

Becker Primary & Intermediate Handbook Changes 2026-27

- **Page 1** : Updated Year
 - ~~2025-2026~~ to 2026-2027
- **Pages 2-4**: Will update Table of Contents to match pages after changes are applied
- **Page 5**: Changed in first paragraph
 - Welcome to the ~~2025-2026~~ 2026-2027 school year!
- **Page 8**: Added Renee Regal under Board Members
 - Renee Regal - Director / 612-710-9658
- **Pages 9-10**: Changes to **School Arrival Procedures**
 - The **Primary School** student drop-off lane can be accessed from the one-way lane off of ~~Third~~ Morris Street. ~~across from Morris Street~~. You must then exit onto Hancock Street.
 - The **Intermediate School** student drop off lane can be accessed from ~~Third~~ Donnelly Street. Upon exit, NO right turn onto Third Street.
 - Families with students at both Primary and Intermediate Schools may use the Primary School drop-off lane near the tent area and Intermediate students may walk to the Intermediate School building.
- **Page 10-11**: Changes to **School Dismissal Procedures**
 - The **Primary School** student ~~drop-off~~ pick-up lane can be accessed from the one-way lane off of ~~Third~~ Morris Street. ~~across from Morris Street~~. You must then exit onto Hancock Street.
 - The **Intermediate School** student ~~drop-off~~ pick-up lane can be accessed from ~~Third~~ Donnelly Street. Upon exit, NO right turn onto Third Street.
 - ~~No parking or walking in from either pick-up lane. Park in Lot A and use the bus crosswalks.~~
 - ~~Students may be released from school one of the following three ways:~~
 - ~~Bus Rider~~
 - ~~Parent Pick-up (Only the Primary Schools uses CurbSmart)~~
 - ~~Walker – students will be responsible for knowing how they are getting home.~~
 - **For student safety and supervision, Primary School and Intermediate School students must be picked up at their respective school buildings. Families with students at both schools should follow the pick-up procedures for each building, as students will not be released to a different building for pick-up.**
- **Page 10**: Changes to **Crossing Guards/Safety Patrol** section
 - ~~Additionally, please avoid cutting the corner from Hancock Street to Third Street, as doing so may endanger students. Your attention to these safety measures is greatly appreciated.~~

- **Page 10:** Changes to *Changes in Transportation* section
 - ~~*Primary School:* If your child has a change in their regular dismissal routine, please contact the school office to inform the office staff. Without notification to the office, your child will follow their **normal transportation arrangement.**~~
 - ~~*Intermediate School:* If your child has a change in their regular dismissal routine and you did not inform your child and their teacher *before* the start of the school day, please contact the school office by 2:00 p.m. Without notification by this time, your child will follow their **normal transportation arrangement.**~~
 - If your child has a change in their regular dismissal routine and you did not inform your child and their teacher *before* the start of the school day, please contact the *school office by 1:30 p.m.* Without notification by this time, your child will follow their **normal transportation arrangement.**

- **Page 11:** Changes to *School Security* section
 - If you are granted access, the secretary will let you know when the door is unlocked. Turn the handle all the way down and then pull the door open.

- **Page 11-12:** Changes to *Excused Absences or Tardies* section
 - An excused absence indicates an absence from school with parent/guardian permission and school permission. If a child's attendance is sporadic they can be considered truant if over the age of 12 ~~and victims or~~ of educational ~~neglect concern~~ if under the age of 12.
 - Illness (include symptoms) of the student
 - ~~Family Vacation *Family trips will be excused if there is prior administrative approval. Please arrange family trips to match the school calendar whenever possible. Prearrangements must be made with the teacher for all work missed.~~

- **Page 12:** Changes to *Tardies* Section
 - Absences resulting from cumulated unexcused tardies (three tardies equal one unexcused absence).

- **Page 12-13:** Changes to *Procedures for Excessive Absences* section

Becker schools will monitor absences that are 10% or greater of the academic time in the following manner:

Step 1 — Communication by a staff member expressing concerns with attendance.

Step 2 — Letter

The intent of the letter is to heighten the parent's awareness of the school's concerns with the number of days the student is absent and the concern if the pattern continues. After such notification, the student or his/her parent or guardian may, within a reasonable time, request a conference with the school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.

Step 3 — Letter

The parent will be informed that the pattern for excessive absences is intensifying. Any further absences will require a physician's note or an assessment by the district nurse. The district nurse will make contact with the family. If the parents don't follow the protocol, the absence will be unexcused and procedures relating to truancy or educational neglect will be followed.

Attendance reports are reviewed approximately every six weeks. Families of students who have been absent 10% or more of the school days during that time will be monitored and may result in receiving an attendance letter.

- **Letter 1** – Informational notice regarding attendance concerns.
 - **Letter 2** – Notification that the student's attendance pattern continues to be a concern and may be impacting academic success. Families are encouraged to work with the school to improve attendance.
 - **Letter 3** – Notification that future absences will require a physician's note or an assessment by the district nurse. Continued excessive absences without appropriate documentation may result in absences being marked unexcused and additional truancy or educational concern procedures may follow.
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- **Page 13:** Remove *Homework* section as this is on page 23

 - **Page 13-14: Food Services** section
 - Extra Milk or Milk for a Lunch From Home - \$0.55 per carton
 - Adult Lunch - \$5.05
 - ~~**Milk for students with cold lunches**~~
 - ~~Half pint cartons of milk are available in the lunchroom for the students who bring their own lunches. Each milk carton sells for \$0.55. Each time a student purchases milk, their lunch account is charged the correct amount. (Students who eat hot lunch receive a half pint of milk with their meal and it is included in the price of the hot lunch.)~~

 - **Page 16-17:** Changes to *Primary School Curriculum*
 - Applied Arts - Music, Art, Media, and Physical Education are an integral part of the curriculum.
 - **Page 16-17:** Changes to *Intermediate School Curriculum*
 - ~~Music~~ – The program progresses from basic sound recognition to harmony, phrasing and performance in general music for grades three, four, and five.

 - ~~Physical Education~~ – The Physical Education program provides instruction in fitness, individual and team sports as well as movement through rhythm and dance. Cooperative play and sportsmanship rather than competition are the focus.

 - Applied Arts - Music, Art, Media, and Physical Education are an integral part of the curriculum. The music specialist, the physical education specialist and the art specialist have the major responsibility for meeting the requirements in their respective field, and the classroom teachers supplement the Specialist.

 - **Page 16-17:** Changes to *Assessments* section
 - Fastbridge
 - ~~All grades (K-5)~~ Grades K-3 take the Fastbridge Assessment each year. This assessment is used to show growth over time. It is a computer-generated test with results within 72 hours.

 - CAPTI ReadBasix
 - Grades (4-5) use this reading assessment to identify students' reading strengths and needs so educators can provide targeted instruction and support.

- IXL Math
- Grades (4-5) use this online learning program that provides personalized practice aligned to grade-level standards. It helps students build and strengthen math skills through targeted activities, immediate feedback, and individualized learning recommendations.

- NWEA MAP Growth Math Assessment
- Grades (4-5) use an adaptive assessment that measures what students know and are ready to learn next in mathematics. Results help educators track growth over time and guide instructional decisions to support student achievement.

- **Page 17:** Changes to **Parent/Teacher Conferences** Section
 - Parents/Guardians will be able to schedule a conference with the student's teacher through the ~~Qmlative (Skyward)~~ Skyward Family Access Program in August for Back-To-School Assessments/Conferences.

- **Page 17:** Changes to **Report Card** Section
 - Trimester report cards will be available on ~~Skyward~~ Qmlative (Skyward) approximately two weeks after the trimester has ended.

- **Pages 19-20:** Changes to **Discipline Policy**
 - ~~Good student discipline is essential for all aspects of the schools. Support and cooperation between the parents, students, and staff is necessary in order to maintain a good learning environment. To achieve this the School Board has adopted an extensive School Discipline Policy. The following is a summary of the pertinent rules of conduct from the policy given below. A complete copy of this and all District policies can be accessed on the Becker School District website. www.becker.k12.mn.us.~~
 - ~~All students have the right to an education & the right to learn. All students have the responsibility for their behavior and for knowing and obeying all school rules, regulation, policies and procedures. Failure to comply with the school's rules and regulations will result in disciplinary action against the offending students. In general, any behavior that disrupts instruction or violates the rights of others is unacceptable and subject to disciplinary action which may result in loss of privileges, and or expulsion as a result of their action.~~
 - A positive, safe, and productive learning environment is essential for student success. Creating and maintaining that environment requires partnership and shared responsibility among students, families, and school staff. To support this work, the School Board has adopted a comprehensive School Discipline Policy. The summary below highlights key expectations and procedures. A complete copy of this and all District policies can be found at [Becker Public Schools](#).
 - All students have the right to access learning in a safe and supportive school environment. Students also have the responsibility to contribute positively to that environment by following school expectations, district policies, and staff directions. Behaviors that interfere with learning, disrupt the educational environment, or impact the safety and rights of others may result in disciplinary action. Responses may include restorative practices, problem-solving supports, parent communication, behavioral interventions, and when necessary, additional disciplinary consequences consistent with

district policy and applicable law.

- **Page 20:** Changes to **Playground Rules** section
 - ~~3. The use of profanity or obscene language or gestures is forbidden.~~
 - 6. Toys or objects from home of any type are not allowed on the playground.

- **Page 22:** Changes to **Bus Routes** Section
 - If we do not receive one or the other, your child will follow their normal transportation arrangement. ~~your child will be sent home on the bus.~~ If you pick your child up, you must sign them out in the office.

 - Bus stop times and locations are posted on the MyRide K-12 app. Times are subject to change during the year. Check MyRide K-12 regularly to have the most up to date stop times. Any changes that are needed for your student please fill out a new transportation request form. For example moving, daycare change, and/or contact information changes.

- **Page 22-23: Student Transportation**
 - Transportation provided updated verbiage that we replaced with this section.

- **Page 23:** Changes to **Communication** section
 - If an issue cannot be resolved, or if you have not received a response within two school days, please contact the ~~school principal~~ office for further assistance.

- **Page 23:** Changes to **Bullying & Harassment** section
 - Bullying is repeated behavior that is intended to hurt, intimidate, or exclude another person and involves a real or perceived imbalance of power. Harassment includes unwelcome words or actions that interfere with a student's ability to feel safe and respected at school.

- **Page 24:** Changes to **Release of Student Directory** section
 - you should contact the ~~Primary School~~ Office in writing by September 30.

- **Page 24:** Remove **Additional Information** section
 - **Additional Information**
 - ~~Teacher email addresses are shared with families at the start of each school year. If you need help reaching a teacher or staff member, please contact the school.~~

- **Page 25:** Changes to **Lost and Found** section
 - Each year students lose or misplace items of clothing as well as other things. ~~The school is not responsible for lost or stolen items.~~ Parents are encouraged to label clothing and belongings for easier identification. If your child is missing articles of clothing, the school LOST AND FOUND would be the first place to check. Lost & Found items are removed from the school building after each trimester.

- **Page 26:** Changes to **Toys** section
 - Students are not to bring toys of any type (Pokemon Cards, sports cards, other electronic equipment, stuffed animals, etc.) to school.

- **Page 26:** Changes to *Pets* section
 - ~~This change in procedure is in response to the many children and staff members with asthma and allergies.~~

- **Page 26:** Changes to *Homework Expectations* section
 - ~~**Homework Expectations for Intermediate School Students (Grades 3-5)**~~
 - ~~Homework at the Intermediate level involves completing work not completed in class, or extending classroom learning. There are several projects at the fourth and fifth grades that will involve work at home i.e. Wax Museum preparation. Students are expected to be prepared for school each day by having the materials they need and having homework completed. In an effort to help students develop independent responsibility and organizational skills, some classrooms will have assignment notebooks. Many teachers have websites for parents and students to access assignment information. Guidelines for class assignments will be posted in each classroom. If parents have questions or concerns about homework or work completion they are encouraged to contact the classroom teacher.~~
 - **Homework Expectations for Intermediate School Students (Grades 3-5)**
 - Homework at the Intermediate level may include completing work not finished during class time, extending classroom learning, or participating in longer-term projects that involve work at home. Students are expected to come to school prepared each day with necessary materials and completed assignments. To support the development of independence, responsibility, and organizational skills, some classrooms may utilize assignment notebooks, and many teachers provide assignment information through classroom websites. Classroom assignment expectations and procedures will be communicated by each teacher.
 - At Becker Intermediate School, we believe student learning is best supported through engagement, instruction, and problem-solving rather than exclusion from school. Students are expected to actively participate in classroom learning activities and make reasonable efforts to complete assigned work. When a student experiences difficulty completing work, staff will respond through classroom supports and interventions aligned to Becker's MTSS framework, which may include reteaching, structured work completion opportunities, movement breaks, goal setting, teacher check-ins, family communication, and additional academic or behavioral supports. Students will not be removed from instructional opportunities solely due to incomplete work. When patterns of work avoidance or chronic non-engagement occur, staff will partner with families to develop individualized supports and problem-solving plans designed to increase student success while maintaining access to instruction.

- **Pages 30-31:** Waiting for District Nurse to provide updated information

- **Page 32:** Changes to *Walker Procedures* section
 - ~~NO STUDENTS ARE EVER TO WALK TO THE MIDDLE OR HIGH SCHOOL BUILDINGS or to the COMMUNITY CENTER in the afternoon as buses are provided. The parking lot area is too dangerous for elementary students to be walking in that area.~~

- **Pages 33-38:** Added updated school supply lists
- **Pages: 39-45:** Waiting for Carla Nolan to provide updated information
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