providing classroom interventions to address problem behaviors. This includes, but not limited to:
  1. Reteach Expectations
  2. Change Seating
  3. Student Conference
  4. Verbal Praise (HAWK Awards for Expected Behaviors)
  5. Student Reflection Paper
  6. Remove Distractions
  7. Planned Ignoring
- In the event a student is placed in an alternate location, the teacher must provide the student with sufficient and relevant classroom work in order to keep the student engaged in learning.

### **School Administration Responsibilities**

The school administrator's role is to model and lead. School administrators, in collaboration with school instructional staff and the community, are responsible for establishing a safe, respectful, and welcoming environment by:

- Ensuring student behavioral expectations and school rules are taught, enforced, advocated, communicated, and modeled to students, parents/caregivers, and staff.
- Annually review and further develop a PBIS Plan consistent with the positive school climate initiatives.
- Ensure that accurate student information is reflected in all student information data systems.
- Ensure that methods for recording, collecting, and analyzing behavior/discipline information are available for monitoring and evaluation. This data is incorporated into ongoing school climate decision-making related to individual students to the school-wide student population.
- Provide necessary training and support to staff and parents/caregivers in maintaining an environment conducive to learning.
- Implementing the consistent application of reasonable alternatives to suspension, expulsion, and suspended expulsions that include the use of equitable consequences consistent with law and district policy.
- Assembling an ongoing collaborative team at the school (HAWK Pride Team) with appropriate staff to address behaviors for all students who engage in ongoing misconduct, despite appropriate interventions, and designing and implementing an effective individualized behavior support plan that may include, but is not limited to:
  1. Intensive behavioral supports and strategies
  2. Adapted curriculum and instruction
  3. Schedule modification
  4. Communication strategies
  5. Community agency referrals

### **Consequences for Student Misconduct**

School behavior infractions yield consequences that strive to be consistent, reasonable, fair, and matched to the severity of the student's misbehavior. A progressive discipline plan is used to guide consequences. I have attached our [discipline flow chart](#) for teacher and office-managed behaviors. This plan requires more parent involvement and participation in managing student behavior than our last behavior plan.

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. For detailed information on the Student Code of Conduct and consequences for violations, see the “Student Discipline” policy. [Student Discipline Policy #506](#)

### **DETENTION**

Detentions will be served after school from 3:20-4:10 PM on Tuesday and Thursday. All students receiving detention must report by 3:20 p.m. on the day detention is given or serve the detention the following day detention is held. Any student who skips or is late to detention will serve an additional detention. **Should a student skip a second time in a row, the student will serve an in-school suspension.** Students must bring schoolwork to the room or they will be assigned work. There will be no talking or looking around. No one will be allowed to leave the room during detention nor will any other students be allowed to come in. The teacher will be there to supervise only and will report any violations of the rules. Violation will result in making up additional time the next day detention is held. Students will contact their parents to let them know about detention. Should transportation be a problem, the student’s parents may arrange to stay the following day detention is held if the principal’s office is notified prior to leaving that day. If a parent refuses to allow a student to serve detention, the student will serve a day of in-school suspension and will be responsible for any make-up work. **Any detention takes precedence over school activities, such as athletic practices and games, and must be served before such events.**

### **REMOVAL FROM CLASS**

A teacher may exclude a student from one class period for one day when the grossness of the offense, the persistence of the misbehavior, or the disruptive effects of the behavior make the continued presence of the student in the classroom intolerable. Teachers will not exclude students from class for vague or general reasons not clear to the student and not communicated to the principal. Staff sending a student to the office must notify the office in writing (office discipline referral) or via phone call with the reason for removal.

### **STUDENT DRESS CODE**

We take pride in the appearance of our students. Your dress affects the quality of the school, your conduct, and your schoolwork. ISD #129 is considered a place of work for both students and staff. Inappropriate clothing is defined as any article of clothing that distracts from or disrupts education and learning. Clothing that advertises or symbolizes products banned from school (alcohol, tobacco, drugs) and clothing with obscene, profane, or inappropriate insinuations are not allowed. Clothing that bears violent images, including but not limited to images of blood, gore, weapons of violence, or persons being killed or subjected to bodily injury. Should this occur, the clothing will have to be changed if possible, or the student will be sent home. Should there be a question; the principal will make the final judgment. Clothing and accessories that distract, disrupt, cause a safety concern, or contradict the school's philosophy are unacceptable and prohibited. [Student Dress and Appearance Policy #504](#)

### **BACKPACKS / ATHLETIC EQUIPMENT**

Backpacks, book bags, and duffel bags are to be left in your locker and not to be carried to classes. Students who have large bags for after-school activities will have a designated spot to store these items.

### **BULLETINS AND ANNOUNCEMENTS**

Announcements are read at 8:15 am and 3:10 pm daily over the PA. All notices of club meetings, athletic and social events, general information for the day, and specific instructions are put in the daily bulletin. Daily announcements are also posted on the MMS school website for parent and student access. Pupils responsible for putting notices in this daily bulletin must have their notices approved by their advisors or the principal or the office secretary. All posters must advertise school-sponsored events and must be approved by the administration.

### **STUDENT COMMUNICATIONS**

Periodically during the school year, the homeroom advisors will be given a list of students who need to return forms or pay outstanding fees. This is not done to embarrass the student; however, with a student body of approximately **420**, this is the most efficient way of notification. We issue receipts for all cash transactions, please encourage your child to bring these receipts home. If you have any questions regarding fees paid, please feel free to contact the office.

### **TELEPHONE**

The office phone can only be used in case of illness or to notify parents if a teacher requires a student to stay after school. There is a telephone in the MMS office area that can be used to make other necessary calls. Students should be encouraged to remember their parent contact information, such as telephone numbers, should they need to contact their parents.

## **OUT-OF-BUILDING PASSES**

Students are not allowed to leave the school grounds at any time during the school day without a pass from the principal's office. Before leaving the school grounds, the student must obtain a pass in the principal's office. If a student is going to be out of the building for one or more classes for an appointment, an excuse should be brought to the office two days ahead so work can be made up before leaving. For any absence to be excused, a written note from the parent with the date, time, and destination can be presented to the office secretary or a telephone call to the school office. Emergencies will be handled on an individual basis. Leaving the school grounds without following the above procedure will be treated as an unexcused absence. A student who skips school or class(es) will be assigned two (2) hours of detention for each hour skipped. Students who leave the building during school hours must be signed out in the Principal's Office by a parent, guardian, or a parent-approved adult. Students are required to sign back in at the Principal's Office upon arrival back at school.

## **TARDIES TO CLASS**

**(Not including being tardy to school, see ATTENDANCE section above)**

Unexcused tardies to class: The bell indicates the beginning of class. Students entering class without a pass after the bell will be considered tardy-unexcused. **Unexcused tardies after three (3) per quarter, for all classes result in one (1) detention.** Each additional unexcused tardy to classes during the quarter results in one hour of detention. Advisors are responsible for keeping track of student tardiness and for following through on procedures stated above.

## **ENTERING THE BUILDING BEFORE 8:11 A.M.**

When students come to school in the morning they will only be allowed in the commons area until 8:11 a.m. Weather permitting; students will be able to use the MMS playground (to the east of the building) before school. Each morning MMS will have an open gym from 7:15-8:00. MMS open gym is for MMS students only. Supervision will be provided on the playground and in the gym from 7:45-8:00 a.m. Students will be allowed to enter school only through the front doors, 5th-grade end doors, and east-end playground doors. At 8:00 a.m. the bell will ring and students will be released to go to their lockers and then go to a room of their choice. Students may also go to the office for passes, make-up slips, etc. but must go alone, not with friends who do not have business in the office.

## **REMAINING IN THE BUILDING AFTER SCHOOL**

By 3:30 p.m. all students are to be out of the building unless they have school business. Students who are disruptive during this time will be removed from the building. Students who continually misbehave will not be allowed in the building after 3:30 p.m. This includes students waiting for activities.

## **ADVISORY / PARENT-STUDENT-TEACHER CONFERENCES**

All students are assigned an advisor and will attend advisory for 15 minutes each day (no advisory on early dismissal and late start school days). All students will be assigned a grade-level advisor. The basic function of advisory is to build strong relationships between the students and staff and increase student-to-school connectedness. Parent-student-teacher conferences will be with your student's advisor. All teachers will have open hours during conferences if parents wish to meet with a specific teacher.

## **SCHEDULE CHANGES**

Student schedule changes are allowed only through the first week of school with written, or verbal, permission from parents. **Any requested changes for band and/or choir must be made by the end of the first semester with written, or verbal, permission from parents.** The only exceptions to this rule will be administrative student schedule changes.

## **REQUESTS FOR TEACHERS/ADVISORS**

The Montevideo Middle School believes in developing relationships with all students. Students in grades 5-8 will see most if not all, grade-level teachers throughout the school day. Given that all students will see most grade-level teachers each day, requests for teachers/advisors will not be granted, except in extreme circumstances. The building principal makes this determination.

## **LUNCH PERIOD**

Lunch is served during the 5th period in 3 mods. Students must be in the cafeteria area during their entire lunch period. No one is allowed to leave the school grounds during lunch. Students who misbehave during lunch will be assigned seats for the entire lunch period or for extended days depending on the type and frequency of behaviors.

## **GUM, FOOD, AND DRINKS**

Students are allowed and encouraged to bring a water bottle to class. All breakfast and lunch food and drink items must be consumed in the lunchroom. Students may purchase unopened ala carte items and place them in their locker for a snack after school. Students may consume food and beverages within the classroom with the teacher's permission. Students may have the water bottle privileges taken away for the rest of the year if students are not being respectful and safe regarding its use (i.e. squirting others, throwing, pouring, or in any way putting water on other people, the floor, furniture, etc.). Gum is not allowed during the school day at MMS. Grade-level teams have the right to establish expectations and guidelines for students related to water, food, and gum. Such expectations will be communicated to students and parents.

## **CELL PHONES AND OTHER ELECTRONIC DEVICES**

Students are encouraged not to bring cell phones or other electronic devices including smartwatches, and earbuds/air pods to school. If students choose to bring a cell phone/device to school the expectations are as follows:

- Cell phones, and personal electronic devices (including smartwatches, earbuds/air pods, etc.) will remain in student lockers during the academic school day.
- Cell phone use of any kind is not permitted in locker rooms or bathrooms.
- Students are not to use their phones to call or text individuals during the school day. A telephone located in the office is available for student use. Students will NOT be called to the phone during the school day except for emergencies.
- Wired headphones are allowed at designated times for instructional purposes on school-approved devices.
- Phone usage during lockdown and fire drills is prohibited.
- Using a cell phone to record or take photos of staff members or other students is not allowed without permission.
- Recording or taking photos of classmates with the intent to bully or harass is not permitted.
- Using social media, apps, or any other function of a cell phone/device to spread rumors, bully, make fun of, exclude, or create a disruption in school or outside of school is not permitted.
- Sharing or asking classmates for inappropriate content is not permitted.

- Cell Phone Guidelines for off-campus school activities (i.e. extracurricular activities, outdoor and service trips, school field trips) will be individualized depending on the specific trip and activities. These expectations will be addressed by extracurricular staff and/or on trip-specific permission slips.
- Students who need to be in contact with their family during the academic day are to ask permission to use one of our school phones. Parents are welcome and encouraged to contact our main office if there is a message that needs to be relayed.
- The School is not responsible for, nor is it required to investigate, any lost, stolen, or damaged electronic devices brought onto school grounds or the bus.
- The school reserves the right to inspect a student’s electronic device, through proper legal channels, if there is reason to believe the student has violated school policies or engaged in misconduct while using the device.
- Students may use their cell phones, smartwatches, and earbuds/air pods before and after the academic school day. Acceptable use includes:
  - Checking in or responding to family members.
  - Sending and receiving appropriate communication with friends.
  - Sharing school-appropriate material with friends.

Consequences for not following the above expectations:

- **First Offense:** A staff member turns the phone into the front office for the remainder of the school day. STUDENT picks up. Stop/Think notice emailed to parents.
- **Second Offense:** A staff member turns the phone into the front office for the remainder of the school day. PARENT picks up. Student serves 1-hour detention and parent notified.
- **Third Offense:** A staff member turns the phone into the front office for the remainder of the school day. PARENT picks up. Student serves 1-hour detention and parent notified. Cell phones are no longer allowed on site. Upon request, parents/guardians may devise a plan with the school administration where the phone is turned into the office before school starts and is picked up after school is done.

By following these guidelines, students will help maintain a focused and respectful learning environment. Failure to comply with these guidelines will result in disciplinary actions as described above.

[Student Personal Electronic Devices and Cell Phones Policy #506.1](#)

### PERSONAL ITEMS

Personal items including, toys (i.e. spinners, matchbox cars, etc.), trading cards of any kind, water guns, balloons, and any other items which cause problems of control are not recommended. Should students bring such items, the items will be held in the office and will need to be picked up by parents/guardians. The school district does not assume any responsibility for lost, stolen, or damaged personal items that are not an educational necessity (including electronic devices and cell phones).

### GRADING

The Montevideo Middle School grading scale is based on a 4.0-point system:

A+= 4.0	B+ = 3.333	C+=2.333	D+=1.333	F=0
A = 4.0	B = 3.0	C = 2.0	D = 1.0	
A- = 3.667	B- = 2.667	C- = 1.667	D- = 0.667	

**A Honor Roll** = GPA 3.667 or above (no D's or F's) **B Honor Roll** = GPA of 3.000-3.666 (no D's or F's)

The following grading scale is utilized by all MMS teachers:

<b>Letter Grade</b>	<b>Range (Percentage)</b>
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

Honor Roll will be calculated and published 5 school days after the quarter-end grades drop. Students have until that date to get mistakes corrected and/or work made up for inclusion in the honor roll list for the local newspaper.

### **REPORT CARDS**

Parents may access student grades online. Grades are updated regularly and both progress reports and quarter-end grades are posted. At the end of each quarter, parents will receive an email stating that report cards can be viewed through JMC. Report cards will be mailed only to those parents who indicate to the office that they do not have online access.

### **PARKING at MMS**

The drive-through area at MMS has restricted parking. The horseshoe drive is one-way and vehicles are only allowed to enter the east driveway. Parking in the horseshoe will be restricted to the left curb only. The right curb is a restricted fire lane and must be kept open at all times. This is a 24-hour-a-day / seven-days-a-week policy and must be followed by everyone. Students may be dropped off or picked up at the right curb, but at no time are vehicles to be left unattended at the right curb. Vehicles are not to enter the horseshoe driveway (bus loading zone) between 7:30 - 8:15 am and 2:45-3:30 pm as buses are loading students. Pick up your child on 21st street to avoid

congestion in the bus loading zones before/after school. Please utilize the sidewalk on the east side of the building for pick-up.

### **STUDENT PICK-UP AND DROP-OFF**

5th and 6th-grade parents are encouraged to use the turnaround area on the east side of the building (by 5th-grade classrooms) for pick up and drop off. Parents dropping off students in the parking lot area are required to follow the parking cones, and follow the Safety Patrol's directions, and follow the rules of the flags. Please make drop-offs timely as others are likely waiting behind you. If you expect drop-off to take a while, please find a parking spot in the parking lot. **Parents wishing to pick their child up in the parking lot area after school must park in a parking spot to avoid congestion and for student safety.**

### **ILLNESS**

If a student becomes ill during the day, students must go to the principal's office. The school nurse or principal's secretary may contact a parent if it is determined that the student is too ill to stay in school. **Students should not use their cell phones to call parents to report an illness. Students using a cell phone during the school day is considered a violation of the MMS cell phone expectations and procedures and may result in the loss of cell phone privileges for the remainder of the school year.**

### **MIDDLE SCHOOL DANCES**

The MMS Student Council will sponsor dances during the school year. Each dance will start between 6:00-7:00 pm and will last for two hours. Any student who has been suspended (in-school or out-of-school suspension) during the time between dances will not be allowed to attend the next dance. Only MMS students (in grades 6, 7, and 8) will be allowed to attend the dances. No guests will be allowed at the dances. Any student who misbehaves at any dances may be asked to leave and may not be allowed to attend any further dances during the school year. Additional consequences may be given based on the nature of the behavior.

### **STUDY HALL EXPECTATIONS**

Students that attend study hall must bring all necessary classwork with them to study hall. Passes to lockers to get materials will be limited and at the discretion of the teacher.

### **HALLWAY AND BATHROOM EXPECTATIONS / LEAVING THE CLASSROOM**

HAWK Pride hallway and bathroom expectations are posted throughout the school. Students who are unable to follow these expectations may not be able to leave the classroom during class time. Any student caught vandalizing the bathroom (including graffiti) will receive a consequence and will have to pay for any damages. All students are expected to have a teacher-issued hall pass in order to leave the classroom. Students identified as leaving class more often than expected may have permission to leave class greatly reduced through a grade-level developed plan.

### **HOMEWORK HELP**

All students have access to our Homework Help program that is offered every Monday, Wednesday, and Friday mornings from 7:40-8:10 am, and Monday and Wednesday afternoons from 3:20-4:00. Homework Help is supervised by staff in the library on Monday and Wednesday afternoons, and in room 115 on Monday, Wednesday and Friday mornings. Homework Help may be assigned by teachers if a student is missing multiple assignments

and/or is refusing to work during class. Parents will be notified if their child is assigned Homework Help. If a student skips an assigned homework help session, they will be required to attend the next available session. Students attending homework help must bring work to complete. They can leave at any point their work is done. Students who are not following directions, or school rules, and/or causing a disruption to others will be asked to leave. Multiple disruptions will result in a student not being able to attend. Transportation is provided on Monday and Wednesday afternoons to in-town students. Students not attending Homework Help are not allowed to ride the bus.

### **VOLUNTEERS AND VISITORS**

MMS encourages parents to visit or volunteer in the school or the classroom. **Parents wishing to visit or volunteer in their child's classroom need to make arrangements 24 hours in advance of the visitation or volunteer experience.** This will allow the teacher time to prepare for a volunteer or discuss with a parent whether the planned day of the visitation will work. Parents are welcome to join their child for lunch with prior notice. NO student visitors will be allowed during class time. All visitors to MMS must sign in at the office and wear a visitor's badge on their chest for the entire duration of their visit.

### **SCHOOL / GRADE LEVEL CELEBRATIONS**

Grade-level teachers plan parties on a cooperative basis. Grade-level reward parties may be planned with criteria developed by the grade-level team. Reward parties are used to provide an incentive for classroom and behavioral expectations to be met. Starting in 5th grade, and in future grades, birthday treats are not permitted for student equity purposes. Student birthdays will be recognized through school announcements. We suggest that after-school parties be organized outside the school. Party invitations will not be disbursed at school.

### **FIELD TRIPS**

Field trips provide excellent opportunities for students to engage in new experiences. Students must have a signed permission slip from a parent/guardian to participate in field trips that are off school grounds. In addition, field trips are a privilege, and excellent behavior is expected. Subsequently, should a student's behavior at school give reason to believe that they may not be able to represent our school and community in a positive way, they will not be allowed to attend. Any student with an in-school or out-of-school suspension, will not be allowed to access field trip opportunities during the semester in which the suspension was given, this includes grade-level reward parties. Students not attending field trips will be expected to complete work in an assigned area. Students who receive a second suspension will not be allowed to attend field trips or reward parties for the remainder of the school year.

### **MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)**

MMS utilizes a MTSS framework to provide students with the support they need to be successful in their academics. Our MTSS consists of three tiers. Tier 1 is our general education curriculum based on Minnesota State Standards. -Another Tier 1 support available to all students is Homework Help (see above for details). Tier 2 supports include reading and math intervention classes. Students not meeting standards on their most recent Minnesota Comprehensive Assessments, fall below the 40<sup>th</sup> percentile on their STAR assessments, and have a teacher recommendation will be placed in an intervention group to address their needs. Every Student Succeeds Act (ESSA) gives schools the right to require students to participate in these interventions even if it means missing another class. MMS makes every attempt to schedule students into intervention times that have the least impact on attending other classes. However, given the limited amount of time each day, students may be pulled from their study hall or electives. After students take the fall STAR reading and

math assessments groups are configured based on our most recent data. Students are able to exit intervention services once they have two consecutive STAR Assessments at or above the 50th percentile or one assessment at or above the 60th percentile. Another Tier 2 support for students failing two or more classes is working with our School Success Coordinator to develop a plan with the student and parents to assist the student in those areas. Summer Targeted Services is another Tier 2 intervention that consists of students attending summer school for three hours a day over a four-week period in June. ESSA also gives schools the right to require students not meeting standards to attend summer programming. Parents will be notified in early May if their child needs to attend summer programming. Students in grades six, seven, and eight who fail a semester of a core content area will be required to attend the MMS Credit Recovery summer school program for up to four weeks in order to pass on to the next grade level. Our Tier 3 support consists of our special education programming for students with individualized needs.

### TESTING

In 2017 new legislation, which amended M.S. 120B.31, Subd. 4a, requires school districts to provide notice to parents or guardians of their option to refuse to have their students take the statewide assessments. The Minnesota Department of Education created a form for this purpose. To view the form, please copy and paste the following into your browser:

<https://education.mn.gov/mdeprod/groups/educ/documents/basic/bwrl/mdu5/~edisp/mde059688.pdf>

### ACADEMIC ELIGIBILITY

Students participating in all extracurricular activities will have their eligibility determined by this policy. If a student has any failing grades, he/she will be on academic probation or academically ineligible.

Procedure:

1. Grades will be checked throughout the quarter.
2. The office will generate a list of students with failing grades.
3. The A.D. will cross-reference the list of students with failing grades against the list of students involved in extracurricular activities.
4. Students participating in activities, who have one or more failing grades, will meet with the A.D. and/or the Principal.
5. Students with one or more failing grades will be on academic probation. Parents will be notified by email. Students are eligible to participate in activities during academic probation.
6. Students who receive failing grades in two successive grading periods will be ineligible to participate in extracurricular activities, they will be allowed to practice but will not be allowed to participate in events. Parents will be notified by email.
  - If a student receives an incomplete and has not addressed the issue by the end of the grade check deadline, the incomplete will count as an F pertaining to eligibility. If the incomplete has not been addressed by the following grade check, the teacher will assign the grade based on the provided work.
7. All coaches and supervisors will receive lists of students who are on academic probation and who are ineligible to participate in activities. This list will be updated at each grade check.
8. If a student is absent from class for any part of the day after 11:14 am for a medical appointment (doctor, dentist, chiropractor, etc) that student will be allowed to practice or participate in their event as long as they are able to produce verification of the appointment (appt card, doctor’s note, etc).
9. The following are the dates for grade checks for the school year.

**QUARTER 1**

Mon, Sept 9, 2024  
 Mon, Sept 23, 2024 (Mid-Q)  
 Mon, Oct 7, 2024  
 Mon, Oct 21, 2024

**QUARTER 2**

Mon, Nov 4, 2024  
 Mon, Nov.18, 2024  
 Mon, Dec 2, 2024 (Mid-Q)  
 Mon, Dec 16, 2024  
 Mon, Jan 6, 2025

**QUARTER 3**

Tues, Jan 21, 2025  
 Mon, Feb 3, 2025  
 Tues, Feb 18, 2025 (Mid-Q)  
 Mon, Mar 3, 2025  
 Mon, Mar 17, 2025

**QUARTER 4**

Tues, Mar 25, 2025  
 Mon, Apr 7, 2025  
 Tues, Apr 22, 2025 (Mid-Q)  
 Mon, May 5, 2025  
 Mon, May 19, 2025

All extracurricular activities are governed by this academic policy.

## **CODE OF CONDUCT FOR MONTEVIDEO STUDENTS, FACULTY, PARENTS AND COMMUNITY**

- Respect for the authority of all school staff, parents, and adults in general shall be demonstrated by students.
- Rules, directions, instructions, and requests by school personnel shall be followed by students.
- Proper names shall be used as forms of address. Titles such as “Mr.” and “Mrs.” shall be used when addressing school personnel.
- Sitting properly in chairs, at desks, or in designated places shall be expected of students.
- Behavior that interrupts the educational learning process shall not be tolerated.
- Intentionally damaging, stealing, or attempting to steal school, community, or private property shall not be tolerated.
- Profanity shall not be permitted.
- Use of alcohol or drugs shall not be tolerated.
- Smoking/vaping by students shall not be allowed.
- Clothing with inappropriate language or pictures shall not be worn.
- Fighting shall not be tolerated.
- Writing on school desks, bulletin boards, walls, books or the like will not be tolerated.

### **SCHOOL PRIDE**

Our student body has demonstrated an attitude of willingness to maintain high standards of good conduct and good citizenship in classrooms, in the halls, and in extracurricular activities and competitions. We feel that this attitude will continue to prevail. Montevideo Public Schools host numerous athletic, artistic, and cultural events during the course of the school year. Students participating and attending these events are expected to conduct themselves in an appropriate manner or they may be asked to leave the event, be prohibited from attending future events, and/or receive further disciplinary consequences.

### **PLEDGE OF ALLEGIANCE**

Minnesota Statute specifies that all public schools will recite the Pledge of Allegiance at least once each week during the school year. Montevideo Middle School will recite the Pledge of Allegiance at the beginning of each school day. However, anyone who does not wish to participate in reciting the pledge for any personal reason may elect to do so. Students must respect another person’s right to make that choice.

### **SOLICITATIONS**

No solicitations. The purchasing of uniforms, athletic wear, practice gear, and spirit wear is done through the athletic department, coaches, advisors, or with administrative approval.

### **EMERGENCY/SAFETY PROCEDURES**

Student and staff safety is a top priority for Montevideo Public Schools. Over the past several years the district has been, and continues to, enhance our building safety equipment and procedures. All doors to the school are locked during school hours. Visitors are required to use our intercom system to gain access to the building. The intercom system is equipped with a camera so we are able to identify persons entering the building. Once access is granted, all visitors are required to report to the principal’s office. If visitors will be accessing the school building they are required to wear an orange visitor sticker until they exit the building.

Security cameras are located throughout the building, both inside and outside the building. The Montevideo Police Department and Chippewa County Sheriff’s Department have access to these cameras in case of an emergency.

Montevideo Public Schools conduct a variety of safety drills throughout the year to practice appropriate safety responses to certain situations. We conduct five lockdown drills, five fire drills, one tornado drill, and one evacuation drill, and provide bus safety training once a year.

Blue flashing light – Near the main school entrance at each of the five buildings, there is a blue light that will flash whenever an Active Threat is occurring in the district. When flashing nobody will be allowed to enter the building for any reason. There will also be an audible sound when the light is flashing to make people more aware. If anyone sees these lights flashing or hears the audible sound, please return to your vehicle or school bus.

Lockdown drills are practiced regularly. During a drill, the doors will be locked and the blue light will blink. Normally lockdown drills are completed within five minutes.

In addition, students also receive training on bullying, cyberbullying, and online safety annually.

### **FOOD SERVICE**

Breakfast and lunch are free for all students. A complete hot lunch program is available. Supplemental milk is available to those students who prefer to bring their lunch. Breakfast is available to all students from 7:30 to 8:05 a.m. Hot lunch menus are published on the school district’s website ([www.montevideoschools.org](http://www.montevideoschools.org)).

### **SCHOOL CLOSING**

Parents are advised to listen to weather-related announcements during stormy days. Should the weather force a change in school scheduling, it will be announced on the local radio station, KDMA Radio - 1460 AM. Also check the following websites, radio, and television stations for school closings or early dismissals:

Willmar Q102	<a href="http://www.102fm.com/snowdesk.cfm">http://www.102fm.com/snowdesk.cfm</a>
WCCO	<a href="http://wcco.com/schoolclosings">http://wcco.com/schoolclosings</a>
KARE 11	<a href="http://kare11.com">http://kare11.com</a>
Montevideo Schools	<a href="http://www.montevideoschools.org">http://www.montevideoschools.org</a>

### **LOCKERS**

Students are assigned a locker at the beginning of each school year. The locker is property of the school district and may be searched by school or law enforcement officials if they believe a search is necessary. Each fall, advisors/teachers will check student lockers and document their condition at the beginning of the year. To prevent odors and pest infestations associated with items stored in the locker, District #129 will require periodic locker cleaning. Lockers will again be checked at the end of the school year, with damage costs being assessed to the student assigned to the locker. The following scale will be used to assess damages:

Slight damage- \$2.00 Moderate damage- \$5.00 Extensive damage- \$25.00

### **DIRECTORY/PUBLIC INFORMATION**

The *Family Education Rights and Privacy Act (FERPA)*, a Federal Law, requires the

Montevideo Public Schools, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, Montevideo Public Schools may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Montevideo Public Schools to include this type of information from your child’s education records

in certain school publications (examples would be athletic and music), newspaper articles (examples would be honor rolls and awarding of scholarships), the school district's web site and other school-related activities. The information includes:

1. The student's name
2. The student's grade level.
3. The student's extracurricular participation.
4. The student's weight, height, etc., if a member of an athletic team.
5. The student's achievement awards or honors.
6. The student's photograph or other media images.
7. The student's written work (poems, speeches, etc.)
8. The school or school district the student attended before he or she enrolled in Ind. School District No. 129.
9. Students listed on our enrollment with parent's names.
10. The student's dates of attendance.

Directory information, which is information that is generally not considered harmful or an invasion of privacy, if released, can also be disclosed to outside organizations without a parent's prior consent. Under the Federal *No Child Left Behind Act of 2001*, schools must provide military recruiters, upon request, with three items – students' names, addresses, and telephone listings – unless parents have advised the school district in writing that they do not want their student's information disclosed without their prior written consent.

Parents and eligible students may request in writing that their directory information not be released to anyone. Parents have the option to not release information to military recruiters only. These requests must be received in the Superintendent's Office by September 15.

FERPA also affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write to the School Principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel) a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Superintendent’s Office  
Montevideo Public Schools  
2001 William Avenue  
Montevideo MN 56265

**NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

PPRA affords parents certain rights regarding our conduct of surveys, collection, and use of information for marketing purposes, and certain physical exams. These include the right to:

*Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S.

Department of Education (ED)–

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or 8. Income, other than as required by law to determine program eligibility.

*Receive notice and an opportunity to opt a student out of–*

1. Any other protected information survey, regardless of funding;

- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
- Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

*Inspect*, upon request and before administration or use – 1. Protected information surveys of students;

2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Montevideo School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Montevideo School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Montevideo School Districts will also directly notify, such as through the U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. Montevideo School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above. *Parents who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, D.C. 20202-5920

**TENNESSEN WARNING**

The principal is responsible for investigating disciplinary situations in the school. Students with information pertinent to a situation are required to cooperate with the investigation. Non-cooperation may subject the student to disciplinary action. Other than school officials, no one else will receive the information shared by a student (exceptions may be MSHSL infractions and suspected criminal activity).

### **EXCESSIVE FORCE**

It is required by the State of Minnesota to inform all parents that a teacher, school employee, school bus driver, or other agent of the school district may use reasonable force in compliance with MN Statutes 121A.582 and other laws. It is the policy of the Montevideo School District not to use any form of excessive force. Reasonable force is the last alternative after trying all non-physical means of restraint.

### **HEAD LICE PROCEDURE**

The school is concerned about the potential for spreading head lice. When a report has been received, the school district's licensed nurse, trained health clerk, teacher or principal will check the student's hair for head lice.

A student found to have head lice in his/her hair will be sent home from school. Treatment with lice-killing shampoo will have to be completed and all eggs removed from the hair before he/she will be readmitted to school. Parents are responsible for checking other children at home and for implementing control measures to prevent reinfestation of head lice.

### **STUDENT SUBSTANCE ABUSE**

The Montevideo School District believes that the possession and use of alcohol and drugs is wrong and harmful; furthermore, it is illegal. In order to ensure the highest possible standards of learning, as well as the safety, health, and well-being of students, the Montevideo School District endorses a substance abuse policy that will: aid students to abstain from the use of drugs/alcohol through curricula and instruction, intervene early when student use is detected, take corrective disciplinary action when necessary, and provide aftercare support for students.

#### **I. PREVENTION EDUCATION**

The Montevideo School District will provide students with information and education focused on preventing students from using alcohol and drugs. Prevention activities will be centered around prevention curricula, counseling services, school climate, family, and community involvement.

#### **II. INTERVENTION**

The Montevideo School District shall establish and maintain an assistance program, through a team approach, to aid students who are chemically involved to successfully address their harmful involvement with chemicals and to continue in a school program. Students possessing or consuming alcohol or drugs, or possessing drug paraphernalia will be referred to the County Chemical Dependency Officer.

#### **III. DISCIPLINE**

Students have the right to attend school in an environment free of alcohol and drugs. Students are not to possess, sell, or use drugs, alcohol, unauthorized medication, or drug-related paraphernalia. They shall not be under the influence of alcohol or drugs on school premises or at any school-sponsored activity. The consequences for possession or being under the influence of alcohol or drugs, abusive chemicals, unauthorized medication, or drug-related paraphernalia will result in disciplinary action. Where violations of the law are involved, law enforcement agencies will be notified.

#### **IV. AFTERCARE**

The Montevideo School District will work cooperatively with the student, parent(s), and community treatment personnel, to support an aftercare plan.

Resources for Assistance:

*Chippewa County Family Services* - Suite 200 Community Service Bldg. - Montevideo MN 56265

(320-269-6401)

*Lac qui Parle County Family Services* - 930 1<sup>st</sup> Avenue - Madison MN 56256 (320) 598-7594<sup>th</sup>

*Yellow Medicine County Family Services* - 930 4 St., Suite 4 - Granite Falls MN 56241 (320) 564-2211

*Woodland Centers* - 1505 Washington Avenue - Montevideo MN 56265 (320-269-6581)<sup>th</sup>

*Project Turnabout Chemical Dependency Center* - 660 18 St. - Granite Falls MN 56241

(1-800-862-1453 - 24 hrs.)

The **MINNESOTA DEPARTMENT OF EDUCATION** has provided us with a list of organizations that provide free or low-cost legal assistance, referrals to attorneys, or student advocacy. Each agency has limitations on the clientele served. For instance, some agencies may have guidelines about client income. In addition, each agency will make determinations about whom it can serve based on factors such as staff resources and the legal viability of each case. The best way to determine if an agency can help you is to call. The agencies in our area are (the counties of Chippewa, Lac qui Parle, and Yellow Medicine):

### **SEARCH**

The right of inspection of students' school lockers or articles carried upon their person is inherent in the authority granted school boards and administrators and should be exercised so as to assure parents that the school is exercising its "in loco parentis" relationship with their students, will employ every safeguard to protect the well-being of those children. A search may be undertaken when there is reasonable suspicion that a situation exists which would disrupt the educational process, result in discipline problems, threaten the safety of persons or property, or illegal items suspected to be present. [Search of Student Lockers, Desks, Personal Possessions and Students Person Policy # 502.](#)

### **UNDER THE INFLUENCE**

***This policy is to ensure the safety of all families.***

If a parent or authorized pick up person arrives at school and appears to be intoxicated (under the influence of drugs or alcohol and demonstrating behavior that raises concern about the safety of the child), the following procedures shall be used:

\*Staff will express the concern to the parent or authorized pickup person confidentially.

\*Staff will offer assistance in calling someone on their emergency card or a taxi to provide transportation home.

\*If staff feels strongly that the child's safety is in danger, and the child is signed out to leave school, they shall call 911 after the parent or authorized person leaves and provide them with the following information.

\*Description of the vehicle

\*Direction the vehicle is traveling \*License plate number.

## **ASBESTOS NOTIFICATION**

In keeping with federal legislation, Montevideo School District #129 has had stringent asbestos inspections and has asbestos management plans prepared for all school buildings in the district. These plans and asbestos locations are available for your inspection Monday through Friday during regular school days and normal school hours at the District Office. As a matter of policy, the school district shall continue to maintain a safe and healthful environment for our students and employees. In keeping with legislation, the required six-month surveillances have been conducted to inspect asbestos-containing materials (ACM) for change in condition. Any changes in condition have been and will be noted on the Periodic Surveillance Forms found in the Asbestos Management Plan. Also, the required three-year inspections of asbestos-containing materials have been conducted by an accredited inspector. An Operations and Management Plan has been implemented by the Montevideo School District to keep the ACM located within the building(s) in good condition. Short-term workers (outside contractors) are provided information regarding the location of asbestos in which they might come in contact. All short-term workers shall contact the lead maintenance person before commencing work to get this information. Contact Wade McKittrick, Superintendent, at (320-269-8833) if you have any questions.

## **FUNDRAISING**

All fundraising activities must be school-sponsored and approved by the advisor of the club/organization and the School Board. [Student Fundraising Policy #511](#)

## **FEES**

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, pens, paper, erasers, notebooks, and other personal items listed on the school supply list. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Admission fees or charges for extracurricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate in an extracurricular activity are the same for all students, regardless of whether the student is enrolled in a public or a home school.
- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Personal physical education and athletic equipment and apparel.
- Items of personal use or products that a student has an option to purchase such as student publications, class rings, annuals, and graduation announcements.
- Field trips are considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact Todd Swedzinski, School Social Worker, at 320-269-6431.

### **PARENT RIGHT TO KNOW**

If a parent requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

### **PESTICIDE APPLICATION NOTICE**

The school district may plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by September 15 as to the school district's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, an estimated schedule of pesticide applications (which will be available for review or copying at the school offices), and the long-term health effects of the class of pesticide on children can be requested by contacting Chuck Stark, Building and Grounds, at 320-269-8833.

### **SUICIDE PREVENTION INFORMATION**

**Contact info for 988 Suicide and Crisis LifeLine (988LifeLine)**

**County Mobile Crisis Info: Woodland Centers Mobile Crisis (available 24/7/365): 1-800-432-8781**

# **MONTEVIDEO HIGH SCHOOL STUDENT/PARENT HANDBOOK 2024-25**

*Building the bridges to a successful future for all our students*



**MHS Office Hours:** 7:30am-4pm

**MHS Contact Number:** 320-269-6446

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\*\*All School District Policies can be found on the school webpage at [www.montevideoschools.org](http://www.montevideoschools.org)

<b>Vision: The School District where students are first, from cradle to career</b>		
<b>Mission:</b> Montevideo Public Schools empowers learners to achieve their potential by providing an exemplary education rooted in innovation, partnerships, and accountability.		
<b>Values</b>	<b>What it means</b>	<b>Living it out</b>
<b>Trust</b>	We value individual perspectives, honesty, respect, and honoring commitments	<ul style="list-style-type: none"> <li>● I will be honest and respectful</li> <li>● I will value individual perspectives</li> <li>● I will honor my commitments</li> </ul>
<b>Innovation</b>	We value continuous improvement grounded in high expectations, utilizing innovative thought and practices to foster individual growth, monitoring outcomes, and celebrating successes	<ul style="list-style-type: none"> <li>● I will hold high expectations for myself and others</li> <li>● I will use innovation as a tool for continuous improvement</li> <li>● I will take risks, welcome challenges, measure results, monitor growth and celebrate successes</li> </ul>
<b>Healthy Relationships and Effective Communication</b>	We value empathy, collaboration, responsiveness, and stewardship to meet the needs of stakeholders	<ul style="list-style-type: none"> <li>● I will communicate with clarity and compassion to build trust</li> <li>● I will listen to learn and understand</li> <li>● I will actively engage with others to build relationships and trust</li> <li>● I will respect and value the contributions of others</li> </ul>
<b>Commit to Serve</b>	We value humility, the importance of each individual, educating from a place of understanding, giving without expectations of reciprocity, and kindness	<ul style="list-style-type: none"> <li>● I will listen to understand others needs</li> <li>● I will be a good steward of resources</li> <li>● I will be a champion in service to my team and stakeholders</li> </ul>

		<ul style="list-style-type: none"> <li>● I will act without return expectations</li> </ul>
<b>We Believe In:</b> <ol style="list-style-type: none"> <li>1. Having high expectations for ALL</li> <li>2. Valuing students as individuals</li> <li>3. Building effective communication between school, home and community</li> <li>4. Seizing opportunities to be innovative</li> <li>5. Utilizing effective technology and curriculum that fosters desired results</li> <li>6. Facilitating family and community engagement</li> <li>7. Supporting activities that enhance personal growth and strong academic programs</li> </ol>		<ol style="list-style-type: none"> <li>8. Expanding educational opportunities through regional cooperation and collaboration</li> <li>9. Utilizing data to drive decision making and instructional practices</li> <li>10. Maintaining fiscal responsibility</li> </ol>

**T HAWK 25 was created to provide a road map for Montevideo Public Schools to achieve excellence in education. Through focusing on what is most important, staff and administration will maximize both human and financial resources to create a Student’s First Educational System that empowers all learners to achieve their potential.**

- ❖ **District priorities** are overarching areas in which the district has identified as critical to achieve the mission of the District.
- ❖ **Goals** are specific 3-5 year achievements, aligned to District Priorities, that the district must accomplish in order to be operating in order to be in alignment with the mission of the District.
- ❖ **Benchmarks** are annual performance indicators that show the District is on track to achieve the 3-5 year goals
- ❖ **Continuous Improvement Plans** are created by district and learning level administration and staff. These plans outline specific actions that will be taken in order to achieve annual benchmarks and goals.

District Priorities (What)	3 Year Goals (How we will know)	Indicators of Success
<b>Exemplary Student Achievement</b>	❖ <b>The percentage of students entering kindergarten meeting district Kindergarten Readiness standards is 80% by September, 2025</b>	❖ 2024: 65% ❖ 2025: 80%
	❖ The percentage of third grade students that meet or exceed reading standards on the MN Comprehensive Assessments (MCA) will exceed 65% by June, 2025.	❖ 2025: 65%
	❖ <b>The percentage of non-white students at grade level in reading by the end of 3rd grade will increase from 26% in 2022 to 44% in 2026.</b>	❖ 2025: 38% ❖ 2026: 44%
	❖ 73% of students in grades K-8 are at or above grade level in math according to Spring STAR assessments by June, 2025.	❖ 2025: 73%
	❖ <b>60% of students in grades K-8 are at or above grade level in reading according to Spring STAR assessments by June, 2025.</b>	❖ 2025: 60%
	❖ Montevideo Senior High School will achieve a minimum overall graduation rate of 90% or higher by June 2025.	❖ 2025: 90%

	<ul style="list-style-type: none"> <li>❖ <b>Montevideo Senior High School will achieve a minimum of a 98% graduation rate of students enrolled on October 1 of their senior year.</b></li> <li>❖ 80% of students graduating from MHS will meet the college readiness criteria as defined by "Redefining Readiness" by June, 2025</li> <li>❖ <b>Average Composite ACT Score of 23 or higher for senior class by June, 2025</b></li> <li>❖ MHS graduates earn an average of 12 or more college credits per student while in high school by June, 2025</li> </ul>	<ul style="list-style-type: none"> <li>❖ 2025: 98%</li> <li>❖ 2025: 80%</li> <li>❖ 2025: 23</li> <li>❖ 2025: 12</li> </ul>
<b>Fiscal Responsibility</b>	<ul style="list-style-type: none"> <li>❖ The annual expense to revenue budget will annually be positive</li> <li>❖ <b>The district general fund balance will be at or exceed 3 months of operating expenses by FY25.</b></li> <li>❖ 75% of district fund 01 expenditures go directly to support instruction.</li> </ul>	<ul style="list-style-type: none"> <li>❖ 2025: 1.5</li> </ul>
<b>District Priorities (What)</b>	<b>3 Year Goals (How we will know)</b>	<b>Indicators of Success</b>
<b>Safe, Efficient, and Appropriate Facilities</b>	<ul style="list-style-type: none"> <li>❖ Safe school protocols are in place and documented in building emergency plans for all district facilities by June, 2023.</li> <li>❖ 100% of district facilities utilized for school programs will meet all health and safety guidelines as shown by 0 major violations on the annual OSHA assessment.</li> <li>❖ Attain a voter approved facility referendum that addresses district facility priorities</li> <li>❖ By June, 2025, 95% of students will identify school as a safe place physically, socially, and emotionally as measured by district stakeholder satisfaction surveys</li> </ul>	
<b>Innovation in Education</b>	<ul style="list-style-type: none"> <li>❖ Implement a college and career readiness scope and sequence that meets Redefining Readiness benchmarks by September, 2025</li> </ul>	
<b>School and Community Connection</b>	<ul style="list-style-type: none"> <li>❖ The district will increase stakeholder trust as shown by attaining a minimum score of 3.0 by June of 2025 in the areas of connection, clarity, and compassion as measured by the Spring district stakeholder satisfaction survey</li> <li>❖ Annually sustain existing 2-way beneficial partnerships</li> <li>❖ Annually Increase the number of Universities that utilize MPS as a student teaching site option.</li> </ul>	<ul style="list-style-type: none"> <li>❖ 2025: 3</li> <li>❖ 2025: 8+</li> <li>❖ 2025: 8</li> </ul>

**Outstanding  
Employees**

- ❖ 100% of instructional positions are filled by fully licensed staff who meet the district expectations of highly qualified
- ❖ Work agreements provide regionally competitive wages, benefits, and opportunities resulting in 100% of positions to be filled annually.
- ❖ Maintain 5% or less turnover of teaching staff annually ❖ 2025: 5%
- ❖ Maintain 10% or less turnover of non teaching staff annually ❖ 2025: 15%
- ❖ Increase the number of students graduating from MHS that enter a teacher preparation program from 5 in 2022 to a minimum of 10 in 2026. ❖ 2025: 8  
❖ 2026: 10

## **MONTEVIDEO HIGH SCHOOL MISSION STATEMENT**

Montevideo Senior High School staff members are dedicated to educating and inspiring all students to reach their potential. High school staff members will partner with Montevideo parents and the community to provide opportunities for every student to be successful and productive citizens.

### **SCHOOL PRIDE**

- Respect for the authority of all school staff, parents, and adults in general shall be demonstrated by students.
- Rules, directions, instructions, and requests by school personnel shall be followed by students.
- Proper names shall be used as forms of address. Titles such as “Mr.” and “Mrs.” shall be used when addressing school personnel.
- Sitting properly in chairs, at desks, or in designated places shall be expected of students.
- Behavior that interrupts the educational learning process shall not be tolerated.
- Intentionally damaging, stealing or attempting to steal school, community, or private property shall not be tolerated.
- Profanity shall not be permitted.
- Use of alcohol or drugs shall not be tolerated.
- Smoking by students shall not be allowed.
- Clothing with inappropriate language or pictures shall not be worn while attending school or while attending school sponsored activities.
- Fighting shall not be tolerated.
- Writing on school desks, bulletin boards, walls, books or the like will not be tolerated.
- Montevideo Public Schools host numerous athletic, artistic, and cultural events during the course of the school year. Everyone attending these events are expected to conduct themselves in an appropriate manner or they may be asked to leave the event, be prohibited from attending future events, and/or receive further disciplinary consequences.

### **HIGH SCHOOL DAILY SCHEDULE**

The Montevideo High School is organized around a 7-period day. The daily schedule is:

Period 1: 8:15-9:04

Period 2: 9:08-9:58

Advisory: 10:02-10:16

Period 3: 10:20-11:10

Period 4: 11:14-12:04

Period 5A: 12:08-12:30

Period 5B: 12:34-12:56

Period 5C: 1:00-1:22

Period 6: 1:26-2:16

Period 7: 2:20-3:10

(An altered schedule will be used for late starts and early dismissals.)

## GRADING

The Montevideo High School grading scale is based on a 4.0-point system:

A+= 4.0	B+ = 3.333	C+=2.333	D+=1.333	F=0
A = 4.0	B = 3.0	C = 2.0	D = 1.0	
A- = 3.667	B- = 2.667	C- = 1.667	D- = 0.667	

**A Honor Roll** = GPA 3.667 or above (no D's or F's) **B Honor Roll** = GPA of 3.000-3.666 (no D's or F's)

The following grading scale is utilized by all MHS teachers:

Letter Grade	Range (Percentage)
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	0-59

Honor Roll will be calculated and published 5 school days after the quarter end grades drop. Students have until that date to get mistakes corrected and/or work made up for inclusion in the honor roll list for the local newspaper.

## REPORT CARDS

**Parents may access student grades online through the JMC Parent Portal.** Grades are updated regularly and both progress reports and quarter end grades are posted.

## **HOMEWORK**

Homework assignments are made by the teachers. The amount of homework varies by teacher and subject area. The school district asks parents/guardians to encourage their child(ren) to complete homework thoroughly and promptly.

## **CHEATING AND PLAGIARISM**

Cheating and plagiarism are prohibited. Students found to be cheating or guilty of other academic misconduct will have the incident documented and filed. A copy of the documentation will be sent to parents. Academic conduct will be part of the exemplary behavior evaluation each year. It is at the discretion of the classroom teacher to give no credit for the student work or to allow students to redo the work for full, partial, or no credit.

## **GRADUATION REQUIREMENTS**

Students must meet all course credit requirements and graduation standards, as established by the state and the school board, in order to graduate from Montevideo High School.

### **Course Credits Required**

To receive a diploma, students must successfully complete at least **23.5** credits and comply with the following high school level course requirements:

1. **English-** 1 credit per year (4)
2. **Social Studies-** 3.5 credits (Civics, American History, Am Govt, World History, Econ, World Geography)
3. **Mathematics-** 3 credits (a minimum of Algebra 1.5, Geometry, Algebra II)
4. **Science-** 3 credits (Physical science, Biology I, and an approved chemistry or physics course)
5. **Physical Education/Health-** 1 ½ credits
6. **Art** – 1 credit
7. **Electives** (a minimum of 7.5 credits)

## **GRADUATION CEREMONY**

Student participation in the graduation ceremony is a privilege, not a right. Students who have completed the requirements for graduation are allowed to participate in graduation exercises, unless participation is denied for appropriate reasons, which may include discipline. Graduation exercises are under the control and direction of the building principal.

## POST SECONDARY ENROLLMENT OPTIONS

Ninth, tenth, eleventh, and twelfth grade students may apply to enroll in Postsecondary Enrollment Options (PSEO) and other advanced enrichment programs. General information about the PSEO program will be provided to all eighth, ninth, tenth, and eleventh grade students by March 1. Qualifying credits granted to a student through a PSEO course or program that meets or exceeds a graduation standard or requirement will be counted toward the graduation and credit requirements of the state academic standards. Interested students must fill out an application form and submit it to the Student Center by **May 30 for enrollment in Semester 1 courses. Students must fill out an application form and submit it to the Student Center by October 30 for enrollment in Semester 2 courses.** The application form must be signed by the student and his/her parent or guardian. Students wishing to take a PSEO course should contact the High School Student Center.

## ACADEMIC ELIGIBILITY

Students participating in all extracurricular activities will have their eligibility determined by this policy. If a student has any failing grades, he/she will be on academic probation or academically ineligible.

Procedure:

1. Grades will be checked throughout the quarter.
2. The office will generate a list of students with failing grades.
3. The A.D. will cross-reference the list of students with failing grades against the list of students involved in extracurricular activities.
4. Students participating in activities, who have one or more failing grades, will meet with the A.D. and/or the Principal..
5. Students with one or more failing grades will be on academic probation. Parents will be notified by email. Students are eligible to participate in activities during academic probation.
6. Students who receive failing grades in two successive grading periods will be ineligible to participate in extracurricular activities, they will be allowed to practice but will not be allowed to participate in events. Parents will be notified by email.
  - If a student receives an incomplete and has not addressed the issue by the end of the grade check deadline, the incomplete will count as an F as pertaining to eligibility. If the incomplete has not been addressed by the following grade check, the teacher will assign the grade based on provided work.
7. All coaches and supervisors will receive lists of students who are on academic probation and who are ineligible to participate in activities. This list will be updated at each grade check.
8. If a student is absent from class for any part of the day after 11:14 am for a medical appointment (doctor, dentist, chiropractor, etc) that student will be allowed to practice or participate in their event as long as they are able to produce verification of the appointment (appt card, doctor’s note, etc).
9. The following are the dates for grade checks for the school year.

QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
Mon, Sept 9, 2024	Mon, Nov 18, 2024	Mon, Feb 3, 2025	Mon, Apr 7, 2025
Mon, Sept 23, 2024 (Mid-Q)	Mon, Dec 2, 2024 (Mid-Q)	Tues, Feb 18, 2025 (Mid-Q)	Tues, Apr 22, 2025 (Mid-Q)
Mon, Oct 7, 2024	Mon, Dec 16, 2024	Mon, Mar 3, 2025	Mon, May 5, 2025
Mon, Oct 21, 2024	Mon, Jan 6, 2025	Mon, Mar 17, 2025	Tues, May 19, 2025
Mon, Nov 4, 2024	Tues, Jan 21, 2025	Tues, Mar 25, 2025	(end Q4 Th, May 29)
end Q1 Fri, Nov 1)	(end Q2 Thurs, Jan 16)	(end Q3 Fri, Mar 21)	
(8:30 a.m.)	(8:30 a.m.)	(8:30 a.m.)	(8:30 a.m.)

## **Homecoming Candidates and Attendant Eligibility**

Candidates and attendants for homecoming must be both academically eligible and eligible according to the MSHSL rules from the time of voting through the coronation.

All extracurricular activities are governed by this academic policy.

## **INDEPENDENT STUDY**

Juniors and Seniors who are on track for graduating on time, may apply for an independent study course. The process to apply includes:

- Agreement with a teacher to sponsor the Ind. Study
- Pick up an application from the Guidance office
- Complete the application – including the required signatures—and return.

## **ATTENDANCE**

Learning is enhanced by regular attendance. The education process requires a continuity of instruction, classroom participation, and guided practice, along with parental encouragement, in order to reach the goal of maximum educational benefits for each individual student. The regular contact of students with one another in the classroom and their participation in well planned instructional activity under the tutelage of a competent teacher are vital to this purpose. This is a well-established principle of education and gives purposes to the requirement of compulsory education in Minnesota. A pattern of good attendance established in school will benefit the learner now, and will transfer to future success in postsecondary education and the workplace.

The Board of Education, administration and staff believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this procedure is to encourage regular school attendance. We respect that students may have to miss school at times. Absent students cannot expect to make the same progress as they would if they were in attendance in school.

### **PARENTAL RESPONSIBILITY:**

It is the responsibility of the parent/guardian to call the school office on the day of the absence or prior to the absence explaining why the student will not be in school. Parents/Guardians should call before 8:30 a.m. each day. Parents may also provide a written note explaining their child's absence within five school days. If the parents do not provide a written note or phone call regarding their child's absence, it will result in an unexcused absence.

### **EXCUSED ABSENCES:**

Absences are excused by parents notifying the office when their child will not be attending school. Advanced notification of the absence to the office is required whenever possible. Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher. Work missed because of absence must be made up within three (3) days from the date of the student's return to school. Any work not completed within this period may result in "no credit" for the missed assignment. However, the building principal or the classroom

teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances. *With advanced notice, parents can request homework from their teachers to be picked up in the school office after 3:15 on a given day. Please note that teachers are not required to provide homework for missing students and it is ultimately the student's responsibility to ensure that all missed work be made up for each class missed.*

Refer to school district [Policy 503](#) Student Attendance for excused and unexcused absences.

#### UNEXCUSED ABSENCES/TARDIES TO SCHOOL:

All absences NOT school authorized and/or school-personnel supervised and NOT excused are considered unexcused.

Absences will be checked daily by the office. Parents will have five (5) school days to provide an excuse for their student's absence. After five (5) school days, absences will be counted as UNEXCUSED. Three (3) unexcused tardiness to school will equal one (1) unexcused absence.

#### EXCESSIVE EXCUSED ABSENCES:

In the event that a student's excused absences become excessive and jeopardize the educational process of the student.. The student's attendance record will be reviewed and any further absences will require documentation from a medical doctor. **Ten or more** total excused days missed FOR ANY REASON will be considered excessive and subsequent absences will be marked unexcused without documentation provided by a medical doctor or a recommendation by the school nurse. An excessive excused absence letter will be sent to parents once a student reaches ten absences that will include the option for parents to set up a meeting with the principal to discuss absences and possible solutions.

#### TRUANCY:

Truancy (12 years old and older):

A letter will be sent home when a student reaches three (3) unexcused absences for the school year. Another letter will be sent to parents and a parent/guardian conference will be offered when a student reaches five (5) unexcused absences for the school to assist the family in developing a plan to resolve the attendance issues. When a student reaches seven (7) unexcused absences for the school year as required.

### **CONSEQUENCES FOR UNEXCUSED ABSENCE AND UNEXCUSED TARDINESS**

Presence and participation are directly related to academic performance and are essential components of a sound education. Tardiness and unexcused absence reflect, among other things, a lack of responsibility and a lack of academic effort on a student's behalf. Learning is inevitably lost when a student fails to fully attend class. Regular attendance not only provides the foundation for achieving success as a high school student, but also for achieving success as an adult in the working world. The primary responsibility for assuring that each student fully attends classes and acquires the knowledge and skills necessary for effective citizenship rests with the individual student and his or her parent/guardian.

1. **Unexcused Absences** Unexcused absences will be assigned 1 detention for each period missed, and may result in In-School Suspension or Saturday School for a whole day missed.

2. **Unexcused Tardiness** If a student has an unexcused tardy for class, the following consequences will be assigned.

- A. **Unexcused tardies** to class: The bell indicates the beginning of class. Students entering class without a pass after the bell, will be considered tardy-unexcused. Unexcused tardies totaling (3) per quarter, for class may result in one (1) detention. A detention may be assigned for each additional unexcused tardy during the quarter.

### **OUT-OF-BUILDING PASSES**

Students must have parental permission by written note or phone call to leave the building any time after 8:15 a.m. and must check in at the principal's office upon returning. Outside passes are issued from the office. Before an outside pass will be issued, the office must receive an acceptable written note from a parent by 8:15 a.m. Doctor and dentist appointments and driver training should be scheduled after school if possible or during study halls. Passes for appointments of one hour or less can be issued the morning of the appointment (i.e. orthodontist appointments). Appointments of longer duration should be pre-arranged. Partial-day absences may be marked excused, unexcused, or truant.

Any student leaving school without a pass from the office will receive an unexcused absence, no excuses accepted.

### **DISCIPLINE**

Montevideo is proud of our student body and has high expectations for both academic learning and citizenship. The senior high school staff supports students in making good choices and is committed to communication and cooperation between the school, students and parents. All Montevideo Senior High School teachers have the right to set classroom policies to maintain a disciplined and orderly classroom. Teachers may ask students to remain after class or after school to discuss behavior issues. Parents may be contacted about inappropriate behavior.

If students earn detention, parents will be notified in a timely fashion. Students earning detention will have the opportunity to serve it on Monday, Tuesday, Wednesday and Thursday after school or Thursday mornings before school unless another time has been prearranged. Failure to serve detention will result in an In-School Suspension (ISS) or possibly required to attend Saturday School. All accumulated detention time must be served by the end of the school year.

When a student becomes a danger to others, inhibits the educational process, or refuses to cooperate with previous disciplinary consequences, the administration may need to remove the student from the regular classroom. This may include in-school suspension (ISS), home instruction, recommended to the MRVED ALC independent study program, or expulsion. Consequences will depend on the level of misbehavior. The administration will involve parent(s) or guardian(s) in an out of classroom placement.

### **DETENTION**

Students who receive detention will be notified, and it will be documented in their file. Students will have at least four opportunities to serve their detention within one week of assignment. Detention can be served after school on Monday, Tuesday, Wednesday, and Thursday from 3:15 to 4:00 PM. Students also can serve their detention on Thursday mornings from 7:15 - 8:00 am. The rules are as follows:

1. Students need to be in detention on time for it to be counted.
2. Students will place cell phones in designated cell phone holders upon entering the room and will not access phones during the detention period.
3. Students must bring school work to the room or they will be assigned work
4. Students must remain quiet and stay in their seats.
5. No one will be allowed to leave the room during detention, nor will any other student be allowed to enter the detention room.
6. No food or drink is allowed in detention
7. The teacher will be there to supervise only, and will report any violations of the rules
8. Students not following these rules will be asked to leave and that detention will not be counted as being served. A parent conference may be set up to discuss the issues.
9. Students not reporting for their assigned detention within a week of assignment will be assigned in-school suspension
10. Alternate forms of detention may be assigned at the discretion of the Principal.

### **Students with excessive detentions**

If a student accumulates multiple detentions, or has **not** been reporting to detention in the allotted time, the student may be subject to In-School Suspension for a day or possibly Saturday School.

### **REMOVAL FROM CLASS**

A teacher may exclude a student from one class period for one day when the grossness of the offense, the persistence of the misbehavior, or the disruptive effects of the behavior makes the continued presence of the student in the classroom intolerable. Teachers will not exclude students from class for vague or general reasons not clear to the student and not communicated to the principal.

### **DRUG POLICY- MHS**

Montevideo Public School believes the safety of our students is our highest priority, therefore our stance on illegal substances is unwavering; they will not be tolerated in school or on school grounds. If a student is found to be in possession of illegal drugs in school, they will be immediately suspended and recommended to the Superintendent for Expulsion. If expelled, the student will no longer attend school at MHS and will not be permitted to participate in co-curricular or extracurricular activities. As a district, we will provide an alternative education plan, however this plan will not be delivered in our school or by our teachers. Use of illegal drugs is commonly a symptom of a deeper rooted issue, therefore our commitment is to work with the families to find supports for their child to help them through these issues with the goal of returning to MHS after the completion of the expulsion term.

### **STUDENT DRESS**

We take pride in the appearance of our students. ISD #129 is considered a place of work for both students and staff. Students and their families have the primary and joint responsibility for student clothing and appearance. A

student's choice of clothing, and/or accessories should not disrupt education and learning. Clothing promoting products or activities that are illegal for use by minors and clothing with obscene, profane, or inappropriate insinuations are not allowed. Clothing which bears violent images, including but not limited to images of blood, gore, weapons of violence, or persons being killed or subjected to bodily injury are not allowed. Shoes must be worn at all times. Headgear, including hats or head coverings may be restricted in the building. If the administration believes a student's choice of dress interferes with or disrupts the educational process or school activities or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. A parent or guardian will be notified. For more information on student dress and appearance, see [District Policy 504](#).

### **LOCKERS**

Under Minnesota law, school lockers are school district property. At no time does the school district relinquish its exclusive control of lockers provided for students' convenience. School officials may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant.

Students are assigned a locker at the beginning of each school year. Do not keep money or valuables in your locker. Each fall, advisors/teachers will check student lockers and document their condition at the beginning of the year. To prevent odors and pest infestations associated with items stored in the locker, District #129 will require periodic locker cleaning. Lockers will again be checked at the end of the school year, with damage costs being assessed to the student assigned the locker. The following scale will be used to assess damages:

Slight damage- \$2.00   Moderate damage- \$5.00   Extensive damage- \$25.00

### **BACKPACKS**

In order to limit congestion in our halls, cafeteria and classrooms, all backpacks--including string bags-- **must be kept in student lockers.**

### **BULLETINS AND ANNOUNCEMENTS**

Announcements are read during Homeroom. All notices of club meetings, athletic and social events, general information for the day, and specific instructions are put in the daily bulletin.. Pupils responsible for putting notices in this daily bulletin must have their notices approved by their advisors or the principal or the office secretary. All posters must advertise school-sponsored events and must be approved by the administration. *School Board Policy Code 505.*

### **STUDENT COMMUNICATIONS**

Periodically during the school year, the homeroom advisors will be given a list of students that need to return forms or pay outstanding fees. This is not done to embarrass the student; however, with a student body of approximately 400, this is the most efficient way of notification. We issue receipts for all cash

transactions, please encourage your child to bring these receipts home. If you have any questions regarding fees paid, please feel free to contact the office.

### **TELEPHONE**

The school telephone is for business use only. The office phone can only be used in case of illness or to notify parents if a teacher requires a student to stay after school. There is a telephone in the hallway area across from the main office that is to be used to make other necessary calls. Students should be encouraged to remember their parent contact information, such as telephone numbers, should they need to contact their parents.

### **MESSAGES TO STUDENTS**

Office telephones are not for students' personal use. Students will not be called out of class to receive phone messages except in the event of an emergency.

#### For Students

Communication between parents/guardians and students should be done at home, before or after school. Students will **NOT** be interrupted during school hours by outside calls and messages except in case of an emergency. However, if it is necessary to reach your child between 8:10 and 3:15, call the school office and leave a message for your child. Because there is a large student body, we cannot guarantee that all messages will be received by your student, even though we attempt to do our best. Telephone calls made by a student at the school office should be of an emergency nature. No messages will be given to any student from anyone other than a parent/guardian or the listed emergency contact if a parent is unavailable. All messages for students should be left on the office voicemail system or given to the office.

#### For Teachers

Parents wishing to talk directly to a classroom teacher are asked to call before 8:00 a.m. or after 3:15 p.m. During the school day, parents may leave a message on the teacher's voice mail.

### **ADVISORY / PARENT-STUDENT-TEACHER CONFERENCES**

All students are assigned an advisor and will attend advisory for 14 minutes each day (except on early dismissal and late start school days). The basic function of advisory is to build strong relationships between the students and staff and increase student to school connectedness. Parent-student-teacher conferences will be with your student's advisor. All teachers will have open hours during conferences if parents wish to meet with a specific teacher.

### **SCHEDULE CHANGES**

Students are told to use great care in selecting their courses at registration. Teachers, Advisors and Student Center staff are available to help with this process. The master schedule is created in part based on the information received at registration.

Every effort has been made to create a master schedule that will allow the most students to have most of their requested courses. If a course was dropped, the student's alternate course selection was placed in the schedule if possible. In some cases, if there was no alternate choice, a course in the same department was selected. Sections have been balanced.

With that in mind, changing schedules is discouraged.

Schedules will be changed if there is an error in placement or an error in period assignments.

Schedule course changes will be honored only if the section has openings.

**No requests to change the arrangement of classes will be honored.**

## LUNCH

Lunch is to be eaten in designated areas only. Students are not to leave the school grounds or go to vehicles during lunch or any other time of the school day. Lunch times vary by assigned lunch blocks. Students will be notified of their assigned lunch time on the first day of school. Students may eat lunch at school or bring a prepared lunch from home. Milk will be available to supplement lunches brought from home. Lunch is free for all Gr. 9-12 students.

All students will be issued ID badges that are to be used to receive lunch. Lost ID's can be replaced for a \$5. Students should see the High School Office for lost or damaged ID badges.

Breakfast is available to all students from 7:30 to 8:05 AM. It is free for all Gr. 9-12 students.

## ELECTRONIC DEVICES

(Cell Phones, Headphones, earphones, e-Readers, etc.)

In accordance with Minn. Stat. § 121A.73, schools must adopt a policy on students' possession and use of cell phones in school. High School (grades 9-12) students may possess cell phones at school, or at school events off campus, with limited access to devices. Students will be allowed to use cell phones between classes and during lunch only. Upon entering MHS classrooms, devices should be silenced and placed in each classroom's cell phone holder and students will not have access to them until the end of the class period. Any student use of personal electronic devices in classrooms is limited to occasions in which the classroom teacher permits the use for **educational purposes only**. Tardiness to class due to cell phone use will NOT be excused. This policy applies to study halls and Teacher Advisory periods. Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and gang activity. If the school district has a reasonable suspicion that a student has violated a school rule or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search. Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

All other personal electronic devices are prohibited in school, including, but not limited to personal laptops and chromebooks, headphones and/or earphones, and Smart watches being used to communicate in place of a cell phone.

Under no circumstance should students use their cell phones, or any electronic device, in bathroom and locker room areas, including before and after school hours due to the privacy rights of others in these areas.

Lost, Stolen, or Damaged Devices: The school is not responsible for, and is not required to investigate any lost, stolen, or damaged electronic devices brought onto school grounds or the bus.

For more information, refer to school district [Policy 506.1](#).

### **E-LEARNING DAYS**

When our district has weather-related school cancellations, instructional time is lost and the momentum in classrooms is slowed. State testing dates are set prior to the start of the school year, and make-up days in June after the completion of these tests can be out of sync with the instructional process. Our district also partners with post secondary institutions making “tack on days” less effective than what is desired. While e-Learning days cannot replace the face-to-face time students have with their teachers, they can provide better continuity when school is interrupted.

#### **PLAN:**

Annually up to (5) five school days missed due to inclement weather may be made up as e-Learning days. The postponement will be determined 2 hours prior to the normal school start time of the proposed e-Learning day. In the event that five (5) e-Learning days are scheduled, additional school days missed due to inclement weather will be discussed administratively and communicated to all stakeholders.

#### **NOTIFICATION:**

In the event of a school cancellation due to inclement weather, families will receive an automated phone call, text message, and/or email from Montevideo Public Schools via JMC Messenger. Messages will also be posted on the district website and social media. E-Learning days will be announced in the same fashion as the school cancellation announcements in order to avoid confusion.

#### **ATTENDANCE:**

Attendance must be taken by the teacher and records of attendance must be kept for each class/class period. If a student does not complete the e-Learning task(s) before the class period the next day, that student will be counted absent. “Students who do not participate in planned activities are considered absent for those class(es) and will be reported as absent as if they were not present for an on-campus class.” (Plaman, Minnesota Department of Education 20 July 2017)

In accordance to the Minnesota Department of Education, attendance may be verified by:

- a. Logging in to class page(s) on the district’s/school’s learning management system (LMS).
- b. Email exchange/ text exchange /phone call with teacher.
- c. Parent verifies attendance; a documentation process is developed and retained by the school as part of the student’s attendance record.
- d. Activity in classes (pages accessed, discussion participation, formative assessments completed).
- e. Work submitted during the e-Learning day (evidence of learning or preparation for learning—reading or video with notes).” (Plaman, Minnesota Department of Education 20 July 2017)

Montevideo Public Schools has elected to take attendance for the day based upon students submitting their completed assignments on the next regular day of school and completing any interactive activities required by their teacher. Teachers will log absences for an e-Learning day into JMC, student management system, by 3:45 p.m. of the school day following the e-Learning day.

E-learning days will be reported as regular instructional days. Students enrolled on an e-learning day will generate one day of membership. The length of the school day will be reported as the same length that was originally scheduled had the students attended at the school site.

### **e-LEARNING TASKS:**

Our district wants to ensure our students have high-quality e-learning opportunities.

“High quality e-Learning experiences:

- a. Integrate as seamlessly as possible into the regular instructional plan that has been occurring. Avoid generic, out-of-context tasks, rather, tasks should be meaningful and important to student learning.
- b. Leverage digital tools students are using as part of their regular instruction (i.e. Schoology, Google Docs, apps).
- c. Include formative assessment and feedback.
- d. Provide opportunities for peer interaction.
- e. Include active instruction by teachers, monitoring progress and providing feedback, facilitating, coaching, clarifying and adjusting the task, and suggesting next steps.
- f. Include the option for the class to meet synchronously via Google Meet or Go Guardian.

### **ACCESS TO TEACHERS VIA TELEPHONE AND ONLINE DURING NORMAL SCHOOL HOURS:**

Teachers will have instruction and assignments posted and available by 10:00am and will be available via telephone and online during normal school hours (8:00a.m.-12:00p.m and 12:30p.m.-3:15 p.m.). Students needing to contact their teacher are to call the teacher’s direct telephone line, if the teacher is not immediately available students shall leave a return phone number. Direct phone lines access to the schools voicemail to email systems will immediately notify teachers of the message. Teachers will promptly return the telephone call to assist the student.

Teacher’s direct telephone numbers can be found on the district web page under staff [directory](#) so that they may be contacted on an e-learning day.

### **E-LEARNING PLAN:**

**Licensed Staff Grades 9-12:** Students will utilize Google Classroom to complete e-Learning activities that will be posted no later than 10:00a.m on the e-Learning day. Learning experiences for each class are intended to take approximately 30-50 minutes. Some students may need more time, some less, for each activity. The goal is to provide meaningful instruction/activities that help reduce the impact of lost face-to-face instructional time and allow for acceleration of the curriculum when students return to school. Learning experiences may include flipped classrooms or virtual class sessions. During the school day, teachers will provide 60 minutes of live “resource room” time during which time students will have the opportunity to get clarifications, questions answered, and interact with their teachers. The time of the “resource room” will be provided to students. Students will submit the e-Learning tasks based on the teacher’s instruction. Directions and tasks will also be given for students who do not have internet access at home, these students must call their teachers to inform them they do not have internet access.

**Special Education:** Students in pull-out classes will complete e-Learning tasks specific to their IEP. During the school day, teachers will provide a 60 minute live “resource room” during which time students will have the opportunity to get clarifications, questions answered, and interact with their teachers. The time of the “resource room” will be provided to students.

### **PARKING at MHS**

All students are encouraged to ride buses to Montevideo Senior High School. If you must drive to school, keep in mind the following restrictions:

1. The student parking lot is south of the gym, C-Building.
2. Motor bikes and motor scooters may park in the designated areas next to the gym doors on the sidewalk.
3. Bicycles are to be parked in the bicycle racks at the northeast corner of C-Building.

4. Drivers are responsible for parking in marked spaces, even when ice and snow partially cover the markings
5. Cars parked illegally will be towed away at the owner's expense.
6. Students are not to be in the parking lot during the day. Students must have a pass from the office to go to their car. Students are limited to two (2) passes per year.
7. Cars parked in school district lots may be subject to a search for probable cause.

#### Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

### STUDENT VEHICLES / PARKING REGULATIONS

#### **PARENTS & STUDENTS:**

The school parking lot contains approximately 9 marked rows of 17 parking spaces each. Additional space is available on the east side of the lot. At the northwest corner of the parking lot are four places designated **for handicapped parking only**. To the south of this, there are 4 places reserved **for visitor parking**. On the north and west side of the parking lot (adjacent to the building) is a **FIRE LANE**. There is to be an open lane around the lot at all times. *Students are not to park in the area to the north of the school (by the band room and agriculture dept doors).* *Students may **NOT** park in the TACC parking lot.* (see #7 below)

The Montevideo Police Department as well as Montevideo School District #129 shall have the authority to enforce the following regulations. A violation of any of these regulations means that disciplinary measures may be taken and/or a car can be ticketed or towed.

#### **PARKING LOT TRAFFIC PATTERNS**

1. The street access from 17<sup>th</sup> street (NE corner of the lot) will be an **entrance** only.
2. The street access from William Avenue (SW corner) will be an **exit** only.
3. The street access from the corner of 17<sup>th</sup> and William (SE corner) will be an **entrance in the morning** and an **exit in the afternoon**.

#### **PARKING LOT REGULATIONS**

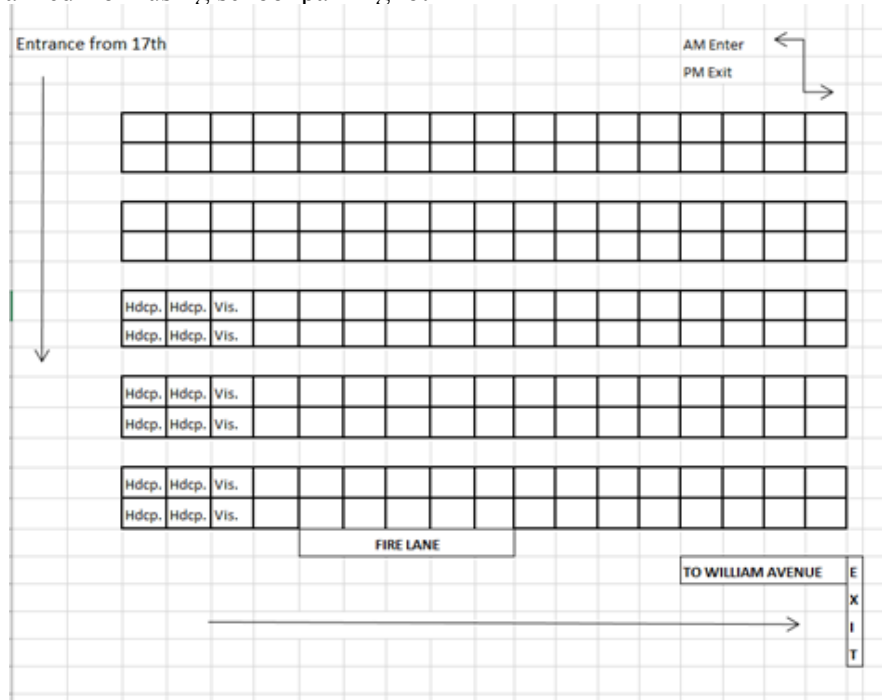
1. Parking in the fire lanes is prohibited.
2. Parking in the bus and car lanes is prohibited.
3. Cars are prohibited from parking in such a way as to interfere with the normal parking procedure.
4. Parking on the north side of the SWIMMING POOL is prohibited (watch markings).
5. Driving on school grounds in such a way that it is injurious to self, others or school property is prohibited.
6. Cars displaying inappropriate messages are not allowed to park in the school parking lot.
7. Students are **NOT** to park in the TACC parking lot (north of the Training and Community Center).
8. No student parking will be allowed in the bus garage lot during school hours

#### **Results for violating these regulations will be as follows:**

- o First violation –warning
- o Second violation - two (2) hours detention

- o Third violation – five (5) hours detention
- o 4<sup>th</sup> violation – student will be banned from using school parking lot

**MHS Parking Diagram:**



**ILLNESS**

If you become ill during the day, you must go to the principal’s office. After contacting a parent or guardian from the office, the school nurse or principal’s secretary may issue a pass for you to go home if it is necessary.

**HIGH SCHOOL DANCES**

All school policies are followed at dances. Discipline for infractions will be the same at dances as it is during a regular school day. A student may not be readmitted to a dance after leaving.

**STUDY HALL EXPECTATIONS**

Students signing out of study hall must list a destination. Students should not be allowed to sign out of the study hall unless supervisors know where they are supposed to be.

1. Students will place cell phones in designated cell phone holders upon entering the room and will not access phones during the study hall period.
2. Students going to the library must sign out for the whole period. Students going to the library will all have their names on a single pass.
3. Supervisors should use a sign out sheet and will track students and check that they arrive at the designated location.
4. Students may be restricted to study hall if they are missing assignments or failing one or more classes.

## **HALLWAY AND BATHROOM EXPECTATIONS / LEAVING THE CLASSROOM**

All students are expected to exhibit good behaviors while in the hallway and bathrooms. During class time, all students are expected to sign out to their locations and have permission from the classroom teacher to leave the room. Students that are unable to follow these expectations may not be able to leave the classroom during class time. Any student caught vandalizing the bathroom (including graffiti) will receive a consequence and will have to pay for any damages.

## **HOMEWORK HELP**

All students have access to our homework help program that is offered every Monday and Wednesday afternoons from 3:20-4:00. Homework help is supervised by staff. Students attending homework help must bring work to complete. They can leave at any point their work is done. Students who are not following directions, school rules, and/or causing a disruption to others will be asked to leave. Multiple disruptions will result in a student not being able to attend. Transportation is provided Monday and Wednesday afternoons to in-town students. Students not attending homework help are not allowed to ride the bus.

## **VISITORS**

Visitors are to receive permission from the main office before visiting classes or being in the building. Students not currently enrolled in Montevideo Schools are NOT allowed to visit during class time. No student visitors will be allowed during class time. All visitors to MHS must sign in at the office and wear a visitor's badge on their chest for the entire duration of their visit.

## **FIELD TRIPS**

Field trips may be offered to supplement student learning in which students voluntarily participate and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation.

## **TESTING**

In 2017 new legislation, which amended M.S. 120B.31, Subd. 4a, requires school districts to provide notice to parents or guardians of their option to refuse to have their students take the statewide assessments. The Minnesota Department of Education created a form for this purpose. To view the form, please copy and paste the following into your browser: [Parent/Guardian Participation Guide and Refusal Information](#)

## **PLEDGE OF ALLEGIANCE**

Minnesota Statute specifies that all public schools will recite the Pledge of Allegiance at least once each week during the school year. Montevideo High School will recite the Pledge of Allegiance at the beginning of each school day. However, anyone who does not wish to participate in reciting the pledge for any personal reason may elect to do so. Students must respect another person's right to make that choice.

## **SOLICITATIONS**

No solicitations. The purchasing of uniforms, athletic wear, practice gear, and spirit wear is done through the athletic department, coaches, advisors or with administrative approval.

## **EMERGENCY/SAFETY PROCEDURES**

Student and staff safety is a top priority for Montevideo Public Schools. Over the past several years the district has been, and continues to, enhance our building safety equipment and procedures. All doors to the school are locked during school hours. Visitors are required to use our intercom system to gain access to the building. The intercom system is equipped with a camera so we are able to identify persons entering the building. Once access is granted, all visitors are required to report to the principal's office. If visitors will be accessing the school building they are required to wear an orange visitor sticker until they exit the building.

Security cameras are located throughout the building, both inside and outside the building. The Montevideo Police Department and Chippewa County Sheriff's Department have access to these cameras in case of an emergency.

Montevideo Public Schools conduct a variety of safety drills throughout the year to practice appropriate safety responses to certain situations. We conduct five lockdown drills, five fire drills, one tornado drill, one evacuation drill, and provide bus safety training once a year.

Blue flashing light – Near the main school entrance at each of the five buildings, there is a blue light that will flash whenever an Active Threat is occurring in the district. When flashing nobody will be allowed to enter the building for any reason. There will also be an audible sound when the light is flashing to make people more aware. If anyone sees these lights flashing or hears the audible sound, please return to your vehicle or school bus.

Lockdown drills are practiced regularly. During a drill, the doors will be locked and the blue light will be blinking in an active threat lockdown. Normally lockdown drills are completed within five minutes.

In addition, students also receive training on bullying, cyber bullying, and online safety annually.

## **FOOD SERVICE**

A complete hot lunch program is available. Supplemental milk is available to those students who prefer to carry their lunch. Breakfast is available to all students from 7:30 to 8:05 AM. It is free for all Students.

## **SCHOOL CLOSING**

Parents are advised to listen for weather-related announcements during stormy days. Should weather force a change in school scheduling, it will be announced on the local radio station, KDMA Radio - 1460 AM. Also check the following websites, radio and television stations for school closings or early

dismissals: Parents should sign up through the parent JMC portal to receive emails, text messages and/or phone calls for weather related information.

Willmar Q102

<http://www.102fm.com/snowdesk.cfm>

WCCO

<http://wcco.com/schoolclosings>

KARE 11

<http://kare11.com>

### **TENNESSEN WARNING**

The principal is responsible for investigating discipline situations in the school. Students with information pertinent to a situation are required to cooperate with the investigation. Non-cooperation may subject the student to disciplinary action. Other than school officials, no one else will receive the information shared by a student (exceptions may be MSHSL infractions and suspected criminal activity).

### **EXCESSIVE FORCE**

It is required by the State of Minnesota to inform all parents that a teacher, school employee, school bus driver, or other agent of the school district may use reasonable force in compliance with MN Statutes 121A.582 and other laws. It is the policy of the Montevideo School District not to use any form of excessive force. Reasonable force is the last alternative after trying all non-physical means of restraint.

### **HEAD LICE POLICY**

The school is concerned about the potential for spreading head lice. When a report has been received, the school district's licensed nurse, trained health clerk, teacher or principal will check the student's hair for head lice.

A student found to have head lice in his/her hair will be sent home from school. Treatment with lice killing shampoo will have to be completed and all eggs removed from the hair before he/she will be readmitted to school. Parents are responsible for checking other children at home and for implementing control measures to prevent reinfestation of head lice.

### **STUDENT SUBSTANCE ABUSE**

The Montevideo School District believes that the possession and use of alcohol and drugs is wrong and harmful; furthermore, it is illegal. In order to ensure the highest possible standards of learning, as well as the safety, health, and well-being of students, the Montevideo School District endorses a substance abuse policy which will: aid students to abstain from the use of drugs/alcohol through curricula and instruction, intervene early when student use is detected, take corrective disciplinary action when necessary, and provide after care support for students.

## I. PREVENTION EDUCATION

The Montevideo School District will provide students with information and education focused on preventing students from using alcohol and drugs. Prevention activities will be centered around prevention curricula, counseling services, school climate, family, and community involvement.

## II. INTERVENTION

The Montevideo School District shall establish and maintain an assistance program, through a team approach, to aid students who are chemically involved to successfully address their harmful involvement with chemicals and to continue in a school program. Students possessing or consuming alcohol or drugs, or possessing drug paraphernalia will be referred to the County Chemical Dependency Officer.

## III. DISCIPLINE

Students have the right to attend school in an environment free of alcohol and drugs. Students are not to possess, sell or use drugs, alcohol, unauthorized medication, or drug related paraphernalia. They shall not be under the influence of alcohol or drugs on school premises or at any school sponsored activity. The consequences for possession or being under the influence of alcohol or drugs, abusive chemicals, unauthorized medication, or drug related paraphernalia will result in disciplinary action. Where violations of the law are involved, law enforcement agencies will be notified.

## IV. AFTERCARE

The Montevideo School District will work cooperatively with the student, parent(s), and community treatment personnel, to support an after care plan.

Resources for Assistance:

*Chippewa County Family Services* - Suite 200 Community Service Bldg. - Montevideo MN 56265

(320-269-6401)

*Lac qui Parle County Family Services* - 930 1<sup>st</sup> Avenue - Madison MN 56256 (320) 598-7594th

*Yellow Medicine County Family Services* - 930 4 St., Suite 4 - Granite Falls MN 56241 (320) 564-2211

*Woodland Centers* - 1505 Washington Avenue - Montevideo MN 56265 (320-269-6581)th

*Project Turnabout Chemical Dependency Center* - 660 18 St. - Granite Falls MN 56241

(1-800-862-1453 - 24 hrs.)

The **MINNESOTA DEPARTMENT OF EDUCATION** has provided us a list of organizations that provide free or low cost legal assistance, referrals to attorneys or student advocacy. Each agency has limitations on clientele served. For instance, some agencies may have guidelines about client income. In addition, each agency will make determinations about whom it can serve based on factors such as staff resources and the legal viability of each case. The best way to determine if an agency can help you is to call. The agency in our area is Central Minnesota Legal Services, Willmar office (320) 253-0138 (counties of Chippewa, Lac qui Parle, Yellow Medicine).

## SEARCH

The right of inspection of students' school lockers or articles carried upon their person is inherent in the authority granted school boards and administrators and should be exercised so as to assure parents that the school is exercising its "in loco parentis" relationship with their students, will employ every safeguard to protect the well-being of those children. A search may be undertaken when there is reasonable suspicion that a situation exists which would disrupt the educational process, result in discipline problems, threaten the safety of persons or property or illegal items suspected to be present. School Board [Policy Code 502](#).

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in desks, lockers, or vehicles parked on school property. "Contraband" means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, when appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district's "Student Discipline" policy, which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

Students' personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials

The interior of a student's motor vehicle, including the glove and trunk compartments, in a school district location may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to loss of parking privileges and to discipline if the student refuses to open a locked motor vehicle or its compartments under the student's control upon a school official's request.

## UNDER THE INFLUENCE

***This policy is to ensure the safety of all families.***

If a parent or authorized pickup person arrives at school and appears to be intoxicated (under the influence of drugs or alcohol and demonstrating behavior that raises concern about the safety of the child), the following procedures shall be used:

\*Staff will express the concern to the parent or authorized pickup person confidentially.

\*Staff will offer assistance in calling someone on their emergency card or a taxi to provide transportation home.

\*If staff feels strongly that the child's safety is in danger, and the child is signed out to leave school, they shall call 911 after the parent or authorized person leaves and provide them with the following information.

- \*Description of the vehicle
- \*Direction the vehicle is traveling
- \*License plate number.

### **ASBESTOS NOTIFICATION**

In keeping with federal legislation, the Montevideo School District #129 has had stringent asbestos inspections and has asbestos management plans prepared for all school buildings in the district. These plans and asbestos locations are available for your inspection Monday through Friday during regular school days and normal school hours at the District Office. As a matter of policy, the school district shall continue to maintain a safe and healthful environment for our students and employees. In keeping with legislation, the required six month surveillances have been conducted to inspect asbestos containing materials (ACM) for change in condition. Any changes in condition have been and will be noted on the Periodic Surveillance Forms found in the Asbestos Management Plan. Also, the required three year inspections of asbestos containing materials have been conducted by an accredited inspector. An Operations and Management Plan has been implemented by Montevideo School District to keep the ACM located within the building(s) in good condition.

Short-term workers (outside contractors) are provided information regarding location of asbestos in which they might come in contact. All short-term workers shall contact the lead maintenance person before commencing work to get this information.

Contact Wade McKittrick, Superintendent, at (320-269-8833) if you have any questions.

### **FUNDRAISING**

All fundraising activities must be school-sponsored and approved by the advisor of the club/organization and the School Board.

### **FEES**

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, pens, paper, erasers, notebooks, and other personal items listed on the school supply list. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Admission fees or charges for extracurricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate in an extracurricular activity are the same for all students, regardless of whether the student is enrolled in a public or a home school.
- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Personal physical education and athletic equipment and apparel.
- Items of personal use or products that a student has an option to purchase such as student publications, class rings, annuals, and graduation announcements.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.

- A school district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the High School Office.

### **PARENT RIGHT TO KNOW**

If a parent requests it, the school district will provide information regarding the professional qualifications of his/her child’s classroom teachers, including, at a minimum, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

### **PESTICIDE APPLICATION NOTICE**

The school district may plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by September 15 as to the school district’s plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, an estimated schedule of pesticide applications (which will be available for review or copying at the school offices), and the long-term health effects of the class of pesticide on children can be requested by contacting Chuck Stark, Building and Grounds, at 320-269-8833.

### **DIRECTORY/PUBLIC INFORMATION**

The *Family Education Rights and Privacy Act (FERPA)*, a Federal Law, requires the Montevideo Public Schools, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, Montevideo Public Schools may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of

directory information is to allow the Montevideo Public Schools to include this type of information from your child's education records in certain school publications (examples would be athletic and music), newspaper articles (examples would be honor rolls and awarding of scholarships), the school district's web site and other school-related activities. The information includes:

1. The student's name
2. The student's grade level.
3. The student's extracurricular participation.
4. The student's weight, height, etc., if a member of an athletic team.
5. The student's achievement awards or honors.
6. The student's photograph or other media images.
7. The student's written work (poems, speeches, etc.)
8. The school or school district the student attended before he or she enrolled in Ind. School District No. 129.
9. Students listed on our enrollment with parent's names.
10. The student's dates of attendance.

Directory information, which is information that is generally not considered harmful or an invasion of privacy, if released, can also be disclosed to outside organizations without a parent's prior consent. Under the Federal *No Child Left Behind Act of 2001*, schools must provide military recruiters, upon request, with three items – students' names, addresses and telephone listings – unless parents have advised the school district in writing that they do not want their student's information disclosed without their prior written consent.

Parents and eligible students may request in writing that their directory information not be released to anyone. Parents have the option to not release information to military recruiters only. These requests must be received in the Superintendent's Office by September 15.

FERPA also affords parents and students over 18 year of age ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School Principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write to the School Principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the school will notify the

parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel) a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant or therapist); or a parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Superintendent's Office  
Montevideo Public Schools  
2001 William Avenue  
Montevideo MN 56265

#### **NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)**

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

*Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)–

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;

4. Illegal, antisocial, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

*Receive notice and an opportunity to opt a student out of –*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

*Inspect, upon request and before administration or use –*

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

Montevideo School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. Montevideo School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. Montevideo School Districts will also directly notify, such as through the U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. Montevideo School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above. *Parents who believe their rights have been violated may file a complaint with:*

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5920

### **SUICIDE PREVENTION INFORMATION**

Contact info for 988 Suicide and Crisis LifeLine (988LifeLine)

County Mobile Crisis Info: Woodland Centers Mobile Crisis (available 24/7/365): 1-800-432-8781

# FACULTY HANDBOOK

*2024-2025*

## **DISTRICT VISION**

*The School District where students are first, from cradle to career*

## **DISTRICT MISSION**

*“Montevideo Public Schools empowers all learners to achieve their potential by providing an exemplary education rooted in innovation, partnerships, and accountability.”*

**MONTVIDEO**



**THUNDER HAWKS**

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<b>Transportation Requests</b>	

## **ACCIDENTS/INJURIES:**

Whenever there is an accident or injury, the school nurse must be notified and shall perform first aid and emergency care. In the event the nurse is not available, contact the principal/administrator, phy-ed teacher, or other qualified teachers. Staff accidents and injuries must be reported to the school nurse within 24 hours and complete the [Accident/Injury Report Form](#). Teachers and coaches who witness a student injury must complete the [Accident/Injury Report Form](#) immediately. In the event of a serious injury the family must be notified as soon as possible. Because of concerns of blood borne pathogens and infectious diseases, rubber gloves have been provided for all staff. Please wear them if you assist with any nosebleeds, wounds or vomit. Body fluids can be infectious. Encourage students to take care of themselves (apply pressure, etc.).

## **BULLYING PROCEDURES:**

The procedures to prevent and address bullying behaviors in Montevideo schools are in support of the Minnesota legislation that prohibits bullying in all Minnesota schools. Click to view the entire [Bullying Prohibition Policy- 514](#).

Bullying by definition has 4 key components –

- Bullying is intimidating, threatening, abusive or hurtful conduct.
- It is objectively offensive.
- The conduct involves an imbalance of power and is repeated or
- The conduct materially and substantially interferes with a student's education or ability to participate in school activities.

This definition creates 2 distinct categories of bullying –

1. Bad behavior that involves an imbalance of power and pattern or
2. Bad behavior that significantly affects a student's ability to participate in school, classes, or events.

All staff members in Montevideo schools must make a reasonable effort to address bullying when they see it or know about it. Teachers must notify the building principal of any bullying incidents. Investigations into reported bullying will commence within 3 days of the receipt of the report. Parents of the bully and victims will be contacted with information from the investigation. The problem of bullying can be effectively controlled but it will take the combined efforts of the administration, staff, parents, and students of the school district. With proper education, prompt reporting, and effective interventions, Montevideo Public Schools will be a safe and secure place for all students to learn.

## **CLASSROOM CARE:**

All teachers are responsible for keeping their classrooms neat and orderly to ensure student safety. Each classroom must have emergency procedures posted by their classroom door at all times. Classroom doors must be locked at all times and use a door block or magnetic strip so doors can be opened during the day. The door block and magnetic strip will be removed

during lockdown procedures. Classroom doors must only be propped open with kick stops, per the State Fire Marshal. Science classroom doors must remain closed at all times per the State Fire Marshal. Any classroom with chemicals, toxic substances, or consumable items for non-edible use (labs, etc.) must be labeled and stored appropriately. If a custodian is needed to address a classroom issue send an email to the Custodian Help Desk.

### **CONFERENCES (PARENT/TEACHER):**

Conferences will be held at the K-4 grade levels on November 6, 2024, from 4:00pm-8:00pm and November 7, 2024, from 12:30pm-8:00pm. Conferences will be held at the 5-12 grade levels on November 7, 2024, from 12:30pm-8:00pm and November 14, 2024 from 4:00pm-8:00pm. Homeroom teachers, advisors, and other teachers, leading conferences will arrange times to meet with students and parents. Teachers will share conference schedules with their building principal or designee. Teachers must post their conference schedule by their door and indicate specific times for lunch/dinner breaks and available drop-in times should a parent wish to meet with you. All teachers are required to remain in the building during the conference unless on lunch/dinner break.

### **DETENTION:**

Detention can be a useful means of changing negative behavior displayed by students. Placing a student in detention must be done with consideration for the desired outcome. Giving detention for minor things or too often can become nonproductive. Should a student acquire a large number of detention assignments and no change of behavior occurs it should be evident that this is not effective and a different method should be considered. Detention is not used for discipline at extracurricular activities. When assigning a student a detention, it is the teacher's responsibility to have the student call their parents to explain why they received detention and the date they will be serving. Do not send a student to the office to call their parents for detentions. The teacher must also complete the necessary documentation which is building specific. Contact your principal if you need guidance on filling out the proper documentation. Incomplete forms will not be accepted by the office and returned to the teacher for completion. Detentions will be served on the next available detention date. The parent must contact the Principal directly to change the detention date. Detention rules, procedures, and supervision are also building specific. Contact your principal with questions.

### **DISCIPLINE AND CLASSROOM MANAGEMENT:**

Classroom management is essential to a safe and secure learning environment. Lack of classroom management is the single most reason for teacher failure. The primary line of discipline must come from the teacher. If a teacher is having difficulty managing a situation, the principal should be contacted for ideas on how to address the situation. Should a situation arise which is a threat to the safety of others, or the teacher is not finding success in handling a repeated problem, the principal should become directly involved. The principal is available to support each teacher. All teachers should be aware of the school's policies and state laws regarding suspension, exclusion, and expulsion. Minnesota statutes, section 121A.41 through 121A.56, govern these areas. See Board [Policy Code 506](#). Teachers and administrators cannot remove a student from class permanently or indefinitely. To use the principal to handle all discipline problems weakens the teacher's position. If a student needs to be sent to the office, the teacher must contact the office and provide documentation for removal.

## **DISTRICT AND BUILDING COMMITTEES:**

The Montevideo School District and building sites have several committees to meet the needs of our students and staff. These committees meet throughout the year and committee members may include teachers, administrators, support staff, clerical staff, and community members. Staff members that serve on these committees should bring ideas and concerns from their respective buildings and also share the meeting minutes with their building staff. Members of these committees are expected to be present at each meeting or notify the committee chair.

## **EMERGENCY DRILLS AND PROCEDURES:**

Fire, tornado, bomb threat (evacuation), and lockdown (Threat, Teach On, and Precautionary ) procedures must be reviewed on opening day during homeroom/advisory. State law requires five (5) fire drills, five (5) lockdown drills, and one (1) tornado drill each school year. Some of these drills must be unannounced.

## **EMPLOYEE ASSISTANCE:**

The Montevideo School District recognizes chemical dependency as a treatable illness. The purpose of this policy is to assure that any employee having this illness will receive the same careful consideration and offer of treatment presently extended to employees with other types of illnesses. Employees with the illness of chemical dependency shall qualify for the same employee benefits which are provided for other medically certified illnesses with established employee benefit plans and programs. A realistic acceptance of this illness should encourage employees to take advantage of available treatment when needed.

The Montevideo School District is concerned about the effects which harmful chemical involvement has on the employee's job performance and personal health. For the purpose of this policy, harmful involvement occurs when an employee's consumption of mood altering chemicals repeatedly interferes with the job performance and life functioning. It will be the responsibility of all building principals to implement this policy. No employee with a chemical dependency problem will have job security or promotional opportunities jeopardized by a request for diagnosis or treatment.

The confidential nature of the personnel records of employees with chemical health problems will be preserved in the same manner as all other personnel records.

The following resources are available to persons seeking assistance with chemical dependency:

Project Turnabout Chemical Dependency Center  
660 18 St, Granite Falls, MN 56241  
Phone 1-800-862-1453 - 24 hours

Woodland Centers  
517 N. 17th St., Montevideo, MN 56265  
Phone 269-6581 24-hour crisis intervention services – 1-800-992-1716

Chippewa County Family Services  
Suite 200 Community Service Building, Montevideo, MN 56265  
Phone 269-6401

## COUNSELING SERVICES

Woodland Centers  
517 N. 17th St., Montevideo, MN 56265  
Phone 269-6581

## **ENERGY CONSERVATION:**

District employees should make every effort to conserve energy by turning off lights when classrooms are not in use, turning off computers at the end of the school day, and turning off or unplugging other devices not in use.

## **FACULTY MEETINGS:**

All faculty members are **required** to attend all faculty meetings at their respective buildings. Teachers that serve multiple buildings are encouraged to attend faculty meetings in each building. Building principals will set the time, date, and location of each monthly faculty meeting. Faculty with conflicts will notify the principal prior to the meeting and will schedule a time to meet with the principal to get any necessary information discussed at the faculty meeting.

## **FIELD TRIPS:**

Field trips provide educational opportunities for our students. Any staff wishing to organize a field trip must receive prior permission from the building administrator by providing details about the field trip, such as location, date, and cost. Some buildings may require a field trip permission form requiring additional information to be completed. If your field trip requires transportation, make sure you have approval for the field trip from your administrator and a completed transportation request at least one week prior to the field trip date. Field trips that are off of school grounds require parent permission. Follow building guidelines regarding student/adult supervision ratios.

## **GRADING PROCEDURES AND PROGRESS REPORTING:**

Teachers that use letter marks (required grades 5-12) to indicate students' progress will use A, B, C, D, and F. Plus and minus with the letter are used also. Our 4.0 point system is used to place numerical values on letter grades used to generate a grade point average is as follows:

A+= 4.0      B+ = 3.333      C+=2.333      D+=1.333      F=0

A = 4.0	B = 3.0	C = 2.0	D = 1.0
A- = 3.667	B- = 2.667	C- = 1.667	D- = 0.667

An “I” (incomplete) is given when, for good cause, a student has not completed his/her work on time. An incomplete can be detrimental to a student’s progress if it is given without good cause. Goal setting includes time limitations. Without this time structure goals may never be reached. All valid incompletes must be made up within two weeks of the close of the marking period. Exceptions to the two week limitation can be made if the teacher deems it appropriate and notifies the office. Teachers must update their gradebook.

Teacher that use letter marks in the district will use the following percentages for assigning grades to student work:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 0-59
A = 93-96	B = 83-86	C = 73-76	D = 63-66	
A - = 90-92	B - = 80-82	C - = 70-72	D- = 60-62	

**HAWK PRIDE:**

All buildings in the Montevideo School District participate in Positive Behavioral Interventions and Supports (PBIS). The acronym that we use is HAWK Pride which stands for: H - Have Respect, A - Act Responsibly, W - Work Hard, K - Keep Safe. Each building has a behavior matrix that identifies expected behaviors for students in all areas of the school. Our HAWK Pride approach is to recognize students who show their HAWK Pride. Students who consistently have difficulty meeting our expectations will be referred to the building HAWK Pride data team for development of an intervention plan. All teachers must follow and complete behavior plans with fidelity. Each TLC early out Friday is HAWK Pride shirt day. All Staff are encouraged to wear their HAWK Pride shirt.

**MENTORSHIP:**

The primary goal for the Montevideo Public Schools Mentorship Program is to support teachers that are new to the school district so that they can excel in educating our students to the best of their ability. This program creates a support structure that teachers that are new to the district can utilize whether they are a veteran educator, or a teacher that is new to the profession. We want all our teachers to reach their highest potential not only so they can provide a world class education to our students, but we also want to support them as they grow professionally and become valued members of our community. Please click on the [Mentorship Link](#) for additional information.

**PERSONAL LEAVE:**

All personal leave requests must be submitted to the building principal at least three (3) days prior to the date requested. A **maximum of two (2) teaching staff districtwide** will be accepted on a given day. No personal leave days will be approved during the first two weeks and last two weeks of school, unless approved by the building principal for an unavoidable circumstance. See the [Teacher Contract](#) for additional information.

## **PROFESSIONALISM:**

All staff are expected to act in a professional manner. We treat everyone with respect, dignity, and in a kind manner. A positive school climate is essential for student success. We can agree to disagree at times, but under no circumstances will we engage in disrespectful behavior towards each other, our students, parents, and the community.

Staff dress must be business or business casual. Fridays are treated as “school spirit days” and staff may wear jeans accompanied by Thunder Hawk clothing..

All staff are required to wear their school issued ID card and be visible at all times.

## **PROFESSIONAL LEAVE:**

Teachers who need or want to attend meetings, workshops, training, or other events that relate to their teaching duties must complete the Leave Request form and gain approval from administration. Once teachers have been notified that their professional leave was accepted, teachers must enter absence in AESOP, if a substitute is needed.

## **TEACHER LEARNING COMMUNITIES (TLC's):**

The Montevideo School District believes that TLC's are vitally important for increasing outcomes for all students. All teaching staff are required to participate in TLC's for the entire length of time designated, including staff who coach activities. Coaches will schedule practices no earlier than 3:45 on TLC days. The Montevideo School Board also believes heavily in the TLC process and supports the district in releasing students early from school for ten days throughout the school year so teachers can collaborate and address curriculum needs. TLC's support the process of the Teacher Growth and Development Plan found on the district [website](#).

## **REQUEST FOR A SUBSTITUTE:**

Montevideo Schools use the automated substitute calling system, AESOP. Whenever a sub is needed for a teacher or paraprofessional, the sub request is made on the AESOP system. If the teacher's absence is for professional leave, a Leave Application for Leave must be submitted and approved before logging the absence into AESOP. (Note: for short absences during the school day, always check with the office before requesting leave time on AESOP). All staff members who use sick leave time for medical or dental appointments that require you to be gone for more than half of a school day may be required to submit a note from their provider verifying the date, time, and location of the appointment to the business office. Each teacher must also have a substitute folder/binder with current information such as seating charts, emergency procedures, etc.

## **SCHOOL BOARD POLICIES:**

Each teacher is responsible for being aware of [School Board Policies](#). Should a concern arise these policies are the “law” to follow. A copy of all School Board Policies is in the shared district folder. Each teacher is responsible for reading the faculty handbook (available in the forms folder) and use it as a reference should a question of procedure arise.

## **SOLICITATIONS:**

No solicitations...all purchasing of uniforms, athletic wear, practice gear, and spirit wear is done through the activities department, coaches or advisors.

## **STRATEGIC PLAN:**

Montevideo Public Schools utilizes a three year strategic plan to guide the operations and direction of the school district. All staff should be familiar with this [plan](#)..

## **STUDENT HANDBOOK:**

Each Learning Level has an individual student handbook designed to be appropriate for the students served at each location. All teaching staff are responsible for knowing the contents of their Learning Level Student Handbook. Student Handbooks have changes each year, so staff must review their Learning level Student Handbook each year. Homeroom teachers/advisors are also responsible for discussing the handbook with students during the first week of school.

### **Staff-Student Relations**

Montevideo Public School staff are prohibited from establishing personal relationships with students that are unprofessional. This includes, but is not limited to, staff fraternizing or communicating with students as if they were peers. Examples of unprofessional relations with students include (but are not limited to), writing personal (non-school related) letters or emails; texting or calling students for non-school related reasons; discussing or revealing to students regarding personal matters about their private lives; and engaging in sexualized dialogue.

If unprofessional relationships with students are suspected the district will investigate and take appropriate disciplinary action, up to and including termination.

### **Personal Use of Social Media/Networking (Facebook, Twitter, Instagram, etc.)**

Staff will not post unprofessional material on their personal social media accounts or any internet platform. Montevideo Public Schools reserve the right to conduct internet searches to determine if staff are posting prohibited material.

- All staff are personally responsible for all content they publish online.
- Staff are not permitted to solicit or accept “Friend” requests from any Montevideo Public School students while enrolled on any personal social media platforms.
- Staff who choose to utilize a social media platform for classroom information, must create a “teacher” page. Posts must be exclusively about classroom or school activities.

If unprofessional posting to any internet platform is suspected, the district will investigate and take appropriate disciplinary action, up to and including termination.

## **STUDENT SUBSTANCE ABUSE:**

The Montevideo School District believes that the possession and use of alcohol and drugs is wrong and harmful. In order to ensure the highest possible standards of learning, as well as the safety, health, and well-being of students, the Montevideo School District endorses a substance abuse policy which will: aid students to abstain from the use of drugs/alcohol through curriculum and instruction, intervene early when student use is detected, take corrective disciplinary action when necessary, and provide aftercare support for students.

### **PREVENTION EDUCATION**

The Montevideo School District will provide students with information and education focused on preventing students from using alcohol and drugs. Prevention activities will be centered around prevention curricula, counseling services, school climate, family, and community involvement.

### **INTERVENTION**

The Montevideo School District shall establish and maintain an assistance program, through a team approach, to aid students who are chemically involved to successfully address their harmful involvement with chemicals and to continue in a school program.

### **DISCIPLINE**

Students have the right to attend school in an environment free of alcohol and drugs. Students are not to possess, sell or use drugs, alcohol, unauthorized medication, or drug related paraphernalia. They shall not be under the influence of alcohol or drugs on school premises or at any school sponsored activity. The consequences for possession or being under the influence of alcohol or drugs, abusive chemicals, unauthorized medication, or drug related paraphernalia will result in disciplinary action up to expulsion. Where violations of the law are involved, law enforcement agencies will be notified.

### **AFTERCARE**

The Montevideo School District will work cooperatively with the student, parent(s), and community treatment personnel, to support an aftercare plan.

## **SUPERVISION:**

A teacher is responsible for all students in the building. A teacher's responsibility goes beyond the classroom. All teachers are expected to help monitor the halls, bathrooms, and other areas of the building and grounds, especially before school, after school, and during passing times. Each building may have additional supervision requirements which will be communicated with teachers.

In addition to the basic school day, teachers shall be required to reasonably participate in school activities beyond the basic teacher's day as required by the School District. The normal duties for teachers include a reasonable share of extra-curricular, co-curricular, and supervisory activities, as determined by the district.

## **TEACHER'S DAY:**

The normal teacher's day, as described in the master contract, is an eight-hour day exclusive of lunch, which is a 25-minute period. Reporting time will be at 7:45 a.m. From this time teachers will work out a schedule to supervise and monitor the halls. The contract day ends at 4:15 p.m.; however, teachers may leave at 3:45 p.m. unless there is a need for a meeting or other business. On Fridays, teachers may leave after buses have departed from the building at 3:30 p.m.. If a teacher has a 7:30 a.m. meeting they are allowed to leave at 3:30 p.m. that day or the next available day they are able to leave. Should a teacher need to leave earlier than the set departure time s/he must notify the principal for approval. Should the principal be unavailable, notify the secretary.

When a teacher has students assigned to him/her it is imperative the teacher remains with those students. At no time should a class be left unsupervised. Should an accident or undesirable incident occur in the teacher's absence it will be interpreted as negligence. Teachers must always receive approval from the principal, or the superintendent in the principal's absence, to leave the building during regular school hours.

Preparation time is to be spent in the building unless permission is granted to leave. If lunch is eaten out of the building, please notify the office before leaving, so we know where you are in case of an emergency.

## **TEACHER EVALUATIONS:**

The Montevideo Teacher Growth and Development Model was revised for the 2022-2023 school year. This has been designed to meet the requirements set forth in §122A.40 and §122A.41 which define requirements for teacher evaluation. Please see the [Montevideo Teacher Growth and Development Model](#) for details about observations and evaluations.

## **TEACHER WEBSITES:**

Teacher websites are an important communication tool for students and families. Each teacher is required to have a website and keep it updated. The following areas must be included on each website:

- Your name and contact information (work address, work phone number, and work email address)
- Teaching assignments (classes you teach)
- Short bio to introduce yourself to students/families
- Teaching schedule with prep time listed (in case parents need to contact you)
- At the secondary level - course syllabus for each class you teach that outlines classroom expectations/grading scale/units of study
- Explanation of/link to virtual snow day activities
- If your course uses a digital textbook, include a link to the textbook.
- If you use other forms of communication for parents, explain how parents can access those resources.
- All linked pages beyond the teacher's homepage (such as the classroom schedule/upcoming assignments/current events/etc.) need to either be updated or deleted. It is not a requirement to have additional linked pages. However, if you use additional pages you must keep them current as well.

## **TECHNOLOGY:**

The Montevideo School District believes that technology is a vital component in educating our students. Each teacher is expected to use technology to enhance their instruction. The district uses the SAMR model, which stands for S - Substitution, A - Augmentation, M - Modification, R - Redefinition. Teachers are responsible for improving their use of technology in the classroom each year. The district provides Technology Coordinators to assist with technology needs and can be contacted for support at any time. Teachers in grades 5-12 are required to use GoGuardian for Teachers to monitor student Chromebook usage during class time as on-task behavior is the teacher's responsibility.

## **TRANSPORTATION REQUESTS:**

Teachers must request transportation for a school-related activity, if needed. [Transportation requests](#) must be completed no later than the Wednesday of the week prior to the date the transportation is needed.

## **E-Learning Days:**

Currently, the State of Minnesota allows for five (5) e-learning days for inclement weather. These days do count toward the total number of school days students attend and districts receive funding for these days. All teachers are required to take attendance for their classes and share with the building administrative assistant. All teachers must be accessible by phone (school phone with extension is acceptable) and by email from 10:00 a.m. to 3:00 p.m. each virtual snow day to answer student and parent questions. Teachers in grades 5-12 must have their lesson posted to their Google Classroom prior to 10:00 a.m. Teachers in grades K-4 utilize choice boards, which are collected the following school day for attendance purposes. Any additional full snow days missed after the five approved by the state will be discussed administratively and communicated to teachers.

See the School District [Plan](#)..

\* This handbook has been created with the intention of providing clarity of roles, situations, and expectations. It also addresses many commonly asked questions and attempts to answer those questions as well as clarify common misunderstandings. The handbook does not address every situation that can arise in the workplace and must be read accordingly. Nothing in this staff handbook creates an implied contract.



May 22, 2024

Stacy Bagaus  
Montevideo Public Schools  
412 S 13<sup>th</sup> Street  
Montevideo, MN 56265

RE: Bread Bid 2024-2025 School Year

Dear Stacy Bagaus,

Below is the pricing on bread products for the 2024-2025 school year. All our products have sufficient shelf life for advance delivery which allows us to deliver the product the day before it is needed. This will ensure product is available in case of accidents or breakdowns. Shorted product will be replaced as soon as possible. Same day replacement cannot be guaranteed. The products listed below are manufactured in the U.S. and made with over 51% USA sourced ingredients.

Delivery will once a week and cannot be guaranteed before 7am. Orders should be placed 7 days. To reduce the possibility of cuts to your order, please order by full tray for each order. New for this year, our whole grain products will have a fresh for longer formula extending their shelf life from 13 days to 21 days.

Item No.	UPC	Description	Price	# Tray
0929	72945-61241	Sara Lee Artesano Thick Sliced Bread 20oz	\$2.27	10
3239	71673-01212	Food Service Whole Grains Bread 24oz	\$2.59	10
4259	78700-80031	Food Service Whole Grain Sub Roll 6 ct	\$1.83	12
4266	78700-80070	Food Service Whole Grains Hot Dog Buns 16 ct	\$3.68	5
5600	78700-80198	Food Service Whole Grains Hamburger Buns 30 ct	\$6.94	2
6619	78700-80096	Food Service Whole Grain Dinner Roll 12 ct	\$1.83	6

Please contact me if you have any questions.

Sincerely,

Rosalie Szabo, Food Service Bid Manager  
Bimbo Bakeries USA  
244 Clayton Forest Road  
Kernersville, NC 27284  
804-295-9328  
[Rosalie.szabo@grupobimbo.com](mailto:Rosalie.szabo@grupobimbo.com)

PZ 7928

# PAN-O-GOLD Baking Co.

ST. CLOUD OFFICE

April 30, 2024

To: Stacy Bagaus  
Food Service Director  
Montevideo Public Schools

From: Jason Revenig

Signature:

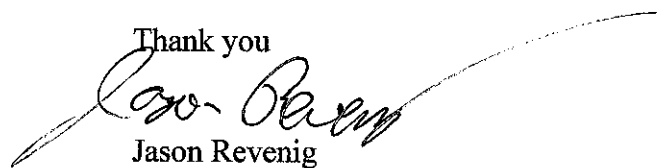
Subject: 2024-25 Bread Bid

Hi Stacy,

Pan O Gold respectively submits the following price quotations for the school year 2024-25.

	<u>Current</u>	<u>2024-25</u>
1 ½ # Whole Grain Bread	1.73	2.30
Whole Grain 4" Hamb. Buns 60ct	9.94	10.50
Whole Grain Hoagie Buns 24ct	4.97	5.30
Whole Grain Weiner Buns 12ct	1.98	2.65
Whole Grain Dinner Roll 12ct	1.87	2.45
1 ½# 100% Whole Wheat Bread	1.96	2.40

Thank you



Jason Revenig  
Pan O Gold Baking Co.  
1-800-444-7005  
jrevenig@panogold.com



# Montevideo Public Schools

Wade McKittrick, Superintendent

[wmckittrick@montevideoschools.org](mailto:wmckittrick@montevideoschools.org)

2001 William Avenue – Montevideo MN 56265

(320) 269-8833 FAX (320) 269-8834

*The school district where students are first, from cradle to career*

\*\*\*\*\*

June 11, 2024

ATTN: Jason Revenig  
444 E. Saint Germain St.  
St. Cloud MN 56304

Dear Jason:

The Bread Products Quotation has been awarded to the **Pan-O-Gold Baking Company** for the 2024-2025 school year based on products meeting the quote specifications.

Please have Mike Swan or a representative from your company contact the Food Service Department after August 1, 2024. Mike and I can review the ordering process for the Montevideo Schools as well as review the first two weeks of school bread orders for the sites.

Thank you for your quotation and I look forward to working with you during the 2024-2024 school year.

Sincerely,

Stacy Bagaus  
Food Service Director  
Montevideo Public Schools  
320-269-8833 Ext.3265  
[sbagaus@montevideoschools.org](mailto:sbagaus@montevideoschools.org)

*"Montevideo Public Schools empowers all learners to achieve their potential by providing an exemplary education rooted in innovation, partnerships, and accountability. ""*

Equal Opportunity Employer



# Montevideo Public Schools

**Wade McKittrick, Superintendent**

*wmckittrick@montevideoschools.org*

**2001 William Avenue – Montevideo MN 56265**

**(320) 269-8833 FAX (320) 269-8834**

*The school district where students are first, from cradle to career*

\*\*\*\*\*

June 11, 2024

Rosalie Szabo  
244 Clayton Forest Road  
Kernersville, NC 27284

RE: Bread Bid 2024-2025 School year

Dear Rosalie,

Montevideo Public Schools has completed the bidding process for bread products. We regret to inform you that after careful considerations we decided to go with another company. Our decision is based on price and timeline factors.

Thank you for the time and effort in submitting a bread product quotation and encourage your company's participation in the future.

Sincerely,

Stacy Bagaus  
Food Service Director  
Montevideo Public Schools  
320-269-8833 Ext. 3265  
[sbagaus@montevideoschools.org](mailto:sbagaus@montevideoschools.org)

*"Montevideo Public Schools empowers all learners to achieve their potential by providing an exemplary education rooted in innovation, partnerships, and accountability. ""*

*Equal Opportunity Employer*

**MEMORANDUM OF UNDERSTANDING  
BETWEEN**

**Independent School District #129 (hereinafter referred to as "District")**

**AND**

**Montevideo Education Association (hereinafter referred to as "Union")**

WHEREAS the District and Union are parties to a collective bargaining agreement (CBA) for the period from July 1, 2023, through June 30, 2025; and,

WHEREAS the District and Union desire to address the time commitment, compensation, schedule, location of training, and deadlines for teachers required to complete the state of Minnesota mandated READ Act training; and,

WHEREAS the District and Union have agreed that teachers will participate in LETRS; and,

WHEREAS the total anticipated number of hours of training required for LETRS is 68 for Volume I and 65 for Volume II;

NOW THEREFORE, be it resolved that the parties agree to the following:

1. Eligibility

The Union and District will establish a list of eligible teachers, who must:

- a. Hold a license issued by the Professional Educator Licensing and Standards Board; and,
- b. Be employed by the District between August 19, 2024 and May 30, 2025; and,
- c. Be required by the District to complete approved training described under Minn. Stat. § 120B.123, subdivision 5.

2. Compensation earned for READ Act training

Teachers will earn compensation as follows:

Stipend of \$2,000 paid out in [2] installments:

- a) Payment of Installment 1 - \$1,000 after completion of Volume I  
and
- b) Payment of Installment 2 - \$1,000 after successful completion of Volume II.

3. Credit Recognition

In addition to the above stipends, teachers have the option of obtaining college credit through the American College of Education which can be used towards a lane change.

4. Proof of completion and payment timeline

In all cases, teachers shall submit proof of training completion to the District's Director of Professional Learning.

5. Failure to comply with the READ Act

Compliance with the Minnesota READ Act (Minn. Stat. § 120B.123) is mandatory for both the District and eligible teachers. Failure by the District to comply with these requirements may result in action taken by the Minnesota Department of Education. Failure by an eligible teacher to comply with the training requirements may result in a teacher being out of compliance with READ Act requirements related to reading instruction in accordance with state statute and could result in disciplinary action, including but not limited to, transfer into a position not required to have the training requirements.

6. Effective Date and Duration

This MOU shall continue in effect until June 30, 2025.

NOW THEREFORE, be it further resolved that the parties agree to the following:

**Impact on Precedent.** Nothing in this MOU may be deemed to establish a precedent or practice or to alter any established precedent or practice arising out of or relating to the CBA between the District and the Union. Neither the District nor the Union may refer to this MOU or submit it in any proceeding or case as evidence of a precedent or practice.

**Entire Agreement.** This MOU constitutes the entire agreement between the parties related to compensation for teachers for completing READ Act training. Neither party has relied on any statements, promises, or representations that are not stated in this MOU. The terms of this MOU constitute the entire agreement between the parties and supersede any prior written or oral, or other agreement, statement, or practice between the parties relating to the subject matter of this MOU. No changes to this MOU will be valid unless they are in writing and signed by both parties. A copy of this MOU will have the same legal effect as the original.

IN WITNESS WHEREOF, the parties have voluntarily entered into this MOU on the dates shown by their signatures. This MOU will not become effective unless and until it is approved by the District's School Board and is signed by both parties.

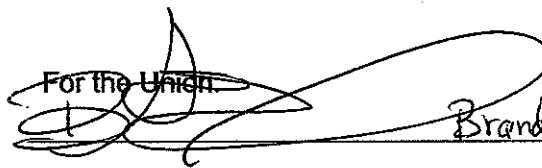
For the District:

\_\_\_\_\_

Dated:

\_\_\_\_\_

For the Union:

 Brandee A. Shoemaker

Dated:

8/1/24

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 506

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2024

## **506 STUDENT DISCIPLINE**

**[NOTE: School districts are required by statute to have a policy addressing these issues.]**

### **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 maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

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

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

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is 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, Minnesota Statutes, sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes, section 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.

### **III. DEFINITIONS**

A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1);

121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

#### **IV. POLICY**

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
  - 1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
  - 2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
  - 3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

#### **V. AREAS OF RESPONSIBILITY**

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to

this policy.

- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of Behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing 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 other agent of a school district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports
  - 1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition

of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

## **VI. STUDENT RIGHTS**

All students have the right to an education and the right to learn.

## **VII. STUDENT RESPONSIBILITIES**

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;

- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

### **VIII. CODE OF STUDENT CONDUCT**

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
  - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
  - 2. The use of profanity or obscene language, or the possession of obscene materials;
  - 3. Gambling, including, but not limited to, playing a game of chance for stakes;
  - 4. Violation of the school district's Hazing Prohibition Policy;
  - 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
  - 6. Violation of the school district's Student Attendance Policy;
  - 7. Opposition to authority using physical force or violence;
  - 8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
  - 9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
  - 10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
  - 11. Using, possessing, or distributing items or articles that are illegal or harmful to

persons or property including, but not limited to, drug paraphernalia;

12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or 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;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing

objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;

31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

## **IX. RECESS AND OTHER BREAKS**

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
  - 1. a student causes or is likely to cause serious physical harm to other students or staff;
  - 2. the student's parent or guardian specifically consents to the use of recess detention; or
  - 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

## **X. DISCIPLINARY ACTION OPTIONS**

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district code of conduct, rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school

district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;
- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

#### **XI. REMOVAL OF STUDENTS FROM CLASS**

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

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

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or

communicate effectively with students in a class or with the ability of other students to learn;

2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the 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.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

**[Note: The following Sections C. - J. must be developed and inserted by each school district based upon individual district practices, procedures, and preferences. School districts may consider developing and inserting procedures identified in Sections K-N.]**

**C. Procedures for Removal of a Student From a Class.**

1. *Specify procedures to remove a student from a class to be followed by a teacher, school administrator, or other school district employee;*
2. *Specify required approvals necessary;*
3. *Specify paperwork and reporting procedures.*

**D. Period of Time for which a Student may be Removed from a Class (may not exceed five (5) class periods for a violation of a rule of conduct)**

1. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

**E. Responsibility for and Custody of a Student Removed from Class.**

1. *Designation of where student is to go when removed;*
2. *Designation of how student is to get to designated destination;*
3. *Whether student must be accompanied;*
4. *Statement of what student is to do when and while removed;*
5. *Designation of who has control over and responsibility for student after removal from class.*

**F. Procedures for Return of a Student to a Specific Class from Which the Student**

**was Removed.**

1. *Specification of procedures;*
2. *Actions or approvals required such as notes, conferences, readmission plans.*

**G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions;**

1. *Specification of Procedures;*
2. *Actions or approvals required, such as notes, conferences, readmission plans.*

**H. Students with a Disability; Special Provisions.**

1. *Procedures for consideration of whether there is a need for further assessment;*
2. *Procedures for consideration of whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a student with a disability who is removed from class or disciplined; and*
3. *Any procedures determined appropriate for referring students in need of special education services to those services.*

**I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.**

1. *Establishment of a chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.26;*
2. *Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.29.*

**J. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.**

**K. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.**

**L. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.**

**M. Any Procedures Determined Appropriate for Referring a Student in Need of Special Education Services to Those Services;**

**N. Any Procedures Determined Appropriate for Ensuring Victims of Bullying who Respond with Behavior not Allowed under the School's Behavior Policies have Access to a Remedial Response, Consistent with Minnesota Statutes, section 121A.031; and**

**XII. DISMISSAL**

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to use nonexclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425, is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
1. Willful violation of any reasonable school board regulation, including those found in this policy;
  2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
  3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.
- C. Disciplinary Dismissals Prohibited
1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
    - a. a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
    - b. kindergarten through Grade 3.
  2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
  3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.
- D. Suspension Procedures
1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
  2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school

building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for less than one day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6<sup>th</sup>) consecutive day of suspension or the tenth (10<sup>th</sup>) cumulative day of suspension has elapsed.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.

7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
  - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
  - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
  - c. petition the juvenile court that the student is in need of services under Minnesota Statutes chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in

accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56; describe the nonexclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal

action may be based, and to confront and cross-examine any witnesses testifying for the school district.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of the Minnesota Department of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

### **XIII. ADMISSION OR READMISSION PLAN**

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes, section 120B.232, subdivision 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's

behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

#### **XIV. NOTIFICATION OF POLICY VIOLATIONS**

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

#### **XV. STUDENT DISCIPLINE RECORDS**

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13.

#### **XVI. STUDENTS WITH DISABILITIES**

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

#### **XVII. OPEN ENROLLED STUDENTS**

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes section 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 seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

### **XVIII. DISCIPLINE COMPLAINT PROCEDURE**

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

### **XIX. DISTRIBUTION OF POLICY**

The school district will notify students and parents of the existence and contents of this policy in such 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 to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

### **XX. REVIEW OF POLICY**

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 121A.26 (School Preassessment Teams)  
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)  
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. §§ 121A.60 (Definitions)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.611 (Recess and Other Breaks)  
Minn. Stat. § 122A.42 (General Control of Schools)  
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)  
Minn. Stat. Ch. 125A (Special Education and Special Programs)  
Minn. Stat. § 152.22, Subd. 6 (Definitions)  
Minn. Stat. § 152.23 (Limitations)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)  
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

**Cross References:**

MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)  
MSBA/MASA Model Policy 501 (School Weapons)  
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
MSBA/MASA Model Policy 503 (Student Attendance)  
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)  
MSBA/MASA Model Policy 507.5 (School Resource Officers)  
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 526 (Hazing Prohibition)  
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)  
MSBA/MASA Model Policy 610 (Field Trips)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

**522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS**

**I. GENERAL STATEMENT OF POLICY**

- A. The school district does not discriminate on the basis of sex, including discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, in any education program or activity that it operates, including in admission and employment. The school district does not discriminate in such a manner in its implementing regulations. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. Except as provided elsewhere under Title IX or its regulations, no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the school district.
- C. The school district prohibits sex-based discrimination or sexual harassment that occurs within its education programs and activities. The school district shall promptly respond in a manner that is prompt and effective.
- D. Except as provided therein, Title IX and its regulations apply to all sex discrimination occurring under a school district's education program or activity in the United States. For the purpose of this paragraph, conduct that occurs under the school district's education program or activity includes but is not limited to conduct that is subject to the school district's disciplinary authority. The school district has an obligation to address a sex-based hostile environment under its education program or activity, even when some conduct alleged to be contributing to the hostile environment occurred outside the school district's education program or activity or outside the United States.
- E. The school district has adopted, published, and implemented grievance procedures consistent with the requirements of 34 Code of Federal Regulations, section 106.45, and if applicable section 106.46, that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in the school district's education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or its regulations.
- F. The school district's obligation to comply with Title IX and its regulations is not obviated or alleviated by the Federal Educational Rights and Privacy Act (FERPA), 20 United States Code, section 1232g, or its implementing regulations, 34 Code of Federal Regulations, part 99, or any state law or local law. The obligation to comply is not obviated or alleviated by any rule or regulation of any organization, club, athletic or other league, or association which would render any applicant or student ineligible to participate or limit the eligibility or participation of any applicant or student, on the basis of sex, in any education program or activity operated by the school district and which receives Federal financial assistance.
- G. The school district has an obligation to address a sex-based hostile environment under its education program or activity, even when some conduct alleged to be contributing to the hostile environment occurred outside the school district's

education program or activity or outside the United States.

- H. Nothing in Title IX or its regulations may be read in derogation of any legal right of a parent, guardian, or other authorized legal representative to act on behalf of a complainant, respondent, or other person, subject to Paragraph F of this section, including but not limited to making a complaint through the school district's grievance procedures for complaints of sex discrimination.
- I. In the limited circumstances in which Title IX or its regulations permits different treatment or separation on the basis of sex, the school district must not carry out such different treatment or separation in a manner that discriminates on the basis of sex by subjecting a person to more than de minimis harm, except as permitted by 20 United States Code, section 1681(a)(1) through (9) and the corresponding regulations sections 106.12 through 106.15, 20 United States Code, section 1686 and its corresponding regulation section 106.32(b)(1), or section 106.41(b). Adopting a policy or engaging in a practice that prevents a person from participating in an education program or activity consistent with the person's gender identity subjects a person to more than de minimis harm on the basis of sex.
- J. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:  
  
*Jesse Nelson, Activities Director, 320-269-6446, 1501 William Avenue, Montevideo MN 56269, jneslon@montevideoschools.org*  
  
Inquiries about Title IX and its regulations may be referred to the Title IX Coordinator(s), the United States Department of Education's Office for Civil Rights, or both.
- K. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the policy section of the district web site: <https://www.montevideoschools.org/>
- L. The effective date of this policy is August 1, 2024, and applies to alleged violations of this policy occurring on or after August 1, 2024.

## **II. DEFINITIONS**

- A. "Admission" means selection for part-time, full-time, special, associate, transfer, exchange or any other enrollment, membership, or matriculation in or at an education program or activity operated by the school district.
- B. "Complainant" means
  - 1. a student or employee of the school district who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations; or
  - 2. a person other than a student or employee of the school district who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX and who was participating or attempting to participate in a school district education program or activity at the time of the alleged sex discrimination.
- C. "Complaint" means an oral or written request to the school district that objectively can be understood as a request for the school district to investigate and make a determination about alleged discrimination under Title IX or its regulations.

1. A person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint consistent with the requirements of 34 Code of Federal Regulations, section 106.44(f)(1)(v).
  2. The following individuals have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that the school district investigate and make a determination about alleged discrimination under Title IX:
    - a. a complainant;
    - b. a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
    - c. the school district's Title IX Coordinator.
  3. With respect to complaints of sex discrimination other than sex-based harassment, in addition to the persons listed above, the following persons have a right to make a complaint:
    - a. any school district student or employee; or
    - b. any person other than a school district student or employee who was participating or attempting to participate in a school district education program or activity at the time of the alleged sex discrimination.
- D. "Confidential employee" means
1. A school district employee whose communications are privileged or confidential under Federal or Minnesota law. The employee's confidential status, for purposes of this part, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies; or
  2. A school district employee whom the school district has designated as confidential under this part for the purpose of providing services to persons related to sex discrimination. If the employee also has a duty not associated with providing those services, the employee's confidential status is only with respect to information received about sex discrimination in connection with providing those services.
- E. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- F. "Disciplinary sanctions" means consequences imposed on a respondent following a determination under Title IX that the respondent violated the school district's prohibition on sex discrimination.
- G. "Parental status" as used in Title IX and its regulations means the status of a person who, with respect to another person who is under the age of 18 or who is 18 or older but is incapable of self-care because of a physical or mental disability, is:
1. A biological parent;
  2. An adoptive parent;

3. A foster parent;
  4. A stepparent;
  5. A legal custodian or guardian;
  6. In loco parentis with respect to such a person; or
  7. Actively seeking legal custody, guardianship, visitation, or adoption of such a person.
- H. "Party" means a complainant or respondent.
- I. "Peer retaliation" means retaliation by a student against another student.
- J. "Pregnancy or related conditions" means:
1. Pregnancy, childbirth, termination of pregnancy, or lactation;
  2. Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or
  3. Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.
- K. "Program or activity" and "program" means all of the operations of a local education agency as defined in 20 United States Code, section 8801, a special purpose district, a system of vocational education, or other school system.
- L. "Relevant" means related to the allegations of sex discrimination under investigation as part of the grievance procedures under Title IX and 34 Code of Federal Regulations, section 106.44. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.
- M. "Remedies" means measures provided, as appropriate, to a complainant or any other person the school district identifies as having had their equal access to the school district's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the school district's education program or activity after a school district determines that sex discrimination occurred.
- N. "Respondent" means a person who is alleged to have violated the school district's prohibition on sex discrimination.
- O. "Retaliation" means intimidation, threats, coercion, or discrimination against any person by the school district, a student, or an employee or other person authorized by the school district to provide aid, benefit, or service under the school district's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations.
- P. "Sex-based harassment" prohibited by Title IX and its regulations is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

1. *Quid pro quo harassment.*

An employee, agent, or other person authorized by the school district to provide an aid, benefit, or service under the school district's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;

2. *Hostile environment harassment.*

Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the school district's education program or activity (*i.e.*, creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

- a. The degree to which the conduct affected the complainant's ability to access the school district's education program or activity;
- b. The type, frequency, and duration of the conduct;
- c. The parties' ages, roles within the school district's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
- d. The location of the conduct and the context in which the conduct occurred; and
- e. Other sex-based harassment in the school district's education program or activity; or

3. *Specific offenses.*

- a. Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
- b. Dating violence meaning violence committed by a person:
  - i. Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - ii. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
    - (a) The length of the relationship;
    - (b) The type of relationship; and
    - (c) The frequency of interaction between the persons involved in the relationship;
- c. Domestic violence meaning felony or misdemeanor crimes committed by a person who:
  - i. is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the state of Minnesota, or a person similarly situated to a spouse of the

victim;

- ii. is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
  - iii. shares a child in common with the victim; or
  - iv. commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction; or
- d. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
- i. Fear for the person’s safety or the safety of others; or
  - ii. Suffer substantial emotional distress.
- Q. “Student” means a person who has gained admission.
- R. “Student with a disability” means a student who is an individual with a disability as defined in the Rehabilitation Act of 1973, as amended, or a child with a disability as defined in the Individuals with Disabilities Education Act.
- S. “Supportive measures” means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:
- 1. Restore or preserve that party’s access to the school district’s education program or activity, including measures that are designed to protect the safety of the parties or the school district’s educational environment; or
  - 2. Provide support during the school district’s grievance procedures or during the informal resolution process.

The school district will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person’s access to the school district’s education program or activity or provide support during the school district’s Title IX grievance procedures or during the informal resolution process.

- T. “Title IX” means Title IX of the Education Amendments of 1972, as amended.

**III. DESIGNATION OF TITLE IX COORDINATOR AND DESIGNEES**

- A. The school district must designate and authorize at least one employee, referred to as a Title IX Coordinator, to coordinate its efforts to comply with its obligations under Title IX and its regulations. If a school district has more than one Title IX Coordinator, it must designate one of its Title IX Coordinators to retain ultimate oversight over the responsibilities and ensure the school district’s consistent compliance with its responsibilities under Title IX and its regulations.
- B. As appropriate, the school district may delegate, or permit a Title IX Coordinator to delegate, specific duties to one or more designees.

**IV. PARENTAL, FAMILY, OR MARITAL STATUS; PREGNANCY OR RELATED CONDITIONS**

- A. Status Generally

The school district must not adopt or implement any policy, practice, or procedure concerning a student's current, potential, or past parental, family, or marital status that treats students differently on the basis of sex.

B. Pregnancy or Related Conditions

1. Nondiscrimination

The school district must not discriminate in its education program or activity against any student based on the student's current, potential, or past pregnancy or related conditions. The school district does not engage in prohibited discrimination when it allows a student, based on pregnancy or related conditions, to voluntarily participate in a separate portion of its education program or activity provided the school district ensures that the separate portion is comparable to that offered to students who are not pregnant and do not have related conditions.

2. Responsibility to Provide Title IX Coordinator Contact and Other Information

The school district must ensure that when a student, or a person who has a legal right to act on behalf of the student, informs any employee of the student's pregnancy or related conditions, unless the employee reasonably believes that the Title IX Coordinator has been notified, the employee promptly provides that person with the Title IX Coordinator's contact information and informs that person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the school district's education program or activity.

3. Specific Actions to Prevent Discrimination and Ensure Equal Access

The school district must take specific actions below to promptly and effectively prevent sex discrimination and ensure equal access to the school district's education program or activity once the student, or a person who has a legal right to act on behalf of the student, notifies the Title IX Coordinator of the student's pregnancy or related conditions. The Title IX Coordinator must coordinate these actions.

a. Responsibility to provide information about school district obligations.

The school district must inform the student, and if applicable, the person who notified the Title IX Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of the school district's obligations under 34 Code of Federal Regulations, section 106.31, paragraphs (b)(1) through (5) and section 106.44(j) and provide the school district's notice of nondiscrimination under section 106.8(c)(1)

b. Reasonable modifications

i. The school district must make reasonable modifications to the school district's policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access to the school district's education program or activity. Each reasonable modification must be based on the student's individualized needs. In determining what modifications are required under this paragraph, the school district must consult with the student. A modification that a school district can demonstrate would fundamentally alter the nature of its education program or activity is not a reasonable

modification.

- ii. The student has discretion to accept or decline each reasonable modification offered by the school district. If a student accepts the school district's offered reasonable modification, the school district must implement it.
- iii. Reasonable modifications may include, but are not limited to, breaks during class to express breast milk, breastfeed, or attend to health needs associated with pregnancy or related conditions, including eating, drinking, or using the restroom; intermittent absences to attend medical appointments; access to online or homebound education; changes in schedule or course sequence; extensions of time for coursework and rescheduling of tests and examinations; allowing a student to sit or stand, or carry or keep water nearby; counseling; changes in physical space or supplies (for example, access to a larger desk or a footrest); elevator access; or other changes to policies, practices, or procedures.

c. Voluntary access to separate and comparable portion of program or activity

The school district must allow the student to voluntarily access any separate and comparable portion of the school district's education program or activity under Paragraph A. above.

d. Voluntary leaves of absence

The school district must allow the student to voluntarily take a leave of absence from the school district's education program or activity to cover, at minimum, the period of time deemed medically necessary by the student's licensed healthcare provider. To the extent that a student qualifies for leave under a leave policy maintained by the school district that allows a greater period of time than the medically necessary period, the school district must permit the student to take voluntary leave under that policy instead if the student so chooses. When the student returns to the school district's education program or activity, the student must be reinstated to the academic status and, as practicable, to the extracurricular status that the student held when the voluntary leave began.

e. Lactation space

The school district must ensure that the student can access a lactation space, which must be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by a student for expressing breast milk or breastfeeding as needed.

f. Limitation on supporting documentation

The school district must not require supporting documentation under Paragraph B.3, subparagraphs b. through e. unless the documentation is necessary and reasonable for the school district to determine the reasonable modifications to make or whether to take additional specific actions. Examples of situations when requiring supporting documentation is not necessary and reasonable include, but are not limited to, when the student's need for a specific action

under Paragraph C. subparagraphs 3 through 5 is obvious, such as when a student who is pregnant needs a bigger uniform; when the student has previously provided the school district with sufficient supporting documentation; when the reasonable modification because of pregnancy or related conditions at issue is allowing a student to carry or keep water nearby and drink, use a bigger desk, sit or stand, or take breaks to eat, drink, or use the restroom; when the student has lactation needs; or when the specific action under Paragraph C. subparagraphs 3 through 5 is available to students for reasons other than pregnancy or related conditions without submitting supporting documentation.

4. Comparable Treatment to Other Temporary Medical Conditions

To the extent consistent with Paragraph B.3 above, the school district must treat pregnancy or related conditions in the same manner and under the same policies as any other temporary medical conditions with respect to any medical or hospital benefit, service, plan, or policy the school district administers, operates, offers, or participates in with respect to students admitted to the school district's education program or activity.

5. Certification to Participate

The school district must not require a student who is pregnant or has related conditions to provide certification from a healthcare provider or any other person that the student is physically able to participate in the school district's class, program, or extracurricular activity unless:

- a. The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- b. The school district requires such certification of all students participating in the class, program, or extracurricular activity; and
- c. The information obtained is not used as a basis for discrimination prohibited by this part.

**V. REPORTING PROHIBITED CONDUCT**

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. The school district requires all employees who are not confidential employees to notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX or its regulations. This requirement does not apply to an employee who has personally been subject to conduct that reasonably may constitute sex discrimination under Title IX or its regulations.
- C. Confidential Employee Requirements
  1. The school district must notify all participants in the school district's education program or activity of how to contact its confidential employees, if any.
  2. The school district must require a confidential employee to explain to any person who informs the confidential employee of conduct that reasonably

may constitute sex discrimination under Title IX or its regulations:

- a. The employee's status as confidential for purposes of this part, including the circumstances in which the employee is not required to notify the Title IX Coordinator about conduct that reasonably may constitute sex discrimination;
  - b. How to contact the school district's Title IX Coordinator and how to make a complaint of sex discrimination; and
  - c. That the Title IX Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.
- D. Any employee of the school district who has experienced, has knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- E. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during nonbusiness hours, and may be made in person, by mail, by telephone, or by email using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- F. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the school district may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

## **VI. SCHOOL DISTRICT'S RESPONSE TO SEXUAL HARASSMENT**

### **A. General**

Upon knowledge of conduct that reasonably may constitute sex discrimination in its education program or activity, the school district must respond promptly and effectively. The school district must also comply with 34 Code of Federal Regulations, section 106.44 to address sex discrimination in its education program or activity.

### **B. Barriers to Reporting**

The school district must require its Title IX Coordinator to:

1. Monitor the school district's education program or activity for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX or its regulations; and
2. Take steps reasonably calculated to address such barriers.

### **C. Title IX Coordinator Requirements**

1. The Title IX Coordinator is responsible for coordinating the school district's compliance with its obligations under Title IX and its regulations. The school district must require its Title IX Coordinator, when notified of conduct that reasonably may constitute sex discrimination under Title IX or its regulations, to take the following actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects:

- a. Treat the complainant and respondent equitably;
- b. Offer and coordinate supportive measures, as appropriate, for the complainant. In addition, if the school district has initiated grievance procedures or offered an informal resolution process to the respondent, offer and coordinate supportive measures, as appropriate, for the respondent;
- c. Notify the complainant or, if the complainant is unknown, the individual who reported the conduct, of the grievance procedures and if applicable and the informal resolution process, if available and appropriate. If a complaint is made, notify the respondent of the grievance procedures and the informal resolution process, if available and appropriate;
- d. In response to a complaint, initiate the grievance procedures or the informal resolution process, if available and appropriate and requested by all parties;
- e. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, determine whether to initiate a complaint of sex discrimination that complies with the grievance procedures.
  - i. To make this fact-specific determination, the Title IX Coordinator must consider, at a minimum, the following factors:
    - [a] The complainant's request not to proceed with initiation of a complaint;
    - [b] The complainant's reasonable safety concerns regarding initiation of a complaint;
    - [c] The risk that additional acts of sex discrimination would occur if a complaint is not initiated;
    - [d] The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
    - [e] The age and relationship of the parties, including whether the respondent is an employee of the school district;
    - [f] The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
    - [g] The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
    - [h] Whether the school district could end the alleged sex discrimination and prevent its recurrence without

initiating its grievance procedures.

- ii. If, after considering these and other relevant factors, the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or that the conduct as alleged prevents the school district from ensuring equal access on the basis of sex to its education program or activity, the Title IX Coordinator may initiate a complaint
  - f. If initiating a complaint under Subparagraph e. above, notify the complainant prior to doing so and appropriately address reasonable concerns about the complainant's safety or the safety of others, including by providing supportive measures; and
  - g. Regardless of whether a complaint is initiated, take other appropriate prompt and effective steps, in addition to steps necessary to effectuate the remedies provided to an individual complainant, if any, to ensure that sex discrimination does not continue or recur within the school district's education program or activity.
2. The Title IX Coordinator is not required to comply with Paragraph C.1, subparagraphs a. through g. above upon being notified of conduct that may constitute sex discrimination if the Title IX Coordinator reasonably determines that the conduct as alleged could not constitute sex discrimination under Title IX or its regulations.

D. Supportive Measures

Under the *Title IX Coordinator Requirements* above, the school district must offer and coordinate supportive measures, as appropriate, as described below. For allegations of sex discrimination other than sex-based harassment or retaliation, the school district's provision of supportive measures does not require the school district, its employee, or any other person authorized to provide aid, benefit, or service on the school district's behalf to alter the alleged discriminatory conduct for the purpose of providing a supportive measure.

1. Supportive measures may vary depending on what the school district deems to be reasonably available. These measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.
2. Supportive measures must not unreasonably burden either party and must be designed to protect the safety of the parties or the school district's educational environment, or to provide support during the school district's grievance procedures, or during the informal resolution process. The school district must not impose such measures for punitive or disciplinary reasons.
3. The school district may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures or at the conclusion of the informal resolution process, or the school district may continue them beyond that point.
4. The school district must provide a complainant or respondent with a timely

opportunity to seek, from an appropriate and impartial employee, modification or reversal of the school district's decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee must be someone other than the employee who made the challenged decision and must have authority to modify or reverse the decision, if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures. The school district must also provide a party with the opportunity to seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

5. The school district must not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the education program or activity, or when an exception in 34 Code of Federal Regulations section 106.44(j)(1) through (5) applies.
6. The school district must require the Title IX Coordinator to consult with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision under 34 Code of Federal Regulations, section 104.35(c), if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act of 1973 in the implementation of supportive measures.

E. Students with Disabilities

If a complainant or respondent is an elementary or secondary student with a disability, the school district must require the Title IX Coordinator to consult with one or more members, as appropriate, of the student's Individualized Education Program (IEP) team, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision under 34 Code of Federal Regulations, section 104.35(c), if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973 throughout the school district's implementation of grievance procedures under 34 Code of Federal Regulations, section 106.45.

F. Emergency Removal

Nothing in Title IX or its regulations precludes the school district from removing a respondent from the school district's education program or activity on an emergency basis, provided that the school district undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of a complainant or any students, employees, or other persons arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990.

G. Administrative Leave

Nothing in Title IX or its regulations precludes the school district from placing an employee respondent on administrative leave from employment responsibilities during the pendency of the school district's grievance procedures. This provision must not be construed to modify any rights under Section 504 of the Rehabilitation Act of

1973 or the Americans with Disabilities Act of 1990.

H. Prohibited Disclosures of Personally Identifiable Information

The school district must not disclose personally identifiable information obtained in the course of complying with this part, except in the following circumstances:

1. When the school district has obtained prior written consent from a person with the legal right to consent to the disclosure;
2. When the information is disclosed to a parent, guardian, or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose personally identifiable information is at issue;
3. To carry out the purposes of 34 Code of Federal Regulations, section 106, including action taken to address conduct that reasonably may constitute sex discrimination under Title IX in the school district's education program or activity;
4. As required by federal law, federal regulations, or the terms and conditions of a Federal award, including a grant award or
5. To the extent such disclosures are not otherwise in conflict with Title IX or its regulations, when required by Minnesota or local law or when permitted under FERPA or its implementing regulations.

**VII. GRIEVANCE PROCEDURES FOR THE PROMPT AND EQUITABLE RESOLUTION OF COMPLAINTS OF SEX DISCRIMINATION**

A. General

The school district's grievance procedures for the prompt and equitable resolution of complaints of sex discrimination must be in writing and include provisions that incorporate the requirements of this section. The requirements related to a respondent apply only to sex discrimination complaints alleging that a person violated the school district's prohibition on sex discrimination. When a sex discrimination complaint alleges that a school district's policy or practice discriminates on the basis of sex, the school district is not considered a respondent.

B. Basic Requirements for Grievance Procedures

The school district's grievance procedures must:

1. Treat complainants and respondents equitably;
2. Require that any person designated as a Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The decision maker may be the same person as the Title IX Coordinator or investigator;
3. Include a presumption that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of the school district's grievance procedures for complaints of sex discrimination;
4. Establish reasonably prompt timeframes for the major stages of the grievance procedures, including a process that allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Major stages include, for example,

evaluation (i.e., the school district's decision whether to dismiss or investigate a complaint of sex discrimination); investigation; determination; and appeal, if any;

- a. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
- b. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
- c. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the school district.
- d. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the school district.
- e. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.
- f. The school district has established the following process for reasonable extension of timeframes on a case-by-case basis for good cause as set forth above. The process includes notice to the parties and the reason for the delay. The process for a reasonable extension is as follows:

The District's Title IX coordinator along with the School District Superintendent shall determine if a reasonable extension to the timeframe shall be implemented. Communication for timeframe delays shall be completed by the Title IX Coordinator or an appointee. Appeals by affected parties for the extension of timeframe may be directed to the Superintendent.

5. Require the school district to take reasonable steps to protect the privacy of the parties and witnesses during the pendency of the school district's grievance procedures, provided that the steps do not restrict the ability of the parties to: obtain and present evidence, including by speaking to witnesses, subject to the prohibition against retaliation; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures;
6. Require an objective evaluation of all evidence that is relevant, as defined in Article II, and not otherwise impermissible—including both inculpatory and exculpatory evidence—and provide that credibility determinations must not be based on a person's status as a complainant, respondent, or witness;

7. Exclude the following types of evidence, and questions seeking that evidence, as impermissible (i.e., must not be accessed or considered, except by the school district to determine whether an exception in subparagraphs (a) through (c) applies; must not be disclosed; and must not otherwise be used), regardless of whether they are relevant:
  - a. Evidence that is protected under a privilege as recognized by federal or Minnesota law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
  - b. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the school district obtains that party's or witness's voluntary, written consent for use in the school district's grievance procedures; and
  - c. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred; and
8. If the school district adopts grievance procedures that apply to the resolution of some, but not all, complaints articulate consistent principles for how the school district will determine which procedures apply.

C. Notice of Allegations

Upon initiation of the school district's grievance procedures, the school district must provide notice of the allegations to the parties whose identities are known.

1. The notice must include:
  - a. The school district's grievance procedures, and if applicable, any informal resolution process;
  - b. Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX or this part, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to the school district;
  - c. A statement that retaliation is prohibited; and
  - d. A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if the school district provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

2. If, in the course of an investigation, the school district decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice or that are included in a complaint that is consolidated, the school district must provide notice of the additional allegations to the parties whose identities are known.

If, in the course of an investigation, the school district decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the school district will notify the parties of the additional allegations.

D. Consolidation

The school district may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

E. Complaint Investigation

- A. The school district must provide for adequate, reliable, and impartial investigation of complaints. To do so, the school district must:
  1. Ensure that the burden is on the school district – not on the parties – to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred;
  2. Provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible;
  3. Review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance, consistent with § 106.2 and with paragraph (b)(7) of this section; and
  4. Provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible in the following manner:
    - a. The school district must provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence. If the school district provides a description of the evidence, it must further provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party;
    - b. The school district must provide a reasonable opportunity to respond to the evidence or to the accurate description of the evidence; and
    - c. The school district must take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. For purposes of this paragraph, disclosures of

such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

F. Questioning Parties and Witnesses to Aid in Evaluating Allegations and Assessing Credibility

The school district must provide a process that enables the decisionmaker to question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination.

G. Determination Whether Sex Discrimination Occurred

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the school district must:

1. Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred, unless the school district uses the clear and convincing evidence standard of proof in all other comparable proceedings, including proceedings relating to other discrimination complaints, in which case the school district may elect to use that standard of proof in determining whether sex discrimination occurred. Both standards of proof require the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness; if the decisionmaker is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker must not determine that sex discrimination occurred.
2. Notify the parties in writing of the determination whether sex discrimination occurred under Title IX or its regulations including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable;
3. If there is a determination that sex discrimination occurred, as appropriate, require the Title IX Coordinator to coordinate the provision and implementation of remedies to a complainant and other persons the school district identifies as having had equal access to the school district's education program or activity limited or denied by sex discrimination, coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions, and require the Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the school district's education program or activity. The school district may not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the school district's grievance procedures that the respondent engaged in prohibited sex discrimination;
4. Comply with 34 Code of Federal Regulations, section 106.45, before the imposition of any disciplinary sanctions against a respondent; and
5. Not discipline a party, witness, or others participating in school district's grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the school district's determination whether sex discrimination occurred.

H. Additional Provisions

If the school district adopts additional provisions as part of its grievance procedures

for handling complaints of sex discrimination, including sex-based harassment, such additional provisions must apply equally to the parties.

I. Informal Resolution

In lieu of resolving a complaint through the school district's grievance procedures, the parties may instead elect to participate in an informal resolution process under 34 Code of Federal Regulations, section 106.44(k) if provided by the school district consistent with that paragraph.

J. Provisions Limited to Sex-Based Harassment Complaints

For complaints alleging sex-based harassment, the grievance procedures must:

1. Describe the range of supportive measures available to complainants and respondents; and
2. List, or describe the range of, the possible disciplinary sanctions that the school district may impose and remedies that the school district may provide following a determination that sex-based harassment occurred.

**VIII. INFORMAL RESOLUTION OF A COMPLAINT**

A. At any time prior to determining whether sex discrimination occurred, the school district may offer to a complainant and respondent an informal resolution process, unless the complaint includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student or such a process would conflict with federal, Minnesota, or local law. A school district that provides the parties an informal resolution process must, to the extent necessary, also require its Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the school district's education program or activity.

1. Subject to the limitations in Paragraph A. above, the school district has discretion to determine whether it is appropriate to offer an informal resolution process when it receives information about conduct that reasonably may constitute sex discrimination under Title IX or its regulations or when a complaint of sex discrimination is made, and may decline to offer informal resolution despite one or more of the parties' wishes.
2. In addition to the limitations in Paragraph A. above, circumstances when the school district may decline to allow informal resolution include but are not limited to when the school district determines that the alleged conduct would present a future risk of harm to others.

B. The school district must not require or pressure the parties to participate in an informal resolution process. The school district must obtain the parties' voluntary consent to the informal resolution process and must not require waiver of the right to an investigation and determination of a complaint as a condition of enrollment or continuing enrollment, or employment or continuing employment, or exercise of any other right.

C. Before initiation of an informal resolution process, the school district must provide to the parties notice that explains:

1. The allegations;
2. The requirements of the informal resolution process;

3. That, prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and to initiate or resume the school district's grievance procedures;
  4. That the parties' agreement to a resolution at the conclusion of the informal resolution process would preclude the parties from initiating or resuming grievance procedures arising from the same allegations;
  5. The potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and
  6. What information the school district will maintain and whether and how the school district could disclose such information for use in grievance procedures, if grievance procedures are initiated or resumed.
- D. The facilitator for the informal resolution process must not be the same person as the investigator or the decisionmaker in the school district's grievance procedures. Any person designated by the school district to facilitate an informal resolution process must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Any person facilitating informal resolution must receive training as provided under this policy.
- E. Potential terms that may be included in an informal resolution agreement include but are not limited to:
1. Restrictions on contact; and
  2. Restrictions on the respondent's participation in one or more of the school district's programs or activities or attendance at specific events, including restrictions the school district could have imposed as remedies or disciplinary sanctions had the school district determined at the conclusion of the school district's grievance procedures that sex discrimination occurred.

## **IX. DISMISSAL OF A COMPLAINT**

- A. The school district may dismiss a complaint of sex discrimination made through its grievance procedures under this policy for any of the following reasons:
1. The school district is unable to identify the respondent after taking reasonable steps to do so;
  2. The respondent is not participating in a school district education program or activity and is not employed by the school district;
  3. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the school district determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or,
  4. The school district determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the school district will make reasonable efforts to clarify the allegations with the complainant.
- B. Upon dismissal, the school district will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the school district will also notify the respondent of the dismissal

and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

- C. The school district must notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint on the bases set out in 34 Code of Federal Regulations, section 106.46(i)(1). If the dismissal occurs after the respondent has been notified of the allegations, then the school district will also notify the respondent that the dismissal may be appealed on the bases set out in 34 Code of Federal Regulations, section 106.46(i)(1). If the dismissal is appealed, the school district must:
  - 1. Notify the parties of any appeal, including notice of the allegations consistent with paragraph (c) of this section if notice was not previously provided to the respondent;
  - 2. Implement appeal procedures equally for the parties;
  - 3. Ensure that the decision maker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
  - 4. Ensure that the decisionmaker for the appeal has been trained as set out in this policy;
  - 5. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
  - 6. Notify the parties of the result of the appeal and the rationale for the result.
- D. When the school district dismisses a complaint, it must, at a minimum:
  - 1. Offer supportive measures to the complainant as appropriate;
  - 2. For dismissals under Paragraph A. 3 and 4 above in which the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate under 34 Code of Federal Regulations, section 106.44(g); and
  - 3. Require its Title IX Coordinator to take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the school district's education program or activity.
- E. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

## **XI. APPEAL OF DETERMINATION**

- A. The school district offers the following process for appeals from a determination whether sex discrimination occurred. This appeal process will be, at a minimum, the same as the school district offers in all other comparable proceedings, including proceedings relating to other discrimination complaints.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the appellate decision maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the appellate decision maker must issue a written decision describing the result of the appeal and the rationale for the result.

- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the appellate decisionmaker is final. No further review beyond the appeal is permitted.

## **XII. SANCTIONS AND REMEDIES**

Following a determination that sex-based harassment occurred, the school district may impose disciplinary sanctions, which may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.

If the decision maker determines a respondent is responsible for violating this policy, the decision maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

## **XIII. RETALIATION**

The school district must prohibit retaliation, including peer retaliation, in its education program or activity. When the school district has information about conduct that reasonably may constitute retaliation under Title IX or its regulations, the school district is obliged to comply with 34 Code of Federal Regulations, section 106.44. Upon receiving a complaint alleging retaliation, the school district must initiate its grievance procedures or, as appropriate, an informal resolution process.

## **XIV. TRAINING**

- A. The school district must ensure that the following persons receive training related to their duties under Title IX promptly upon hiring or change of positions that alters their duties under Title IX or its regulations, and annually thereafter. This training must not rely upon sex stereotypes.
  - 1. *All employees* must be trained on:
    - a. The school district’s obligation to address sex discrimination in its education program or activity;
    - b. The scope of conduct that constitutes sex discrimination under Title IX and its regulations, including the definition of sex-based harassment; and
    - c. All applicable notification and information requirements under 34 Code of Federal Regulations, sections 106.40(b)(2) and 106.44.
  - 2. *Investigators, decisionmakers, and other persons who are responsible for implementing the school district’s grievance procedures or have the authority to modify or terminate supportive measures.*

In addition to the training requirements for all employees described in

Paragraphs 1 and 2 above, all investigators, decisionmakers, and other persons who are responsible for implementing the school district's grievance procedures or have the authority to modify or terminate supportive measures under 34 Code of Federal Regulations, section 106.44(g)(4) must be trained on the following topics to the extent related to their responsibilities:

- a. The school district's obligations under 34 Code of Federal Regulations, section 106.44;
- b. The school district's grievance procedures under 34 Code of Federal Regulations, section 106.45, and if applicable section 106.46;
- c. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and
- d. The meaning and application of the term "relevant" in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance under 34 Code of Federal Regulations, section 106.45, and if applicable section 106.46.

3. *Facilitators of informal resolution process*

In addition to the training requirements for all employees described in Paragraph 1 above, all facilitators of an informal resolution process under 34 Code of Federal Regulations, section 106.44(k) must be trained on the rules and practices associated with the school district's informal resolution process and on how to serve impartially, including by avoiding conflicts of interest and bias.

4. *Title IX Coordinator and Title IX Personnel*

In addition to the training requirements in Paragraphs 1 through 3 above, the Title IX Coordinator and Title IX Personnel must be trained on their specific responsibilities under 34 Code of Federal Regulations, section 106.8(a), section 106.40(b)(3), section 106.44(f) and (g), the school district's recordkeeping system and the requirements of 34 Code of Federal Regulations, section 106.8 (f), and any other training necessary to coordinate the school district's compliance with Title IX. "Title IX Personnel" means any person who addresses, works on, or assists with the school district's response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions.

**XV. DISSEMINATION OF POLICY**

- A. This policy shall be made available to all students, parents/guardians of students, school district employees, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. Notice of Nondiscrimination
  1. The school district must provide notice of nondiscrimination to applicants for admission and employment, students, parents, guardians, or other authorized legal representatives of elementary and secondary school students, employees, and all unions holding collective bargaining agreements with the school district.

2. Contents of Notice of Nondiscrimination

The notice of nondiscrimination must include the following elements:

- a. A statement that the school district does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment;
  - b. A statement that inquiries about the application of Title IX and its regulations to the school district may be referred to the school district's Title IX Coordinator, the federal Office for Civil Rights, or both;
  - c. The name or title, office address, email address, and telephone number of the Title IX Coordinator;
  - d. How to locate the school district's nondiscrimination policy and the school district's grievance procedures; and
  - e. How to report information about conduct that may constitute sex discrimination under Title IX; and how to make a complaint of sex discrimination under the regulations.
3. The school district must prominently include all elements of its notice of nondiscrimination on its website and in each handbook, catalog, announcement, bulletin, and application form that it makes available to people entitled to notice, or which are otherwise used in connection with the recruitment of students or employees.
4. If necessary, due to the format or size of any publication, the school district may instead include in those publications the information covered in the following statement: "Montevideo Public Schools prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located at [www.montevideoschools.org](http://www.montevideoschools.org)."
5. The school district must not use or distribute a publication stating that the school district treats applicants, students, or employees differently on the basis of sex, except as such treatment is permitted by Title IX or its regulations.

**XVI. RECORDKEEPING**

The school district must create, and maintain for a period of seven years:

- A. For each complaint of sex discrimination, records documenting the informal resolution process under 34 Code of Federal Regulations, section 106.44(k) or the grievance procedures under section 106.45, and if applicable section 106.46, and the resulting outcome.
- B. For each notification the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX or its regulations, including notifications under 34 Code of Federal Regulations, section 106.44(c)(1) or (2), records documenting the actions the school district took to meet its obligations under section 106.44
- C. All materials used to provide training under this policy. The school district must make

these training materials available upon request for inspection by members of the public.

**Legal References:** Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)  
Minn. Stat. §§ 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments)  
34 C.F.R. Part 106 (Implementing Regulations of Title IX)  
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Act)  
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)  
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)  
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act ("Clery Act"))

**Cross References:** MSBA/MASA Model Policy 102 (Equal Educational Opportunity)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)