

Regular Meeting
Monday, July 12, 2021 6:30 PM

Teaching & Learning Center, Becker High
School
12000 Hancock Street
Becker, MN 55308

Agenda

1. PROCEDURAL ITEMS
 - 1.A. Call to Order
 - 1.B. Pledge of Allegiance
 - 1.C. Agenda
 - 1.D. Recognition of Visitors and Public Forum
2. REPORTS
 - 2.A. Superintendent's Report
 - 2.B. Committee Reports
 - 2.C. Board & Administrator
3. CONSENT AGENDA
 - 3.A. Minutes
 - 3.B. Disbursements
 - 3.C. Personnel
 - 3.D. 2021-22 Fees
 - 3.E. Student Handbooks
 - 3.F. Individual Contracts
 - 3.G. Annual Wellness Report
4. GIFTS
5. POLICIES: ANNUAL REVIEWS
6. POLICIES: SECOND READINGS
7. POLICIES: FIRST READINGS
8. REFERENDUM UPDATE
9. STRATEGIC PLANNING
10. CLOSED SESSION
11. ADJOURN

Chair Jurek called the regular meeting of the School Board of District #726 to order on the 7th day of June, 2021 at 6:30 p.m. in the Teaching & Learning Center.

Roll Call.

Members present: Aaron Jurek, Connie Robinson, Sarah Schafer, Mark Swanson

Members absent: Cindy Graham, Ryan Obermoller

Others present: Jeremy Schmidt, Superintendent
 Kevin Januszewski, Director of Business Services

Citizen Comments: None

Reports provided by Superintendent Schmidt, Finance, Individual Contract, Facilities and Transportation Negotiations Committees

Motion by Mark Swanson, seconded by Sarah Schafer, to Approve the Consent Agenda, as amended:

Pull "Individual Contracts" from Consent Agenda, add to Regular Agenda for discussion.

CONSENT AGENDA

MINUTES: May 3, 2021 Regular School Board Meeting
 May 17 Regular School Board Meeting

FINANCIAL REPORT

EXPENDITURES

Fund	2020-21 Budget	May 2021	2020-21 Year-to-Date	Remaining Budget	% Spent
General	35,778,313	2,744,311	27,855,941	7,922,372	77.86%
Food Service	1,534,410	135,835	1,125,865	408,545	73.37%
Community Service	1,359,167	121,920	1,169,513	189,654	86.05%
Debt Service	11,113,413	7,660,000	11,112,473	940	99.99%
	\$ 49,785,303	\$ 10,662,066	\$ 41,263,792	\$ 8,521,511	82.88%

DISBURSEMENTS – in the amount of \$ 2,113,914.97

PERSONNEL

Name	Status	Job Title	Location	Hrs Per Day/FTE	Group	Replacing	Effective	Wage
Bakke, Erika	Resignation	Music Teacher	PS	1 FTE	BEA	n/a	End of 20-21 School Year	n/a

Beck, Susan	New	Food Service	MS	2 Hours, 20 Minutes Per Day	NonUnion	B. Larson	Fall, 2021	\$14.25 Per Hour
Evenson, Karen	Resignation	Bus Driver	Bus Garage	3.5 Hours Per Day	Transportation	n/a	6/15/2021	n/a
Forner, Lisa	New	Special Education Teacher	IS	1 FTE	BEA	M. Schuller	Fall, 2021	MA Lane / Step 7: \$56,710
Handeland, Kim	New Appointment (Transfer)	Media Asst.	MS	7 Hours Per Day	MultiUnit	B. Anderson	Fall, 2021	Use Current Wage
Handeland, Kim	Resignations	Secretary, Para, Curb Smart Dismissal	IS	6.75 Hours Per Day	MultiUnit	n/a	End of 20-21 School Year	n/a
Hartfiel, Jason	Resignation	Boys Hockey Asst. Coach	HS	Seasonal	BEA - Schedule C	n/a	5/12/21	n/a
Heath, Erica	New	EBD Teacher	HS	1 FTE	BEA	R. Hackensack	Fall 2021	MA60 Lane / Step 10: \$69,641
Herrman, Karissa	New Appointment (Transfer)	Kindergarten Teacher (was Grade 1)	PS	1 FTE	BEA	C. Marholz	Fall, 2021	Use Current Wage
Holt, Travis	New	Head Wrestling Coach	HS	Seasonal	BEA - Schedule C	M. Aho	11/22/21	\$5,301 Per Season
Jarvi, Curtis	Resignation	Bus Driver	Bus Garage	3.5 Hours Per Day	Transportation	n/a	5/12/21	n/a
Kickhafer, Kimberly	Resignation	Paraprofessional	PS	6.5 Hours Per Day	MultiUnit	n/a	6/4/2021	n/a
Kiminski, Matt	New	Choir Director	MS	1 FTE	BEA	A. Legatt	Fall, 2021	BA Lane / Step 2: \$43,271
Marholz, Cynthia	Resignation	Kindergarten Teacher	PS	1 FTE	BEA	n/a	End of 20-21 School Year	n/a
Martin, Autumn	New	Asst. Dance Team Coach	HS	Seasonal	BEA - Schedule C	R. Edwards	11/25/21	\$2,240 Per Season
Moudry, Stacy	Resignation	Paraprofessional	HS	6.5 Hours Per Day	MultiUnit	n/a	6/3/2021	n/a
Oeding, Stephanie	New Appointment (Transfer)	2nd Grade (was EBD)	PS	1 FTE	BEA	n/a	Fall, 2021	Use Current Wage
Olson, JeNee	New	Social Worker / Behavior Interventionist	IS	1 FTE	BEA	H. Hofer	Fall, 2021	MA Lane / Step 5: \$53,282
Reich, Vicki	New	Food Service	MS	2 Hours, 20 Minutes Per Day	NonUnion	M. Schmidt	Fall, 2021	\$14.25 Per Hour
Russell, Christine	Resignation	Kindergarten Teacher	PS	1 FTE	BEA	n/a	End of 20-21 School Year	n/a

Schoen, Barbara	Resignation	Paraprofessional	IS	6.5 Hours Per Day	MultiUnit	n/a	7/30/2021	n/a
Schuller, Mick	Resignation	Special Education Teacher	IS	1 FTE	BEA	n/a	End of 20-21 School Year	n/a
Severson, Ashleigh	Resignation	5th Grade Teacher	IS	1 FTE	BEA	n/a	End of 20-21 School Year	n/a
Steffens, Karen	Resignation	Van Driver	Bus Garage	4 Hours Per Day	Transportation	n/a	End of 20-21 School Year	n/a
Steffens, Karen	Resignation	Food Service	HS	2 Hours, 25 Minutes Per Day	NonUnion	n/a	6/3/2021	n/a
Thorpe, Mary	Rehire	SLD Teacher	IS	.5 FTE	BEA	M. Thorpe	Fall, 2021	Use Current Wage

2021-22 MINNESOTA STATE HIGH SCHOOL LEAGUE RESOLUTION FOR MEMBERSHIP

Motion by Mark Swanson, seconded by Connie Robinson, to **Approve the Individual Contracts for Technology Director, Child Care Coordinator, Director of Buildings & Grounds, Director of Food Service, Director of Transportation**, as presented. Motion carried unanimously.

Motion by Connie Robinson, seconded by Sarah Schafer to **Accept the Following Gifts**:

Donor Name	Description of Gift	Purpose of Gift
Becker Lions Club	\$1,500.00	PS Outdoor Canopy
Becker Lions Club	\$1,500.00	Girls Basketball Program
Becker Lions Club	\$1,500.00	Girls Soccer Program
Liberty Paper	\$300.00	Outdoor Stage Costs: Drama/Choir/Band
Manufacturing Partners	\$1,000.00	Robotics

Motion carried unanimously.

Motion by Mark Swanson, seconded by Sarah Schafer, to **Move the July Board Meeting to July 12th**. Motion carried unanimously.

A First Reading was held on the following policy recommendations.

- 713 Revised Student Activity Accounting**
- 902 Revised Use of School District Facilities & Equipment**

A second reading will be held at the July meeting.

Motion by Mark Swanson, seconded by Sarah Schafer, to **Approve the Bus Lease with First American**. Motion carried unanimously.

Motion by Mark Swanson, seconded by Sarah Schafer, to ***Approve the Long-Term Facilities Maintenance Revenue Program Application***. Motion carried unanimously.

Superintendent Schmidt Reviewed the 2021-22 District Goals and Vision and will request approval at the July board meeting.

The Closed Session to Discuss Negotiations was Tabled and will be held at the July meeting.

The meeting was adjourned at 7:45 p.m.

Aaron Jurek, Chair

Ryan Obermoller, Clerk

Recorder: Angela Oswald

I recommend approving the personnel items as presented (sorted by last name):

Name	Status	Job Title	Location	Hrs Per Day/FTE	Group	Replacing	Effective	Wage
Bachler, Judy	Extended School Year Assignment	Paraprofessional	Middle	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage
Beck, Samantha	Extended School Year Assignment	Paraprofessional	Middle	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage
Benda, Jill	Extended School Year Assignment	Teacher	Primary	Per Timecard	BEA	n/a	07/14/21	Per BEA Schedule
Berthiaume, Jan	Extended School Year Assignment	Paraprofessional	Primary	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage
Hennagir, Meghan	Resignation	Night Custodian	HS	8 Hours Per Day	MultiUnit	n/a	7/2/2021	n/a
Hoffarth, Jocelyn	Extended School Year Assignment	Teacher	Middle	Per Timecard	BEA	n/a	07/14/21	Per BEA Schedule
Hogenson, Cynthia	New	Music Teacher	PS	1 FTE	BEA	E. Bakke	8/30/2021	BA Lane / Step 1: \$41,881
Jensen, Lynn	Extended School Year Assignment	Paraprofessional	Primary	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage
Johnson, Melissa	Extended School Year Assignment	Teacher	ECSE	Per Timecard	BEA	n/a	07/14/21	Per BEA Schedule
Kanable, Rebekah	Extended School Year Assignment	Teacher	Primary	Per Timecard	BEA	n/a	07/14/21	Per BEA Schedule
Knick, Traci	New	Camp Opportunity Lead staff	PS/IS	8 Hours Per Day	Camp Opportunity	n/a	07/06/21	\$15.72 Per Hour
Lardy, Rebecca	Extended School Year Assignment	Paraprofessional	ECSE	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage
Lindbom, Patricia	New	Head Volleyball Coach	HS	Seasonal	BEA Schedule C	G. Lynch	8/16/21	\$4,940 Per Season
Mergens, Kari	New	Speech Language Teacher	IS	1 FTE	BEA	S. Schaefer	8/30/21	BA Lane, Step 16: \$62,124
Nelson, Wendy	Extended School Year Assignment	Teacher	Intermediate	Per Timecard	BEA	n/a	07/14/21	Per BEA Schedule
O'Brian, Joan	Extended School Year Assignment	Teacher	Primary	Per Timecard	BEA	n/a	07/14/21	Per BEA Schedule
Obermoller, Jennifer	Extended School Year Assignment	Teacher	Primary/Middle	Per Timecard	BEA	n/a	07/14/21	Per BEA Schedule
Puncochar, Jesse	New	Asst. Wrestling Coach	HS	Seasonal	BEA - Schedule C	J. Zimmer	11/22/21	\$3,708 Per Season
Robak, Trista	Extended School Year Assignment	Teacher	ECSE	Per Timecard	BEA	n/a	07/14/21	Per BEA Schedule
Skelton, Carrie	Extended School Year Assignment	Paraprofessional	ECSE	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage
Snook, Erika	Extended School Year Assignment	Teacher	ECSE	Per Timecard	BEA	n/a	07/14/21	Per BEA Schedule
Spear, Jessica	Extended School Year Assignment	Paraprofessional	Primary	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage
Steiskal, Kristen	Extended School Year Assignment	Paraprofessional	ECSE	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage
Vealetzek, Jessica	New	JV Volleyball Coach	HS	Seasonal	BEA - Schedule C	H. Young	8/16/21	\$3,363 Per Season
Wilhelm, Amanda	Extended School Year Assignment	Paraprofessional	ECSE	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage
Wilke, Deb	Extended School Year Assignment	Paraprofessional	Middle	Per Timecard	MultiUnit	n/a	07/14/21	Use Current Wage

Fees Schedule

	<u>2020-21</u>	<u>2021-22</u>
Admission		
Adults	\$7	\$7
Students	\$5	\$5
Punch Pass (20 punches)	\$75	\$75
Student Pass (year)	\$50	\$50
Student Participant In 3 Activities (previous year)	Free	Free
Lunch		
Primary & Intermediate	\$2.70	\$2.80
Middle School	\$2.80	\$2.90
High School	\$2.85	\$2.95
Reduced Price Lunch	Free	Free
Extra Milk	\$0.45	\$.50
½ Year Milk Break – Primary School	\$30	\$35
Whole Year Milk Break –Primary School	\$60	\$70
Breakfast		
Primary & Intermediate	\$1.65	\$1.75
Middle School & High School	\$1.70	\$1.80
Reduced Price Breakfast	Free	Free
Kindergarten Breakfast	Free	Free
Activities		
9-12	Activities	\$170
	Fine Arts	\$95
7-8	Activities	\$135
	Fine Arts	\$85
Family Maximum	\$700	\$700
Student Parking Fee	\$50	\$50
Graduation Ceremony/Senior Activity Fee	\$35	\$35

Board Member Stipend

Per Meeting	\$50	\$50
All Day Seminars & Meetings that Exceed 4 Hours	\$80	\$80
Annual Chair Stipend	\$250	\$250
Annual Clerk Stipend	\$150	\$150
Expense Allowance Per Mediation Session Per Board Member	\$175	\$175

Mileage Reimbursement

IRS Rate IRS Rate

Substitute Teacher Per Day

After 30 days	\$125	\$125
After 50 days	\$135	\$135
District 726 Retirees	\$145	\$145
Long-term sub (at least 30 days)	Contract Experience	Contract Experience



2021-2022

[Becker High School Website](#)

*Preparing self-directed learners to thrive in a changing
global community*

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RELEVANT POLICIES:

The following policies/forms can be accessed at the District website; www.becker.k12.mn.us.

[Student Attendance Policy](#)
[Student Discipline Policy](#)
[Bullying Prohibition Policy](#)

[Internet Use Policy](#)
[Weapons Policy](#)
[Controlled Substance Policy](#)

[Medication Authorization Form](#)
[Harassment & Violence Policy](#)
[Testing Opt Out Form](#)

BECKER PUBLIC SCHOOLS

12000 Hancock Street
Becker, MN 55308-9585

David Kreft

High School School Principal
Phone: 763-261-4501
dkreft@isd726.org

Welcome to Becker High School - Home of the Bulldogs!

Dear Students and Parents,

Welcome to the 2021-22 school year! Becker High School has many rich traditions and our community has tremendous pride in our school program, activities and resources. As an academic institution, we want all students to be college and career ready by the time they graduate. We are very fortunate to have great resources and outstanding facilities. Our community and School Board recognizes the importance of technology and is committed to providing all high school students with iPads to enhance their educational experience.

We are very excited for the upcoming year. We value a safe and nurturing learning environment, have high expectations, and want all students to reach their potential. We understand the importance of extra-curricular and co-curricular activities in creating well- rounded individuals. Over the course of the school year, you will make many decisions. We hope you take advantage of the many learning opportunities and activities. We want you to grow as a person and as a learner.

As a community of learners, we want to work together. The intention of our student handbook is to inform you of school policies and practices and to help guide you to make good choices and navigate the high school. This handbook is the official handbook for Becker High School that is reviewed annually by the BHS Site-Based Team and approved by the Becker School Board. Please partner with us in making our school climate safe where all individuals are valued and treated with respect.

Respectfully,

David Kreft
Principal

Brian Baloun
Assistant Principal

Mission Statement

Preparing self-directed learners to thrive in a changing global community.

BECKER SCHOOL BOARD MEMBERS

Mark Swanson - Chair
763-234-0727

Lori Molus - Vice Chair
320-743-2055

Aaron Jurek Clerk
763-262-1081

Connie Robinson – Treasurer
763-360-6169

Jason Kindred – Director
763-262-4260

Ryan Obermoller - Director
952-381-4440

BECKER ADMINISTRATION

Superintendent of Schools, Mr. Jeremy Schmidt
jschmidt@isd726.org

763-261-4502
Ext. 3116

Primary Principal, Dale Christensen
dchristensen@isd726.org

763-261-6330

Intermediate Principal, Nathaniel Boyer
nboyer@isd726.org

763-261-4504

Middle School Principal, Chantal Boyer
cboyer@isd726.org

763-261-6300

High School Principal, David Kreft
dkreft@isd726.org

763-261-4501

Assistant Superintendent, Minda Anderson
manderson2@isd726.org

763-261-4501
Ext. 3133

School Nurse, Sadie Terwey
sterwey@isd726.org

763-261-4501
Ext. 3119

Preparing self-directed learners to thrive in a changing global community

BHS 2021-2022 SCHEDULES

REGULAR SCHEDULE (Mon/Wed/Fri)

BLOCK 1	8:10-9:20
Breakfast Break	9:20-9:30
BLOCK 2	9:30-10:40
BLOCK 3	10:45-12:25
Lunch A	10:40-11:10 LUNCH 11:15-12:25 CLASS
Lunch B	10:45-11:15 CLASS 11:15-11:45 LUNCH 11:50-12:25 CLASS
Lunch C	10:45-11:55 CLASS 11:55-12:25 LUNCH
BLOCK 4	12:30-1:40
BLOCK 5	1:45-2:55

“TRIPLE A” SCHEDULE (Tues/Thurs)

BLOCK 1	8:10-9:15
Breakfast Break	9:15-9:25
Triple A	9:25-9:55
BLOCK 2	10:00-11:00
BLOCK 3	11:05-12:40
Lunch A	11:00-11:30 LUNCH 11:35-12:40 CLASS
Lunch B	11:05-11:35 CLASS 11:35-12:05 LUNCH 12:10-12:40 CLASS
Lunch C	11:05-12:10 CLASS 12:10-12:40 LUNCH
BLOCK 4	12:45-1:45
BLOCK 5	1:50-2:55

EARLY RELEASE SCHEDULE

BLOCK 1	8:10-8:55
BLOCK 2	9:00-9:45
BLOCK 3	9:50-10:35
BLOCK 4	10:40-11:25
BLOCK 5	11:30-12:15
Lunch	12:15

2-HOUR LATE START SCHEDULE

BLOCK 1	10:10-10:50
BLOCK 2	10:55-11:35
BLOCK 3	11:40-1:15
Lunch A	11:35-12:05 LUNCH 12:10-1:15 CLASS
Lunch B	11:40-12:10 CLASS 12:10-12:40 LUNCH 12:45-1:15 CLASS
Lunch C	11:40-12:45 CLASS 12:45-1:15 LUNCH
BLOCK 4	1:20-2:05
BLOCK 5	2:10-2:55

ACADEMIC INFORMATION

ACADEMIC INTEGRITY:

Academic integrity refers to honesty and ethical behavior in producing and representing your work in a school setting. Academic dishonesty is a failure to display this ethical behavior in your academic conduct, and while there are many types of academic dishonesty, the two main concerns in the classroom are cheating and plagiarism.

Cheating includes a variety of behaviors including the following:

- Copying the work of another student
- Allow one's work to be copied by another student
- Use of unauthorized materials on a test or project
- Unauthorized use of electronic devices on a test
- Obtaining unauthorized copies of materials, information or knowledge prior to taking a test or completing a project
- Claiming credit on a group project for contributions that were non-existent or below requirements
- Falsifying or forging any academic document

Plagiarism is passing off the work of another, often without their knowledge or consent as your own. Plagiarism can be intentional or unintentional. Examples of unintentional plagiarism include:

- Failure to list sources used
- Failure to indicate that material in a paper came from one of the sources
- Following the wording on the original source too closely when paraphrasing
- Use the ideas of another without proper citation
- Changing some of the author's words by retaining his ideas and/or sentence structure without citing

When do you have to cite?

- When you are using or referring to someone else's work in your paper (including their words, ideas, research, charts, illustrations etc.)
- When you use an exact quote or a unique phrase from a source
- When your information comes from an interview or represents someone else's observations

When don't you have to cite?

- When you are expressing your own ideas, observations, opinions, and theories
- When what you are writing is common knowledge
- When what you are writing can easily be found uncited in common reference books
- When you've created your own illustrations, charts, diagrams
- When you are using research you conducted yourself
- When the information lies within your own field of expertise, and it stems from your personal knowledge

How do you cite information?

In formal writing, this citation should occur in two places, in the actual text of the paper itself and in the bibliography. Doing this properly is simply a matter of very specifically following a style guide, which shows exactly how to document the information. Most teachers at BHS follow the MLA style guide, and a handout of instructions for proper MLA citation can be found in the Media Center.

What are the consequences of academic dishonesty?

Incidents of cheating or plagiarism can have serious consequences. At Becker High School,

students who are discovered to have plagiarized or cheated on specific assignments or tests may receive a "zero" or no credit for that assignment or test and additional disciplinary action may be included.

How do you prevent "accidental" plagiarism?

- Make sure you start your research early! Give yourself plenty of time.
- Make sure you take notes accurately. Use a highlighter to mark exact quotes and unique phrases that will have to be in quotation marks.
- Make sure that you have accurately recorded bibliographic information for all sources used in your research.
- Make sure you indicate on each note card where the information came from, source and page number.

CREDITS AND STANDARDS:

In order to graduate, students must earn 28 credits (Class of 2020 and beyond) and meet all requirements established by the Becker School Board and the Minnesota Department of Education.

GRADING:

Becker High School utilizes a unified grading scale according to the following percentages:

A	100-93%	C	76-73%
A-	92-90%	C-	72-70%
B+	89-87%	D+	69-67%
B	86-83%	D	66-63%
B-	82-80%	D-	62-60%
C+	79-77%	F	59% and below.

Note: College in the Schools, (CIS) classes are subject to their own grading scale, as well as policies outlined in the syllabus of the course. University policies may sometimes supersede BHS policy.

GRADING SYSTEM:

The above letter grades will be used in all subjects. Teachers develop their own system of grading to arrive at the designated letter grade. The grading system used by each teacher should be explained to the students during the first week of the course and posted on the course syllabus.

GRADUATION

EARLY GRADUATION:

A student who completes all graduation requirements prior to the beginning trimester three of their senior year may apply for early graduation. A student who chooses to graduate early is no longer allowed to participate in any Minnesota State High School League activities, and high school functions, except commencement exercise and Prom.

To be considered a candidate, a student needs to do the following:

1. Discuss early graduation with his or her parent/guardian.
2. Have a meeting with his or her counselor to discuss reasons for early graduation, review his or her credit history, and to obtain an early graduation form.
3. Complete an early graduation form and attend an early graduation meeting with student, parent, counselor, and administrator.

GRADUATION HONORS:

Becker High School will honor students at the commencement exercise for their academic achievement. The GPA at the end of trimester two is used to determine honors students. All

students with a cumulative GPA of 3.6 or higher will receive “Honors” status at commencement, while students with a cumulative GPA of 3.9 or higher will receive “High Honors” status. To be considered for this honor, a student must have completed their last 16 credits as an enrolled student at Becker High School.

HONOR ROLLS:

"A" Honor Roll is defined as those students who have maintained a 3.666 grade point average or better for a marking period.

"B" Honor Roll is defined as those students who have maintained a grade point average between 3.000 and 3.666 for a marking period.

HYBRID ONLINE COURSE OFFERINGS:

Students have the option to enroll in Becker High School Hybrid Online courses. Online courses provide a more flexible environment and have benefits for students in the short term and long term.

- Parent permission is required to enroll in these courses
- Students enrolled in Becker Online Course may have time during their day where they are not required to be in school. Depending on the class, this may mean that the student does not have to report to school until later, may leave school earlier, or may leave the building during the day
- If students choose to be in the school building, they should remain in the commons area
- To help promote academic success while fostering self-directed learning, each Becker Online Course has shared protocols, including:
 - Classes will have expectations from time to time, as designated by the teacher, when students must be present in the classroom during the designated block. Students are held to attendance expectations for those days.
 - When a student falls behind more than one assignment, the teacher will connect with the student. If a student falls behind more than two assignments or is failing, the teacher will reach out to office staff and parents/guardians. At this point, the decision may be made to require attendance in the class every day.
 - If a student is below a C- at mid term or anytime after that during the term, the student will be required to be in the classroom during the designated block. Students may earn back the flexibility of an online class once. If they drop below a C- again, they will be expected to be present in the classroom every day for the remainder of the term.

INCOMPLETE WORK:

Students must complete all course work by the end of the term. In the event that an extenuating situation exists which may require additional time for completing course work, a teacher may request extensions of time. Such requests will be forwarded to the principal. All incomplete grades must be completed within 10 school days after the last day of the quarter trimester. If the work is not completed, the incomplete is changed to the letter grade earned.

INDEPENDENT STUDY:

Independent Study (IS) courses are designed for students to meet education goals that may not be available in our regular curriculum. These courses are taught voluntarily by our licensed staff and must be accepted by the instructor and approved through the counseling office and administration.

LETTER GRADES AND HONOR POINT VALUES

A	4.0	D+	1.333
A-	3.666	D	1.0
B+	3.333	D-	0.666
B	3.0	P	0.0 (credit earned)
B-	2.666	S	0.0 (credit earned)
C+	2.333	F	0.0 (no credit earned)
C	2.0	W	0.0 (no credit earned)
C-	1.666		

LETTERS-ACADEMIC:

Students in grades 9 through 12 may receive a school certificate for outstanding achievement in academics. The achievement criteria to receive an “academic letter” at each grade level are based on a student's grade point average over that student's academic career in grades 9 through 12. The criteria are 9th grade- 3.90, 10th grade- 3.75, 11th grade- 3.66, and 12th grade- 3.50.

MIDTERM PROGRESS:

At the midpoint of each trimester, parent/student/teacher conferences are held. Students are encouraged to check their grades regularly online and attend conferences. Conference dates are posted on the school website calendar. Parents are informed through Skyward when midterm grades are posted.

PASS/ FAIL OPTION:

Pass/ fail grading options exist for the purpose of promoting students to take an elective course or two that interests them without adversely affecting their GPA. Students may take a maximum of one credit pass/fail (excluding T.A., Mentorship and Practices in ECFE) in their high school career. Students must approve the pass/fail option with the course instructor, and gain administrative approval within the first two weeks of the class. To receive a passing grade, a student must achieve at least a 70% in the course. Students should be mindful of how this may impact a transcript.

PARENT ACCESS:

Parents/Guardians have access to their student’s school information through Skyward. Student information includes attendance, food service accounts, grades, and discipline information. This information is password protected. Parents should contact the high school office if they are in need of a password or have difficulty accessing information.

POST-SECONDARY OPTION (PSEO):

Information regarding the PSEO program is detailed in the “Student Registration Guide,” which each student is given a copy of at the time of registration. Students attending a post-secondary institution either full or part time are expected to attend classes on a regular basis and carry the number of credits necessary to be a full-time student.

If a student chooses to drop/withdraw from a class and the school is billed for the credits because the withdraw was not within the guidelines set by the college, the student will receive a grade “W” which will count as part of the student’s grade point average and will be included on the student’s transcript. The student dropping a class will be placed in a high school class if feasible.

The student must be persistent in keeping in touch with the high school and counseling offices. Please call ahead to schedule appointments to ensure availability. This will help each student stay informed about such things as graduation, testing, scholarships and other important news for both juniors and seniors. The high school and counseling websites are sources of important information for all students.

Students are required to inform their counselor of their intent to enroll in PSEO for the following

year by May 30th of the year prior to taking PSEO classes.

RANK:

Rank in each class is the order of students from the highest to lowest academic achiever. The final rank for seniors is determined by calculating the grade point average for all of grades 9 through 12. It is figured by computer in June after trimester three grades are recorded.

ATTENDANCE POLICIES & PROCEDURES

Attendance at school is one of the greatest predictors of success for students. The staff and school board of Becker High School believes that regular school attendance benefits students academically and socially, provides opportunities for communications between teachers and students, and establishes habits of dependability important to the future of all students. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and a way for students to develop responsibility and self-discipline.

It is the responsibility of the parent and school to promote regular attendance. The following is a partial list of ways parents can help their child stay in school.

- Make education and attendance a family priority.
- Build your student's self-confidence by recognizing and celebrating when he/she is successful.
- Help your student develop good study and work habits by scheduling home study time.
- Communicate with your student's teachers through telephone, email, and face-to-face conferences. They can provide important insight into your student's school performance and suggest ways for improvement.
- Get to know your student's friends and classmates. They can influence your student's school performances. Lack of friends or problems with peers can also affect school performances.

The school is the arbitrator of whether an absence is excused or unexcused. When absences become excessive for any reason, parents will be contacted. A full copy of the school district's attendance policy may be obtained on request. (School Board Policy #503)

ABSENCE PROCEDURES:

1. Parents/guardians are requested to call the high school office, (763) 261-4501, and leave a message before school to report the student's absence. Absent students whose parents did not telephone must bring a note upon returning to school.
2. If the school does not receive a phone call or note within 48 hours, the absence will be unexcused.
3. It is the student's responsibility to get any missed assignments and to turn them in during the allotted time given by the teacher.
4. Parents and students are expected to regularly check Skyward for attendance and grading updates.

ARRIVAL AND DISMISSAL TIMES:

School starts at 8:10 a.m. and ends at 2:55 p.m. Students not in an after-school activity or under the direct supervision of a teacher/advisor are expected to leave the building by 3:15 p.m. In the event of an early dismissal, students are expected to leave school within fifteen minutes following a dismissal. High School students are restricted from the middle and elementary school facilities unless they have direct administrative permission or are involved in or attending a school sponsored activity.

DEADLINE FOR EXCUSING ABSENCES:

When a student returns to school following an absence and no call or note has been received, the student will have 48 hours to clear the absence before it is considered unexcused resulting in disciplinary action. Students are encouraged to check their attendance often. Parents will also be notified of absences automatically via email through the use of the Skyward notification system.

EXCUSED & UNEXCUSED ABSENCES:

An excused absence indicates an absence from school with parent/guardian permission and school permission. Students exceeding five excused absences per trimester for illnesses and/or medical/dental appointments may be required to obtain a note by a physician before additional absences are excused. The following absences are considered excused:

1. Illness of the student
2. Serious illness or death of a family member
3. Family Emergency
4. Impassable roads/inclement weather
5. Dental/medical/psychological appointments that cannot be arranged at another time.
*Please avoid scheduling appointments and/or vacations on state testing days.
These dates are found on the district website.
6. Religious holiday observance and/or religious instruction not exceeding 3 hours per week.
7. Required court appearance
8. Trips of short duration when the parent/guardian notifies the school in advance of the absence
9. School approved absences consisting of field trips and suspensions
10. Others as determined and approved by administration

Please avoid scheduling appointments and/or vacations on state testing days. These dates are found on the district calendar.

An unexcused absence indicates that the student is absent from school for a reason other than listed in the excused portion. If a student receives an unexcused absence, the student may or may not be allowed to make up any assignments or tests missed on the day of the absence. This is at the sole discretion of the teacher. The following absences are considered unexcused:

1. Oversleeping
2. Missing bus/transportation problems
3. Absences not verified by a parent/guardian within 48 hours
4. Truancy
5. Leaving school without permission
6. Working for wage, work at a business unless under an approved school work program.
7. Driver Training practice appointments.
8. Arriving more than ten minutes late to a block without a pass
9. Leaving class early without teacher's permission

MAKE UP WORK:

1. Advanced Make-Up Work- Students who are absent because of activities, vacations, and other scheduled or pre arranged activities must notify the office in advance of the absence. Homework must be completed in advance or is due upon the first day the student returns to school, **provided the work has been made available by the instructor.** Any other arrangement must be made with the teacher.
2. Make Up Work- When a student returns to class from an unanticipated absence, he or she should discuss with each teacher the material that was missed and each teacher will provide make-up work and a clearly defined due date for that make-up work. Long-term

assignments or tests (that were previously assigned) may be due the day of the student's return to school. The responsibility for completing the work rests with the student. It must also be understood that a large part of what happens in the classroom cannot be replicated and is lost whether the absence is excused or not.

EXTRA CURRICULAR PARTICIPATION:

Students involved in any extracurricular activity scheduled during or after the school day or any school sponsored on-the-job training program may not participate in after school activities or programs if they have an unexcused absence from any class during the day, have been suspended from class, including in-school and out of school suspension, or have missed more than two blocks of the school day. If a student is absent due to medical reasons, the student must present a doctor's note clearing them to participate for that day. Any extenuating circumstances will be reviewed by the administration. This policy includes practices, games, concerts, plays, and competitions. In addition, students who are suspended or administratively dismissed from school are not eligible for practice or participation on the day of the suspension or dismissal.

LEAVING DURING THE SCHOOL DAY:

No student is to leave the building or its premises. This includes going to the parking lots during the school day without permission and a pass from the front office, authorized work program.

Students leaving early from school must gain parent/front office permission and sign out in the office. A student who does not follow the proper check out procedures will receive an unexcused absence.

Early Dismissals: A student who has an appointment must present a note from a parent/guardian in the office before 8:10 a.m.

Illness: If a student becomes ill during the school day, he/she must report to the nurse's office. If a student is ill and needs to be sent home during the school day, the school nurse will contact a parent/guardian and make necessary arrangements.

PREARRANGED ABSENCES:

It is recommended that students obtain a prearranged absence form from the high school office two days prior to their absence.. After obtaining a prearranged form, students must communicate with their teachers in advance to obtain materials, due dates and assignments. Work may have to be completed in advance of the trip in order to receive credit, unless otherwise agreed upon between the teacher and student.

SKIP DAYS:

Becker High School does not authorize skip days of any kind. Disciplinary action, as deemed appropriate, will be taken with those who participate in a skip day.

STATE TOURNAMENT ATTENDANCE:

If any of the Becker High School teams are participating in a State Tournament provisions will be made for students to attend the tournament. However, when Becker is not represented in a State Tournament, the following regulations apply:

1. Absences may not exceed one day.
2. The student must present a note signed by a parent/guardian to the attendance office two days in advance in order for the absence to be excused.
3. A student must show the excused pass to his/her teacher in order to receive work that will be missed on the day of the absence. Work missed should be completed before the absence or on the day the student returns to school.

TARDINESS:

Becker High School feels that promptness is a life-skill. Students are expected to be in class when the bell rings. Students who are less than 10 minutes tardy to first block should report directly to their first block class (by 8:20). Teachers will inform the students of their individual tardy policy. Students should be aware that tardiness may result in loss of credit. Tardiness in excess of 10 minutes shall count as an unexcused absence.

TRUANCY:

When a student is absent from any class without parental request and administrative approval, he/she is considered truant.

Truancy Intervention Project (TIP)

Becker High School works in collaboration with the Sherburne County Attorney's Office on the Truancy Intervention Project. The Truancy Intervention Project is a program designed to improve attendance by juveniles at school by working in collaboration with parents, schools and juveniles.

- Step 1 – After the child has had 3 or more unexcused absences on 3 different days, MN statute (260A.02) defines the student as a continuing truant. At this time, the school makes a referral to the County Attorney's Office. The child and the parent then attend a mandated meeting with a representative of the Sherburne County Attorney's office to gain knowledge of the truancy laws.
- Step 2 – If the child continues to be truant, the family can be referred to the Sherburne County Attendance Review Board on the fifth unexcused absence. The family meets with representatives from the school, Sherburne County probation, community agencies and the local law enforcement to identify and address any issues that are preventing the child from attending school and being a successful student.
- Step 3 – After the child has had 7 or more unexcused absences on 7 different days, MN statute (260C.007 Subd.19) defines the student as a habitual truant. The third step in the TIP is the filing of the truancy petition. The third step can be taken if Steps 1 and 2 have failed and the student reaches his or her seventh unexcused absence.

DISCIPLINE POLICY/CODE OF CONDUCT

BEHAVIOR EXPECTATIONS OF ALL BECKER HIGH SCHOOL STUDENTS:

Students are expected to demonstrate appropriate behavior in the school, in the classroom, and at all school activities. Good behavior is necessary to provide a successful educational environment. The following guidelines will help insure that the educational program can function to the best advantage for all students and staff.

- Be present in classes daily.
- Be in class on time.
- Be prepared for class. (Bring all required materials to class, i.e., books, paper, textbook, etc.)
- Be attentive in class and participate in classroom activities.
- Make an effort to be successful.
- Show respect for teachers, other students, and school property.
- Follow the directives of teachers and supervisors, insubordination or the refusal to follow directives of a teacher or supervisor is considered serious.
- Help keep classrooms and the school neat and clean.
- Do not bring valuables to school. Keep personal property in your possession or in a locked locker.
- Ethical use of technology and equipment is expected.
- Students are not to use electronic devices during instructional time unless granted permission by a staff member.

BULLYING:

“Bullying” means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student’s or students’ educational benefits, opportunities, or performance. Bullying includes, but is not limited to; conduct by a student against another student that a reasonable person under the circumstances knows or should know has the effect of:

1. Harming a student;
 2. Damaging a student’s property;
 3. Placing a student in reasonable fear of harm to his or her person or property; or
 4. Creating a hostile educational environment for a student.
- Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion.
5. Retaliation in any form will not be tolerated and will be met with additional consequences.

DISCIPLINE:

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.

- All students are entitled to learn and develop in a setting which promotes respect of self, others and property.
- Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place.
- Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

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

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

Rules of Conduct:

Disciplinary action may be taken against students for any behavior, which disrupts instruction or violates the rights of others. In addition, the following acts are unacceptable behavior subject to disciplinary action in the school district:

Damage to School District Property or Personal Property:

1. Vandalism: Damage to or destruction of school district property or property of others by students is vandalism.
2. Theft: Theft is the act of intentionally and without claim of right taking, using, transferring, concealing or retaining possession of movable property of another without one’s consent and with intent to deprive the owner permanently of the property, or the finding of lost property and not making reasonable effort to find the owner.

Physical Assault:

Physical assault is an act, which intentionally inflicts or attempts to inflict bodily harm upon another.

Verbal Assaults:

Verbal assaults are abusive, threatening, degrading, profane or obscene language either oral or written by a student toward school district personnel or another student.

Threats and Disruptions:

1. Dangerous Threats: Threats to school operations or school activities include but are not limited to the reporting of dangerous or hazardous situations that do not exist.
2. School/Class Disruptions: Any student who disturbs or interrupts the classroom environment thereby making it difficult for others to learn and for the teacher to teach will be subject to disciplinary action.

Dangerous, Harmful and Nuisance Substances and Articles:

1. Chemicals: Students are prohibited from using, possessing, selling, or being under the influence of illegal drugs, alcoholic beverages or non-prescribed drugs or narcotics.
2. Use of Tobacco: Tobacco use, including e-cigarettes, by students is prohibited.
3. Harmful or Nuisance Articles: The possession or use of articles that are nuisances, illegal or that may cause harm to persons or property is prohibited.

Other Rules of Conduct:

1. Fighting: Students are prohibited from engaging in combat in which both parties have contributed to the situation by verbal and/or physical action.
2. Gambling: Gambling of any nature is forbidden.
3. Student Attire: Any manner of dress or personal grooming which represents a clear danger to the student's health and safety interferes with work or creates classroom or school disruption is prohibited.
4. Leaving School Grounds: Students may not leave school or school grounds during school hours without proper clearance.
5. Interference with School Authorities: Students may not interfere with administrators, teachers, or other school district personnel in the performance of their jobs by use of force, violence, intimidation, threats, or other means.

Failure to Identify Oneself:

Failure to provide proper identification upon request of a staff member is unacceptable behavior.

Violation of any state, local or federal law is unacceptable behavior

Bullying:

Bullying is harassment and will not be tolerated. Incidents of bullying will be dealt with under the District's bullying and harassment policies.

The following constitute unacceptable behavior:

1. Willful conduct, which materially and substantially disrupts the right of others to an education;
2. Willful conduct which endangers school district employees, the student or other students, or the property of the school, or
3. Willful violation of any rule of conduct specified in this discipline policy

Disciplinary Policy:

Disciplinary action may include but is not limited to:

1. School personnel/student conference
2. Parent contact by school personnel
3. Detention

4. Loss of school privileges
5. Parental conference with school staff
6. Modified school programs
7. Removal from class
8. In-School Suspension
9. Outside agency or police referral
10. Suspension
11. Exclusion
12. Expulsion

DISCIPLINARY ACTIONS:

- Administrative Dismissal

Dismissal is defined as being required to leave the school premises for the remainder of the school day. This is not a suspension, but may lead to one. Students who have been dismissed may be required to bring parents with them before being readmitted to school.

- Detention

Teachers, assistant principal or the principal may assign detention to students who are tardy to school and to students who do not follow classroom rules. The amount of detention time may be from fifteen minutes to an hour and must be served on the date assigned that is agreed upon by the student, parent and teacher.

- Disorderly Conduct

Whoever does any of the following in public or private place, including on a school bus, knowing, or having reasonable grounds to know that it will, or will tend to, alarm, anger or disturb others or provoke an assault or breach of the peace, is guilty of disorderly conduct, which is a misdemeanor:

- Engages in brawling or fighting; or
- Disturbs an assembly or meeting, not unlawful in its character; or
- Engages in offensive, obscene, abusive, boisterous, or noisy conduct or in an offensive obscene, or abusive language intended to arouse alarm, anger or resentment of others.

- Suspension

Suspension is the short-term exclusion of the student from school during which the school is relieved of custody of the child. Suspension shall be utilized in accord with The Pupil Fair Dismissal Act of 1974 as amended. In-school suspension may be considered on a case-by-case basis.

Students may be suspended from school for any of the following:

1. Willful violation of any school regulations.
2. Willful conduct that materially and substantially disrupts the right of others to an education (This includes test cheating, harassment, threats of physical and mental harm and/or offensive language).
3. Willful conduct, which endangers persons or property (Fighting, vandalism, stealing).
4. Other violations included in the District School Discipline policy.

A suspended student receives full credit for all work completed satisfactorily. Suspended students are prohibited from being on school grounds, attending or participating in all school related functions or activities. Prior to the student's return to school, a reentry plan will be discussed.

- Expulsion

Expulsion means the action taken by the school board to prohibit an enrolled student from further attendance for a period that shall not exceed beyond the school year. Students will be recommended to the Board of Education of Independent School District #726 for expulsion from school for severe or persistent violation of school policy.

SCHOOL BOARD POLICIES- Student Discipline

Complete Policies may be found in the high school office or on the Becker School District Website

DRUG AND ALCOHOL ABUSE:

The possession or use of drugs or alcohol is a serious violation of state laws and punishable by fines and/or imprisonment. Violations will be reported to the proper authorities and/or social agencies. Students who are under the influence of chemicals while at school, or who consume, sell, give away, or have possession of drugs, paraphernalia, or alcohol on school property, or at a school sponsored activity may be suspended or expelled from school. Illegal substances and related items will be confiscated. Before the student is readmitted to school, a conference consisting of parents, student, and principal will be arranged to determine the best course of action for the student and the school. If exclusion or expulsion is recommended, it will follow state law.

HARASSMENT:

1. Everyone at District 726 has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial or sexual harassment and violence of any kind.
2. A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sex or gender:
Name calling, jokes or rumors;
Pulling on clothing;
Graffiti;
Notes or cartoons;
Unwelcome touching of a person or clothing;
Offensive or graphic posters or book covers; or
Any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.
3. If any words or action make you feel uncomfortable or fearful, you need to tell a teacher counselor, the principal or the Human Rights Officer.
4. You may also make a written report. It should be given to a teacher, counselor, the principal
5. Your right to privacy will be respected as much as possible.
6. We take seriously all reports of religious, racial or sexual harassment or violence and will take all appropriate actions based on your report.
7. The School District will also take action if anyone tries to intimidate you or take action to harm you because you have reported.
8. This is a summary of the School District policy against religious, racial and sexual harassment and violence.

HAZING:

“Hazing,” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. Hazing is prohibited. The school district will investigate all complaints and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated the policy.

SEARCHES:

We are always concerned about providing a safe educational environment for our students. The site administrator or his/her designee has the authority to conduct a search. The scope of the search may include a student's person and areas over which he/she has control, including but not limited to, cell phones, computer files, purses, backpacks, any locker assigned to the student by the school, and the student's vehicle. The administrator must have reasonable suspicion to believe that under the circumstances, the student may have concealed evidence of misconduct in areas under his/her control. This includes measures taken to keep the school free of chemicals/ drugs. Therefore, at times designated by the administration, searches will be conducted to determine the presence of any chemicals/ drugs or related paraphernalia. These searches may be conducted on all school property and may utilize law enforcement resources including K-9's.

STUDENT TRANSPORTATION SAFETY:

Since School Board Policy views the school bus as an extension of the classroom, all rules and regulations found in the Rules of Conduct of Board Policy will apply to student conduct while on the bus. The following are the rules and regulations that specifically apply to safe bus conduct:

1. Students should be waiting at the bus stop by the time the bus arrives.
2. Students are to face forward and remain seated while the bus is in motion.
3. Students are to keep their hands, feet, and personal articles to themselves.
4. Students are not to use foul or obscene language or gestures.
5. Students are to talk quietly to insure the driver can hear traffic noise and trains.
6. Students are to keep all parts of their body inside the bus.
7. Students are to keep the floor and seats clean from refuse and gum.
8. Students will not be allowed to have any articles on the bus, which the driver deems unsafe, or a nuisance.
9. The bus driver has the right to give additional directions to students, which he/she believes are necessary for the safety of the students on the bus.

Failure to comply with the above safety regulations may result in one or more of the following:

1. Verbal warning from the driver
2. An assigned seat for a specified period
3. Parent contact by bus driver and/or administrator
4. A misconduct form being sent to school administration, which could result in:
 - a. Administrative/student conference for 1st offense
 - b. Administrator/parent/student conference for 2nd offense
 - c. Suspension of transportation for a specified period
5. School disciplinary action
6. Suspension of bus transportation for a specified period
7. Recommendation to the School Board for permanent exclusion from transportation services.

TENNESSEN WARNING:

The Tennessee Warning states that an agency or institution can request individuals to supply confidential or private information concerning them. The warning must include:

1. Why the data is being collected from them and how the school intends to use it.
2. Whether the individual may refuse or is legally required to supply the data.
3. Any consequence to the individual for either supplying or refusing to supply the data.
4. The identity of other persons or entities authorized by law to receive the data.

TOBACCO USE/TOBACCO FREE:

Becker Schools are tobacco free. Student use or possession of tobacco in any form (including Electronic Cigarettes) will not be permitted on or adjacent to or within sight of any district property, on district property, on district school buses or loading or unloading areas or at any school event

home or away. Minnesota State Law prohibits anyone under 18 to possess tobacco. "Electronic cigarette" means any oral device that provides a vapor of liquid nicotine, lobelia, and/or other similar substance, and the use or inhalation of which simulates smoking. The term shall include any such devices, whether they are manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under another product name or descriptor. In addition to receiving school and applicable MSHSL consequences, violators will be referred to the School Liaison Officer.

WEAPONS POLICY:

No student or non-student, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

"Weapon"

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the principal's office shall not be considered to possess a weapon.

Minimum corrective action shall include an initial suspension, confiscation of weapon, and police and parent notification. Upon administrative review by the Threat Assessment Team, a recommendation will be made to the superintendent for expulsion and/or exclusion.

GENERAL INFORMATION

ACTIVITIES:

The BHS activities department keeps a current list of all student opportunities for participation in co-curricular activities and student-led groups. Student opportunities fall within three categories as defined below, all of which have operational procedures on file in the Activities Office. Student opportunities must follow the proper procedures before being recognized by BHS. All three categories may post notices in the designated Activities area of the high school and participate in high school activity fairs. All field trips should follow the SBT guidelines for the HS building. All transportation related requests should be coordinated with the appropriate school administrator.

MSHSL athletics/activities: These school sponsored, high school league governed athletics/activities, follow school, district and MSHSL guidelines. Coach/advisor is a listed Schedule C position unless noted. These activities are eligible for inclusion in the yearbook.

BHS sponsored clubs: These clubs usually support either a curricular area within the high school or a specific function relating to the operation of the school. Director/advisor is a listed Schedule C

position unless noted. These activities are eligible for inclusion in the yearbook.

Student led groups: These groups are started, organized and led by students at Becker High School with an approved faculty supervisor. Because these are student led groups, "Becker High School" will not be identified in the official name of these groups. These groups generally meet outside of the school day. Student led groups are not generally eligible for Fund 15 accounts and therefore cannot participate in school fundraisers. Application for school recognition must follow either the September 15, or February 15 deadline for approval.

For a complete list of policies and procedures governing the Activities Department and extra-curricular participation, please see the Becker Public Schools activities handbook. Activity Offerings:

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>	<u>Fine Arts</u>
Volleyball (G)	Hockey (B)	Track (B/G)	Musical Production
Football (B)	Basketball (B/G)	Softball (G)	Speech
Cross Country (B/G)	Wrestling (B)	Golf (B/G)	3 Act or 1 Act Play
Swimming (G)	Gymnastics (G)	Baseball (B)	Visual Arts
Tennis (G)	Dance	Tennis (B)	Yearbook
Soccer (B/G)		Lacrosse (B/G)	NHS
		Trap League	Robotics
			Student Council

Fees: High School Sports \$175.00 High School Fine Arts \$95.00. Maximum per family is \$650.00

Academic Eligibility - Scholastic Grading Policy:

Philosophy: This policy is not intended to use ineligibility as a punishment for failing grades. Student learning is a priority and decisions regarding eligibility should reflect a commitment to meeting the needs of students in activities. Because these needs are so varied, the scholastic policy must reflect some flexibility.

1. A student that receives one or more "F's" or "U's" as a mid-trimester grade is placed on academic probation for the remainder of the trimester grading period. These students will initially be ineligible for a period of one week, during which time he or she is ineligible to participate in activity contests. Subsequent eligibility status will be determined on a weekly basis for the remainder of the grading period (trimester). At this point, students must be passing all classes on a weekly basis to participate in contests. A student who passes all of his or her classes at the end of this term will no longer be on academic probation.
2. Students who receive a grade of "F" or "U" as a trimester grade are placed on academic probation for the entirety of the next grading period (trimester). These students will initially be ineligible for a period of one week, during which time he or she is ineligible to participate in activity contests. Subsequent eligibility status for said student shall be determined on a weekly basis for the remainder of the grading period (trimester). If the student passes all classes at the end of the grading period(trimester), he or she shall be removed from academic probation.
3. Any student that receives an F or U at the end of quarter 4 will be on academic probation in the fall and subject to the guidelines in #2 above. Subsequent eligibility status for said student shall be determined on a weekly basis for the remainder of the trimester grading period. If the student passes all classes at the end of the grading period, he or she shall be removed from academic probation. Any student successfully completing summer school will not be placed on academic probation to start the fall season.
4. A grading committee consisting of the Principal, Coach, Assistant Principal and Activities

Director shall have the authority to review and rule on the eligibility of students with special or unusual circumstances.

5. Ineligible students are not allowed to dress or participate in any contests but are allowed to attend practices during the period of ineligibility.

6. All Student participants must be “on-track” to graduate from Becker High School to participate in an activity, as per MSHSL guidelines.

BASE (BECKER ALTERNATIVE SCHOOL OF EXCELLENCE) PROGRAM:

This program is designed to assist 11th and 12th grade students with needs that cannot be met within the current program and/or services. This alternative program will offer a highly structured, self-contained learning environment with equal emphasis on teaching academics and behavioral/social skills, with a focus on attendance and respect. Students that are interested in this program should first meet with their counselor. If the student meets the state criteria for placement in an ALP, his or her counselor will make a recommendation to administration for approval into the program.

CLASS RINGS:

Students may order class rings during the spring of their freshman year. There is no requirement for students to order a ring or to order from the representative that visits the building. We recognize the presence of the representative as a service to the students.

COMMENCEMENT EXERCISE:

To participate in the commencement exercise, students must meet all Becker High School requirements and must have earned 28 credits required to graduate. Students who have earned 27 credits and are enrolled in BHS summer school will be allowed to participate in the ceremony. Students must also have satisfied all detention or disciplinary time owed, have paid any fines, and returned all materials or school property. There is a \$35 senior fee for graduation expenses.

CRISIS MANAGEMENT DRILLS:

Minnesota law requires that each school practice one severe weather drill, five fire drills, and five lockdown drills, each year.

1. Fire drills are a necessary part of our high school safety plan. When fire drills are held, everyone is to leave the building as quickly as possible when the alarm is sounded. No one is to return to the building until the “All Clear” signal is given. Unnecessary setting off a fire alarm is considered a terrorist threat. Students will be suspended and may be recommended for expulsion as well as being subject to appropriate legal penalties and fines.

2. Lockdown drills will be practiced with staff and students. All students and staff must follow the lockdown procedures each time the drill is practiced. No student or staff is to use cell phones during these important safety drills.

DANCES:

Dances are a positive aspect of the school environment. There are a number of dances throughout the year. They are held for your enjoyment and for various school organizations to raise money.

The following are rules for all dances:

1. Dances are open to Becker High School students; no guests are allowed. Junior/Senior prom and Homecoming are the exceptions where students may bring a guest. Students must obtain a guest permission form from the student services office and have this approved two days before the day of the dance. Prom is open only to Becker High School Juniors or Seniors and their approved guest, and all prom attendees must be grade 10 or above, or one year removed from high school.

2. Once a student has left the dance, he/she will not be allowed to return to the dance even if he/she is willing to pay again. This includes going out to the parking lot.

3. All school policies are enforced at dances.
4. Students who violate school policy may not be admitted to future dances for the remainder of the school year.

DIRECTORY INFORMATION:

In accordance with the Minnesota Data Practices Act, Becker Public Schools may release the following information without permission unless the district has been notified that it should not be released. Under the federal law, directory information includes the following information relating to a student:

1. Student's name, address and telephone number
2. Student's gender and date and place of birth
3. Major field of study
4. Participation in officially recognized activities and sports
5. Weight and height of members of athletic teams
6. Date of attendance and grade levels completed
7. Degrees and awards received
8. The most recent previous educational agency or institution attended
9. Photographs for school district publications and local newspaper.

The Becker School District considers all of the above to be "Directory Information" as well as the publication of a "honor roll". Federal rules define directory information to mean, "Information contained in the education records of a student which would not generally be considered harmful or an invasion of privacy if disclosed." 34 C.F.R., Sec. 99.3.

Military Access to Student Data

Minnesota Statute Data Practices Act M.S. 13.32, Subd. 5a Military Recruitment states:

A secondary institution shall release to military recruiting officers the names, addresses, and home telephone numbers of students in grades 11 and 12 within 60 days after the date of the request, except as otherwise provided by this subdivision. Data released to military recruiting officers under this subdivision: (1) may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military; and (2) shall not be further disseminated to any other person except personnel of the recruiting services of the armed forces.

A parent or adult student has the right to refuse to permit the designation of some or all of the categories as directory information with respect to that particular student. If, as parents, or adult student, you wish not to have any or all of the above information to be considered "Directory Information," you should contact the High School Office in writing by September 30, or within 30 days of the student enrolling in school.

DISTANCE LEARNING

The content presented in the Google Meets is for educational purposes only. By accessing this material, you agree not to share this content with anyone not enrolled in the class or assisting an enrolled student. Unauthorized distribution of any distance learning content, including sharing video recordings or screenshots on the internet or social media, is strictly prohibited and could result in disciplinary action and/or the suspension of a student's access to certain distance learning materials. Students are subject to the same attendance policies on Distance Learning days.

DRESS & APPEARANCE (STUDENT):

It is the intent of Becker Schools to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards. Clothing must adequately cover the body and be in keeping with community standards

Certain apparel is not appropriate for school. Inappropriate clothing includes, but is not limited to,

the following examples:

1. Pants are to be worn at the waist. Shorts, skirts and dresses should be at least mid-thigh length.
No exposed undergarments,
2. No bare backs, tube tops, halter tops, low cut, midriff, or strapless off-the-shoulder shirts.
3. Caps, hats, bandanas, hoods or masks are not to be worn or carried during school hours (8:10-2:55).
4. Clothing or accessories bearing a message that is lewd, vulgar, obscene, or promote products or activities that are illegal for use by minors are not allowed.
5. Pajamas, capes, costumes, flags are not to be worn with the exception of specific designated spirit week days indicated by student council and administration approval.
6. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Becker School District Policy 413 is not allowed. This includes representations of confederate flags, swastikas, KKK signs and similar symbols, and applies to school property or school sponsored events on or off of school property including the parking lot and the school buses.
7. Backpacks are allowed in classrooms only with teacher permission.
8. Certain classes may require specific dress codes and certain identified school days may relax specific dress codes for special dress-up days.
9. Footwear must be worn at all times. Footwear and apparel that would damage school property are not allowed.
10. No blankets are allowed in the classrooms.

Please see our district website for the complete policy.

Students who are deemed to be improperly dressed will be allowed the opportunity to change, or remain in the office until a parent brings appropriate clothing. If a parent can't be reached, students will be offered any available Becker wear. Students that refuse to comply with one of these options will be considered insubordinate that may result in further disciplinary consequences.

EIGHTEEN-YEAR OLDS:

School policies and regulations apply to all students regardless of age. Those students who are legally adults are subject to the same disciplinary actions as other students and should expect their parents to be informed of problems with attendance and behavior. Eighteen-year olds still living at home will continue to be required to have parental excuses for any absences or tardies.

ELECTRONIC DEVICES-CELLPHONES, LASERS, PAGERS, MP3 PLAYERS, IPODS, ETC.:

Students are not to use electronic devices during instructional time unless granted permission by a staff member. Laser pointers are prohibited from school. Students are reminded that the use of cell phones or the Internet for the purpose of harassing or threatening others during the school day is in violation of the hazing and harassment policy and will result in disciplinary action.

Electronic Device Violations:

First Violation- Teacher/Student Conference

Second Violation- Confiscation of the device for the day. The teacher will turn the device into the high school office. The student may pick up the device in the high school office at the end of the day.

Third Violation- Confiscation of the device until the parent retrieves it and has an administrative conference.

Students are not allowed to photograph or videotape students or staff at school without their consent with the exception of public events such as concerts or athletic contests.

The degree and severity of electronic device violations may result in further disciplinary action at the discretion of administration.

Students and staff have a “reasonable expectation of privacy.” Improper use of cell phones, cameras, or electronic devices may result in disciplinary action. Students are prohibited from electronically posting or transmitting any unauthorized images or video taken during the school day.

FEES:

Public education in Minnesota is free to all students who are residents. However, fees may be charged to you under the following circumstances:

1. In any program where the resultant product, in excess of minimum requirements and at the pupil's option, becomes the personal property of the pupil.
2. Admission fees or charges for extracurricular activities, where attendance is optional.
3. A security deposit for the return of materials, supplies or equipment.
4. For personal physical education equipment and apparel, although any student may provide his/her own if it meets reasonable requirements and standards relating to health and safety established by the Board or its designee.
5. For items of personal use or products, which a student may purchase at his/her own option such as student publications, class ring, yearbooks, and/or graduation announcements.
6. Fees specifically permitted by any other statute, i.e. driver's training.
7. Field trips considered supplementary to the regular educational program, do not affect grades, and for which attendance is optional, regardless of whether such trips are conducted during or outside the regular school day.
8. Fees charged by an outside agency for foreign language trips that are not sponsored by the District and do not involve an interruption of the student's educational program. Time for such trips should be allocated during summer and vacation periods.
9. For use of musical instruments owned or rented by the District, a reasonable rental fee not to exceed either the rental cost to the District or the annual depreciation plus the actual annual maintenance cost for each school owned instrument (not purchased with Title I, ESEA funds).
10. Any authorized student health and accident benefit plan.
11. Students may be required to furnish personal or consumable items including pencils, paper, pens, erasers, notebooks, sketch pads, crayons, and paint brushes.
12. Students may be required to furnish their own transportation to and from an instruction community-based employment station, which is part of an approved occupational experience within the secondary vocation program pursuant to M.S. 120.72, Subd. 2a.
13. A fee will be charged to students who participate in extracurricular athletic activities for use of athletic equipment and apparel. Fees are based on varying expenditures and depreciation according to the schedule found in the Activities Handbook.

FOOD SERVICE:

Through waivers offered from USDA and MN Department of Education breakfast and lunch is FREE for ALL students in grades Pre K-Grade 12 for the 21-22 school year. Breakfast, lunch and milk prices for the 2021-2022 school year are as follows:

- First Breakfast - \$0.00
- First Lunch - \$0.00

- Extra Milk - \$0.50 per carton

Although meals are free for all students, applications for the free or reduced lunch program will be sent home at the beginning of the year and are available at each school and the district office and we strongly encourage all families who may be eligible to apply. Students in households that meet the free or reduced-price meal income guidelines will generate additional aid for the school district

A LA CARTE:- Extra items will be available daily for purchase at the middle school and high school levels. These items will be billed to the family account. *We strongly recommend that parents/guardians discuss ala carte choices, expectations, and spending limits with your child(ren) at the beginning of the year.*

Cafeteria Conduct

1. The right of the student to eat in the cafeteria is coupled with the responsibility of keeping the area presentable for others. Food throwing and other disrespectful conduct may result in disciplinary action and parent/guardian contact. A student will be asked to leave the lunchroom if his/her behavior is unacceptable. Each student is responsible for bussing his/her own dishes. All food and beverages are to remain in the lunchroom.
2. Students are not to be in the hallways during their assigned lunch period.
3. Students are required to eat on campus unless the school releases a student in accordance with school rules and/or school sponsored activities.
4. Students wishing to access ala carte must report first to the ala carte lunchroom and then to the regular cafeteria. Once they have reported to lunch, students may not leave the regular cafeteria without a pass.

HOMEWORK EXPECTATIONS:

Students should expect that they will have homework assignments to complete after school on most evenings. Homework completion works best if a regular routine is established and a quiet place is provided to complete assignments.

INTERNET/~~COMPUTER-ACCEPTABLE~~ USAGE:

Students and staff in District 726 have access to the Internet, a global electronic information network that is used by businesses and organizations, the government, the military, and educational institutions. The Internet can serve as an important educational resource by providing access to thousands of libraries, databases, research institutions and a multitude of other information sources that can be used to educate, inform and entertain.

The Internet is not under the control of this school district, and making Internet available to students carries with it the possibility that some students might encounter information that some have identified as controversial or inappropriate for students. ISD 726 also denies any responsibility for the accuracy or quality of the information obtained. Our focus is less in controlling the environment but more in providing individual users with the understanding and skills needed to use the Internet in ways appropriate to their educational needs. Ultimately parents and guardians are expected to set and communicate the standards that their children should follow when using this resource. To that end, the Becker School District will support and respect each family's right to decide whether or not to limit their child's usage of the Internet.

Use of the Internet is a privilege, not a right. Access to network services will be provided to students who agree to act in a considerate and responsible manner. As a school resource, students' Internet accounts and activities fall under the supervision of district personnel. District personnel shall have access to all files, including e-mail, located on district computers. The district has the right to monitor network activity in any form that it may see fit to maintain the integrity of the information network.

It is the expectation of District 726 that student use of the Internet should support its intended use as an educational resource, and student behavior should at all times comply with other District policies, such as, the Student Discipline Policy and the Sexual Harassment Policy. Unacceptable uses of the Internet include, but are not limited to, the following:

- Using or distributing inappropriate, abusive or obscene materials and/or language
- Revealing or posting personal information such as addresses, phone numbers, etc.
- Engaging in any activities that are illegal, including the violation of copyright or other laws
- Using the network to attempt to disrupt, damage or subvert its use by others, or in a way that results in loss of another individual's work, or wastes network capacities
- Installing unauthorized software on school computers and/or downloading software or large files
- Using an account owned by another user, with or without their permission, or permitting other students to use one's Internet access or account
- Using the network for a commercial, political or profit-making enterprise
- Plagiarizing material from network resources
- Using the network in any way that violates any formal or informal school policies and behavior standards

The District and its personnel have the right to restrict or terminate access to the Internet at any time for just cause. Consequences for the misuse of this resource will be determined on a case-by-case basis and may include loss of computer privileges, suspension, expulsion or other disciplinary action.

USE OF DIGITAL DEVICES AT SCHOOL AND SCHOOL ACTIVITIES:

- In keeping with the district's technology goals, the district recognizes the value of mobile devices as learning tools and for communication purposes. Student use of these devices will be governed by the following procedures:
 - Students are required to keep personal mobile devices in lockers during the school day.
 - When the use of electronic devices is not required during class, they should be set aside to prevent distraction.
 - Students shall not use any electronic device that disrupts or detracts from the educational environment.
 - A student may not use mobile devices in any manner that violates any district or school policies, including policies and guidelines governing copyright, harassment, Internet Acceptable Use, and academic integrity.
 - Cameras or any devices with recording capability are not permitted to be used in locker rooms, restrooms, or any area where students and staff have a "reasonable expectation of privacy"
 - Students are not allowed to photograph or videotape students or staff at school without their consent with the exception of public events such as concerts or athletic contests.
 - Students' use of mobile devices while in the school building must comply with the district's Acceptable Use Policy regardless of whether they are connecting through the school's network or through a cell carrier.
 - The district retains the right at any time to view and/or investigate the contents of students' school issued devices at school.
 - Any inappropriate use of cell phones for the purpose of using text messaging to harass or threaten others, or to plagiarize, copy or otherwise cheat academically is subject to the hazing and harassment policy and will result in disciplinary action. (District Policy 526 & 413).
 - The school is not responsible for lost or stolen items.
 - Students should have their iPad charged to the minimum of 80% at the beginning of school every day.

- Violations of these guidelines will be handled on an individual basis and may include confiscation of the device, conference with parents, suspension of the right to carry a phone/device, referral to the school resource officer, or other consequences.
- The degree and severity of electronic device violations may result in further disciplinary action at the discretion of administration.

IPADS:

Becker High School meets student needs for 21st Century learning skills by utilizing a 1:1 iPad program. Students are expected to follow the guidelines as listed in the Becker Public Schools iPad procedures handbook, which is attached to this handbook as an appendix.

LOCKERS:

Hall lockers and Physical Education lockers are “on loan” to students for the school year and remain the property of District 726. The school reserves the right to inspect lockers when building administrators deem actions necessary to insure the safety and welfare of the students and staff. Students will be assigned a locker the first day of school. Students are not to share lockers. No student is to switch a locker with another person without obtaining permission. Locker combinations are not to be shared with anyone. Students will be responsible for the condition of their locker.

School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students.

LOCKER ROOMS:

The locker room area is locked unless students are in attendance for a scheduled class or activity. Students are not to be in the locker rooms unless they are participating in a Physical education class or an athletic activity. Please do not leave valuables in gym lockers.

MEDIA CENTER:

The high school media center is an area designed to aid you in your studies by providing the materials for your use. Don't hesitate to ask for help in locating information or for recommendations of books you might enjoy reading. The media center is an extension of the classroom as well as a study area and resource center. Remember to use it for its intended purpose; it is not a place to socialize.

So that the library can provide materials and services for all, the following policies have been developed:

1. The library is open to students from 7:30 A.M. to 3:30 P.M.
2. Unless used just in the library area, all materials must be checked out by library personnel and returned to the circulation desk when finished.
3. Current magazine issues are to be read in the library and returned to the circulation desk five minutes before the end of the period.
4. Older issues of magazines are available for checkout. When you need back issues of magazines, ask the library personnel to get them for you from the back room.
5. You may check out materials (books, magazines, pamphlets) for one month and, if needed longer, they may be renewed. The exception to this would be reference books or books on reserve that may be checked out for overnight only.
6. It is a student's responsibility to return or renew materials when due. A fine may be assessed to a student for materials not returned, damaged or lost.
7. All audiovisual materials are available for your use, but should be used in connection with your studies.
8. Students needing to use the library during class time should obtain a pass from the classroom teacher. This pass should be given to library personnel upon entering and will be

signed and returned when you leave.

9. No food or beverages are allowed in the media center.

10. Students are to abide by the Internet policy.

PARKING/PARKING PERMITS:

Students may drive to school and park in an approved Becker High School student lot provided they purchase a parking permit, register their vehicle(s) with the office and display the permit in their vehicle. The school is not responsible for students while using private transportation to and from school. Parking permits for the school year are available for purchase in the Student Services Office for \$50 and are non-refundable and non-transferrable. Random enforcement of parking permit compliance will be conducted and violators may be subjected to fines and possible revocation of school parking privileges.

The privilege of bringing a vehicle to school may be denied to any student if he/she exhibits the following:

1. Reckless or careless driving
2. Speeding
3. Parking in a staff/visitor lot, or non-approved area (fire lanes, handicapped parking).
4. Vandalism
5. Loitering in the parking lot during school hours.
6. Students are not allowed to be in their vehicles or move their vehicles during school hours without permission from the front office.

PHYSICAL EDUCATION PARTICIPATION:

Physical activity is important to the growth and development of our students. Our physical education program provides a variety of activities for all students including students who may have a recent injury, chronic illness, or physical impairment. To ensure each student remains physically active, certain guidelines are enforced.

To be excused temporarily from participating in physical education, students must obtain an acceptable written response from one of the following:

1. Parent (for one day only)
2. School nurse (for one day only)
3. Examining physician-The note must be specific to the time frame and activities to be excused from. A student receiving a physician's excuse must also present a physician's permission note to resume activities.

PICTURES:

A professional photographer will take individual school portraits early in the school year. The pictures and names of each student will be published in the school yearbook.

PLEDGE OF ALLEGIANCE:

Students in this school district shall recite the Pledge of Allegiance one or more times each week. The recitation shall be conducted:

1. By each individual classroom teacher or the teacher's surrogate; or
2. Over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

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

POST SECONDARY VISITS:

Post-secondary visits are an important part of selecting a post-secondary school. Following are

procedures to arrange campus visits.

1. Campus visits are limited to juniors and seniors.
2. If possible, visits should be arranged during days when school is not in session (workshop days, winter break, etc.).
3. If visits are necessary during the school day no more than three such visits will be allowed.
4. Prior to any campus visit, students should meet with their counselor to identify how they might get the most from their campus visit and to receive their prearranged form.
5. All visits should be prearranged through the attendance office.
6. Students should meet with the counselor upon returning from a campus visit to review the information they received on the visit.

POSTERS / DISPLAY OF ITEMS:

In general, public school buildings may not be used to advertise commercial activities or products. Students may make and put up posters in the building according to the following guidelines:

1. Administration approves each poster by stamping it in the office before it can be posted.
2. Postings are to be hung only in the designated areas.
3. Posters must be removed immediately after the event is over.
4. Posters will be approved for a specified timeframe and are not to be permanently displayed, unless designated by administration.

PUBLIC DISPLAYS OF AFFECTION:

Our students are expected to use good judgment in regards to PDA's and are expected to refrain from such displays in the building or on school property. All staff may correct students if their behavior is not acceptable. Students are encouraged to accept redirection in a constructive manner in an effort to maintain a proper, respectful, and educational atmosphere for all students and employees in the building. If the behavior continues, disciplinary action may be instituted and parents may be contacted.

SCHEDULE CHANGES:

We believe that students have the right to select their own classes. However, it does become necessary to alter some students' schedules in order to keep classes from being overloaded or because it is impossible to schedule a specific combination of student requested courses. We believe that once a student registers for a class and that class is scheduled, the student has the responsibility of remaining in the class and completing it. In order to ensure class loads remain consistent and due to many classes being scheduled at student capacity, requests for specific teachers, lunch schedules or other student requests may not be honored. Changes can be made if the change has the best interest of the student's education in mind, if the assistant principal, principal, and/or counselor approve the change, and if the reason for changing a class is one of the "acceptable" reasons listed.

Acceptable reasons for a schedule change are

- A written doctor's excuse which notes that a student must be excused from a particular class.
- The class has been determined by the student and the teacher to be beyond the student's ability.
- Student acceptance into a special program.
- Need to take a required course.
- Computer error.
- Requested by administration and/or counselors.

All schedule changes must be made within the first three days of the trimester in which the class is scheduled. Any class that is dropped more than two weeks into the trimester will result in a grade of "F" on the student's academic record. Also note that for college credit courses, a grade of "F" will appear on your college transcript.

SCHOOL CLOSING:

For emergency closing due to inclement weather or for any other reason, listen or watch the following:

1. Radio - WCCO (830) or WJON (1240)
2. TV - KARE (Ch 11) or KSTP (Ch 5) or WCCO (Ch 4)
3. Becker School District Website or Facebook page

SCHOOL RESOURCE OFFICER:

An important part of the BHS administrative team is our school resource officer, who is an Investigator with the Sherburne County Sheriff's Office. The proactive mission of the deputy is early intervention in matters that if left unchecked, might lead to serious implications regarding the safety and security of the students and staff. The secondary responsibility of the school resource officer is to respond to certain acts committed in the school that may be deemed as unlawful. As an officer of the law, the resource officer may cite violations of the law and process charges through the county attorney's office, regardless of the school penalties imposed for that same act. Thus, it is possible that some acts may be violations of both school rules and/or school board policies and also in violation of the law, resulting in both school and legal consequences.

SCHOOL SECURITY:

The High School building will be locked from 8:20 a.m. to 2:45 p.m. During the school day, when the building is locked, visitors are asked to press the call button near the main entrance. The school secretary will welcome you, ask your name, and the purpose of your visit. Visitors who are granted access to the building must report to the office for a visitor's pass. When visitors are finished with their business, they must check out and return the visitor's badge upon leaving the building. Signs will be posted at each building entrance explaining the protocol for visitors as described above. Note: according to MN Statute 609.605, it is a misdemeanor for a person to be on the roof of a public or nonpublic elementary, middle, or secondary school building unless the person has permission from a school official to be on the roof of the building.

SENIOR ANNOUNCEMENTS:

The school works with an agency so students can order graduation announcements. If a student chooses to buy from another source, it is permissible. The school believes that we are offering a service, but the student is to feel no obligation.

SENIOR LUNCH ROOM:

The North Commons is designated as the Senior Lunchroom and is provided as a privilege for senior students only. Lunchroom rules and expectations are the same in both lunch areas including behaving appropriately and keeping the lunch area clean.

STUDENT LEADERSHIP:

Students eligible for leadership positions within the school, including Homecoming court representation should be free of violations against district policies Minnesota State High School League policies and/or any federal, state or local laws for a minimum of one calendar year. Eligibility is at the discretion of the school administration.

STUDENT RECORDS:

According to the Minnesota State Law relating to pupil records, the parent/legal guardian or pupil 18 years of age or older, may examine all of the individual's files. She/he may do this by making an appointment in the Guidance Office. Records will be reviewed in the presence of the counselor or principal. The school may release directory information upon request.

SURVEILLANCE:

School grounds and buildings may be monitored by an electronic surveillance system. The system is designed to enhance school supervision and safety.

TEXTBOOKS:

Textbooks are loaned to students for their use. Students who lose or damage textbooks assigned to them will be expected to pay the full replacement costs of the damaged or lost material.

TRANSFER/ WITHDRAWAL PROCEDURES:

Students transferring or withdrawing from Becker High School must have their parents contact the guidance office so the proper paperwork can be completed.

VISITORS:

Visitors with legitimate business are expected to register in the high school office and wear an ID badge. Students are not to bring guests during the school day. District 726 reserves the right to deny any person access to district buildings or property for just cause. A "Trespass Notice" will be issued.

EQUAL EDUCATIONAL OPPORTUNITY

PURPOSE:

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

GENERAL STATEMENT OF POLICY:

- It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, and parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.
- The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute a violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.
- This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges or enrollment.
- It is the responsibility of every school district employee to comply with this policy conscientiously.
- Any student, parent, or guardian having any questions regarding this policy should discuss it with the appropriate school district officials as provided by policy. In the absence of a specifically designated official, an inquiry or complaint should be referred to the superintendent.

STUDENT SUPPORT SERVICES

COUNSELING DEPARTMENT:

The purpose of the guidance department is to help each student with her/his social, vocational, and personal development. The counselor's first priority is to assist students. The counselor may be of assistance to students in the following areas:

1. Recommending materials and methods to improve study habits.
2. Planning schedules and school programs.
3. Making realistic course selections and planning for the future.
4. Offering aid in personal problems in school and out of school.
5. Assistance in post-secondary plans.
6. Chemical Dependency Referrals

Except in emergencies, students may see their counselor by making an appointment through the guidance secretary.

HEALTH SERVICES:

Students who become ill during the school day should report to the nurse's office. If there is a need to go home, the nurse will inform the parent/guardian and the student will be released from school. If this procedure is not followed, the student will be considered unexcused with potential disciplinary action.

Medication practices and procedures should be discussed with the District School Nurse. It is extremely important that all students taking medication follow the District medication policy. Students who do not comply with the policy may be subject to disciplinary action.

SCHOOL BOARD POLICIES-Student Medication:

Complete Policies may be found in the high school office or on the Becker School District Website

SCHOOL PSYCHOLOGIST:

The psychologist conducts testing for special education assessments and is available to meet with students if deemed appropriate. The psychologist also serves on the MTSS building committee, Tier 3 Team, Student Assistance Team, and other district level committees.

SOCIAL WORKER:

Students who qualify for an Individualized Education Plan through special education may receive the support of the school social worker. Social work is a "related service" and will be considered if a student demonstrates that social work is needed in order for the student to accomplish established goals.

SPECIAL EDUCATION SERVICES:

Special Education services are available for students who, through a formal assessment process, qualify to receive services that address the individual needs of a particular student. The program involves both direct and indirect intervention. The special services curriculum is a combination of the general curriculum and individual goals and objectives resulting in increased independent living both academically and socially.

SPEECH LANGUAGE SERVICES:

A speech therapist is available to work with students who have specific identified needs and goals in some areas of communications. The communications specialist is also involved in different aspects of the formal special education assessment process when appropriate.

WELLNESS CENTER:

A Wellness Center is located at the high school. Students can meet with a mental health counselor/therapist if one has been scheduled for you and a discussion with parents and a counselor or Assistant Principal has been held. Information or questions concerning the Wellness Center can be directed to the Assistant Principal, or a school counselor.



Becker Public Schools 1:1 iPad Implementation Handbook

...preparing self-directed learners to thrive in a changing global community...

Overview

The Becker Public School District is committed to preparing our students to succeed in the changing societal landscape. It is essential that the District provide our students with the 21st century skills that they need to be self-directed learners. We believe that effective teaching and learning include the effective use of technology to best prepare each student for the world in which they will live. To accomplish this vision, the District is making iPad technology available to all Becker students in grades 5-12 as described below.

The following requirements and guidelines apply to the iPad 1:1 program.

I. Student Responsibilities

- A. Students are expected to use the iPads appropriately for educational purposes.
- B. Students are expected to have their iPads in school each day with a fully charged battery. A limited number of loaners may be available on a first-come, first-serve basis. Forgetting an iPad or having a dead battery will not be accepted as a reason for failing to complete work or turn in assignments. Charging stations will be available in the media center for students who may need a recharge during the school day or for students who might not be bringing their iPad home. Repeated failure to bring the iPad to school or failing to charge the battery may result in the loss of home privileges for the student.
- C. Students are responsible for being informed of their assignments by accessing their teachers' calendars.
- D. Students are responsible to download to the iPad any necessary documents and/or materials from the teachers' websites. If a family does not have wireless access at home, students must do this before school, during the school day, or after school.
- E. All content on the District-owned iPad must comply with the Acceptable Use Policy. The use of music on the iPad during instructional time will be at the discretion of the classroom teacher. Students may set their own screensaver photos. The presence of inappropriate music or photos may result in the loss of iPad privileges and/or other disciplinary actions.
- F. Students may not install software, download apps or attempt to reconfigure the software of the iPad. If non-school apps or VPNs are discovered on District-owned iPads, the iPads will be restored to the school set of software, and disciplinary actions will be enacted. Tech staff are not responsible for saving, restoring or backing up documents, music or photos that students may be storing on the iPads.
- G. Students may recommend free or paid apps that can be used for educational purposes by filling out Tech Department web form. These apps will be evaluated by technology staff for possible future inclusion on the iPads.

- H. Students are encouraged to store documents, worksheets, notes and other files on their iPad, but they must be responsible for backing up or saving all work to other media. Students must either email documents to themselves as a backup, or they may use a cloud-based storage account such as iCloud or Evernote.
- I. Students may not attempt to hack or jailbreak the iPad.
- J. Students are discouraged from printing and encouraged to use email and cloud-storage solutions. A printer will be available in the media center specifically for limited printing from iPads.
- K. If students choose to set a passcode for their iPad, they are required to use their lunch code as the password.

II. Parent Expectations

- A. Parents are required to complete a Parent iPad Orientation. Orientation meetings will be announced via the district website and Skyward.
- B. Federal law requires that public schools filter content accessible to students. This filter is only available while students are on our network. It is important to note that no filter is completely reliable. The best filter is monitoring by parents.
- C. The District asks for the parents' support in communicating with their children about the standards of appropriate content and helping to monitor the use of the iPads at home.
- D. Parents are responsible for filling out and signing the Parent/Student Agreement form and the iPad Protection Plan.
- E. If necessary, parents are expected to assist their child in filling out any forms needed to report theft or damage.
- F. Parents are encouraged to become familiar with the iPad and help ensure the use of the technology to track their child's progress. The iPads allow parents and students to view teachers' assignment calendars, track homework, and monitor progress toward coursework completion.
- G. Parents should help to ensure that only the student and parents use the school-assigned iPad.

III. Terms of the iPad Loan

- A. Becker Public Schools provide a device for every student involved in the 1:1 program (grades 5-12). Personally owned devices are not permitted on our network.
- B. iPads will be distributed at the discretion of the District Administration upon confirmation that the Parent/Student Agreement form and iPad Protection Plan have been signed.

- C. Legal ownership of the iPads remains with the District. The use of the iPad is a privilege extended to students and is conditioned upon compliance with the requirements of this handbook, the District's Acceptable Use Policy, and all other District policies.
- D. Student iPads and accessories will be checked in at the end of each school year at a date and time determined by the Administration. Students who are full-time PSEO, who graduate early, transfer, withdraw, or are expelled will return the iPad and accessories at the time of withdrawal.
- E. The District reserves the right to repossess the iPad and accessories at any time if the student does not fully comply with the terms of this Handbook. The District may also choose to limit and/or withdraw home use privileges for failure to comply.
- F. Failure to return iPad, charger, and case upon graduation or withdrawal may result in the involvement of law enforcement.
- G. Software and apps will be managed by the district, due to the need to comply with licensing agreements.
- H. The iPads will be subject to routine monitoring by teachers, administrators, and/or technology staff. Users have no expectation of privacy when using Becker Schools' equipment or technology systems.
- I. Each iPad has identifying labels, which must not be removed or altered in any fashion. Students may not permanently mark the iPad itself in any fashion.
- J. The use of the iPads during instructional times is governed by classroom teachers. Failure to follow the instructions of the teacher may result in disciplinary action.

IV. General Care Instructions

- A. iPads screens should only be cleaned with a soft, clean cloth. Chemical cleaners or liquids, including water, should not be used on the iPads.
- B. Charging cables/cords should be inserted and removed carefully to prevent damage. This should be done on both ends of the cable by grasping the plugs rather than the cord. The charging cord should be plugged into the wall outlet before connecting the iPad. When disconnecting, remove the cable from the iPad before pulling the cord from the wall outlet.
- C. iPads must be kept in the protective cases at **all times**, and should be kept away from food and liquids.
- D. Students should never put weight on the iPads, stack items on top of them or wedge them tightly into a backpack or case.
- E. iPads should not be exposed to temperature extremes. Students should not leave the iPad in any location where the temperature falls below freezing or exceeds 95 degrees. If the iPad is cold, it should be allowed to warm up to room temperature before use. An iPad exposed to direct sunlight or high temperatures may overheat during use and must be allowed to cool down before subsequent use.

- F. Battery life is shortened by using Wi-Fi, bluetooth, a high screen brightness, and video. Students should learn to manage these settings and apps to improve battery performance.
- G. Students are encouraged to refer to the iPad Instruction Manual located on the iPad for further information.

V. Protection Plan

Becker Public Schools is committed to preparing our students to succeed in the changing societal landscape. It is essential that our district provide our students with high academic rigor and the 21st century skills they need to be self-directed learners. Our instructional goals include high academic rigor and 21st century skills. We believe that effective teaching and learning should reflect educational research recommendations and include the effective use of technology to best prepare each student for the world in which they will live.

Becker Public Schools recognizes the need to protect the district's investment in the equipment purchased by the district, and to protect families from expenses from theft or damage of school equipment. Therefore, the district offers families a choice of three protection plans. Parents must choose one of these three options for their student to participate in the use of an iPad.

OPTION 1: SCHOOL PROTECTION PLAN

Families may purchase a \$30 per year non-refundable iPad Protection Plan from the District. This will include coverage for hardware failure, theft, repair, accidental damage including screen repairs, and liquid damage to the originally issued iPad. If a second device is damaged beyond repair, a third iPad will only be provided upon receipt of a full deposit of \$350. This Protection Plan does not protect against deliberate or negligent damage to the iPad.

Protection Plan Premiums for families with multiple children in the district will be capped at \$60.

OPTION 2: PERSONAL INSURANCE

Families may agree to cover the iPad under a personal insurance policy, such as home owners' insurance. In the event of hardware failure, theft, repair, accidental damage including screen repairs, liquid damage, deliberate or negligent damage to the iPad, or other damage to the iPad as determined by the District, parents are responsible to reimburse the school district in an amount to be determined by the District. The policy must cover the iPad in all locations. Most insurance companies require the serial number of the iPad--please contact the district Technology Department at 763-261-4501 ext. 3604. Proof of insurance coverage must be submitted to the District prior to the issuance of the iPad.

OPTION 3: FULL DEPOSIT

Families may make a refundable deposit of \$350, representing the amount of the full value of the iPad. This deposit will be returned with interest at the end of the school year if the iPad is returned in good condition. A portion of this deposit may be withheld if the iPad is returned with damage.

Note: If you choose either Option 1 or Option 3, please select one of the following methods to submit your payment: 1) via check made out to Becker Schools, or 2) via Pay Center on the Becker Schools website. Online payments can be made until August 15th, after which payments must be made by check. For students' grades 10-12 to receive their iPad on the iPad Handout Days, payment must be made on or before the handout date. Students who

submit payment after the Handout Days will receive their iPads during the first week of school.

***If you are selecting Option 2, please provide proof of insurance.**

VI. Security and Theft Prevention

- A. The iPad may ONLY be used by the student to whom it was assigned or by the parents of the student. The student may not loan it to another student or sibling.
- B. The student is responsible for the security of the iPad at all times. The iPad should never be left unsecured. When not with the student, the iPads should be secured or stored in a locked location out of view. During after-school activities and/or away events, students are still responsible for securing the iPad.
- C. Students should keep personal information about themselves and others off the iPad. Password security for network systems should be maintained, as should the privacy of locker combinations. It is the responsibility of the student to keep his or her information secure.

VII. Damage, theft, repair

- A. Damage or hardware issues must be reported immediately using the web form linked at <http://www.becker.k12.mn.us> or by calling 763-261-4501 ext. 3609 (HS) or 3153 (MS). For cases of hardware failure or accidental damage, a loaner will be provided for the student throughout the repair/replacement process. There may be a delay if there are no more loaners available.
- B. Students/parents are responsible for the full cost of any willful, negligent or intentional damage to the iPad. Failure to pay for willful, negligent or intentional damage may result in legal consequences.
- C. Theft must be reported immediately to the technology personnel using the web form linked at <http://www.becker.k12.mn.us> or by calling 763-261-4501 ext. 3609 (HS) or 3153 (MS). Students/parents will be required to fill out a theft report through the District's liaison officer. This report is downloadable at <http://www.becker.k12.mn.us>.
- D. The iPads contain software that can be activated to track and recover missing iPads. The District will coordinate with law enforcement to track missing or lost iPads.

2021-22 Becker HS Handbook Revisions

Please note: Grammatical, formatting changes, and Table of Contents modifications are not reflected in this summary.

P. 7 - Daily Schedules

Modified times to reflect what we will/have utilized for early release/distance learning days and showed three different lunch times compared to two on 2 hour late start days.

P. 13 - Make Up Work

Added: "provided the work has been made available by the instructor"

P. 24 - Distance Learning

Added:

"DISTANCE LEARNING

The content presented in the Google Meets is for educational purposes only. By accessing this material, you agree not to share this content with anyone not enrolled in the class or assisting an enrolled student. Unauthorized distribution of any distance learning content, including sharing video recordings or screenshots on the internet or social media, is strictly prohibited and could result in disciplinary action and/or the suspension of a student's access to certain distance learning materials. Students are subject to the same attendance policies on Distance Learning days."

P. 24 - Dress and Appearance

Added:

"5. Pajamas, capes, costumes, flags are not to be worn with the exception of specific designated spirit week days indicated by student council and administration approval."

P. 24 - Electronic Device Violations

Added under 2nd Violation: "The teacher will turn the device into the high school office."

Added:

"Students are not allowed to photograph or videotape students or staff at school without their consent with the exception of public events such as concerts or athletic contests.

The degree and severity of electronic device violations may result in further disciplinary action at the discretion of administration."

P. 26 - Food Service

Changed language and pricing to reflect current district practices.

P. 28

Added:

- “In keeping with the district’s technology goals, the district recognizes the value of mobile devices as learning tools and for communication purposes. Student use of these devices will be governed by the following procedures:
 - Students are required to keep personal mobile devices in lockers during the school day.
 - When the use of electronic devices is not required during class, they should be set aside to prevent distraction.
 - Students shall not use any electronic device that disrupts or detracts from the educational environment.
 - A student may not use mobile devices in any manner that violates any district or school policies, including policies and guidelines governing copyright, harassment, Internet Acceptable Use, and academic integrity.
 - Cameras or any devices with recording capability are not permitted to be used in locker rooms, restrooms, or any area where students and staff have a “reasonable expectation of privacy”
 - Students are not allowed to photograph or videotape students or staff at school without their consent with the exception of public events such as concerts or athletic contests.
 - Students’ use of mobile devices while in the school building must comply with the district’s Acceptable Use Policy regardless of whether they are connecting through the school’s network or through a cell carrier.
 - The district retains the right at any time to view and/or investigate the contents of students’ school issued devices at school.
 - Any inappropriate use of cell phones for the purpose of using text messaging to harass or threaten others, or to plagiarize, copy or otherwise cheat academically is subject to the hazing and harassment policy and will result in disciplinary action. (District Policy 526 & 413).
 - The school is not responsible for lost or stolen items.
 - Students should have their iPad charged to the minimum of 80% at the beginning of school every day.
- Violations of these guidelines will be handled on an individual basis and may include confiscation of the device, conference with parents, suspension of the right to carry a phone/device, referral to the school resource officer, or other consequences.
- The degree and severity of electronic device violations may result in further disciplinary action at the discretion of administration.”



2021-2022

[Becker Middle School Website](#)

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global community.*

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RELEVANT POLICIES:

The following policies/forms can be accessed at the District website; www.becker.k12.mn.us.

[Student Attendance Policy](#)

[Internet Use Policy](#)

[Medication Authorization Form](#)

[Student Discipline Policy](#)

[Weapons Policy](#)

[Harassment & Violence Policy](#)

[Bullying Prohibition Policy](#)

[Controlled Substance Policy](#)

[Testing Opt Out Form](#)

PRINCIPAL
CHANTEL BOYER
cboyer@isd726.org



ASSISTANT PRINCIPAL
TED ALECKSON
taleckson@isd726.org

BECKER MIDDLE SCHOOL
13725 BRADLEY BLVD, BECKER MN 55308
PH: 763.261.6333 FAX:763.261.6306

Dear Students & Parent(s)/Guardian(s),

Welcome to Becker Middle School! BMS staff is looking forward to another exciting year of learning and growing together. The 3R's – **Respect, Responsibility, and Relationships**- continue to be the foundation of our program designed specifically for the needs of early adolescent learners. The middle school years are important stepping-stones on the path to high school success. During middle school, students will be provided many opportunities to develop friendships, explore areas of interest, and accomplish great things in both academics as well as activities

Our school's handbook is intended to help you understand the policies and procedures of the middle school and district so we can work together to maintain a positive and safe learning environment. Please read the handbook carefully so you are familiar with the procedures and expectations at the middle school. If you have any questions or suggestions regarding the contents of the handbook, please contact the middle school counselor or a middle school administrator.

This handbook is the official student handbook for Becker Middle School and has been approved by the Becker School Board. It will remain in effect until the subsequent edition is approved and published. The policies outlined in the student handbook apply equally to all students. It is recognized that the student handbook will be interpreted at the discretion of the school administration for the benefit of all students. We take great pride in our students, staff, building, and community. Thank you for partnering with us to maintain a safe school where students can learn, grow, and develop valuable life skills. We wish you a successful 2021-2022 school year!

Sincerely,

Ms. Chantel Boyer
BMS Principal

Mr. Ted Aleckson
BMS Asst. Principal

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MIDDLE SCHOOL SCHEDULES

Grade Level Schedules					
6th Grade		7th Grade		8th Grade	
8:10 - 9:20	Block 1	8:10 - 8:40	Advisory/Jumpstart	8:10 - 9:20	Block 1
9:23 - 10:27	Block 2	8:45 - 9:50	Block 1	9:25 - 9:50	Advisory
10:30 - 11:35	Block 3	9:55 - 11:00	Block 2	9:55 - 10:55	PE/SPECIALS
11:35 - 12:05	Lunch	11:00 - 11:30	Lunch	11:00 - 12:05	Block 2
12:10 - 1:15	Block 4	11:35 - 12:40	Block 3	12:05 - 12:35	Lunch
1:20 - 1:50	Advisory	12:40 - 1:40	PE/SPECIALS	12:40 - 1:45	Block 3
1:52 - 2:55	PE/SPECIALS	1:45 - 2:55	Block 4	1:50 - 2:55	Block 4

Becker Middle School Mission Statement

The Becker Middle School community promotes academic achievement and success through the three R's:

Respect+Responsibility+Relationships

Becker Middle School Beliefs

- We believe in the dignity of all people and the value of respect for self, others, and property.
- We believe that each individual should take responsibility for him/herself.
- We believe that the responsibility for learning is shared by students, school, parents, and community.
- We believe in the need for caring relationships to help people reach their full potential.
- We believe the curriculum, instruction, and assessment should reflect the uniqueness of the adolescent learner.

BMS Staff Working Code

In accordance with the 3 R's professed at Becker Middle School, it is expected that all staff will model respect, responsibility, and healthy relationships.

We will demonstrate self respect as well as respect towards our students, their families, and our colleagues throughout the district. We will show respect for individual and group differences and also will demonstrate a respect for the school facilities and property.

We are responsible for our actions and will be diligent in directing our best efforts as educators to ensure a quality educational program that is engaging and relevant for our students.

Positive nurturing relationships will be developed and fostered with students, parents/guardians, and other building personnel. Our educational efforts will be enhanced by our concern for our students and the caring and authentic relationships we establish with them.



Becker Public Schools

Preparing self-directed learners to thrive in a changing global community

BECKER SCHOOL BOARD MEMBERS

Mark Swanson - Vice Chair
763-234-0727

Cindy Graham - Director
320-743-2055

Aaron Jurek - Chair
763-262-1081

Connie Robinson – Treasurer
763-360-6169

Sarah Schafer– Director
763-262-4260

Ryan Obermoller - Clerk
952-381-4440

BECKER ADMINISTRATION

Superintendent of Schools, Mr. Jeremy Schmidt
jschmidt@isd726.org

763-261-4502
Ext. 3116

Primary Principal, Dale Christensen
dchristensen@isd726.org

763-261-6330

Intermediate Principal, Nathaniel Boyer
nboyer@isd726.org

763-261-4504

Middle School Principal, Chantal Boyer
cboyer@isd726.org

763-261-6300

High School Principal, David Kreft
dkreft@isd726.org

763-261-4501

Assistant Superintendent, Minda Anderson
manderson2@isd726.org

763-261-4501
Ext. 3133

School Nurse, Sadie Terwey
sterwey@isd726.org

763-261-4501
Ext. 3119

ACADEMIC INFORMATION

The academic program at Becker Middle School is designed in accordance with state and national standards in order to prepare students for success in high school and beyond.

ACADEMIC PROGRESS:

Middle school teachers regularly monitor student progress and performance. Notification will be provided to the student and the parent(s)/guardian(s) if there are concerns about the lack of progress and/or behavior and a plan for improvement will be established. Students may be referred to the middle school counselor for assistance if needed. Students participating in extracurricular activities will be subjected to the practices and procedures dictated in the [Activities Handbook](#).

Each teacher will provide students information explaining expectations and assessment procedures. Letter grades will be used in core subject areas such as English, Math, Science, Social Studies, and Health. Performance based classes such as Art, Physical Education, Music, Tech Ed, and Life Skills, may use a proficiency scale to assess student performance and progress based on the essential outcomes established at each grade level.

All middle school students are assessed for grade level proficiency through the MN Comprehensive Assessments (MCA) in the areas of Reading and Mathematics. 8th grade students are also assessed for proficiency in Science. Career and college readiness is monitored and assessed at least annually using the FastBridge.

PROGRAMS OF STUDY:

The course of study delivered to students in grades 6-8 is aligned to the Minnesota State Standards with consideration given to the specific needs of young adolescent learners. Progress reports will be available for students and parents/guardians at the mid-trimester point, and grades will be reported at the end of each Trimester.

Grade 6	Grade 7	Grade 8
English Science Math Minnesota Studies Advisory Physical Education Choir/Band	English Science Math (Pre-Algebra) US Studies Advisory Physical Education Choir/Band/Digital Citizenship Technology Health Art Life Skills	English Science Math (Algebra I) Global Studies Advisory Physical Education Choir/Band/General Music Technology Health Art Life Skills

GUIDING PRINCIPLES:

Becker Middle School's grading and reporting system shall provide students, parents, and teachers with a framework for assessing and reporting student *academic achievement*. The primary purpose of grading is to communicate *academic achievement* to middle school students, their families, teachers and district staff. Additional purposes for grading include; providing information that students can use for self-evaluation; providing information that teachers can use to adjust instruction, and evaluating the effectiveness of instructional programs. We are committed to using guiding principles that will support a grading and reporting system that is clear and fair. In order to realize these goals, the grading system must:

- Reflect the level of proficiency related to the curriculum delivered at each grade level and in each content area.
- Provide meaningful feedback for students and parents.
- Be fair, accurate, specific, and timely.
- Reflect consistency within and among courses, grade levels, and/or departments.
- Reflect high expectations for all students across all courses.

GRADING PARAMETERS:

Course grades will be calculated based on a combination of both formative assessment (*for learning*) and summative assessment (*of learning*).

Summative Assessments: Work conducted when a student has had adequate instruction and practice to be responsible for the material. It is designed to provide information to be used in making judgments about a student's achievement at the end of a sequence of instruction (e.g. final drafts/attempts, tests, exams, assignments, projects, performances).

Summative Assessment will account for approximately 70% of the trimester/course grade.

Formative Assessments: Work conducted when a student is still learning the material. It is an assessment that is designed to provide direction for both students and teachers. For the students, the adjustment may mean reviewing, additional practice, or confirmation that they are ready to move forward. For the teachers, it may mean changing instructional strategies, providing additional practice, or being ready to move forward (e.g. teacher observation, quizzes, homework, rough drafts, peer editing, and/or notebook checks). Formative Assessment will account for approximately 30% of the trimester/course grade. Teachers of the same course will apply the grading parameters in the same manner. Individual departments and teachers of the same course will determine and align which assessments are included in the summative and formative categories. Course grades will reflect the level of the student's academic achievement. While non-academic factors are highly valued and often contribute to the student's achievement, they will be communicated separately from an achievement grade. The following are examples of non-academic factors that are not included in the course grade.

Behavior (attendance, attitude, punctuality, academic dishonesty, effort,...) Class participation except when the participation is related to a performance standard. Homework based solely on completion (i.e. there must be some assessment of the work). Other evidence of student habits and/or characteristics

The following grading scale will be consistent across the entire building (or [4 Point Scale](#)):

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

Summative assessment scores less than 50% will be adjusted to 50% in Skyward, with the earned score noted as a comment.

As the purpose of grading is to reflect the student's academic achievement, there needs to be a sufficient number of assessments to determine an accurate level of achievement. As such, effort must be taken to hold students accountable for completing their work. Summative assessments will need to be completed for a score before a final course grade will be assigned. Whenever possible, formative assessments should be completed before the summative assessment is completed. A zero will only be used in the last resort if the student chooses to make no effort to complete the assessment or assignment. A comment may be provided in Skyward related to why a zero was given.

Late and Missing Work

Formative assessment work not turned in by the due date will be marked in Skyward (2nd checkbox) as missing and will be marked as a zero or entered as an asterisk. The score may remain/be changed to a zero at the deadline (the end of unit summative assessment). A comment may be provided in Skyward related to why a zero was given.

Formative assessment work turned in after the due date will not have a deduction for being late. Timeliness feedback will be provided to students and communicated to parents/guardians **during conferences**. Communicating late work to students and parents **can also be done** using the comment tool in Skyward. Incomplete Summative assessments should be recorded as missing, and will be marked as a zero or entered as an asterisk. Students **in grades 7 & 8 have 6 week Exploratory Courses. Students ending** the 6 week Mid-Tri course or Trimester course with any missing assessments will be graded as "Incomplete", and must be made up within 2 weeks. Assessments not completed within this timeframe will be converted to zero and the final grade will be assigned for the 6 week Mid- Exploratory Tri-Courses and Trimester Courses. Teachers will make every effort to make sure that opportunities are provided for students to complete required (assessed) learning.

Relearning/Reassessment

Students will be offered opportunities for relearning and reassessment when they have not demonstrated proficiency of specific learning targets. Students should complete/participate in a relearning exercise prior to reassessment. All work from a learning unit must be completed prior to reassessment. In cases of reassessment, the higher score will be documented as the final score for the unit assessment. Relearning and reassessment should be completed no more than 2 weeks after the original assessment. Not all assessments are eligible to be redone or retaken.

- End of course or semester exams
- Final research papers and reports
- Culminating projects or performances
- Others determined by PLC/Dept.

Additional Work for Credit

"Extra credit" should not be used in lieu of required learning.

Extension work/activities may be provided to challenge students who have met proficiency and to enhance learning. However, it should not be used to improve an academic achievement grade/score.

DISTANCE LEARNING INFORMATION

The content presented in the Google Meets is for educational purposes only. By accessing this material, you agree not to share this content with anyone not enrolled in the class or assisting an enrolled student.

Unauthorized distribution of any distance learning content, including sharing video recordings or screenshots on the internet or social media, is strictly prohibited and could result in disciplinary action and/or the suspension of a student's access to certain distance learning materials. Students are subject to the same attendance policies on Distance Learning days.

FAMILY ACCESS:

Parents/Guardians and students have access to their school information in Skyward Family Access Program. Student information includes attendance, food service accounts, assignments, progress reports, and grades. This information is password protected. Parents can obtain passwords at open house or should contact the middle school office during regular school hours for assistance with online access.

It is important that parents/guardians update family contact information in Skyward or notify the school if there are changes in your address and/or contact information during the school year.

REPORT CARDS:

Trimester report cards will be available approximately two weeks after a quarter has ended. Notification will be sent to parents when report card information is available to access on Skyward.

MIDTERM PROGRESS REPORTS:

At the midpoint of each trimester, progress reports are available online through the Skyward Parent Access Portal. **A copy of a student's midterm grades will be mailed home to parents/guardians of students who are failing.** Communication to and from parents regarding a student's progress is extremely important and vital to the student's success. Because of this, the following procedure will be used to notify parents/guardians if your child is receiving a failing grade: Parent(s)/guardian(s) will be notified by the teacher if academic and/or behavior problems arise. Communicating with the teacher(s) via email or phone is recommended. Checking the teacher's websites and using the online parent portal will assist students and parents in tracking assignments, due dates, and grades. If academic or behavior problems persist, a conference may be requested with a parent, teacher, team, school counselor, assistant principal, and/or principal. Students participating in extracurricular activities will be subject to the policies and expectations defined in the 7-12 Activities Handbook.

STUDENT/PARENT/TEACHER CONFERENCES:

Formal conferences and middle school orientation will be provided during the school year. **Parents/students will be able to schedule a conference with his/her advisor electronically or by calling the middle school office in August for September 7, 2021 Open House at the middle school.**

ACADEMIC INTEGRITY:

Academic integrity refers to honesty and ethical behavior in producing and representing your work in a school setting. Academic dishonesty is a failure to display this type of ethical behavior in your academic conduct. All work submitted for credit in any class is expected to be produced by and be the original work of the student submitting it. While there are different types of academic dishonesty, the two main concerns in the classroom are cheating and plagiarism.

Cheating includes a variety of behaviors including the following:

- a) Copying the work of another student
- b) Allow one's work to be copied by another student
- c) Use of unauthorized materials on a test or project
- d) Unauthorized use of electronic devices on a test
- e) Obtaining unauthorized copies of materials, information or knowledge prior to taking a test or completing a project
- f) Claiming credit on a group project for contributions that were non-existent or below requirements
- g) Falsifying or forging any academic document

Plagiarism is passing off the work of another, often without their knowledge or consent as your own. Plagiarism can be intentional or unintentional. Examples of unintentional plagiarism include:

- a) Failure to list sources used
- b) Failure to indicate that material in a paper came from one of the sources
- c) Using the wording of the original source too closely when paraphrasing

- d) Using the ideas of another without proper citation
- e) Changing some of the author's words by retaining his/her ideas and/or sentence structure without citing
- f) You can prevent "accidental" plagiarism by:
 - Make sure you start your research early! Give yourself plenty of time.
 - Make sure you take notes accurately. Use a highlighter to mark exact quotes and unique phrases that should be in quotation marks.
 - Make sure that you have accurately recorded bibliographic information for all sources used in your research
 - Make sure you clearly indicate where the information came from, source and page number.

Citing

Citing - Required

- a) When you are using or referring to someone else's work in your paper (including their words, ideas, research, charts, illustrations, etc.)
- b) When you use an exact quote or a unique phrase from a source
- c) When your information comes from an interview or represents someone else's observations
- d) In formal writing, this citation should occur in two places: in the actual text of the paper itself and in the bibliography. Doing this properly is simply a matter of very specifically following a style guide, which will show exactly how to document the information.

Citing - Not required

- a) When you are expressing your own ideas, observations, opinions, and theories
- b) When what you are writing is common knowledge
- c) When what you are writing is not cited in common reference books
- d) When you've created your own illustrations, charts, diagrams
- e) When you are using research you conducted yourself
- f) When the information lies within your own field of expertise, and it stems from your personal knowledge

Consequences of Academic Dishonesty

- Incidents of academic dishonesty should be referred to the building administrator, and will be addressed with behavioral consequences.
- An Academic Integrity Assignment may be given to students as part of behavioral consequences that are assigned by building administrators.
- In cases of academic dishonesty, students need to work with teachers to complete an alternate assessment to determine the actual level of achievement.
- Incidents of cheating or plagiarism can have serious consequences.
- Students who are discovered to have plagiarized or cheated on specific assignments or tests may receive a "zero" or no credit for that assignment or test and may include additional disciplinary action or alternative assessments to demonstrate student understanding.

STATE TESTING INFORMATION:

Each spring district and school leaders develop an assessment plan for the following year. Decisions on which assessments will be used for each grade level and building are guided by the following needs:

- To ensure information on annual progress and achievement over time is available for building MTSS teams to make informed decisions about placement and programming for every student.
- To ensure the availability of information on achievement and progress of groups of students with which to evaluate curriculum and instruction at all levels.
- To minimize the time students spend in testing.

A calendar will be available to parents/guardians on statewide assessments on the Becker School District Curriculum and Instructional website. For additional information please contact either the

Building Principal or the Asst. Superintendent of Curriculum and Instruction. If a parent/guardian wishes to refuse to have their child participate in the state assessments, please complete the appropriate form/s found on the district website and schedule a meeting with either the Building Principal or Asst. Superintendent of Curriculum and Instruction. In order to provide for appropriate scheduling adjustments, this should be done at least a week prior to testing. For additional information related to [testing click here.](#)

ATTENDANCE POLICY & PROCEDURES

Attendance Line: 763.261.6333

Attendance Office: khennessy@isd726.org

ATTENDANCE:

Regular attendance is an important part of the educational process. It is the responsibility of the parent and school to promote regular attendance. The following are a few ways parent(s)/guardian(s) can help students be successful in school:

1. Make education and attendance a family priority
2. Celebrate when your child is successful in school
3. Help your child develop good study and work habits
4. Schedule a routine at home for homework and study time - CHECK POLICY
5. Communicate with the Attendance Office

SCHOOL ARRIVAL AND DISMISSAL:

Arrival Procedures

- Classes begin daily at 8:10 am. Students are not allowed in the building before 7:30 am. The first buses arrive at 7:30 am. Bus drop off and pick up occurs in the front of the middle school.
- Students in the building prior to 7:50 am must report to the middle school commons area.
- Students demonstrating unsafe or inappropriate behavior could be restricted from arriving at school before 8:00 AM and/or may be required to remain in the main office until class time.

Dismissal Procedures

- Final dismissal for the day is at 2:55 pm. All students not under the supervision of an adult in a school-sponsored activity are expected to leave the school grounds by 3:10 pm.
- In the event of an early dismissal, students should leave the school campus within 15 minutes following dismissal.

ABSENCES:

Procedures to Follow When Absent

- Parents/guardians are requested to email khennessy@isd726.org or call the Middle School office and leave a message before 8:00 AM to report the student's absence.
- When a student returns to school, he/she must report to the office for a pass before 8:10 am.
- It is the student's responsibility to get any missed assignments and to turn them in according to the allotted time given by the teacher. Students are responsible to check Google Classroom and Skyward for class expectations on the day(s) they are absent.

Deadline for Excused Absences

- Upon returning to school after an absence, the student will have 48 hours to clear an absence if a parent/guardian has not contacted the school by phone, email, or sent a note explaining the absence. After 2 days, it will be considered an unexcused absence.

- Please refer to the district attendance policy for further information about school attendance and the consequences of unexcused or excessive absence.

Leaving During The School Day

- No student is to leave the building or its premises including going to the parking lots during the school day without permission from the principal, assistant principal, or main office personnel.
 - Students leaving early must check out with the main office staff. A student who does not follow the proper check out procedures may receive an unexcused absence.
- Appointments/Arriving Late/Leaving Early:
- Please call or email the attendance office before 8:10am if a student will be arriving late to school.. If this is not possible, please send a note with the student upon arrival into school listing the reason for arriving late.
 - Please call, email or send a note by 8:10 AM if a student needs to be released early from school, for any reason. We understand last minute appointments and other situations may arise. In these cases, we ask that you give the attendance office ample time to locate your child and call them out of class.
 - Pulling your child out of class without prior notification can take time. Advanced notice is always preferred.

Excused Absences

An excused absence indicates an absence from school with parent/guardian permission and school permission. The following absences are considered excused:

- Illness of the student
- Serious illness or death of a family member
- Family Emergency
- Impassable roads/inclement weather
- Dental/medical/psychological appointments that cannot be arranged at another time. *Please avoid scheduling appointments and/or vacations on state testing days. These dates are found on the district website.
- Religious holiday observance and/or religious instruction not exceeding 3 hours per week.
- Required court appearance
- Trips of short duration when the parent/guardian notifies the school in advance of the absence
- School approved absences consisting of field trips and suspensions
- Others as determined and approved by administration

Chronic Medical Conditions - Please provide the school nurse and attendance office any necessary documentation if your child deals with a chronic medical condition that will possibly impact attendance or require specific individualized medical needs.

Student Sent Home While At School

- Students who become ill while at school may be asked to return home. The School Nurse will contact parents/guardians if this is necessary.
- Students need to refrain from texting or calling parents to pick them up because they are ill. This is the responsibility of the School Nurse.

Unexcused Absences:

An unexcused absence indicates that the student is absent from school for reason other than listed in the excused and unapproved section of the handbook. If a student receives an unexcused absence, the student will not be allowed to make up any assignments or tests missed on the day of the absence. The following absences are considered unexcused:

- Oversleeping
- Missing Bus/Transportation
- Absences not verified by a parent within 48 hours
- Truancy
- Leaving school without permission
- Arriving more than 10 minutes late to class without a pass.
- Not attending school sponsored field trips
- Other(s) as determined by administration

Extracurricular Participation When Absent:

Students involved with any extracurricular activity scheduled during or after the school day or any school sponsored program may not participate in after school activities or programs if they have an unexcused absence from any class during the day, have been suspended from class, or have missed more than 3 hours of the school day.

If a student is absent due to medical reasons, the student must present a note from a doctor clearing them to participate for that day. Any extenuating circumstances will be reviewed by the administration. This policy includes practices, games, concerts, plays, and competitions.

In addition, students assigned to in-school suspension are not eligible for practice or participation in extracurricular activities until all in-school suspension time is satisfied.

Prearranged Absences

- If a student is planning to be absent for 3 or more consecutive school days, a parent/guardian should notify the main office prior to the absence.
- The student needs to obtain a prearranged absence form from the main office at a recommendation of three days before the absence occurs. The student must use the form to record homework required from his/her teachers. He/she is also responsible for discussing expectations for work completion with teachers in order for an absence to be excused and to qualify for full academic credit.
- The student should bring the completed form to the middle school office. One copy will be kept on file in the main office and one will be provided to the student.
- Teachers will make reasonable efforts to provide class work to students three days prior to an extended absence such as a family vacation. However, many learning experiences that occur at school cannot be equally replicated when students are absent. It is the responsibility of the student and parent(s) to complete and return any assignments provided by the teacher(s) due to the absence. Failure to complete and return the work will result in no credit.

Tardy to School/Class

- It is important for students to report to class prepared to learn and on time. Attendance is taken by staff each hour. Repeated tardiness may result in detention or other consequences at the discretion of the teacher or administrator.
- Students who have earned 3 unexcused tardies will be referred to the office for disciplinary action.
- Students are expected to be in their first period classroom at 8:10 am. Students who arrive late to school must report directly to the office for attendance. A student that arrives at school after 8:20AM without parent communication will receive an unexcused absence for Block 1. Excessive tardiness to school will result in disciplinary action.

TRUANCY:

When a student is absent from any class without parental request and administrative approval, the absence is considered truancy. Absences that are not excused within 48 hours will be documented as unexcused and considered truancy. Parents/guardians can report absences 24 hours a day by calling the school attendance number or emailing khennessy@isd726.org. It is the student's responsibility to make sure their absences are verified.

Truancy Intervention Program

Becker Middle School works in collaboration with the Sherburne County Attorney's Office to enforce school attendance. The Truancy Intervention Program is designed to improve school attendance by juveniles who are not fulfilling school attendance requirements without due cause. The following steps outline the intervention process:

Step 1: After the child has had 3 or more unexcused absences on 3 different days, the school makes a referral to the County Attorney's Office. The child and the parent are scheduled to attend a mandatory meeting with a representative of the Sherburne County Attorney's office to obtain information about truancy laws and expectations for school attendance.

Step 2: If the child continues to be truant, the family is referred to the Sherburne County Attendance Review Board. The family meets with representatives from the school, Sherburne County probation,

community agencies and the local law enforcement to identify and address any issues that are preventing the child from regularly attending school.

Step 3: The third step is the filing of the truancy petition with Sherburne County officials. The third step will be taken if Steps 1 and 2 have failed.

TRANSFER/WITHDRAWAL OR CHANGE IN STUDENT INFORMATION:

Any changes in address, phone number, email or name should be reported to the District Office (763-261-6300) or the building secretary (763-261-6333). Students transferring or withdrawing from the district should obtain a "student withdrawal form" from the middle school office. The student's iPad and charger must be returned to the school, all account balances must be paid in full, and items lost or damaged will be subject to fines.

DISCIPLINE POLICY/CODE OF CONDUCT

THE 3 R's: RESPECT, RESPONSIBILITY, RELATIONSHIPS

Becker Middle School is committed to providing a safe and respectful learning environment. We emphasize accountability, acceptance, and appreciation for all Becker Middle School community members: students, staff and visitors to our school. It is under these conditions that optimal learning can take place.

- 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-regulation.
 - All students are entitled to learn and develop in a setting which promotes respect for self, others, and property.
 - Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place.
 - Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement. Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. It is the position of the school district that a fair and equitable district wide student discipline policy contributes to the quality of the student's educational experience.
- This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.14. In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

BEHAVIOR EXPECTATIONS:

Appropriate and Respectful Language

Use of disrespectful and/or inappropriate language such as profanity, vulgarity, threats, gossiping, or language that is sexually explicit or culturally degrading will not be tolerated. Students using unacceptable language on school premises will be subject to consequences such as detention, removal from activities, loss of privileges, parent conference, suspension, and/or referral to the school liaison officer.

Building Hallway Expectation

- School is an academic setting and students' safety is a constant priority. The following rules are to be observed throughout the building. Students are expected to:
 - Walk at all time
 - Walk on the right side of halls
 - Stay to the right when going around corner

- Avoid pushing, shoving, or similar physical actions that could cause injuries (“horseplay”)
- Keep hands, feet, and other objects to themselves
- Dispose of trash and recycle in given receptacles
- Refrain from excessive noise and improper language
- Treat school property with respect
- Consume food and beverages in the cafeteria/commons only (except with teacher permission)
- Students are expected to store cell phones in lockers during the school day-
- Students must remain in the middle school during the school day. Students are not allowed to be in the high school during the school day unless a middle school class, grade level, or the student body is attending an event, assembly, rehearsal, etc. in the high school and the students are under the supervision of middle school staff member(s).

Lunchroom Expectation

- Walk to the lunchroom.
- No sitting on lunch tables.
- After eating, clean up your eating area and return trays to the appropriate area.
- No throwing or misuse of food.
- Use appropriate language at a conversational level.
- Show respect for lunchroom personnel.
- It is unlawful for free and reduced lunch accounts to be shared outside one’s own family.
- Pick up items around your table.
- Students must remain in the lunchroom, field house, or patio area until dismissed by a supervisor.
- All electronic devices remain in student lockers during lunch and freeplay
- Students violating lunchroom rules may be assigned to eat in an alternative area.

Locker and Locker Room Expectations

- All students are assigned a locker that is the property of the school district. School personnel will inspect lockers if deemed necessary.
- School bags are expected to be kept in the student’s assigned locker.
- Personal cell phones are required to remain in student lockers.
- Lockers are not to be written on or lined with stickers or items difficult to remove.
- The cost of repairing or replacing any locks or lockers will be charged to the student.
- Locker and locker combinations are kept private to each individual person. Please do not share with others as you may have valuables in your locker.
- Only use your locker
- Spray bottles, cans of hairspray, perfumes, etc. may only be used in the locker room within reason.
- No open food or beverages are to be kept in lockers.
- Use your hall locker for necessities; clothing, books, cell phones, and supplies.
- Check your locker door before leaving to make sure it is locked.
- If there is anything wrong with your locker or lock, report it immediately to the office personnel or a custodian.
- Keep trips to your locker within reasonable guidelines.
- Keep your locker orderly so you can find what you need.
- Every student is responsible for his/her locker and all of its contents. Students are required to use school issued locks on all lockers in the school complex. Locker privileges will be monitored closely and may be revoked if deemed necessary by school personnel.

Field House and Free-Play Expectations

- Students who present problems during free-play, including demonstrating unsafe behavior will be referred to an Administrator or Guidance Counselor. Field house privileges may be revoked for a period of time determined by an Administrator, Supervisor, and/or Guidance Counselor.
- No gum, candy, food or beverages are allowed in the field house.
- Students must stay in the field house until dismissed by a staff supervisor.
- Tackle football is not allowed, only one-handed tag.
- Students should stay away from the curtains; especially when they are being raised or lowered.

- Students are expected to stay off any PE equipment that is not set up for free-play.
- Equipment should be returned to the proper location at the end of free play.
- Skateboarding is not allowed in the school building or field house at any time.

Assembly and Performance Expectations

- Students attending school assemblies, activities, and/or events are expected to conduct themselves in an appropriate manner. Students will be expected to sit in assigned areas with their assigned teachers. Students will be prepared for the purpose and format of the assemblies.

Public Display of Affection (PDA)

- Our students are expected to use good judgment in regards to PDA and are expected to refrain from such displays in the building or on school property. Staff will intervene and correct students if their behavior is not acceptable. Students are encouraged to accept redirection in a constructive manner in an effort to maintain a proper, respectful, and educational atmosphere for all students and employees in the building. If the behavior continues, a student may be subject to disciplinary action and parent(s)/guardian(s) will be contacted.

Protection from Theft

- We expect honesty from our students. Students should only use items for which they have the owner's permission, and should bring found items to the office. Being responsible and showing common sense helps to eliminate theft problems. Do not share your locker combination (PE., band, or regular locker) with anyone; do not leave your clothing, books, iPad, or other supplies unattended; do not bring expensive items to school; do not bring large sums of money to school. Students are required to store all band instruments in his/her band room locker.
- Students are responsible for items brought to school and the school will not be responsible for lost or stolen items. If something is taken, please report it to the office or a teacher IMMEDIATELY. Video cameras are strategically placed throughout the school to aid in investigations and to promote safe behavior.

Displaying Posters and Other Items

- Students may make and put up posters in the building according to the following guidelines:
 - The school activity advisor approves each poster by signing the back of the poster.
 - No posters for non-school related activities unless approved by administration.
 - Posters must be removed immediately after the publicized event is over.
 - Posters are not to be hung on display cases.

FIELD TRIPS:

- All school policies apply to conduct on field trips. Violation of school rules/regulations while riding the bus will result in disciplinary action by teachers or the school administration.
- Only students enrolled in Becker Middle School may attend school field trips.
- You must ride your assigned bus to and from the trip location.
- Providing false identification or information will result in disciplinary consequences and possible suspension from future field trips.
- Students demonstrating unsafe and/or other unacceptable behavior at school, on the bus, or on the school campus may be restricted from attendance on field trips.
- Attendance is mandatory. Students who chose not to attend will be reported as an unexcused absence, unless other arrangements have been made with teachers or administration.

STUDENT TRANSPORTATION:

- Riding the bus is a privilege not a right. Since School Board policy views the school bus as an extension of the classroom, all rules and regulations found in the Rules of Conduct will apply to student conduct while on the bus. The following are the rules and regulations that specifically apply to safe bus conduct:
 - Students should be at the bus stop and waiting on the side of the road by the time the bus arrives.
 - Students are to remain seated while the bus is in motion.
 - Students are to keep their hands, feet, and personal articles to themselves.
 - Students are not to use foul or obscene language or gestures.
 - Students are to maintain a reasonable noise level to ensure that the driver can hear traffic noise and trains.

- Students should not extend any part of their bodies or other objects from the windows or doors of the bus.
- Students are to keep the floor and seats clean from refuse and gum.
- Students will not be allowed to have any articles on the bus that the driver deems unsafe.
- Keep the aisle open at all times.
- Students must ride their assigned bus unless approved in advance by middle school office personnel.
- Students should report ANY incidence of bullying, harassment, threatening and/or any unsafe behavior to the bus driver as soon as possible. If the problem continues, contact the transportation department or report the issue to a school administrator.
- Failure to comply with the above safety regulations could result in one or more of the following:
 - Verbal warning from the driver.
 - An assigned seat for a specified period.
 - A parent contact by the driver and/or administrator.
 - A misconduct form being sent to school administration may result in:
 - Administrator/student conference
 - Administrator/student/driver conference
 - Administrator/parent/student/driver conference
 - Suspension of transportation for a specified period of time
 - School disciplinary action e.g. detention, restitution, suspension, referral to school liaison officer, or other as appropriate
 - Recommendation to the School Board for permanent exclusion from transportation
- Students are not permitted to leave school grounds once they are dropped off at school. Students are not permitted to get off the bus at any building except the building where they are enrolled.

STUDENT USE OF TRANSPORTATION ITEMS:

- Students who bike, rollerblade, or skateboard to school need to keep items in areas designated by administration. These items are not allowed inside the middle school and/or field house unless part of the curriculum or a school sponsored event. Students will be given a warning for the first offense/violation. If the problem continues, the transportation item may be confiscated by school administration and a parent will need to pick it up at the school.
- Due to injury concerns, students are not allowed to skateboard or rollerblade in any school building/facility or on the school campus after school hours. Students who are found doing will be given a verbal warning. A parent/guardian will be notified if the problem continues. Repeated failure to comply with this safety policy could result in a notice of trespassing.

STUDENT DRESS & APPEARANCE:

Students should be dressed and groomed in a clean, neat, and appropriate manner. Student appearance is the responsibility of the individual and his/her parent/guardian. Students must dress in accordance to the weather (e.g. Winter: winter coats, hats, etc.). Certain apparel is not appropriate for school based upon the guidelines of health, safety, and potential disruption.

- Jackets/coats or backpacks (book bags) are not to be worn or carried during school hours (8:10 am to 2:55 pm).
- Hats/headgear are to be removed and hoods down during school hours (8:10 am to 2:55 pm).
- Sunglasses, bandanas, hats, cannot be worn during the school day unless designated by a Spirit Week.
- Clothing or objects displaying alcohol, tobacco, or other drugs will not be allowed
- Shoes/footwear must be worn at all times
- Certain classes (i.e. technology education, physical education, science, FACS) may require specific dress expectations
- Sleeveless shirts must have straps at least 2 inches wide, spaghetti straps are not allowed.
- Clothing must adequately cover the body. This includes no bare backs, bare full shoulders, no low cut shirts and no midriffs or undergarments exposed. Pants are to be worn at the waist.
- Shorts, skirts, and dresses should be at least mid-thigh length. A minimum of a five inch inseam is required.
- Pajamas/"onesies", capes, costumes, flags are not to be worn with the exception of specific designated spirit week days indicated by student council and administration approval.

- Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Becker School District Policy 413 is not allowed. This includes representations of confederate flags, swastikas, KKK signs and similar symbols, and applies to school property or school sponsored events on or off of school property including the parking lot and the school buses.
- Students who do not comply with our dress code will be asked to change into clothing that meets the school's guidelines or he/she may be asked to go home for the day.

BULLYING POLICY:

- "Bullying" means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or other students' educational benefits, opportunities, or performance. Bullying includes, but is not limited to; conduct by a student against another student that a reasonable person under the circumstances knows or should know has the effect of:
 - Harming a student;
 - Damaging a student's property;
 - Placing a student in reasonable fear of harm to his or her person or property; or
 - Creating a hostile educational environment for a student.
- Consequences for students who commit prohibited acts of bullying may range from behavioral interventions, referral to the Sherburne County Bullying Intervention Program as well as suspension and/or expulsion from school

HARASSMENT:

- Everyone at District 726 has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial or sexual harassment and violence of any kind.
 - A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sex or gender:
 - Name calling, jokes, or rumors;
 - Pulling on clothing;
 - Graffiti;
 - Notes or cartoons;
 - Unwelcome touching of a person or clothing;
 - Offensive or graphic posters, book covers, signs, etc.
 - Any words or actions that make you feel uncomfortable, embarrass you, and/or intend to hurt your feelings or make you feel badly at school.
 - If any words or actions make you feel uncomfortable or fearful, you need to tell a teacher, counselor, assistant principal, principal, or the district human rights officer.
 - You may also make a written report. It should be given to a teacher, counselor, principal or the human rights officer.
 - Your right to privacy will be respected as much as possible. We take seriously all reports of religious, racial or sexual harassment or violence and will take appropriate actions based on your report.
 - The School District will also take action if anyone tries to intimidate you or take action to harm you because you have reported.
 - This is a summary of the School District Policy against religious, racial and sexual harassment and violence.

HAZING:

- "Hazing," means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. Hazing is prohibited. The school district will investigate all

complaints and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated the policy.

WEAPONS POLICY:

- No individual; students, adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.
- 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 injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; 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.
- No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike guns; toy guns; and other object that is a facsimile of a real weapon.
- No person shall use articles designed for other purposes (i.e. lasers or laser pointers, belts, combs, pencils, files, scissors, etc.) to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.
- A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the administrator shall not be considered to possess a weapon.
- Minimum corrective action for a violation shall include initial suspension for two to five days, confiscation of the weapon, notification of law enforcement, and parent notification. Upon administrative review by the Threat Assessment Team, a recommendation may be made to the school board for expulsion and/or exclusion.

CONTROLLED SUBSTANCES POLICIES:

TOBACCO FREE:

- Becker Schools are tobacco free. Student use or possession of tobacco in any form (including Electronic Cigarettes) will not be permitted on or adjacent to or within sight of any district property, on district property, on district school buses or loading or unloading areas or at any school event home or away. Minnesota State Law prohibits anyone under 21 to possess tobacco. “Electronic cigarette” means any oral device that provides a vapor of liquid nicotine, lobelia, and/or other similar substance, and the use or inhalation of which simulates smoking. The term shall include any such devices, whether they are manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under another product name or descriptor. In addition to receiving school and applicable MSHSL consequences, violators will be referred to the School Liaison Officer.

ALCOHOL AND OTHER DRUGS:

- The possession or use of drugs or alcohol is a serious violation of state laws and punishable by fines and/or imprisonment. Violations will be reported to the proper authorities and/or social agencies. Students who are under the influence of chemicals while at school, or who consume, sell, give away, or have possession of drugs, paraphernalia, or alcohol on school property, or at a school sponsored activity may be suspended or expelled from school. Illegal substances and related items will be confiscated. Before the student is readmitted to school, a conference consisting of parents, student, and administrator will be arranged to determine the best course of action for the student and the school. If exclusion or expulsion is recommended, state law will be followed.

SEARCHES:

- We are always concerned about providing a safe educational environment for our students. The site administrator or his/her designee has the authority to conduct a search. The scope of the search may include a student’s person and areas over which he/she has control, including but not limited to, cell phones, computer files, iPads, purses, backpacks, any locker assigned to the student by the school, and the student’s vehicle.

- The administrator must have reasonable cause to believe that under the circumstances, the student may have concealed evidence of misconduct in areas under his/her control. This includes measures taken to keep the school free of chemicals/ drugs. Therefore, at times designated by the administration, searches will be conducted to determine the presence of any chemicals/drugs or related paraphernalia. These searches may be conducted on all school property.

TENNESSEN WARNING

- The Tennessean Warning states that an agency or institution can request individuals to supply confidential or private information concerning them. The warning must include:
 - Why the data is being collected from them and how the school intends to use it.
 - Whether the individual may refuse or is legally required to supply the data.
 - Any consequences to the individual for either supplying or refusing to supply the data.
 - The identity of other persons or entities authorized by law to receive the data.

INTERNET/ACCEPTABLE USE:

- Becker Public schools is committed to the use of technology and the internet for educational purposes. Technology has allowed teachers to enhance and extend curricula in ways not even envisioned a few years ago. The school district embraces the use of personal and school-owned devices for the advancement of teaching and learning. In making decisions regarding student access to the school district computer system and the Internet, including electronic communications, Becker Public Schools considers its own stated educational mission, goals, and objectives.
- Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.
- The school district is providing students access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.
- The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district 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 suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

USE OF DIGITAL DEVICES AT SCHOOL AND SCHOOL ACTIVITIES:

- In keeping with the district's technology goals, the district recognizes the value of mobile devices as learning tools and for communication purposes. Student use of these devices will be governed by the following procedures:
 - Students are required to keep personal mobile devices in lockers during the school day.
 - When the use of electronic devices is not required during class, they should be set aside to prevent distraction.
 - Students shall not use any electronic device that disrupts or detracts from the educational environment.
 - A student may not use mobile devices in any manner that violates any district or school policies, including policies and guidelines governing copyright, harassment, Internet Acceptable Use, and academic integrity.
 - Cameras or any devices with recording capability are not permitted to be used in locker rooms, restrooms, or any area where students and staff have a "reasonable expectation of privacy"
 - Students are not allowed to photograph or videotape students or staff at school without their consent with the exception of public events such as concerts or athletic contests.
 - Students' use of mobile devices while in the school building must comply with the district's Acceptable Use Policy regardless of whether they are connecting through the school's network or through a cell carrier.
 - The district retains the right at any time to view and/or investigate the contents of students' school issued devices at school.

- Any inappropriate use of cell phones for the purpose of using text messaging to harass or threaten others, or to plagiarize, copy or otherwise cheat academically is subject to the hazing and harassment policy and will result in disciplinary action. (District Policy 526 & 413).
- The school is not responsible for lost or stolen items.
- Students should have their iPad charged to the minimum of 80% at the beginning of school every day.
- Violations of these guidelines will be handled on an individual basis and may include confiscation of the device, conference with parents, suspension of the right to carry a phone/device, referral to the school resource officer, or other consequences.
- The degree and severity of electronic device violations may result in further disciplinary action at the discretion of administration.

DISCIPLINE SYSTEM

Order and discipline are necessary to provide safe and effective schools. Following directions and respecting self and others are characteristics of students in effective schools. Assisting students to achieve self-control is an important charge of the teachers. However, dealing with certain behaviors becomes the responsibility of the administration and parents. Becker Middle School strives to provide a learning environment that fosters academic success. Staff will work diligently to promote acceptable behavior and intervene on unacceptable behavior. In resolving conflict, communication among the people involved is essential. This may include the students involved, parents, and could involve the teacher(s), the counselor, and school administration.

BECKER MIDDLE SCHOOL DISCIPLINARY SYSTEM:

- Becker Middle School's disciplinary system categorizes inappropriate behaviors into two levels.
 - Level I behaviors are considered MINOR in severity and are typically handled by the teacher or staff member involved.
 - Level II behaviors are behaviors that are more significant, or MAJOR, and interfere with the educational process. Examples of Level II behaviors are those that cause significant disruption, are harmful to self or others, compromise safety, disrespect towards others, damage to property, stealing, and other behaviors that are in violation of school policies.
- Consequences and/or interventions listed below may be used to change inappropriate student behavior. Possible interventions include:
 1. warning and/or referral to review student handbook
 2. student/teacher conference
 3. team conference
 4. parent/guardian contacted
 5. behavior contract
 6. parent conference
 7. conference with principal and/or assistant principal
 8. referral to police liaison
 9. referral to guidance counselor
 10. referral to case manager or behavior specialist
 11. detention
 12. school and community service
 13. suspension of privileges
 14. in-school suspension
 15. out of school suspension
 16. trespassing notice
 17. referral to outside agency

DETENTION:

- Detention may be used as a consequence for a variety of school infractions. After school detention is prearranged, therefore NO EXCUSES (jobs, athletics, etc.) will be accepted for missing detention. *Student attendance for detention is required and failure to attend assigned detention will be considered truancy.

REMOVAL FROM CLASS:

- Disruptive/non-cooperative students may be removed from class. If a student's behavior results in frequent removal from class(es), a parental conference may be required to evaluate the student's educational programming. *Staff will contact parents/guardians when class removal occurs.

ADMINISTRATIVE DISMISSAL:

- Dismissal is defined as being required to leave the school premises for the remainder of the school day. This is not a suspension, however, administrative dismissal could lead to suspension. Parent(s)/Guardian(s) may be required to attend a readmission conference when a student is subjected to an administrative dismissal from school.

SUSPENSIONS:

- Suspension is the short-term exclusion of the student from school during which the school is relieved of custody of the child. Suspension shall be utilized in accord with the Pupil Fair Dismissal Act of 1974.

EXPULSION:

- Expulsion means the action taken by the school board to prohibit an enrolled student from further attendance for a period that shall not exceed beyond the school year. Students will be recommended to the Board of Education of Independent School District #726 for expulsion from school for severe or persistent violation of school policy.

SCHOOL RESOURCE OFFICER (SRO):

- An important part of the BMS administrative team is our school resource officer. The liaison officer is an investigator with the Sherburne County Sheriff's Department who is assigned to Becker Schools. The proactive mission of the officer is early intervention in matters that could have serious implications for the safety and security of the students and staff if left unchecked.
- The secondary responsibility of the school resource officer is to respond to certain acts committed in the school that may be deemed as unlawful. At Becker Middle School, the liaison officer is consulted to assist with educating students in order to prevent future problems with the law. A law enforcement officer may cite violations of the law and process charges through the county attorney's office, regardless of the school penalties imposed for that same act. Thus, it is possible that some acts may be violations of school rules, school board policies, and the law, resulting in both school and legal consequences.

DISORDERLY CONDUCT:

- Whoever does any of the following in public or private place, including on a school bus, knowing or having reasonable grounds that it could alarm, anger, or disturb others or provoke an assault or breach of the peace, is guilty of disorderly conduct:
 - Engages in brawling or fighting; or
 - Disturbs an assembly or meeting, not unlawful in its character; or
 - Engages in offensive, obscene, abusive, boisterous, or noisy conduct or in an offensive obscene, or abusive language intended to arouse alarm, anger or resentment of others.

Students engaging in behavior constituting disorderly conduct will be referred to the school liaison officer.

GENERAL INFORMATION

SCHOOL SAFETY AND SECURITY:

- The Middle School building will be locked from 8:20 a.m. to 2:45 p.m. During the school day, when the buildings are locked, visitors need to press the call button near the main front entrance. The school secretary will welcome you: ask your name, and the purpose of your visit. Visitors who are granted access to the building must report to the office to obtain a visitor's badge. Upon leaving, visitors need to check out in the main office and return the visitor's badge. Signs will be posted at each building entrance explaining the protocol for visitors as described above.

CRISIS PLAN:

- A district crisis plan has been developed in partnership with law enforcement and other officials. The plan is updated annually and staff members have access to the plan on school electronic devices. Each building has a Crisis Team identified to assist in the event of a crisis. All district Crisis Team members meet annually to review plans and updates and to practice tabletop exercises/scenarios.
- Minnesota law requires that each school practice one severe weather drill, five fire drills, and five lockdown drills each year.
- FIRE DRILLS are a necessary part of our high school safety plan. When fire drills are held, everyone is to leave the building as quickly as possible when the alarm is sounded. No one is to return to the building until the "All Clear" signal is given. If the alarm rings during lunch, leave the cafeteria immediately and report to your homeroom or first block teacher in the designated area for your assigned grade level. Setting off an alarm unnecessarily will result in immediate suspension and referred to law enforcement officials.
- LOCKDOWN DRILLS - ALiCE procedure is used in the Becker School District. ALICE (**Alert, Lockdown, Inform, Counter, Evacuate**) Training instructor led classes provide preparation and a plan for individuals and organizations on how to more proactively handle the threat of an aggressive intruder or active shooter event. Whether it is an attack by an individual person or by an international group of professionals intent on conveying a political message through violence, ALICE Training option based tactics have become the accepted response, versus the traditional "lockdown only" approach. www.alicetraining.com

SURVEILLANCE:

- School grounds and buildings may be monitored by an electronic surveillance system. The system is designed to enhance school supervision and safety.

MANDATORY REPORTERS:

- All school staff are mandatory reporters. All staff are obligated by Minnesota law to report any incidents of suspected child abuse or neglect. Once a report is made to law enforcement or child protective services, the issue is no longer within the control of school officials.

ACTIVITIES:

- VOLUNTEER OPPORTUNITIES - The Becker School District recognizes that volunteers are valuable assets to our schools. The School District encourages community members and parents to be involved in school district programs. The complete volunteer policy and application can be found on the [Becker Public Schools District Website](#).
- MIDDLE SCHOOL ACTIVITY NIGHT:
 - Activity Nights are sponsored and planned by the Middle School Student Council. They are held throughout the school year on Friday nights from 7:30 pm until 10 pm. Students in grades 6-8 who attend Becker Middle School are eligible to attend these popular events. Middle level home school students who reside in the Becker School District are welcome to attend activity nights. Home school students are required to have parents/guardians contact the middle school office in advance of the activity night to sign off on the expectations and to provide contact information.
 - In order to provide a safe and well-managed experience that promotes the objectives of building our school community, FUN, and participation in developmentally appropriate activities in a supervised environment, there are several guidelines that must be followed. *Guests from other schools and/or other grade levels are not eligible to attend Activity Nights.* There are no exceptions to this policy and anyone

who is not a BMS student who attempts to attend will be refused entrance and parent(s)/guardian(s) will be contacted. Additionally, unless a student is a student council member or someone who has been approved by the student council advisor, he/she is expected to leave school at the end of the school day and return at 7:30 pm when the activity night begins. Likewise, it is very important that parents/guardians assume responsibility for picking up their child(ren) by 10 pm.

- Students who were absent during the school due to illness will not be allowed to attend Activity Nights.
- Middle school staff provide supervision for activity nights. Activities offered at activity nights throughout the year include basketball, swimming, DJ/dancing, karaoke, rock climbing, limbo contests, lip sync contests, volleyball, and supervised free play in the field house. *Attending and participating in activity night is a privilege and attendance may be revoked if a student is not demonstrating appropriate behavior during the regular school day as well as at other school functions.

ACTIVITY FEES:

Public education in Minnesota is free to all students who are residents. However, fees may be charged to you under the following circumstances:

1. In any program where the resulting product, in excess of minimum requirements and at the pupil's option, becomes the personal property of the pupil.
2. Admission fees or charges for extra curricular activities, where attendance is optional.
3. A security deposit for the return of materials, supplies, or equipment.
4. For personal physical education equipment and apparel, although any student may provide his/her own if it meets reasonable requirements and standards relating to health and safety established by the Board or its designee.
5. For items of personal use or products which a student may purchase at his/her own option such as student publications or yearbooks.
6. Fees specifically permitted by any other statute, i.e. driver's training.
7. Field trips considered supplementary to the regular educational program, do not affect grades, and for which attendance is optional, regardless of whether such trips are conducted during or outside the regular school day.
8. Fees charged by an outside agency for foreign language trips that are not sponsored by the District and do not involve an interruption of the student's educational program. Time for such trips should be allocated during summer and vacation periods.
9. For use of musical instruments owned or rented by the District, a reasonable rental fee not to exceed either the rental cost to the District or the annual depreciation plus the actual annual maintenance cost for each school owned instrument (not purchased with Title 1, ESEA funds).
10. Any authorized student health and accident benefit plan.
11. Students may be required to furnish personal or consumable items including pencils, paper, pens, erasers, markers, notebooks, jump drive(s), sketch pads, crayons, and paint brushes.
12. A fee will be charged to students who participate in extracurricular athletic activities for use of athletic equipment and apparel. Fees are based on varying expenditures and depreciation according to the following schedule:
13. Middle School Extracurricular Fees
 - Middle School Fine Arts: \$85
 - Middle School Athletics: \$135
 - 2021-22 FAMILY MAXIMUM for activities: \$700
 - 2021-22 Ticket Prices: Adults \$7 Students \$5 Punch Card \$75 Student Pass \$50
14. Refunds of fees paid for extracurricular participation will be made under the following circumstances:
 - When injury or illness prevent continuation in the sport up until the time of the first contest provided the injury or illness is substantiated by a physician's statement
 - When transfer is made out of the District prior to the time of the first contest
15. No refunds of fees paid for extracurricular participation will be made if:
 - A student quits a sport
 - A student is dismissed from a sport because of disciplinary reasons or an infraction of eligibility

rules

- **WAIVER OF FEES:** - Fees may be waived in cases of undue hardship. Parents/guardians can make requests to waive fees by filling out a waiver request. At times, students can earn the amount of the fee by working for minimum hourly wage for the school district. These assignments will be made by the District Activities Director. These procedures are in accordance with and governed by the Minnesota Public School Fee Law, MSA 120.71-1 20.76.

FOOD SERVICES:

- ~~Each student will be issued a lunch identification number. The student will need to enter his/her 4-digit lunch code each day that lunch is purchased at school. Lunch money is collected in the main office daily and deposited in family accounts. We recommend that lunch money is brought to school by the oldest child in school and deposited at his/her school. Students will be notified when their family account is at \$5.00 or below. We appreciate your cooperation in keeping accounts current. Breakfast, lunch and milk prices for the 2020-2021 school year are as follows:~~
- ~~MIDDLE SCHOOL STUDENTS:~~
 - ~~First Lunch - \$2.80~~
 - ~~Milk - \$0.45 per carton~~
 - ~~Student Breakfast - \$1.70~~
 - a) ~~*Students qualified for free or reduced lunches are eligible for free breakfast.~~
- ~~A LA CARTE:~~ items will be available daily for purchase at the middle school and high school levels. These items will also be billed to the family account. *We strongly recommend that parents/guardians discuss lunch choices, expectations, and spending time with your child(ren) at the beginning of the year.* Prices for ala carte items can be viewed on the district's web site or a sample a la carte menu can be sent home if requested. Applications for the free or reduced lunch program will be sent home at the beginning of the year and are available at each school and the district office. This information is confidential and we strongly encourage families who would benefit from these resources to apply at the beginning of the year or when enrolling in the district.

Through waivers offered from USDA and MN Department of Education breakfast and lunch is FREE for ALL students in grades Pre K-Grade 12 for the 21-22 school year. Breakfast, lunch and milk prices for the 2020-2021 school year are as follows:

- First Breakfast - \$0.00
- First Lunch - \$0.00
- Extra Milk - \$0.50 per carton

A LA CARTE:- Extra items will be available daily for purchase at the middle school and high school levels. These items will be billed to the family account. *We strongly recommend that parents/guardians discuss ala carte choices, expectations, and spending limits with your child(ren) at the beginning of the year.* The student will need to enter his/her 4-digit lunch pin number when purchasing extras. Prices for ala carte items can be viewed on the district's web site or a price sheet can be sent home if requested.

Lunch money is collected in the main office daily and deposited in family accounts. We recommend that lunch money is brought to school by the oldest child in each family and deposited at his/her school. Students will be notified when their family account is at \$5.00 or below. We appreciate your cooperation in keeping accounts current.

Although meals are free for all students, applications for the free or reduced lunch program will be sent home at the beginning of the year and are available at each school and the district office and we strongly encourage all families who may be eligible to apply. Students in households that meet the free or reduced-price meal income guidelines will generate additional aid for the school district such as Compensatory revenue, Title 1 Federal Aid, and technology funds. This aid is critical in providing instructional services for at-risk students and students who are behind their peers. The funding allows the district to provide additional remedial instruction for students, offer free or reduced price meals, reduced price activities, fees and district-provided hotspots.

PHYSICAL EDUCATION PARTICIPATION POLICY:

- Physical activity is important to the growth and development of our students. Our physical education program provides a variety of activities for all students including students who may have a recent injury, chronic illness, or disability. To ensure each student remains physically active, certain guidelines will be enforced. A student may be excused from participating in physical education for illness or injury. To be excused from participating, a written explanation must be received. Acceptable reasons for being excused from participation in physical education class:
 1. Note from a parent (for one day only)
 2. Notification from the school nurse (for one day only)
 3. Written documentation from an examining physician. This must specify the time frame and activities to be excluded.
- It is the student and parents responsibility to obtain a physician's note. A student receiving a physician's excuse must also present a physician's permission to resume activities.
- PHYSICAL EDUCATION CLOTHING EXPECTATIONS (GRADE 6 - 8):
 1. Students in grades 6-8 will be required to change clothes for PE class. Students will have the option of either purchasing the uniforms from Becker Middle School (T-shirt and shorts) or purchase their own with specific requirements.
 2. T-shirt (gray, blue, white) and dark blue mesh shorts (9" length), gym shoes, and gym socks are required. Students are expected to wear gym shoes that are laced tightly for safety measures.
 3. Swimming is part of the PE curriculum. For those participating in the swimming classes, suits are available. Students will be allowed to wear their own swimsuits if deemed appropriate by the instructor. Students will have the option to wear t-shirts/shorts over their swimwear.
 - As the swimming unit nears, additional information will be provided to students by the PE Department.

MEDIA SERVICES:

- The middle school library is an area designed to aid you in your studies by providing the materials for your use. Don't hesitate to ask for help in locating information or for recommendations of books you might enjoy reading. Though whispering is permitted in the main library area, it is necessary that the library remain an overall quiet room where studying or recreational reading occurs. It is not a social area. So that the library can provide materials and services for all, the following policies have been developed:
 - The library is open to middle school students from 7:30 am to 3:00 pm on most school days.
 - All materials must be checked out by library personnel and returned to the circulation desk when finished, unless used just in the library area.
 - Current magazine issues are to be read in the library and returned to the circulation desk five minutes before the end of the period.
 - Older issues of magazines are available for check out. When you need back issues of magazines, ask the library personnel to get them for you from our back room.
 - You may check out materials (books, magazines, pamphlets) for one month and, if needed longer, they may be renewed. The exception to this would be reference books or books on reserve, which may be checked out for overnight only.
 - It is the student's responsibility to return or renew materials when due. Students with late books will be limited in # of materials that can be checked out. Any materials lost or damaged must be paid for.
 - Audiovisual materials are available for your use but should be used in connection with your studies.
 - Students needing to use the library during class time should obtain a pass from the classroom teacher. This pass should be given to library personnel upon entering and will be signed and returned when you leave.
 - Students may use the computer lab during their study periods if they present a pass from the teacher or if the teacher has made arrangements with the media specialist or media assistant.

BECKER MIDDLE SCHOOL MEDIA CENTER:

- Our library is home to over 18,000 books, along with many videos, keyboards, professional materials, magazines, and a plethora of different kinds of technology equipment.

- Our students are able to check out over 6,000 nonfiction books, which are organized in the library by Dewey Decimal numbers. Students also have a small (but growing) selection of nonfiction titles available electronically through the MackinVia app.
- Our students are able to check out over 12,000 fiction books, which are housed in the library by genre. Our genres include adventure, science fiction, humor, sports, dystopia, paranormal, classics, everybody books, animals, graphic novels, mystery/suspense, realistic fiction, historical fiction, young adult (grades 7 and 8 only or 6th with permission), and fantasy.
- Although some people are starting to read books electronically (and certainly we support that), we firmly believe in the power of holding an actual paper book, turning the pages, carrying it to every class, and even smelling the pages can be powerful for our kids. We work hard, along with all our teachers & staff, to make sure our students have access to the media center and our collection of books on at least a weekly basis. Kids may keep books for three weeks and may have up to five checked out at a time, as long as they are responsible with returning them on time.
- Students are also welcome to visit us before school, during lunch, and after school if they would like. Our media center is a comforting and welcoming place (with an awesome reading lounge!) and we love it when kids just want to “hang out” here.
- Our media center is also open one day a week (Wednesdays) in the summertime from 10 am-noon so kids may keep up reading habits all year long.
- Because our students are truly our “customers”, they are the driving force behind the fiction books purchased for the library (fiction checkouts are about 90% of our circulation, which averaged 34 books per student in the 2017-2018 school year!). We, of course, look for award winners and books that come highly reviewed in School Library Journal and Booklist and other resources for librarians, but students are encouraged to let us know if there is something we’re missing, or if an author has released a title we haven’t purchased yet. Our feeling is that if a reader wants a book in his/her hands, we want to get it for her/him as soon as we can. After middle school, kids sometimes struggle with time and opportunities to read. We want to make sure to give them everything we can while they are here!

SCHOOL PICTURES:

- A professional photographer will take individual school portraits . The pictures and names of each student will be published in the middle school yearbook. Dates for pictures as well as retakes can be found on the District Calendar. Spring pictures will be offered to students and families. Students may order and purchase pictures on picture days.

PLEDGE OF ALLEGIANCE:

- District policy provides for student recitation of the Pledge of Allegiance one or more times per week as well as instruction in proper flag etiquette. Any student or staff member may respectfully decline to participate in reciting the Pledge of Allegiance. It is an expectation that individual choice be respected in this matter.

TEXTBOOKS/SCHOOL EQUIPMENT:

- Textbooks or school equipment may be loaned to students for their use. Students who lose or damage school items will be expected to pay a fine or the full replacement costs of the damaged or lost text or equipment.

LOST AND FOUND:

- Each year students lose or misplace items of clothing, lunch bags, water bottles, as well as other things. Parents/Guardians are encouraged to label clothing and other belongings for easier identification. If your child is missing something, the LOST & FOUND is located in the Middle School Commons area. Valuable items, expensive gifts, money or electronic items should not be brought to school. Lost items are not the responsibility of the Becker Schools or Becker Middle School. At the end of each trimester unclaimed Lost and Found items will be donated to local organizations.

STUDENT VISITORS:

- Students are not allowed to bring visitors to school. The reasons include: lack of available space in some class areas, the distractions to learning that a visitor unintentionally provides, the school's responsibility for

supervising the visitor, and to avoid unnecessary disciplinary or safety issues.

SCHOOL CLOSING/EMERGENCY:

- Emergency closing information due to inclement weather or for any other reason can be retrieved in several ways. Households with students enrolled will be contacted by an automated phone system or an automated email message with details of the closing status. You may also obtain the information through the following resources:
 - Radio - WCCO (830) or WJON (1240)
 - TV - KARE (Ch 11) or KSTP (Ch 5) or WCCO (Ch 4) or KMSP (Ch 9)
 - Becker School District Website

SCHOOL INSURANCE:

- School insurance is available to all students. However, it is not compulsory. The school cannot be responsible for payment if a claim does not meet the students or parents expectations. Enrollment forms can be found on the district website or the school office.

TELEPHONE USE(moved from general information)

The phones in the school office are not for student use unless there is an emergency. During the school day, students need permission by a staff member to make calls using his/her personal cell phone. Personal cell phones are required to remain in student lockers.

INFORMATION FOR HOMESCHOOL FAMILIES:

- Home schooling is the responsibility of the parent/guardian. If a full time student opts for homeschooling in any subject area(s), he/she must withdraw and re-register in the district office under a “partial student” status. A schedule will be determined by the administration for any partially enrolled home schooled student, specifying the hours and courses of enrollment. The school only assumes responsibility for students during the enrolled class periods.
- Partially enrolled students must sign in at the main office upon arrival at school and sign out before departing. Home school students are not allowed on the school grounds during the regular school day without prior permission from the principal. Any home school student living in the school district is eligible to participate in school sponsored extracurricular activities. Contact the Activities Office for specific information about extracurricular participation. Further questions pertaining to home school should be directed to the office of the Director of Curriculum and Instruction or the Minnesota Department of Education.

EQUAL EDUCATIONAL POLICY

PURPOSE:

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

GENERAL STATEMENT OF POLICY:

- It is the school district’s policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, and parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.
- The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute a violation of the school district’s policy on harassment and violence and the school district’s procedures for addressing such complaints, refer to the school district’s policy on harassment and violence.
- This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges or enrollment.
- It is the responsibility of every school district employee to comply with this policy conscientiously.
- Any student, parent, or guardian having any questions regarding this policy should discuss it with the appropriate school district officials as provided by policy. In the absence of a specifically designated official, an inquiry or complaint should be referred to the superintendent.

STUDENT SUPPORT SERVICES

EQUAL RIGHTS STATEMENT:

- It is the policy of Becker Public Schools not to discriminate on the basis of sex in its educational programs, activities, or employment policies as required by Title IX of the 1982 Educational Amendments. It is also the policy of Becker Public Schools not to discriminate on the basis of age, religion, marital status, color, national origin, creed, or status with regard to public assistance in its educational programs, activities or employment policies.
- Representatives of the Becker school system will not use or purchase any materials that have textual or illustrated references which discriminate on the basis of sex, age, religion, marital status, race, color, national origin, creed, or status with regard to public assistance except as such treatment is permitted by regulation.

SCHOOL COUNSELOR:

- The purpose of the school counselor is to help each student in his/her social, emotional, academic, and personal development. The counselor's first priority is to assist students. The counselor may be of assistance to the students in the following areas:
 - Recognizing materials and methods to improve study habits
 - Planning schedules and school programs
 - Offering aid in personal problems in school
 - Chemical Dependency Referrals

The school counselor also serves on the MTSS building committee, PBIS Committee, and other district/building level committees.

HEALTH SERVICES:

- Students who become ill during the school day should report to the nurse's office. A brief assessment will be made to determine if the child should be sent home. If there are no obvious symptoms, the student may be allowed to rest and then will return to class. If there is a need to go home, the nurse or office will inform the parent/guardian and the student will be released from school. If this procedure is not followed, and the student leaves without properly checking out, the student will be considered absent, unexcused, and regular school disciplinary action will be taken. Students need to refrain from texting or calling parents to pick them up because they are ill. This is the responsibility of the School Nurse.

MEDICATION INFORMATION:

- Medication practices and procedures should be discussed with the Middle School Nurse. The school nurse will inform you of the district's policy on the handling of medication. A copy of the medication policy is available in the middle school and district offices as well as on the district website.

SCHOOL PSYCHOLOGIST:

- The psychologist conducts testing for special education assessments and is available to meet with students if deemed appropriate. The psychologist also serves on the MTSS building committee, Tier 3 Team, Student Assistance Team, and other district level committees.

SPECIAL EDUCATION SERVICES:

- Special Education services are available for students who, through a formal assessment process, qualify to receive services that address the individual needs of a particular student. The program can involve both direct and indirect intervention. The special services curriculum is a combination of the general curriculum and individual goals and objectives resulting in increased independent living academically, physically, and socially.

SOCIAL WORKER:

- School social workers are an integral link between school, home, and community in helping students achieve academic success. They will work directly with the student(s), staff and families at Becker Middle School. Their job may include, but not be limited to the following; social skill groups, crisis management, member of the PBIS team and support services. A school social worker may work with students who qualify for an Individualized Education Plan through special education as a “related service”.

504 SERVICES:

- Students with a disability may qualify for accommodation services through a 504 Plan. Contact the middle school counselor or principal for more information regarding a 504 Plans.

SPEECH LANGUAGE THERAPIST:

- A speech therapist is available to work with students who have specific identified needs and goals in some areas of communications. The communications specialist is also involved in different aspects of the formal special education assessment process when appropriate.

MULTI TIERED SYSTEM OF SUPPORT:

- Multi Tiered System of Support (MTSS) is a framework for student success that focuses on high-quality instruction and intervention matched to individual student needs, monitoring student progress, and using the student's progress data for educational planning. The primary focus of the MTSS Framework is to ensure all students succeed and to prevent academic failure. Becker Elementary Schools (K-5) have been implementing MTSS since 2004. Beginning with the 2015-16 school year, intervention services became available for some Becker Middle School students based on identified needs in the area of literacy/reading. Students who demonstrate difficulties with school behavior, attendance, and academics may qualify to receive support from a Behavior Specialist. MTSS is a multi-tiered system of support provided to all students. Tier 1 focuses on core instruction during the regular education setting. Students who are approaching grade-level mastery with the intent to bridge a clearly identified gap may receive Tier 2 services. Tier 2 services provide supplemental instruction (academic and behavioral) which may replace an “elective” course. Tier 3 services is a core replacement class for reading. The instruction is differentiated and leveled based on the individual needs of students. Tier 3 services may replace an “elective” alternative course at that grade level.
- POSITIVE BEHAVIORAL INTERVENTION & SUPPORT (PBIS) is part of MTSS focusing on a positive discipline plan for the entire school. The PBIS approach is to proactively prevent or reduce challenging behaviors and produce positive outcomes to promote student success.

TARGETED SERVICES:

- Teachers may refer students to attend S.O.A.R. Program, an after school academic support program. The primary objectives of the program are to promote skill development in one or more of the following areas: Socialization, Organization, Academics, and Responsibility. A letter and/or phone call will notify parents/guardians if their child is being recommended for this program. Parents/guardians may also request their child’s participation in this after-school program. The Targeted Services Program, S.O.A.R., is free of charge and conducted by middle school teachers. New sessions begin after each trimester and students may participate in any or all of the sessions. Students and parents/guardians are responsible for transportation. Contact the middle school office for additional information.

2021-22 Becker SH Handbook Revisions

Please note: Grammatical, formatting changes, and Table of Contents modifications are not reflected in this summary.

P.7 - Program of Study

Modified to provide courses taught during the school year

P. 9 - Distance Learning

Added:

"DISTANCE LEARNING

The content presented in the Google Meets is for educational purposes only. By accessing this material, you agree not to share this content with anyone not enrolled in the class or assisting an enrolled student. Unauthorized distribution of any distance learning content, including sharing video recordings or screenshots on the internet or social media, is strictly prohibited and could result in disciplinary action and/or the suspension of a student's access to certain distance learning materials. Students are subject to the same attendance policies on Distance Learning days."

P.10 - Midterm Progress Reports

Deleted

"A copy of a student's midterm grades will be mailed home to parents/guardians of students who are failing"

P.10 - Student/Parent/Teacher Conferences

Added:

"Parents/students will be able to schedule a conference with his/her advisor electronically or by calling the middle school office in August for September 7, 2021 Open House at the middle school."

P. 18 - Dress and Appearance

Added:

"5. Pajamas, capes, costumes, flags are not to be worn with the exception of specific designated spirit week days indicated by student council and administration approval."

P.22- Use of Digital Devices at School and School Activities

Added:

The degree and severity of electronic device violations may result in further disciplinary action at the discretion of administration.

P. 26 - Food Service

Changed language and pricing to reflect current district practices.



~~Intermediate School~~
~~Parent/Student Handbook~~
2021-2022

[Becker Intermediate School Website](#)

Preparing self-directed learners to thrive in a changing global community.

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RELEVANT POLICIES:

The following policies/forms can be accessed at the District website; www.becker.k12.mn.us.

[Student Attendance Policy](#)
[Student Discipline Policy](#)
[Bullying Prohibition Policy](#)

[Internet Use Policy](#)
[Weapons Policy](#)
[Controlled Substance Policy](#)

[Medication Authorization Form](#)
[Harassment & Violence Policy](#)
[Testing Opt Out Form](#)

BECKER PUBLIC SCHOOLS

12000 Hancock Street
Becker, MN 55308-9585

Nathaniel Boyer
Intermediate School Principal
Phone: 763-261-4504
nboyer@isd726.org

Dear Families:

With the **2021-2022** school year right around the corner, the staff at Becker Intermediate School invites you to join our team to make this an outstanding year for your child.

Students in grades three, four, and five are served at Becker Intermediate School. It is our mission to provide a safe and respectful environment that promotes independent learners. Our focus is on positive student achievement in and out of school. We teach organizational skills and encourage all students to be excited and motivated in their own learning.

At Becker Intermediate School, we strive for student engagement throughout the learning process. We sponsor numerous activities throughout the year that are fun and encourage community building. Each trimester we host celebrations to recognize outstanding academic and behavioral successes, and each grade level takes field trips. We also offer fundraiser days throughout the school year such as: hat days, pajama days, stuffed animal days, etc. in which students are invited to participate for a \$1 fee, all of which helps to defray the cost of field trips. Another fundraising opportunity in the fall that we host is the annual **Rock Jogger**. Throughout **Rock Jogger** day, the students practice physical fitness while raising funds for further opportunities for our students throughout the school year.

Volunteering, support, and participation are always welcome in school. We have many parents and community members who volunteer in our classrooms through book clubs, math support, and field trips. With busy schedules, we also know that it is difficult to come into the school to volunteer due to individual schedules. Our shared partnership is greatly appreciated. The support that you provide us in valuing education and ensuring our kids come to school prepared with their work completed, is second to none. We encourage our students to strive for a 97% or higher attendance rate daily. With this we thank you for your support in getting your kids to school on time each day. It truly matters!

It is also extremely important to us that we work towards a Bully Free Zone at Becker Intermediate School and on our busses. We must have students let us know when these things are taking place so that we can act on them and investigate what is happening. It is encouraged that our students inform their parents / guardians of this type of behavior, with the understanding that the school must be informed immediately as well. We will continue to work with each and every incident in a timely manner.

We continue to encourage communication and positive relationships between our staff and families. This fall we will have two assessment days for parents / guardians, students, and teachers. These days allow our teachers to learn a bit about each child on an individual basis. It will also provide the time for us to gather assessment data needed to address the individual learning needs of each student. We truly believe that the assessment days are of great importance to staff, students, and families to start the school year in a positive manner.

We look forward to working together with you to support your child! The staff at Becker Intermediate School is once again looking forward to the opportunities that stand ahead of us this school year. Please feel free to reach out to us and let us know what we can do to help make this a successful school year for your child.

Respectfully,

Nathaniel Boyer
Becker Intermediate Principal

Preparing self-directed learners to thrive in a changing global community.

BECKER SCHOOLS

CORE VALUES

RESPONSIBILITY

EXCELLENCE

SAFETY

PARTNERSHIP

EDUCATION

COMMUNICATION

TRUST

Intermediate School Core Beliefs

We believe that Intermediate Elementary students need a nurturing, respectful and welcoming environment to learn.

We believe that Intermediate Elementary students need to be provided safe opportunities to explore and develop independent study skills and habits.

We believe that Intermediate Elementary students deserve and need to be held accountable to high standards.

We believe that Intermediate Elementary students need to be guided to develop empathetic and respectful problem-solving skills.

We believe that academic success for Intermediate Elementary students is a responsibility that is shared by students, parents and the school staff.

Mission Statement

Preparing self-directed learners to thrive in a changing global community.

BECKER SCHOOL BOARD MEMBERS

Aaron Jurek - Chair
763-262-1081

Mark Swanson - Vice Chair
763-234-0727

Connie Robinson – Treasurer
763-360-6169

Cindy Graham - Director
612-221-1314

Sarah Schaefer – Director
763-442-0150

Ryan Obermoller - Director
952-381-4440

BECKER ADMINISTRATION

Superintendent of Schools, Mr. Jeremy Schmidt 763-261-4502
jschmidt@isd726.org

Primary Principal, Dale Christensen 763-261-6330
dchristensen@isd726.org

Intermediate Principal, Nathaniel Boyer 763-261-4504
nboyer@isd726.org

Middle School Principal, Chantal Boyer 763-261-6300
cboyer@isd726.org

High School Principal, David Kreft 763-261-4501
dkraft@isd726.org

Assistant Superintendent, Minda Anderson 763-261-4501
manderson2@isd726.org Ext. 3133

School Nurse, Sadie Terwey 763-261-4501
sterwey@isd726.org Ext. 3119

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School Day

Arrival and Dismissal Procedures:

Beginning Time: 8:00 a.m. **Ending Time:** 2:42 p.m.

Students should not arrive at school before 7:40 a.m. Please make arrangements with the Principal if your child needs to be at school before 7:40 pm or after 2:45 pm. If it is a recurring issue, contact Camp Opportunity.

Morning Arrivals:

Safety Patrols are on duty at 7:40 a.m. to help students cross streets safely. Any student arriving after 8:00 a.m. must get a pass from the office. Students not in their classroom at 8:00 AM are considered tardy. Students leaving before 2:42 p.m. will need to be checked out at the office by the adult signing the child out of school.

During the Day Student Check-out:

Parents who need to pick up their child before the end of the day need to check out their child at the main office. Children will not be dismissed from the classroom. All students will be sent to the office for early dismissal or checkout.

Evening Pickup:

Parents picking up students should do so on the school side of Third Street. If parents use the parking lot adjacent to the bus-loading zone to pick up students, please use the marked crosswalks to cross between the buses. Parents who come into the school building need to wait in the lobby for their student(s). Be sure your car is out of the circular drive before the buses line-up at 2:20 - 2:30 pm or you may be trapped in that area until the buses leave at 2:50 pm.

Cancellation and/or Early Dismissal:

Cancellation of school takes place only during extraordinary circumstances such as bad weather, health risk, or power failures. The District has an automated calling system that will send a message to all homes with phone numbers listed in the student management system (Skyward). All closures and alterations of the school day will also be broadcast on WCCO (830) and WJON (1240) radio or WCCO (4), KSTP (5) and KARE (11) television. Please have an emergency plan in place and have updated emergency numbers reported to each building office. Alternative arrangements need to be made prior to an emergency. Do not call the schools in an emergency as this clogs phone lines and slows evacuation procedures. If necessary, the school will call you at the numbers on your emergency card.

Crossing Guards/Safety Patrol:

Minnesota State Highway Patrol trained student crossing guards are present on Hancock Street at the intersection of Rye Street as well as the corner of Hancock Street and Third Street. Please be advised that when these students are present and have the orange safety flag extended all vehicular traffic must **STOP**. Any vehicle running an extended flag will have their license number reported to the Becker Police Department. Also, please do not cut the corner of Hancock to Third Street short as this could result in an injury to students. Your cooperation is appreciated.

FOOD SERVICE

FOOD SERVICES:

Through waivers offered from USDA and MN Department of Education breakfast and lunch is FREE for ALL students in grades Pre K-Grade 12 for the 21-22 school year. Breakfast, lunch and milk prices for the 2020-2021 school year are as follows:

- First Breakfast - \$0.00
- First Lunch - \$0.00
- Extra Milk - \$0.50 per carton

A LA CARTE: Extra items will be available daily for purchase at the middle school and high school levels. These items will be billed to the family account. *We strongly recommend that parents/guardians discuss ala carte choices, expectations, and spending limits with your child(ren) at the beginning of the year.* The student will need to enter his/her 4-digit lunch pin number when purchasing extras. Prices for ala carte items can be viewed on the district's web site or a price sheet can be sent home if requested.

Lunch money is collected in the main office daily and deposited in family accounts. We recommend that lunch money is brought to school by the oldest child in each family and deposited at his/her school. Students will be notified when their family account is at \$5.00 or below. We appreciate your cooperation in keeping accounts current.

Although meals are free for all students, applications for the free or reduced lunch program will be sent home at the beginning of the year and are available at each school and the district office and we strongly encourage all families who may be eligible to apply. Students in households that meet the free or reduced-price meal income guidelines will generate additional aid for the school district such as Compensatory revenue, Title 1 Federal Aid, and technology funds. This aid is critical in providing instructional services for at-risk students and students who are behind their peers. The funding allows the district to provide additional remedial instruction for students, offer free or reduced price meals, reduced price activities, fees and district-provided hotspots.

Becker Intermediate School Supply List

2021-2022

Headphones for the computer labs will be on sale during our Assessment/Conference days. Please do not buy different headphones as not all will work on the computers.

Please mark all items with your child's name or initials.

3rdGrade

- Markers (Crayola) – 8 count thick
- Scissors
- Colored pencils (Crayola) – 12 count
- (2) Red Marking Pen
- White Board Eraser or Sock
- Pencil Box (approximately 5inX8in)
- Pencils (2 boxes of 24 Ticonderoga pencils, sharpened)
- Highlighter - Yellow
- Crayons (Crayola) – 24 count
- Headphones
- Kleenex (2 boxes)
- Bottle of glue – Elmers School Glue
- 4 Dry Erase Markers (not fluorescent)
- 4 Glue Sticks – Elmers Washable Purple Stick
- 4 Two Pocket Folders
- Bike Helmet (for Phy-ed)
- 1 Composition Notebooks
- Backpack
- 2 Spiral Bound Notebooks (wide ruled, multi-colors)
- Large Pink Eraser
- Disinfectant Wipes

4thGrade

- Colored Pencils (24 count)
- 1 Black Permanent Sharpie
- Watercolor Paints (8 color set)
- 6 Glue Sticks
- #2 Ticonderoga Pencils (24 count, sharpened)
- 2 Red Ink Pen
- 1 Whiteboard Eraser or clean white sock
- 4 Dry Erase Markers (not fluorescent)
- 1 Composition Notebook (9.5 x 7.5)
- 1 Seven Pocket Expandable Folder
- 2 Two pocket folders
- Scissors
- Highlighter
- Large Eraser

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- Pencil Box or Pencil Bag (approximately 5 x 8 inches)
- Ruler (cm. and in.) – not bendable
- Backpack – no wheels
- Bandana – (Phy Ed)
- 2 Kleenex
- 3 Single Subject Notebooks (Wide Ruled and Multi colors)
- 1 box Classic Colored Markers
- 2 Clorox Wipes
- Stylus (optional for iPad use)

Recorders will be on sale during our Assessment/Conference days for 4thGrade Students only. Please do not buy a different Recorder as we would like you to have a specific type.

5thGrade

- 2-inch Binder
- Scissors
- Kleenex (2 boxes)
- Disinfectant Wipes
- 2 Glue Sticks
- Highlighters
- 10 Red Pens
- 1 Package 3 x 3 Post it Notes
- 3 Ring Pencil Pouch
- Pencil Sharpener
- 1 Bandana (Phy Ed)
- 4 Dry Erase Markers (not fluorescent)
- #2 Pencils (24 count and sharpened)
- 2 Black Fine Tip Sharpie Markers
- 2 Black Ultra Fine Tip Sharpie Markers
- Colored Pencils 24 Count Package (not crayons, markers or pens)
- 4 Single Subject Spiral Bound Notebooks (Wide ruled and multi colors)
- Loose Leaf Paper (reinforced)
- 4 sturdy Two Pocket Folders
- Plain White T-shirt in a Gallon Ziploc bag to be used throughout the year (plan for growth)

ACADEMICS

Academic Services and Alternatives:

Speech & Language:

Programming is provided for students who qualify under the federal guidelines for services including speech fluency, articulation and production. Also, services are provided for students with language delays or disabilities as defined by federal law.

School Psychologist:

The services of a school psychologist are available for testing and consultation. Referrals to the psychologist are part of the MTSS (Multi-tiered System of Supports) team process.

Special Education Services:

Students who qualify for service under state and federal guidelines have an Individual Education Plan developed to address their individual needs. Once an IEP is signed, services are provided by the Special Education staff and reflect the IEP goals.

Curriculum:

Reading & Language Arts: Becker Intermediate uses the Journeys materials in grades 3-5.

Spelling: The Intermediate uses the 'no excuse' words along with the words presented in the reading program. Word study and phonics instruction are built into lessons.

Mathematics: The Becker School District uses the Everyday Mathematics series. This series emphasizes logical math processes rather than computational skills only. Skills are taught, then reviewed continuously.

Social Studies: The social studies program begins with a study of communities and expands the study to all regions of the United States. American History from Columbus to the Vietnam War is also taught.

Science: The science program is a hands-on inquiry-based program. Some of the units taught are electricity and magnets, weather, landforms, minerals etc.

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.

Assessments:*Minnesota Comprehensive Assessments:*

All three grade levels take the MCAs in the spring of each school year. These assessments in the areas of reading, mathematics and science (fifth grade only) are state generated tests that are designed to be a benchmark that measures how each child is progressing in the District's curriculum compared to other students at the same level within the state of Minnesota

Fastbridge

All three grades 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.

Parent/Teacher Conferences:

Parent/Teacher Conferences are scheduled in the fall and winter. Teachers or parents can request a third conference in the spring or other times they feel a need to meet. Check the District calendar for dates and times. Conferences are a valuable communication tool for both the parent and the teacher. Parents are encouraged to prepare for the conference by talking to their child about concerns or questions the child may have. Parents are encouraged to write out any questions they might have so those topics get covered during the conference. Parents who have questions or concerns are encouraged to call and/or meet with their child's classroom teacher at times other than the conference days. Please call in advance to set a meeting time with a teacher. It is difficult, sometimes impossible to get classrooms covered at the last minute.

Report Cards:

Report cards will be issued **electronically** at the end of each trimester. All report cards can be accessed on the Skyward program. Grades 3, 4 and 5 use a scale of (E) Exceeds Standards, (M) Meets Standards, (P) Partially Meets Standards (GA) Growth Area. Personal Development is reported with a (S) Satisfactory and (N) Needs Improvement. **Paper copies of report cards may be issued at the request of a parent or guardian.**

ACTIVITIES

The Intermediate School sponsors several after school activities throughout the school year.

Community Education Classes:

Community Education offers classes for 3-5 grade students throughout the school year as well as the summer break. For more information call the Community Education office at 762-261-4506 or go on-line to becker.k12.mn.us and click on Community Education.

Friday Fun Nights:

The Intermediate staff **may offer** this activity for Intermediate students only. No parents, no friends and no relatives allowed. This is an activity that allows the 3-5th graders an opportunity to play and have fun with their peers. The activity costs \$5 or \$10 at the door. This money is used to augment field trip costs. This activity starts immediately after school and ends at 4:50pm. Parents must pick up their child by 5:00pm.

ATTENDANCE

Absence Procedures:

If your child is going to be absent please call 763-261-4504 either before school in the morning or before 9:00 a.m. If the office does not receive a call by 9:00 a.m. the office will attempt to call the home.

Excused and Unexcused Absences:

The State of Minnesota requires that all children between the ages of 7 and 16 attend school all days that school is scheduled. If a child's attendance is sporadic they can be considered truant if over the age of 12 and victims of educational neglect if under the age of 12. It has been proven that good school attendance contributes to success in academics. The Staff of Becker Intermediate Elementary School want to see all children in school every day. However, we all realize that there are reasons children need to be excused from school.

Excused absence:

Illness, injury, death in the family, family emergency, court appearance, medical appointments (doctor, dentist, psychologist, etc.) Whenever possible, it is appreciated if medical appointments are scheduled outside of the school day. 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.

Unexcused absence:

Includes but is not limited to; missed bus, over sleeping, bus suspension, baby-sitting, shopping trip. If a child has excessive tardies or the school is not notified by phone or by note the absence is recorded as unexcused. Keeping a child home if they do not attend a field trip is considered an unexcused absence.

Procedures for Excessive Absences:

Becker Intermediate School will monitor absences and tardies that are 10% or greater of the academic year.

STEP 1 - A phone call to parents expressing concerns about absences or tardies,

STEP 2 - A letter is sent to parents outlining attendance concerns. The letter will recommend a conference with parents and school officials.

STEP 3 - A letter is sent to parents indicating continued concerns. This letter will also require a physician's note for any further absences or absences will be unexcused.

STEP 4 - As soon as there are three or more UNEXCUSED absences a letter will be sent notifying parents of a referral to the County Attorney.

STEP 5 - As soon as there are seven or more UNEXCUSED absences, the school will file educational neglect with the Sherburne County Attorney.

What is considered tardy?

Any child who arrives after the starting time (7:50 am) is considered tardy. After 20 minutes of the school day beginning, they are considered 1/2 day absent. This 20-minute rule applies to the end of the day also.

What is considered a half day absent?

Any child arriving after 8:50 a.m. but before 11:40 a.m. is counted half day absent. Any child leaving after 11:40 but before 1:40 is counted 1/2 day absent.

CODE OF CONDUCT/DISCIPLINE

The term discipline has many meanings. Discipline is the training of the mind or character. It is also a system of rules or an order among members of any group. The policies of the Becker School Board, the laws of the state of Minnesota and the Constitution of the United States of America govern the students and staff of Becker Intermediate Elementary. Whenever possible, the staff of BIES will use inappropriate behavior as an opportunity to teach proper behavior. Consequences for misconduct will be appropriate to the behavior and gradually increasing in severity in accordance with all local policies as well as state and federal laws.

Providing a safe and nurturing educational environment is our number one goal.

All behavioral issues are dealt with as quickly as possible. Parents will be notified of behavioral issues. All concerns reported by students, parents, teachers or other staff members are investigated and dealt with as outlined in the District Discipline Policy. Information concerning behavioral issues and the consequences for behavior violations are protected by data privacy regulations.

Adult & Visitor Code of Conduct:

All adults at Becker Intermediate Elementary School are expected to be positive behavioral models for students. Obscene and/or foul language, threats or yelling will not be tolerated. If necessary, adults will be asked to leave the school and return when they are in control of their emotions and behavior so that problem solving can happen.

Behavior Expectations:

Becker Intermediate Elementary School expects staff, students and families to:

- **Show Respect**
- **Show Ownership**
- **Making Choices that are right**
- **Show Kindness**
- **Show Safety**

Behavior Management Student Expectations

INTERMEDIATE ROCKS – Student Expectations:

INTERMEDIATE ROCKS are the expectations that we have developed for ALL students at Becker Intermediate School. These have been developed to create a calm and peaceful learning environment for all students and staff. Students will be reminded of this throughout the school year and also recognized for their commitment to *INTERMEDIATE ROCKS*.

Behavior Management Response to Behaviors:

The purpose of the school’s response to behaviors is to encourage appropriate behavior and self-monitoring through class management, explicit teaching, modeling, communication, inventions, and restoration as needed. Teachers manage their classrooms by creating a classroom community with rituals, routines, and procedures. We explicitly teach students to show respect to all adults in the community when a reasonable request is given, regardless if the adult is their direct teacher. Occasionally students may need support from the administration team. These would be classified as an office referral. At Becker Intermediate we define an office referral as behavior exhibited by students that are managed by the office or office-managed.

- Staff-managed behaviors are considered minors infractions and are processed with classroom responses.
- Office-managed behaviors require a staff member to complete an office referral.
- To ensure the behavior is addressed by the office, staff will complete OR as communication is occurring (before office contact, during contact, or immediately following office contact-within 60 mins.)

Observe Problem Behavior



Warning/Conference with Student



Is the behavior administrator managed?

NO

YES

Staff Managed (MINOR)	Office Managed (MAJOR)
It is the expectation that staff will manage the following behaviors (and keep individual records of this on file):	It is the expectation that staff will complete an office referral (OR) and contact administration for the following behaviors:
<ul style="list-style-type: none"> • Unprepared for class • Dress code violation • Tardiness • Electronic devices/cell phones • Possession of candy, gum. • Sleeping in class • Academic dishonesty • Leaving the room without permission 	<ul style="list-style-type: none"> • Weapon/Explosive Device possession • Threats of weapon/Bomb • Possession of medication • Possession/Use of alcohol, tobacco, other drugs or paraphernalia • Fighting (Serious; Harm; Planned out; Targeted)

<ul style="list-style-type: none"> ● Theft (minor-items taken under \$10) ● Inappropriate language ● Inappropriate behaviors in the following areas: <ul style="list-style-type: none"> ○ Hallway ○ Recess ○ Locker ○ Classroom ● Non-compliance with staff direction ● Peer conflicts ● Minor disruptions: throwing objects, personal toys, etc. ● Threat (based upon threat assessment, the probability that they would take action, previous similar issues, public) ● Physical Aggression (e.g. not limited to: Non-serious, no harm, result of recess game) ● Verbal language ● Threat of violence ● Vandalism/property damage 	<ul style="list-style-type: none"> ● Theft/Burglary (major-item taken over \$10) ● Inappropriate behavior ● Truancy ● False fire alarm/false alarm ● Bullying (refer to district policy and definition) ● Continued violation of staff-managed behavior (post interventions and family involvement) ● Insubordination of administrators request
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Examples of Staff-Managed Responses to Behaviors:

- Proactive-
 - Morning meeting (greeting, sharing, group activity, morning message)
 - Explicitly teaching classroom expectations
 - Interactive modeling
 - Quiet Time
 - Brain breaks/energizers
- Reactive-
 - Visual and verbal cues
 - Increase proximity
 - Reinforcing teacher language
 - Reminding teacher language
 - Redirecting teacher language
 - Logical consequences
 - Take a break/buddy room

Examples of Office-managed Response to Behaviors:

If a staff member completes OR, administration will determine the response. This may include, but not limited to:

Preparing self-directed learners to thrive in a changing global community.

- Repair sheet (think sheet)
- Restorative processes
- Relationship building activities with student(s) or staff
- Behavior Chart
- Referral to check in/Check out
- Take a break in class
- Take a break out of class (buddy room)
- Scheduled breaks
- Adapted recess, lunch according to restorative processes or logical consequences and others.

If proactive and reactive processes have been used and a child needs to be removed from the classroom for an office-managed behavior, complete and call the main office. Staff are expected to supervise students and should not send students to the office or hallway unsupervised. Staff are expected to wait with students until office staff have made contact.

Teachers are expected to communicate timely and frequently with parents regarding behaviors. Continued violations of staff-managed behaviors should not be referred to the office without first involving parent/family.

Bullying: (Policy 514)

“Bullying” means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student’s or other students’ educational benefits, opportunities, or performance. Bullying includes, but is not limited to; conduct by a student against another student that a reasonable person under the circumstances knows or should know has the effect of:

1. Harming a student;
2. Damaging a student’s property;
3. Placing a student in reasonable fear of harm to his or her person or property; or
4. Creating a hostile educational environment for a student.

Consequences for students who commit prohibited acts of bullying may range from behavioral interventions up to and including suspension and/or expulsion.

Harassment:

Everyone in District 726 has a right to feel respected and safe. Use of words (verbal or written), pictures, actions, touch or gestures that make another person feel uncomfortable will be considered harassment and will not be tolerated. Bullying is considered a form of harassment and will not be tolerated.

School Resource Officer (SRO):

The SRO is an investigator with the Sherburne County Sheriff's Office. One responsibility of the SRO is to respond to acts committed in school that may be deemed unlawful. As an officer of the law, the SRO may cite violations and process charges through the county attorney's office.

Searches:

Students are assigned a locker and a desk to keep their school and personal belongings. School personnel have the right to search lockers or desks. Periodic searches happen for the purpose of finding work and or related to safety and discipline issues.

Lockers:

The school provides lockers for all students. Some students may need to share a locker with one other student. All lockers are assigned by the classroom teacher. Students are expected to keep the locker assigned to them clean. Students are expected to respect the property of others and stay out of lockers assigned to others. The lockers remain the property of the Becker School District and therefore can and will be searched routinely. Only locks provided by the school may be used on lockers; all others will be cut off the locker. Any locks ruined in the process of removal are the responsibility of the student. (A complete copy of this and all District policies can be accessed on the District Website; www.becker.k12.mn.us)

Student Transportation:

Students may only ride on the bus they have been assigned. Because the buses are operated at student capacity, a child who is visiting a child on another bus route, must provide their own transportation. Parents are responsible for their child's transportation from any after school activity.

Riding the bus is a privilege not a right.

Students are expected to follow the same code of conduct on the bus as they have in the classroom. All rules and regulations found in the *RULES of CONDUCT of BOARD POLICY* will apply.

- 1.) Students need to be at the stop by the time the bus arrives and be waiting on the side of the road.
- 2.) Students are to remain seated while the bus is in motion.
- 3.) Students are to keep their hands, feet and personal articles to themselves. This includes keeping the aisle open at all times.
- 4.) Students are not to use foul or obscene language or gestures.

- 5.) Students are to maintain a reasonable noise level to ensure the driver can hear traffic noise and trains.
- 6.) Students should not extend any part of their bodies or other objects from the windows or door of the bus.
- 7.) Students are to keep the floor and seats clean from refuse and gum. 8.) Students are not allowed to have any articles on the bus which the driver deems unsafe or a nuisance.
- 9.) The bus driver has the right to give additional directions to students which he/she believes are necessary for the safety of the students on the bus.
- 10.) Students must ride their assigned bus. Any exception must be cleared by the Becker Intermediate Elementary Office.

Consequences:

Failure to comply with the above safety regulations could result in one or more of the following consequences:

- 1). Verbal warning from the driver
- 2). An assigned bus seat for a specified period
- 3). A parent contact by the driver and/or principal.
- 4). A misconduct form being sent to the principal which may result in:
 - A. Student/principal conference, possible loss of freeplay.
 - B. Parent/student/principal conference for second conference for second misconduct offense.
 - C. School disciplinary action
 - D. Suspension of bus transportation privileges for a specified period.
 - E. Recommendation to the School Board for permanent exclusion from transportation services.


The school is legally liable for services from the time they board the bus until they are dropped off at the bus stop. For this reason, students are not permitted to leave school grounds once they are dropped off at school. Students are not permitted to get off the bus at any building but the building where they attend school.

Weapons Policy:

No student shall possess a weapon when in the school building, or any articles normally used to harm or intimidate another person on school grounds or on any school sponsored trip or activity. Toys designed to look like weapons are also prohibited.

Behavior Management Matrix

INTERMEDIATE ROCKS!

	<p>R Respect</p>	<p>O Ownership</p>	<p>C Choices that are right</p>	<p>K Kindness</p>	<p>S Safety</p>
<p>Classroom and Specials</p>	<ul style="list-style-type: none"> ● Be respectful of self and others ● Listen ● Respect your classroom 	<ul style="list-style-type: none"> ● Be on time ● Be ready and prepare to learn ● Be responsible for self and work ● Be responsible for your iPad and Charger 	<ul style="list-style-type: none"> ● Do your best work ● Follow directions ● Be honest ● Use inside voices 	<ul style="list-style-type: none"> ● Show empathy towards others ● Help others in need 	<ul style="list-style-type: none"> ● Stay in the classroom (unless given a pass) ● Keep hands and feet to self ● Use materials and equipment appropriately
<p>Hallways</p>	<ul style="list-style-type: none"> ● Quiet Voices ● Respect student work on the walls ● Give personal space 	<ul style="list-style-type: none"> ● Keep area clean ● Be responsible with your personal belongings 	<ul style="list-style-type: none"> ● Have a pass when alone ● Go directly to the classroom 	<ul style="list-style-type: none"> ● Be courteous ● Be helpful 	<ul style="list-style-type: none"> ● Walk at all times ● Stay on the right side ● Keep hands and feet to yourself
<p>Bathrooms</p>	<ul style="list-style-type: none"> ● Allow for privacy ● Keep bathroom clean 	<ul style="list-style-type: none"> ● Flush the toilet ● Wash hands ● Clean up after yourself 	<ul style="list-style-type: none"> ● Use the bathroom quickly and quietly. ● Use a pass when not with your class 	<ul style="list-style-type: none"> ● Be courteous 	<ul style="list-style-type: none"> ● Return directly to class ● Report unsafe behavior or conditions
<p>Lunchroom</p>	<ul style="list-style-type: none"> ● Be courteous ● Use inside voices ● Show calm body 	<ul style="list-style-type: none"> ● Clean up your area ● Eat your own food 	<ul style="list-style-type: none"> ● Raise hand if you need something ● Use food for eating only 	<ul style="list-style-type: none"> ● Be helpful ● Be friendly to those in need 	<ul style="list-style-type: none"> ● Stay in seat until dismissed ● Walk ● Keep hands and feet to yourself

Preparing self-directed learners to thrive in a changing global community.

					<ul style="list-style-type: none"> ● Respect allergy free table
Bus	<ul style="list-style-type: none"> ● Follow driver and staff directions ● Use appropriate language ● Use quiet voices 	<ul style="list-style-type: none"> ● Walk ● Be responsible for your personal belongings 	<ul style="list-style-type: none"> ● Take care of yourself and siblings ● Keep bus clean 	<ul style="list-style-type: none"> ● Be helpful ● Be friendly to those in need 	<ul style="list-style-type: none"> ● Keep hands and feet to yourself ● Stay seated ● Eat and drink when off the bus
Playground	<ul style="list-style-type: none"> ● Follow adult directions ● Take turns and share 	<ul style="list-style-type: none"> ● Use appropriately language ● Put trash in the garbage 	<ul style="list-style-type: none"> ● Resolve conflicts peacefully or seek adult help ● Demonstrate good sportsmanship 	<ul style="list-style-type: none"> ● Be a good friend ● Include others in games ● Take care of the equipment 	<ul style="list-style-type: none"> ● Stay in play area ● Line up when called
Assembly	<ul style="list-style-type: none"> ● Listen to the speaker. ● Follow directions 	<ul style="list-style-type: none"> ● Listen and watch ● Pay attention 	<ul style="list-style-type: none"> ● Voices off ● Eyes on speaker ● Listening ears ● Bodies still ● Ready to learn 	<ul style="list-style-type: none"> ● Sit flat on the floor ● Respect others personal space 	<ul style="list-style-type: none"> ● Keep hands and feet to yourself ● Enter and exit in an orderly fashion

GENERAL INFORMATION

Birthday Celebrations:

In the interest of reducing distractions during the academic day, birthday celebrations need to happen outside of the school day. This includes sending flowers, balloons etc. Flowers and balloons will not be delivered to classrooms. Because of allergies and the growing number of student families who cannot afford treats, we are discouraging students from bringing treats for their birthday. Due to lack of space, students are not allowed to bring overnight things to school.

Communication:

In an effort to keep parents as informed as possible a trimester Newsletter is inserted in the *Citizen* newspaper per trimester. If for some reason your family has not received the trimester newsletter a copy can be picked up at any of the School District's offices. All teachers and administrators have e-mail and voicemail. Many staff members also have web sites. In addition, periodic newsletters or announcements of special events are sent home with students, when parents have questions concerning their child's progress, curriculum, homework or discipline issues, they are encouraged to call or contact the classroom teacher via e-mail. Phone calls will not be put through to the classroom during the academic day. Parents can leave a voicemail message that the teacher will respond to as soon as possible. If the problem cannot be resolved or the teacher has been unable to return your call or e-mail, please call the Principal at 763-261-4504. If your child reports bullying or other types of harassment to you, please call or come in to talk to the Principal or teacher about the incident as soon as you become aware of the incident. We investigate and deal with all cases of bullying in accordance with our discipline policy.

Data Privacy:

According to Federal Data Privacy law, most information collected by a school falls under the umbrella of data that is protected. Data privacy laws protect information concerning discipline issues, as well as consequences resulting from a behavioral incident. Any parent who has questions concerning data privacy is encouraged to contact the building principal. Staff members are trained to never release information about students to anyone except custodial parents.

Release of Student Directory Information

In accordance with the Minnesota Data Practices Act, Becker Public Schools may release the following information without permission unless the district has been notified that it should not be released. Under the federal law, directory information includes the following information relating to a student:

1. Students name, address and telephone number
2. Student's gender and date and place of birth

3. Major field of study
4. Participation in officially recognized activities and sports
5. Weight and height of members of athletic teams
6. Date of attendance and grade levels completed
7. Degrees and awards received
8. The most recent previous educational agency or institution attended
9. Photographs for school district publications and local newspaper

The Becker School District considers all of the above to be "Directory Information" as well as the publication of the quarterly "honor roll". Federal rules define directory information to mean, "Information contained in the education records of a student which would not generally be considered harmful or an invasion of privacy if disclosed." 34 C.F.R., Sec. 99.3.

A parent or adult student has the right to refuse to permit the designation of some or all of the categories as directory information with respect to that particular student. If, as parents, or adult student, you wish not to have any or all of the above information to be considered "Directory Information," you should contact the Intermediate School Office in writing by September 30.

Student Dress & Appearance (Policy 504):

It is the intent of Becker Schools to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.

1. Tennis shoes are required for physical education classes each day.
2. Students will need to have warm clothing at school and available. All students will have an outdoor recess for about 20 minutes daily. (exceptions : extremely cold or rainy days., illness or injury)
3. All outerwear (jackets, hats, mittens, snow boots) are to be placed in the student's locker during school hours. Hats and scarves or bandanas are not to be worn in school except on special occasions.
4. Clothing needs to cover the midriff and cleavage. No under garments are to be showing.
5. Cologne, perfume and deodorants with a powerful odor should not be used in school.

The following clothing is not permissible:

1. Clothing bearing a message that is lewd, vulgar, or obscene will not be allowed.
2. Apparel promoting products or activities that are illegal for use by minors will not be allowed.
3. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Becker School District Policy 413 will not be allowed. This includes representations of confederate flags, swastikas, KKK signs and similar symbols, and applies to school property or school sponsored events on or off of school property including the parking lot and school buses.
4. Any clothing which a faculty member finds to be offensive or which interferes with the learning environment will be reported to the office. The student may be asked to change the clothing, call a parent for other clothing, or be sent home to change.

Emergency information:

Emergency information is updated and collected each fall. That information needs to be on file at the school office with accurate and updated phone numbers. Family plans in case of an emergency need to be outlined and presented in the fall at the School Office.

Crisis Plan:

Becker Intermediate has a Crisis Plan in place to deal with the unexpected. Students and staff participate in periodic drills throughout the school year so that we are prepared in case of an emergency. If parents are in the building during a drill, please follow the directives of a staff member.

Emergency Cards:

Parents/guardians need to fill out an emergency card with up-to-date information. This card is used in case it is necessary to contact parents because of an accident, an early dismissal or other reasons. Parents/guardians are asked to keep the Intermediate Elementary Office (763-261-4504) informed if there are changes in address, home or work phone numbers during the school year.

Emergency Drills:

Becker Intermediate Elementary School will have periodic fire and tornado drills with students. Staff members and students will also have intruder drills throughout the school year. All drills are done in an effort to be prepared in case of an emergency. If you are in the building during an emergency drill, please evacuate the building or move to the designated area.

Emergency Plan:

The Becker School District has an emergency response and evacuation plan in the event of a nuclear accident or terrorist event. Parents are urged to get information from the radio or TV. **DO NOT CALL OR COME TO THE SCHOOL AS THESE ACTIONS WILL PUT CHILDREN AT RISK BY CLOGGING COMMUNICATION LINES AS WELL AS BLOCKING ESCAPE ROUTES.**

Field trips:

Students at Becker Intermediate School will have the opportunity to participate in several field trips during the school year. These field trips are selected to enrich the curriculum being presented. There is a cost involved with these trips. If parents are having difficulty with the costs they can call the classroom teacher or the Principal as we have limited scholarship funds available. Parents who have other objections to a field trip and choose to have their child not participate need to contact the teacher. Students who do not participate in a field trip activity are expected to attend school that day or be counted as an unexcused absence. Alternative activities will be planned for your child.

Chaperones:

Parents who volunteer to chaperone for their child's field trip are expected to help supervise the students on the bus and at the event.

- 1.) Keep students in your group together and accounted for
- 2.) Have students in your group sit in front of you on the bus.
- 3.) Hold students accountable for their behavior
- 4.) Report students who refuse to follow directions to the teacher as soon as is practical.
- 5.) On the bus, students are to stay seated and talk quietly.
- 6.) At the venue students are to walk, stay with their group, and listen to speakers quietly and respectfully.

Permission Slips:

Students are required to have a slip signed by parent(s) or guardian(s) and returned to school before participation on any field trip outside of the District boundaries.

Foods:

Power/energy drinks are discouraged in school. Students are discouraged from having gum or candy in school. If a teacher allows gum or candy as a special treat it needs to be eaten or disposed of in the classroom.

HEALTH SERVICES

Health Information:

Illness during the school day: If a child becomes ill during the school day, the parents will be contacted at home or at work to inform them of the illness and arrange for them to take their child home. All calls concerning illness will originate from the health office. If the parents cannot be reached, contact will be made with the person designated by the parent on the emergency card. Typical reasons children are sent home include: fever of 100 degrees or more, vomiting, diarrhea, red and runny eyes, rash, suspected ringworm, impetigo, chicken pox, or head lice. (If you change your phone number at home or work or there is a change in your emergency contact person please notify the office as soon as possible. All information is confidential)

Accidents:

If an accident occurs, parents will be notified, if possible, concerning the particulars of the accident, degree of injury and any necessary follow up needed at home. All accidents will be triaged by the health office staff. Serious injuries will be stabilized at school and referred to the nearest or most appropriate hospital. Parents will be contacted as soon as possible.

Chronic Health Issues:

It is imperative that parents notify the nurse of any chronic health issues, (diseases, medications, allergies)

Flu Issues:

Parents are urged to report to the school nurse if their child experiences any of the following symptoms:

- Fever (100 F or greater)
- Sore throat
- Cough
- Nasal Congestion
- Runny nose

If your child has these symptoms, keep him/her at home, call the school nurse and have the child examined by a doctor. Stress the importance of washing hands and cover the mouth when coughing, and not sharing food or drink.

Head lice:

Head lice are common among smaller children. Because head lice are easily spread the district has a strict protocol for dealing with the issue of head lice. Students who display symptoms will be checked in the health office. If live lice are discovered the child will be removed from the classroom and the parents will be called. The parents will be responsible for picking up their child and following a procedure for getting rid of the lice. Children must be accompanied to school the following day by a parent to be rechecked by health office personnel. Students with live lice will be rechecked periodically.

Health Insurance:

Health insurance information will be sent to the home each fall. Parents have the responsibility to decide whether or not to purchase insurance.

Medication Administration:

Dispensing medication (including acetaminophen and ibuprofen) is not the responsibility of the school. However, the Board recognizes that children may have chronic and/or acute health conditions that may require medication during school hours. If it is essential for a student to take medication during the school day, the following protocol will be followed: Administration of prescription and/or over the counter medication by school personnel for a chronic health condition requires a written physician's authorization from a parent or legal guardian authorization. In special situations, a verbal order from a physician is acceptable and is to be followed with a written physician's authorization. Students may possess and use asthma medications as defined by the guidelines stated in Minnesota Sessions Laws 2001, Chapter 84 - Section 1. Minnesota Statutes 2000, Section 121A.22, Subdivision 2. This Act is effective August 1, 2001.

Student's medication must be in its original container. The pharmacy or physician must appropriately label prescription medication.

An adult must bring a student's medication to the office.

Student's medication will be administered according to written directions on the label.

In most cases medication to be administered three times a day need not be administered during school hours. It is most effective if administered every eight (8) hours.

Homeopathic, herbal or home preparations will not be administered.

See appendix for Authorization for Administration of Prescription Medications

Form/Parental Request form

Screenings:

Third and Fifth grade students are screened for vision.

State Mandated Immunizations:

State immunization requirements change from time to time. Immunizations that are considered in compliance may change if the law changes. The health office will notify you if your child's compliance changes.

Homework:

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. science fair/inventor's fair projects, 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. Students who have persistent problems with work completion either homework or in-class work will be provided extra support during free-play or after school. If parents have questions or concerns about homework or work completion they are encouraged to call the classroom teacher.

Internet/Acceptable Use:

Becker Public schools is committed to the use of technology and the internet for educational purposes. Technology has allowed teachers to enhance and extend curricula in ways not even envisioned a few years ago. The school district embraces the use of personal and school-owned devices for the advancement of teaching and learning. In making decisions regarding student access to the school district computer system and the Internet, including electronic communications, Becker Public Schools considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

The school district is providing students access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students

with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district 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 suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

Electronic Devices:

Cell phones, iPods and other electronics may be used during the school day with staff permission. All such devices should be turned off in the student's locker during the school day.

Use of Digital Devices at School and School Activities

In keeping with the district's technology goals, the district recognizes the value of mobile devices as learning tools and for communication purposes. Student use of these devices will be governed by the following procedures:

- The use of mobile devices during instructional time is at the discretion of the classroom teachers and building administrators
- When the use of electronic devices is not required during class, they should be set aside to prevent distraction.
- Students shall not use any electronic device that disrupts or detracts from the educational environment.
- Students may not use mobile devices in any manner that violates any district or school policies, including policies and guidelines governing copyright, harassment, Internet Acceptable Use, and academic integrity.
- Cameras or any devices with recording capability are not permitted to be used in locker rooms, restrooms, or any area where students and staff have a "reasonable expectation of privacy".
- Students are not allowed to photograph or videotape students or staff at school without their consent with the exception of public events such as concerts or athletic contests.

- Students' use of mobile devices while in the school building must comply with the district's Acceptable Use Policy regardless of whether they are connecting through the school's network or through a cell carrier.
- The district retains the right at any time to view and/or investigate the contents of students' school issued devices at school.
- Any inappropriate use of cell phones for the purpose of using text messaging to harass or threaten others, or to plagiarize, copy or otherwise cheat academically is subject to the hazing and harassment policy and will result in disciplinary action. (District Policy 526)
- The school is not responsible for lost or stolen items.

Violations of these guidelines will be handled on an individual basis and may include confiscation of the device, conference with parents, suspension of the right to carry a phone/device, referral to the school resource officer, or other consequences.

Lost & Found / Stolen Property:

The school is not responsible for lost or stolen items. Each year students lose or misplace items of clothing as well as other things. Parents are encouraged to somehow label clothing and other belongings for easier identification. If your child is missing article(s) of clothing, the Lost and Found located in the lobby should be checked first. Students are discouraged from bringing anything to school except their books and study materials. Valuable items, expensive gifts, money or electronic toys or gadgets should not be brought to school. Lost items are not the responsibility of the Becker Schools or Becker Intermediate School and there is not time or personnel to conduct or complete a thorough search or investigation.

Mandatory Reporters:

All school staff are mandatory reporters. This means that all school staff are obligated by Minnesota law to report any incidents of suspected child abuse or neglect. Once a report is made to law enforcement or child protective services, the issue is out of the control of the school officials.

Pets:

Pets are not allowed in the building or on school grounds, unless parents make prior arrangements with the classroom teacher. In which case, pets may be brought to a designated spot outside of the building where the class can view the animal. Please remember that all pet visits must have prior approval of the classroom teacher with specific times and dates set. Please try to set a time that does not coincide with dismissal. No pets are allowed on any school bus. Pets must be brought and returned home by the parent(s).

This procedure is in response to the many children and staff members with asthma and allergies. Thank you for your cooperation.

Pledge of Allegiance:

The entire Becker Intermediate School body recites the Pledge of Allegiance **at least** weekly. Any student who wishes to abstain from reciting the Pledge is free to do so but must communicate their objection to their teacher.

Safety:

Safety is an important goal at Becker Intermediate Elementary. To help us provide your child/children with a safe environment, please read and follow the procedures outlined below.

Bicycle Procedures:

For the safety of both riders and walkers, all bike riders need to follow the expectations listed below;

- 1.) Bicycles are ridden on streets only. For the safety of all pedestrians, bikes should be walked from the school at dismissal time.
- 2.) Walkers always have the right-of-way.
- 3.) Only one rider on a bike at a time.
- 4.) All bikes must be parked in the bike rack.
- 5.) Bikes are only ridden to and from school.
- 6.) Bikers should arrive at school no earlier than 7:45 a.m.

Hallway Procedures:

- 1.) Students will walk on the right side of the hallway.
- 2.) Students will talk quietly in the halls.
- 3.) Students will report all strangers to their teacher or the office.

Playground Rules:

- 1.) Food, gum and/or candy are not allowed on the playground.
- 2.) Organized group games such as football, softball, kickball, etc. must be held on the designated playing area.
- 3.) Tree climbing or snow/ice throwing are not permitted.
- 4.) Toys of any type are not allowed on the playground
- 5.) Violence, use of profanity, obscene gestures, poor sportsmanship, threatening or harassment of others, general inability to get along can and will result in suspension of playground privileges and/or other sanctions as deemed necessary and proper by the supervisors of the area or the principal.

Roller blades/Skateboards/Scooters: For the safety of all pedestrians, rollerbladers, skateboarders and scooter riders need to follow the expectations listed below:

- 1.) Roller blades/skateboards/scooters are not to be used during bus loading and off-loading times.
- 2.) Roller blades should never be worn in the school building.

Walker Procedures: For safety reasons, all walkers must cross only at corners or marked crosswalks. Always look both ways and follow these expectations:

- 1.) Use sidewalks, whenever possible, on the way to and from school.
- 2.) Cross streets ONLY at marked crossings or at street corners.
- 3.) Safety Patrol students will assist crossing at Hancock Street and the Rye Street corner as well as the corner of Hancock & Third Streets.
- 4.) Walkers should arrive no earlier than 7:45 a.m.
- 5.) 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.

Snack Break:

Teachers typically schedule a working snack break for students sometime during the school day. Students are allowed to have a food snack. Snacks should be nutritional in nature, i.e. fruit or vegetables, crackers etc. High sugar treats are discouraged.

Telephone Use:

Students are allowed to use the office or classroom phones in cases of emergencies only. Making after school social plans is not considered an emergency. Students are not to use these phones during the school day without teacher permission.

Toys:

Students are not to bring toys of any type (Pokémon Cards, sports cards, other electronic equipment etc.) to school. The only exceptions to this rule are special activity days, show & tell or long bus rides. Any articles brought to school are the responsibility of the student. Students are not allowed to bring laser pens or spray bottles or spray containers to school. Any of these articles or others deemed a nuisance found in school will be confiscated.

Visitors:

Students may not bring other children as visitors to school. Parents are welcome and encouraged to visit. For the safety of all the students, the Intermediate School building will be locked from 8:20 a.m. to 2:30 p.m. During the school day, when the buildings are locked, visitors are asked to press the call button near the main entrance. The school secretary will welcome you: ask your name, and the purpose of your visit. Visitors who are granted access to the building must report to the office, check in, and return the visitor's badge upon leaving the building. Signs will be posted at each building entrance explaining the protocol for visitors as described above. Parents visiting the classroom as an observer are asked to be as quiet and non-disruptive as possible. Visits are not an appropriate time to meet with the teacher or schedule a conference/meeting. Parents who choose to eat lunch with their child(ren) are asked to check in at the office and get a visitor badge. Please limit your visit to lunchtime and not the free-play time. Free-play is for student socialization. Also, parents on the playground are a distraction for the supervisors and can create a security issue. Should a parent visitor see or experience a behavioral issue, they are asked to report it to the supervisor of that area. Parents are not to discipline or reprimand any student(s).

Volunteers:

Becker Intermediate Elementary encourages and welcomes all volunteers to our school. Whether a parent, guardian, grandparent or community person, your time spent at Becker Intermediate Elementary, as a volunteer, is an important contribution to a child's education. Information will be sent home at the start of the school year outlining volunteer needs. If you are interested in volunteering contact your child's teacher or the Intermediate Elementary Office to arrange times and activities. Because volunteers are not required to have background checks completed, all volunteers will be allowed to work with students only in supervised settings. All persons volunteering are expected to report to the Intermediate Office to sign-in and get a volunteer badge to wear while in the building.

Support Services

Social Worker

A full time social worker is available to work with students individually or in groups to help students develop appropriate social and emotional skills.

Behavior Interventionist

A full time Behavior specialist is available to work with students individually or in groups to help students develop appropriate social and emotional skills.

Reading Interventions

Support is provided for children who need extra help in reading through computerized programs, small groups and/or one on one instruction.



Primary School
Parent/Student Handbook
2021-2022

[Becker Primary School Website](#)

*Preparing self-directed learners to thrive in a changing
global community.*

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RELEVANT POLICIES:

The following policies/forms can be accessed at the District website; www.becker.k12.mn.us.

[Student Attendance Policy](#)

[Internet Use Policy](#)

[Medication Authorization Form](#)

[Student Discipline Policy](#)

[Weapons Policy](#)

[Harassment & Violence Policy](#)

[Bullying Prohibition Policy](#)

[Controlled Substance Policy](#)

[Testing Opt Out Form](#)

Dear Primary School Parents and Students,

Welcome to Becker Primary School! The faculty and staff look forward to getting acquainted with new families to our school, and reacquainted with former students and their families. Our goal is that each student has a successful, safe, and enriching school year.

This handbook will provide you with general information concerning our school. We ask that parents and students take the time to become familiar with the policies, procedures, and expectations in this handbook. Most questions you have will be addressed in this guide as well as other topics relevant to your child's/children's education. Parents are a very integral part of your child's educational success. We encourage parents to carefully read through information that comes home from your child's teacher to help your child build the foundational skills to become lifelong learners.

This fall there will be assessment days for your child prior to starting the school year. This will be similar to what we have been doing for the past several years with conferences and assessments at the beginning of the school year. This has been a positive experience for both students and their parents. The assessment days will be Tuesday, September 7th from 11:30 a.m. – 7:00 p.m. and Wednesday, September 8th from 8:00 a.m. – 3:30 p.m. The first day of school for kindergarten, first and second grade will be Thursday, September 9th, 2021.

The intent of the beginning of the school year assessment will be to:

- Provide time for your child's teacher to do a benchmark assessment to know your child's reading level
- Ease the anxiety level for your child by spending time with your child's teacher
- Give parents an opportunity to ask questions and share any family concerns
- Bring in supplies
- Your child will also be assessed on High Frequency Words

Please plan on spending 1 ½ hours – 2 hours with your child on this assessment day. As a parent, you will be able to watch a video giving an overview of what to expect for the school year. You will also be able to purchase school lunches and some school supplies. Please note we will **NOT** be having an open house this year for K-2 families. The assessment days will take the place of an open house so you can take care of things during this time.

We are very proud of our school, students, staff, and programs offered at Becker Primary School. Thank you for your help in making this a positive and memorable school year. If you have any questions, suggestions, or desire further information, please contact the Primary School Office at 763-261-6330.

Sincerely,

Dale Christensen,
Principal

Preparing self-directed learners to thrive in a changing global community.

BECKER SCHOOLS
CORE VALUES

RESPONSIBILITY

EXCELLENCE

SAFETY

PARTNERSHIP

EDUCATION

COMMUNICATION

TRUST

Becker Primary Goal

School is a personal, vital, enjoyable and motivating experience for all children.

Each child has a healthy self-concept and sense of purpose, and endeavors to develop his/her individual interests and talents.

Each child develops the basic skills of computation and communication.

Students are equipped with resources necessary to become lifelong learners.

The strengths and skills of adults and children are utilized to improve the program and make teaching and learning a rewarding adventure.

Becker Primary Motto

“Be the very best person you can be.”

Mission Statement

Preparing self-directed learners to thrive in a changing global community.

BECKER SCHOOL BOARD MEMBERS

Aaron Jurek - Chair
763-262-1081

Cindy Graham - Director
612-221-1314

Mark Swanson - Vice Chair
763-234-0727

Connie Robinson – Treasurer
763-360-6169

Sarah Schafer – Director
763-442-0150

Ryan Obermoller - Clerk
952-381-4440

BECKER ADMINISTRATION

Superintendent of Schools, Mr. Jeremy Schmidt
jschmidt@isd726.org

763-261-4502
Ext. 3116

Primary Principal, Dale Christensen
dchristensen@isd726.org

763-261-6330

Intermediate Principal, Nathaniel Boyer
nboyer@isd726.org

763-261-4504

Middle School Principal, Chantal Boyer
cboyer@isd726.org

763-261-6300

High School Principal, David Kreft
dkraft@isd726.org

763-261-4501

Assistant Superintendent, Minda Anderson
manderson2@isd726.org

763-261-4501
Ext. 3133

School Nurse, Sadie Terwey
sterwey@isd726.org

763-261-4501
Ext. 3119

School Day

School Starting and Dismissal Time:

School begins each morning at 8:00. No students should arrive before 7:50. The Safety patrol students are on duty to help at the street crossing at 7:50 a.m. Students arriving after 8:00 are to report to the Primary Office before going to their classroom. The Primary students are dismissed at 2:40 p.m.

Cancellation/late starts/or early dismissal:

When there is danger or a health risk for students, the administration may decide to cancel school for the day, start classes late, or close school early.

Parents should have a plan in case of any emergencies. Two Radio stations are notified of the cancellations--WCCO (830) and WJON (98.1 FM or 1240 AM) 3 television stations WCCO (4) and KSTP (5) and KARE (11). Please make arrangements at the beginning of the school year so that the students know where they are to spend the day or partial day if their parents are not home.

Student Drop Off and Pick up:

Parents can only access the Primary School drop-off and pick-up area from the ONE-WAY lane off of Third Street across from Morris Street at the north end of the Bus Garage complex. Watch for signs.

Primary students will be dropped off on the northeast end of the Primary School (next to the Football field) between the hours of 7:50 am - 8:00 am or 2:30 pm and 3:00 pm. Parents must then exit on to Hancock Street.

This is a drop-off area only; parents cannot park and walk students into the building.

Parents who wish to walk into the school with their students will need to park in Lot A and cross at the crosswalks between the buses.

Parents can drop- off and pick-up students on Third Street along the curb on the north side of the street (the school side). Students can cross the Intermediate playground and enter the Primary School at Main Door.

If your child will have any changes in dismissal routine (picked up) you must provide a **written note** or a **phone call** indicating what the change will be. If we do not receive one or the other, **your child will be sent home on the bus**. If you pick your child up early from school, you must sign them out in the office.

School Security

The Primary School building will be locked from 8:20 a.m. to 2:30 p.m.

During the school day, when the buildings are locked, visitors are asked to press the call button near the main entrance. The school secretary will welcome you: ask your name, and the purpose of your visit. Visitors who are granted access to the building must report to the office, check out, and return the visitor's badge upon leaving the building. Signs will be posted at each building entrance explaining the protocol for visitors as described above.

FOOD SERVICE

Through waivers offered from USDA and MN Department of Education breakfast and lunch is FREE for ALL students in grades Pre K-Grade 12 for the 21-22 school year. Breakfast, lunch and milk prices for the 2020-2021 school year are as follows:

- Breakfast - \$0.00
- Lunch - \$0.00
- Extra Milk - \$0.50 per carton

Although meals are free for all students, applications for the free or reduced lunch program will be sent home at the beginning of the year and are available at each school and the district office and we strongly encourage all families who may be eligible to apply. Students in households that meet the free or reduced-price meal income guidelines will generate additional aid for the school district such as Compensatory revenue, Title 1 Federal Aid, and technology funds. This aid is critical in providing instructional services for at-risk students and students who are behind their peers. The funding allows the district to provide additional remedial instruction for students, offer free or reduced price meals, reduced price activities, fees and district-provided hotspots.

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 .50 cents. 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.)

Milk break

Milk break is separate from the lunch account. Parents will need to pay \$35.00 for half a year or \$70.00 for the entire year. Milk break is for grade 1 and 2 students only.

Breakfast

Students in Grades 1 and 2 will have the option to have breakfast as soon as they arrive at school. The cost for the breakfast is free this year. As soon as they are finished with breakfast, they will report to the classroom.

Kindergarten students will be eating breakfast with their class. All kindergarten students will receive free breakfast.

Becker Primary School Supply List
2021-2022

Kindergarten

These items will be available to purchase at school on assessment days:

- Headphones \$5
- Kiwi Pack \$5
- Kindergarten Folder \$1
- Scholastic Let's Find Out \$5.95
- Becker Primary Field Trip T-Shirt \$6.00

Additional Required Items:

Bring to your child's assessment conference please:

- 1 1.5 inch binder
- 2 highlighters
- 1 plastic pencil box (Standard size, approx 4.5x8.25) no zippered pouches or metal boxes. No dividers. Needs to hold crayons and markers.
- 1 set CRAYOLA watercolor paints
- 2 boxes 24 count CRAYOLA crayons
- 2 boxes CRAYOLA CLASSIC COLORS 10 count broad tip markers
- 1 black sharpie marker
- 1 bottom pocket folder
- 1 wide lined spiral notebook
- 1 composition notebook
- 1 pair FISKAR pointed child size scissors
- 3 JUMBO size ELMER'S glue sticks
- 1 bottle ELMER'S glue
- 2 pack BLACK wide tip EXPO dry erase markers
- 1 box tissues
- BOYS: disinfectant wipes and Snack size baggies
- GIRLS: disinfectant wipes and Gallon size baggies

First Grade

These items will be available to purchase at school on assessment days:

- Headphones \$5
- Kiwi Pack \$5
- VIP Folder \$1

Additional Required Items:

- 1 Colored Pencils - Crayola - 12 Ct
- 1 Composition Book - Wide Ruled - 100 Ct
- 1 Crayons - Crayola- 24 Ct- Box
- 4 Dry Erase Markers - Expo- Black
- 1 Sharpie- Black- Fine Point
- 1 Eraser- Large

- 3 Folders- Plastic and Pocket- Blue, Red, Yellow
- 2 Glue- Elmer's- Washable School Bottle- 4 oz
- 1 Glue- Elmers- Washable Stick - Purple- .77 oz- 3 Ct
- 1 Highlighter - Yellow - 1 Pk

- 1 Markers - Washable - Crayola - Classic - 10 Ct - Thick
- 1 Notebook - 1 Sub - Spiral - Wide - Asst - 70 Ct
- 1 Paint - Watercolor - Crayola - Oval - Washable
- 2 Pencil - Ticonderoga - Sharpened - No 2 - 12 Pk
- 1 Pencil Sharpener - Canister - 2 Hole
- 1 Scissors - Fiskar - Kids - 5 inch - Pointed
- 1 Box Tissues
- 1 Pkg. Wipes - Disinfectant
- 1 Box Zipper Bags Snack (BOY)
- 1 Box Zipper Bags Sandwich (GIRL)

Second Grade

These items will be available to purchase at school on assessment days:

- Headphones \$5
- Kiwi Pack \$5
- VIP Folder \$1

Additional Required Items:

- 24 #2 Ticonderoga pencils sharpened
- 1 handheld pencil sharpener
- 1 pack of pencil top erasers
- 1 Crayola colored pencil set
- 2 large eraser
- 1 small pencil box for inside of desk
- 1 box Crayola 24 crayons
- 2 bottle of Elmer's glue
- 1 boxes Crayola markers
- 4 large glue sticks
- 1 scissors
- 2 composition notebooks (9 $\frac{3}{4}$ x 7 $\frac{1}{2}$)32
- 3 plastic 2 pocket folders, bottom pockets
- 4 dry erase markers
- 1 white board eraser
- 1 ruler with (in & cm)
- 1 deck of playing cards
- 1 set of Crayola watercolor paints
- 2 boxes of Kleenex
- 1 disinfectant wipes
- GIRLS: 1 box quart Ziploc slider bags
- BOYS: 1 box gallon Ziploc slider bags

ACADEMICS

Academic Services and Alternatives:

The School District makes every effort to meet the needs of children with disabilities. Accordingly, Special Education services are provided within the school setting. As a member of the Sherburne and Northern Wright County Special Education Cooperative (offices in Monticello), Becker School has access to coordination services for special education programs. Special services available are programs for Speech Therapy, Vision and Hearing Impaired, Specific Learning Disabilities, Emotional/Behavior Disorders, Early Childhood Special Education, Mentally Handicapped, other Health Impaired and Physically Impaired Services. If parents have questions concerning any of these services, they should call the principal.

Curriculum:

The description of Becker Primary School curriculum is divided into several parts -- language arts, mathematics, social studies, science, and applied arts.

Language Arts - The language curriculum includes all of the disciplines of communication: reading, speaking, listening, spelling, and writing, including punctuation and grammar. Each of the language activities contributes to the total development of effective communications. Much of the instruction in oral and written expression occurs as a part of other subjects in the curriculum when students are expected to write, speak, and listen.

The Journeys developmental reading program has high priority in the primary curriculum. The students will develop reading strategies through guided reading, shared reading and read alouds. The goal of reading instruction is for children not only to learn how to read, but also to enjoy reading to become lifelong learners. The primary school has created a building bookroom to meet the needs of each learner.

Included in language arts instruction is an emphasis on writing, which reinforces and develops the related communication skills. Creative writing, critical thinking, spelling, punctuation, and writing style are important to good writing and communication.

Mathematics - The Becker School district uses the Everyday Mathematics series. This series emphasizes logical math processes rather than computational skills only. Skills are taught then reviewed continuously.

Social Studies - The sequence of the social studies program begins with the child's immediate environment and expands to places, events, and people farther removed in time and space. This "expanding environment" approach to social studies includes some form of history, geography, economics, government, and sociology at each grade level.

Science - The primary goal of the science curriculum is to help children develop an understanding of the physical world in which they live. Thus, a balance of life science, physical science, earth and space science is taught.

Health education is included in the science curriculum, with emphasis on both physical and

mental health. Instruction in healthy living includes topics such as nutrition, safety, first aid, body care, anatomy, self-esteem, decision making, and consumer health.

Applied Arts - Music, art, 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.

Parent/Teacher Conferences:

Parent/Teacher conferences are scheduled after the first trimester in November and after the 2nd trimester. These conferences are designed to highlight and celebrate each student's accomplishments as well as to discuss and develop plans for areas of concern. Parents may request a conference at any time during the school year by calling the primary school office.

Report cards:

At the end of each trimester, report cards are issued for each student.

ACTIVITIES

Community Education Classes:

Community Education offers classes for K-2 grade students throughout the school year as well as the summer break. For more information call the Community Education office at 762-261-4506 or go on-line to becker.k12.mn.us and click on Community Education.

Youth Sports:

Sporting opportunities are offered throughout the year. The Youth Sport opportunities are independent of the School District.

ATTENDANCE

It has been proven that good school attendance contributes to success in academics, benefits students socially, provides opportunities for important communications between teachers and students and establishes regular habits of dependability important to the future of the students. The Staff at Becker Primary School would like to see all children in school everyday. However, we all realize there are some reasons children need to be excused from school.

Excused absence or tardy:

illness, injury, death in a family, medical (doctor, dentist, psychologist, etc.) appointments, family emergency, family trip (We ask that these be kept at a minimum and pre arrangements be made with the classroom teacher),

Unexcused absence or tardy:

missed bus, overslept, or the school is not notified by phone or note. 3 unexcused tardies are equivalent to one unexcused absence.

What should you do if your child needs to be absent?

If your child is going to be absent, please call 763-261-6330 before school in the morning. If the office does not receive a call, the office will attempt to contact the parent. In addition, please send a note the next day with the child's name, date of absence(s), reason for absence(s), and parent signature.

What to do if your child needs to be picked up early?

If a parent needs his/her child dismissed other than the usual times, the child needs to be checked out at the office. The child will be called to the office. This process is a safety precaution for your child and it also minimizes disruptions.

No Child will be dismissed from the classroom.

Procedures for Excessive Absences:

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

2. Step 1 – A phone call by a staff member assigned by the building administrator expressing concerns with attendance.

3. 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.

4. 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.

Homework

If your child is absent for only one day, do not call the school to request homework. However, if your child has a prolonged absence, and you desire homework for him or her, please give the teacher one day of notice to get the work together.

Code of Conduct/Discipline

Adult Code of conduct:

All adults at Becker Primary School are expected to be positive models for students. Obscene and foul language, threats or yelling will not be tolerated. If necessary, adults will be asked to leave the school and return when they are in control.

Positive Behavior Support (PBS):

Becker Primary School is incorporating a Positive Behavior Support program into our everyday school environment. The students will be taught behavior expectations to follow for all areas of the building including: classroom, hallway, bathroom, lunchroom, bus, freeplay, etc. We expect the student's to "Be the very best person you can be". The staff is committed to helping children to reach their full potential to help students along a path of life-long learning. The Key components of our positive behavior program are for students to: Be their Bulldog Best with Behavior, Attitude, Responsibility and Kindness.

Bullying:

Bullying is considered a form of harassment and will not be tolerated.

A complete copy of this and all District policies can be accessed in the Primary Office

Harassment:

Everyone in District 726 has a right to feel respected and safe. Use of words (verbal or written), pictures, actions, touch or gestures that make another person feel uncomfortable will be considered harassment and will not be tolerated. Bullying is considered a form of harassment and will not be tolerated.

A complete copy of this and all District policies can be accessed in the Primary Office

Discipline policy:

Good student discipline is essential for all aspects of the primary school. 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. The entire policy is available in the primary office upon parents' request and is also on the Districts web site, 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, suspension and or expulsion as a result of their action.

Playground rules:

1. Students may not eat food, chew gum, or have candy in their mouths during recess.
2. Fighting, name calling, physical or verbal assaults are forbidden.
3. The use of profanity or obscene language or gestures is forbidden.
4. Students may not play in the parking lot.
5. Snowball throwing is prohibited.
6. Squirt guns or other water devices are not allowed on school property.
7. In the school building, children must walk and keep to the right when meeting or walking with groups in the hallways.

Rules of conduct:

1. Regular attendance is required of all students.
2. Vandalism, harassment, theft, physical or verbal assaults are prohibited.
3. Threats or disruptions to the school operation are forbidden.
4. Controlled substances, dangerous, harmful, or nuisance articles are prohibited from the school premises.
5. No weapons, toy weapons, or model weapons are permitted.
6. Bullying or fighting among students is forbidden.
7. Any attire or personal grooming, which endangers a person or interferes with school, or creates a class disruption is prohibited.
8. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

Locker Searches:

The school provides lockers for all students, although some students share a locker with one other person. The classroom teachers assign lockers to students in their class and require that the students regularly clean their lockers. The lockers remain the property of the school and are subject to search by school personnel at any time.

Student Transportation

Bus routes:

Students may ride ONLY on the bus they have been assigned. If a child is visiting someone on another bus route, the parents must provide their own transportation. Parents must make arrangements for their child's transportation home from any after school activities.

If your child will have any changes in dismissal routine (picked up etc.) you must provide a **written note** or a **phone call** indicating what the change will be. If we do not receive one or the other, **your child will be sent home on the bus**. If you pick your child up, you must sign them out in the office.

Rules for Bus Riders:

Since School Board Policy views the school bus as an extension of the classroom, all rules and regulations found in the Rules of Conduct of Board Policy will apply to students' conduct while on the bus. The following are the rules and regulations, which specifically apply to safe bus conduct:

1. Students should be at the stop by the time the bus arrives and waiting on the side of the road.
2. Students are to remain seated while the bus is in motion.
3. Students are to keep their hands, feet, and personal articles to themselves. This

includes keeping the aisle open at all times.

4. Students are not to use foul or obscene language or gestures.
5. Students are to maintain a reasonable noise level to ensure the driver can hear traffic noise and trains.
6. Students should not extend any part of their bodies or other objects from the windows or door of the bus.
7. Students are to keep the floor and seats clean from refuse and gum.
8. Students will not be allowed to have any articles on the bus that the driver deems unsafe or a nuisance.
9. The bus driver has the right to give additional directions to students, which he/she believes are necessary for the safety of the students on the bus.

Consequences:

Failure to comply with the above safety regulations could result in one or more of the following consequences:

- 1). Verbal warning from the driver
- 2). An assigned bus seat for a specified period
- 3). A parent contact by the driver and/or principal.
- 4). A misconduct form being sent to the principal which may result in:
 - A. Student/principal conference, possible loss of free play.
 - B. Parent/student/principal conference for second conference for second misconduct offense.
 - C. School disciplinary action
 - D. Suspension of bus transportation privileges for a specified period.
 - E. Recommendation to the School Board for permanent exclusion from transportation services.

The school is legally liable for services from the time they board the bus until they are dropped off at the bus stop. For this reason, students are not permitted to leave school grounds once they are dropped off at school. Students are not permitted to get off the bus at any building but the building where they attend school.

Smoke free environment:

Becker Primary is a smoke-free school. Using tobacco is not permitted in the school buildings, vehicles, or on the grounds.

Weapons policy:

The School Board Policy specifically forbids all types of weapons including firearms, ammunition, pellet guns, gun replicas, knives, clubs, or any articles normally used to harm or intimidate another person. No weapons are permitted in school, on the bus, or on the school grounds. Penalty for the possession of a weapon is an initial suspension from school, and could result in expulsion or exclusion from school.

B.A.R.K.	BEHAVIOR	ATTITUDE	RESPONSIBILITY	KINDNESS
BUS	I STAY IN MY SEAT I KEEP HANDS TO MYSELF I USE A LEVEL 2 VOICE	I AM READY TO BE MY BULLDOG BEST	I TAKE CARE OF MY THINGS I LISTEN TO THE BUS DRIVER	I USE NICE WORDS I USE MANNERS
IN CLASS HOMEROOM, SPECIALS W/IN, ETC	I RESPECT OTHERS I RESPECT PROPERTY I USE SELF-CONTROL	I TRY MY BEST I BELIEVE IN MYSELF	I STAY ON TASK I AM PREPARED I FOLLOW DIRECTIONS	I USE NICE WORDS I AM HELPFUL I WORK AS A TEAM
AROUND SCHOOL BATHROOM, HALLWAY CAFETERIA, OFFICE	I WALK I KEEP MY HANDS TO MYSELF I USE A LEVEL 2 VOICE	I AM MY BULLDOG BEST	I PICK UP I LISTEN TO ADULTS I GO WHERE I NEED TO	I USE NICE WORDS I USE MANNERS
PLAYGROUND OUTSIDE, ROOM 500	I PLAY FAIR I PLAY SAFE I TAKE TURNS	I HAVE FUN	I LISTEN TO ADULTS I LINE UP AT MY BELL	I AM A GOOD FRIEND I INCLUDE OTHERS

GENERAL INFORMATION

Birthday Celebrations:

In the interest of reducing distractions during the academic day, birthday celebrations need to happen outside of the school day. This includes sending flowers, balloons, etc.

If your child wants to give a treat to the class in observance of his/her own birthday this is permitted, but children are not required to bring treats for their birthday. (Please check with classroom teacher in advance)

Notice: All treats must be commercially prepared and handed out in the original wrappers. Minnesota Department of Health regulations forbid the distribution of homemade treats in school. It is also recommended that all treats are peanut free.

Communication

Whom to call:

Parents who have questions concerning their child's progress, curriculum, homework, or discipline issues are encouraged to call the classroom teacher. While phone calls will not be put through to the classroom during the academic day, teachers will be given messages or a message can be left on their voicemail. Teachers can also be contacted by email. (Small letters: teacher's first letter of first name last name@isd726.org. If the problem cannot be resolved or the teacher has been unable to return your call or email, please call the Principal at 763-261-6330.

If your child reports bullying or other types of harassment to you please call or come in to talk to the Principal or teacher about the incident as soon as you become aware of the incident. We investigate and deal with all incidents of harassment or bullying in accordance with our discipline policy.

Appointments with Teachers:

We ask that you protect classroom instructional time and not interrupt the teacher when students are in the classroom. Such interruptions take the teacher's attention away from your child and the rest of the class. If you need to talk to a staff member, we ask that you request an appointment time by sending an email to the staff member.

Parent Concerns and Meetings:

Parents are encouraged to call the school and talk with the classroom teacher about concerns they have for their child. Parents may want to arrange a meeting with the teacher. Please be aware that during the academic day, teachers generally are not available for either calls or meetings as they are expected to be in the classroom teaching. However, a call in advance can help facilitate meeting times. The Principal is also available to assist parents but the classroom teacher is the place to start. A reminder that when we try to advocate for our children we often do so with great emotion. Issues can usually be solved more quickly and easily when the parties involved treat one another with respect. The staff at Becker Primary School wants what is best for your child and we welcome the opportunity to work with you in addressing problems and concerns.

Data privacy:

All students and parents have the right under federal law to expect that most information collected by the school is protected and confidential. According to Federal Data Privacy Law, most information collected by a school falls under the umbrella of data that is protected. Data privacy laws protect information concerning discipline issues as well as consequences resulting from a behavioral incident. Any parent who has questions concerning data privacy is encouraged to contact the building principal. Staff Members are trained to never release information about students to anyone except custodial parents.

Release of Student Directory Information:

In accordance with the Minnesota Data Practices Act, Becker Public Schools may release the following information without permission unless the district has been notified that it should not be released.

Under the federal law, directory information includes the following information relating to a student:

- Students name, address and telephone number
- Student's gender and date and place of birth
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Date of attendance and grade levels completed
- Degrees and awards received
- The most recent previous educational agency or institution attended
- Photographs for school district publications and local newspaper

The Becker School District considers all of the above to be "Directory Information". Federal rules define directory information to mean, "Information contained in the education records of a student which would not generally be considered harmful or an invasion of privacy if disclosed." 34 C.F.R., Sec. 99.3.

A parent or adult student has the right to refuse to permit the designation of some or all of the categories as directory information with respect to that particular student. If, as parents, or adult student, you wish not to have any or all of the above information to be considered "Directory Information," you should contact the Primary School Office in writing by September 30. If you enroll your child after September 30th then you should notify the office in writing within 30 days of your child starting school.

Student Dress and Appearance (Policy 504):

1. Tennis shoes are required for physical education classes each day.
2. Warm clothing is needed by all children throughout the fall and winter. Room temperatures are kept at about 70 degrees, making it necessary for the children to wear sweaters, long-sleeved shirts, light jackets, slacks, warm socks, etc.

3. Warm outer clothing is necessary for the daily recess period. Each day, except during very cold or wet weather, all children go outside for about 20 minutes of “free play.”
4. Shirts must touch the top of shorts/pants/skirt while standing with hands at the student's side. Sleeveless shirts must have a strap the width of at least three adult fingers.
5. Clothing reflecting obscenity, hate, racial, gender, or religious put-downs, or advertisements or logos for alcohol, tobacco or drugs will not be allowed. This includes objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Becker School District Policy 413 will not be allowed. This includes representations of confederate flags, swastikas, KKK signs and similar symbols, and applies to school property or school sponsored events on or off of school property including the parking lot and the school buses.
6. Any clothing that a faculty member finds to be offensive or interfering with the learning environment will be reported to the office. The student may then be asked to change the clothing or be sent home.
7. Encourage your children to dress neatly and in good taste.
8. Students need to wear appropriate shoes for free play. No Flip Flops or open toed shoes should be worn.

Emergency drills:

Becker Primary will have periodic fire and tornado drills with students. In accordance with State Law, Becker Primary will practice lockdown drills to ensure everyone knows what to do to ensure safety. All drills are done in an effort to be prepared in case of an emergency. If you are in the building during an emergency drill, please evacuate the building or move to the designated area.

Emergency plan:

The Becker School District has an emergency response and evacuation plan in the event of a nuclear accident or terrorist event. Parents are urged to get information from the radio or TV. Do not call or come to the school, as these actions will put children at risk by clogging communication lines as well as blocking escape routes.

Field Trips:

Permission slips are used for all field trips, and must be signed by a parent or guardian and returned to school before the student can participate in a field trip.

HEALTH SERVICES

HEALTH INFORMATION

Students who become ill at school: If a child becomes ill during the school day, the parents will be contacted at home or at work to inform them of the illness and request that they come and take the child home. If the parents cannot be reached, contact will be made with the person designated by the parent in Skyward. Typical reasons children are sent home include, fever of 100 degrees or more, vomiting, diarrhea, red and runny eyes, rash, or other suspicious skin conditions, severe cough, and other signs of acute illness.

(If you change your phone number at home or work or there is a change in your emergency contact person, please update this information in Skyward as soon as possible. All information is confidential.)

MEDICATION FOR STUDENTS

Dispensing medication (including acetaminophen and ibuprofen) is not the responsibility of the school. However, the Board recognizes that children may have chronic and/or acute health conditions that may require medication during school hours. If it is essential for a student to take medication during the school day, the following protocol will be followed:

Administration of prescription medication by school personnel for a chronic health condition requires a written physician's authorization. In special situations, a verbal order from a physician is acceptable and is to be followed with a written physician's authorization. Students may possess and use asthma medications as defined by the guidelines stated in Minnesota Sessions Laws 2001, Chapter 84 - Section 1. Minnesota Statutes 2000, Section 121A.22, Subdivision 2. This Act is effective August 1, 2001.

Administration of over-the-counter medication (including acetaminophen and ibuprofen) requires written authorization from a parent or legal guardian.

Student's medication must be in its original container. Prescription medication must be appropriately labeled by the pharmacy or physician. The medication will be given to the child as prescribed on the label.

Student's medication must be brought to the office by an adult for safekeeping.

In most cases, medication prescribed for three times a day does not need to be administered during school hours. It is most effective if administered every eight hours.

Homeopathic, herbal, or home preparations will not be administered at school.

HEALTH AND EMERGENCY INFORMATION

It is the responsibility of the parents to inform the school on how to care for their children in case of accident or illness. The parents for each student enrolled must fill out a Health Information Form. Since students often become ill during the day and are not able to stay in school, it is important that arrangements are made with a neighbor or relative to pick up the child and care for him/her when neither parent is available.

This is to inform you of the following procedures for administering medication to your child:

1. Administration of prescription medication by school personnel must only be done according to the written order of a licensed physician and written authorization of a parent.
2. Medication must be brought to school by an adult. The container must be appropriately labeled by the pharmacy or physician.
3. Medication will be taken by the child at the designated time supervised by delegated personnel. The time the medication is given and the initials of the person giving the medication must be documented in the student record.
4. Limited quantities of the medication should be brought to school; therefore, the pharmacist should put the medication in two containers, one for school and one for home.
5. Mixed dosages in a single container will not be accepted.
6. All medication administered at school will be kept in the school health office in a locked cabinet.
7. A new consent form is required when the dosage or time of administration is changed.
8. Parents are expected to notify the school when medication is discontinued. If the medication is resumed, a new consent form must be received.
9. Tylenol or over-the-counter medication will be administered to children with written parental permission only. It must be in the original container with written instructions as to dose and time of administration. The school may require a written order from the doctor if the proper use of any over-the-counter medication is questioned.
11. New consent forms with appropriate signatures must be received annually.
12. It is usually possible to manage medication at home (medicine prescribed 3 times per day can be given and is more effective before school, after school, and bedtime).

Internet/Acceptable Use:

Becker Public schools is committed to the use of technology and the internet for educational purposes. Technology has allowed teachers to enhance and extend curricula in ways not even envisioned a few years ago. The school district embraces the use of personal and school-owned devices for the advancement of teaching and learning. In making decisions regarding student access to the school district computer system and the Internet, including electronic communications, Becker Public Schools considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

The school district is providing students access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district 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 suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

Use of Digital Devices at School and School Activities:

In keeping with the district's technology goals, the district recognizes the value of mobile devices as learning tools and for communication purposes. Student use of these devices will be governed by the following procedures:

- The use of mobile devices during instructional times is at the discretion of the classroom teachers and building administrators
- When the use of electronic devices is not required during class, they should be set aside to prevent distraction.
- Students shall not use any electronic device that disrupts or detracts from the educational environment.
- Students may not use mobile devices in any manner that violates any district or school policies, including policies and guidelines governing copyright, harassment, Internet Acceptable Use, and academic integrity.
- Cameras or any devices with recording capability are not permitted to be used in locker rooms, restrooms, or any area where students and staff have a "reasonable expectation of privacy".
- Students are not allowed to photograph or videotape students or staff at school without their consent with the exception of public events such as concerts or athletic contests.
- Students' use of mobile devices while in the school building must comply with the district's Acceptable Use Policy regardless of whether they are connecting through the school's network

- or through a cell carrier.
- The district retains the right at any time to view and/or investigate the contents of students' school issued devices at school.
- Any inappropriate use of cell phones for the purpose of using text messaging to harass or threaten others, or to plagiarize, copy or otherwise cheat academically is subject to the hazing and harassment policy and will result in disciplinary action. (District Policy 526)
- The school is not responsible for lost or stolen items.

Violations of these guidelines will be handled on an individual basis and may include confiscation of the device, conference with parents, suspension of the right to carry a phone/device, referral to the school resource officer, or other consequences.

Lost and found:

Each year students lose or misplace items of clothing as well as other things. Parents are encouraged to somehow label clothing and other belongings for easier identification. If your child seems to be missing some articles of clothing, the school LOST AND FOUND would be the first place to check.

Lost or stolen property:

The school is not responsible for lost or stolen items. Students are discouraged from bringing anything to school except their books and study materials. Attempts will be made to locate lost items; however, there is not enough time or personnel to complete thorough searches or investigations.

Mandatory reporters:

All school staff are mandatory reporters. This means that staff members are obligated by Minnesota law to report any incidents of suspected child abuse or neglect.

Pets:

Families are asked not to bring pets into the school building. If parents have made prior arrangements with the classroom teacher, setting a specific date & time, pets may be brought to the designated spot outside of the building where the class can view the animal. No pets are allowed on any school bus. Pets must be brought and returned home by the parent(s).

This change in procedure is in response to the many children and staff members with asthma and allergies.

Pledge of Allegiance:

The entire Becker Primary School recites the Pledge of Allegiance each morning. Any student who wishes to abstain from reciting the Pledge is free to do so.

SAFETY

Pedestrian safety:

1. Whenever possible, use the sidewalks on the way to school.
2. When crossing the street, cross only at the marked crossings or at a street intersection.
3. Safety Patrol students are assigned to help children cross Hancock Street at the Rye Street intersection as well as the corner of Hancock Street and Third Street.
4. Parents who pick up their children in a car after school should not double park, since this increases the danger to those children who are crossing the street.
5. Students who walk to school should not arrive before 7:50.

Bicycle Safety:

For the safety of both walkers and bike riders, it is important that all children riding bicycles to school observe the following rules:

1. Ride bicycles on the street, not on the sidewalk.
2. Pedestrians have the right-of-way.
3. Bicycles must observe the student Safety Patrol the same as automobiles.
4. Only one person may ride the bicycle. Do not give anyone a ride to or from school.
5. Bicycles must be parked in one of the bike racks.

Visitors:

All visitors must report to the office to sign in and receive a visitor pass. To ensure the safety of students, staff reserves the right to ask for identification or to deny admittance. For security purposes and to keep classroom disruptions to a minimum, visitors are not allowed to enter classrooms or hallways. If parents drop off items, the office staff will deliver items or, if necessary, call students to the office. Students are not allowed to bring friends or relatives to school.

Volunteers and Background Checks:

Parents are welcome and encouraged to volunteer. If you would like to volunteer, please contact the classroom teacher and prearrange a time to volunteer to ensure the time is beneficial for everyone involved. Non-school aged children are not allowed into classrooms or on field trips. Depending on the nature of the involvement, volunteers may be required to complete and pay for district background checks. Volunteers will need to review the volunteer guidelines and sign a confidentiality statement.

Support Services

Social Worker

A full time social worker is available to work with students individually or in groups to help students develop appropriate social and emotional skills.

Behavior Interventionist

A full time Behavior specialist is available to work with students individually or in groups to help students develop appropriate social and emotional skills.

Reading Interventions

Support is provided for children who need extra help in reading through computerized programs, small group and/or one on one instruction.

Network Administrator			Total	District	Cost Inc	
Year	Salary	Sal Inc %	Benefits	Cost	%	
2019-20	\$75,900		\$35,775	\$111,675		
2020-21	\$81,900	7.91%	\$36,715	\$118,615	6.21%	
2021-22	\$82,900	1.22%	\$37,472	\$120,372	1.48%	
2022-23	\$84,700	2.17%	\$36,354	\$121,054	0.57%	
2023-24	\$86,400	2.01%	\$37,220	\$123,620	2.12%	
		13.30%				10.38%
					Average	2.59%

07.06.2021

1. As we all know there were many changes and differences in the 2020-2021 school year than any year prior throughout the Becker School District and it was no different for the Food Service Department. We altered feeding models to best meet the needs of our students throughout the year. We know just how important school breakfast and lunch is for children. It provides them with nourishment for learning whether they are in person in the cafeteria or if they are heating a meal between virtual classes that they took home for a distance-learning day. Food service staff took the challenges faced throughout the year and conquered them to provide our students with a variety of healthful, appealing, and nourishing foods.

2. Food Service Models
In Person

- Students in person learning received grab and go breakfast options and a hot lunch meal daily. Mitigation strategies used to decrease the spread of Covid-19 included no self service salad bars (all items on the salad bar were individually packaged), clicker counters used to tally breakfast and lunch counts in grades K-8 versus having students enter their pin numbers on a pin pad, increased cleaning and sanitizing. Overall meal participation for the year was up from previous years in all buildings when students were in person learning. This was likely in part to the free meals all students were able to receive the entire year.

Distance Learning/Hybrid Learning

- Students in distance learning or hybrid learning by choice or by learning model were able to pick up meals for the days they weren't in school. Pickup was one time per week and covered breakfast and lunch for all of the days students were learning from home.

Friday Meals

- While K-5 students were in hybrid learning mid year, Food Service sent home a breakfast and lunch with all elementary students as they left class on their last in person learning day of the week. When 6-12 graders had distance learning Fridays, they had the option to take home a shelf stable meal kit on Thursdays each week.

Preschool Meals

- AM and PM preschool students received a meal during their preschool class.

Summer Feeding

- Any guardian with a child 18 or under is able to pick up a weekly meal kit on Tuesday's from June 8-August 24. Each meal kit contains 5 breakfast and 5 lunches and includes a variety of items such as pizza, corn dogs and quesadillas to scratch made items like tacos, pasta and meat sauce, and stir-fry. Fruits, vegetables, and milk are included with each meal. Meals are sent in bulk packaging as much as possible versus individually packaged items i.e. students receive a 1/2 gallon of milk vs. 10 milk cartons. We currently have around 600 participants each week. Food Service has also provided meals for pre-k and high school summer school participants.

2020-21 Becker Public Schools Nutrition and Wellness Report

3. USDA Waivers

- **SFSP** – Districts were able to operate the Summer Food Service Program for the entire 20-21 school year and through summer 2021. The SFSP is typically reserved for districts with >50% free/reduced rate to operate when school is not in session. This waiver allowed for ALL students to eat a free breakfast and lunch daily regardless of socioeconomic status and without the need for a completed free and reduced price meal application. This waiver is in effect until the first day of school in September 2021.
- **Meal Service in a non-congregate setting** – This waiver allows us to send meals home with students to eat outside the school premises. This was utilized during the school year for students' distance learning or hybrid learning. It is also utilized this summer as meals are sent home as meal kits 1x/week rather than having students eat in the cafeteria each day.
- **SSO** – District are allowed to operate the Seamless Summer Option for the 21-22 school year. It allows for the same reimbursement rate as the SFSP, but the nutrition standards match the National School Lunch and Breakfast program and therefore are more stringent than the SFSP. This waiver will also allow for free meals for ALL students again this coming school year.
- **Triennial Assessment Waiver due by June 30, 2022** - Every three years MDE and USDA requires districts to complete an assessment of their wellness policy. The assessment compares what's in the policy against what the district is doing to meet all that's included. The assessment also gives standards of practice or goals to set that are the gold standard. This waiver pushes the due date for the assessment back until June 2022, to allow districts to focus on other operating challenges.

4. PEBT Benefits

Students that qualified for free/reduced price meals during the 20-21 school year received a Pandemic Electronic Benefit Transfer card beginning in March 2021. The card was loaded with funds to purchase food determined by how many days the student spent in the hybrid or distance learning model on a given month. Student's distance learning full time received \$135 dollars and hybrid learners received \$75 per month. For our district, that meant students in K-5 received the \$75 for December and January, because they were in person learning the rest of the year. Students in grades 6-12 that qualify received \$75 for most months and \$135 for the months they were full time distance learning. The same students who received PEBT benefits for the school year will also receive a one-time summer benefit of \$430.

The amount of students who qualified for free and reduced price benefits decreased from about 18% in the 19-20 school year to about 12% in the 20-21 school year. This is likely because families didn't feel the need to submit applications since they were receiving free meals at school regardless. This does mean however that there were students who could have benefited with the PEBT benefits that did not receive them. Families were contacted multiple times through Skyward messenger informing them of PEBT benefits and to complete an Application for Educational Benefits.

5. Prime Vendor: Sysco Western

2020-21 Becker Public Schools Nutrition and Wellness Report

Outs/shorts – The food industry as a whole had a hard time meeting demand with certain products. Even with pre-ordering and giving lead time we were shorted ordered items and had to make menu changes on occasion.

6. Farm to School Partners

We received a \$3,000 grant from MN Dept of Agriculture this school year and used the funds on peppers, squash and apples from Norm's Farm Market and purchased Dinner Rolls from Backwards Bread Company located in St. Cloud who uses flour from Winona, MN. Both of these groups have been great to work with and we plan to continue to use them in the future to add more local foods to our menus.

10. MDE Administrative Review

The Becker School district was due for a full food service administrative review this past year, but because of all the waivers and because we weren't operating the National School Lunch and Breakfast Program only the resource management portion was completed. This portion of the review looks at the finance side of the department. Any findings were corrected approved by MDE. We did have a summer food service review in July 2020, since it was our first time operating the program and MDE completed the review with no findings.

Respectfully Submitted,

Felicia Kittok, RDN
Becker Public Schools Food Service Director

July 12, 2021

Policy 706 Acceptance of Gifts permits the school board to accept donations or gifts under the terms of the policy. I recommend accepting the gifts as described below.

Donor Name	Description of Gift	Purpose of Gift
Becker Lions	\$1,000.00	Dance Team
Clear Lake Lions	\$2,000.00	Food Service "Angel Fund"
Clear Lake Lions	\$400.00	Choir Program

Adopted: February 7, 2005

Revised: August 3, 2015

Reviewed: July 6, 2020

410 FAMILY AND MEDICAL LEAVE POLICY

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

III. DEFINITIONS

A. “Covered active duty” means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 U.S.C. § 101(a)(13)(B).

B. “Covered servicemember” means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

C. “Eligible employee” means an employee who has been employed by the school

district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee's fulfillment of his or her USERRA-covered service obligation or a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

- D. "Military caregiver leave" means leave taken to care for a covered servicemember with a serious injury or illness.
- E. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.
- F. "Outpatient status" means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:
 - 1. a military medical treatment facility as an outpatient; or
 - 2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.
- G. "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:
 - 1. to address any issues that arise from a short-notice deployment (seven

calendar days or less) of a covered military member;

2. to attend military events and related activities of a covered military member;
3. to address issues related to childcare and school activities of a covered military member's child;
4. to address financial and legal arrangements for a covered military member;
5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
7. to attend post-deployment activities related to a covered military member;
8. to address parental care needs; and
9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.

H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:

1. inpatient care in a hospital, hospice, or residential medical care facility; or
2. continuing treatment by a health care provider.

I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.

J. "Veteran" has the meaning given in 38 U.S.C. § 101.

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave under Federal Law

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:
 - a. birth of the employee's child and to care for such child;
 - b. placement of an adopted or foster child with the employee;
 - c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;
 - d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or
 - e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.
3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.
5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
 - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and
 - b. in the case of a covered veteran who was a member of the Armed

Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:

- (i) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or
 - (ii) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
 - (iii) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
 - (iv) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.
6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.
7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or

reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.

8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who

does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.

13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Twelve-week Leave under State Law

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed by the employer. The employee may qualify if he or she has worked for the school district for at least 12 months and has worked an average number of hours per week equal to one-half of the full time equivalent during the 12-month period immediately preceding the leave. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the employer so that the total leave does not exceed 12 weeks, unless agreed by the employer, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the employer reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.
2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.
5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not

limited to, teachers, coaches, driver's education instructors, and special education assistants.

- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than twenty percent of the work days in the leave period may be required to:
 - 1. take leave for the entire period or periods of the planned medical treatment; or
 - 2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.

- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
 - 1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
 - 2. If the employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.
 - 3. If the employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.

- D. The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.

VI. OTHER

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.

- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

- A. This policy shall be conspicuously posted in each school district building in areas accessible to employees.
- B. This policy will be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. §§ 181.940-181.944 (Parenting Leave)
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)
38 U.S.C. § 101 (Definitions)
29 C.F.R. Part 825 (Family and Medical Leave Act)

Cross References: MSBA Service Manual, Chapter 13, School Law Bulletin “M” (Statutory Provisions Which Grant Leaves to Licensed as well as Non-Licensed School District Employees – Family Medical Leave Act Summary)

Adopted: October 7, 1993

Revised: September 10, 2018

Reviewed: July 6, 2020

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.
- B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, as defined by this policy. (For purposes of this policy, school district personnel includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.
- D. The school district will act to investigate all complaints, either formal or informal,

verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who is found to have violated this policy.

III. DEFINITIONS

- A. "Assault" is:
1. an act done with intent to cause fear in another of immediate bodily harm or death;
 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability when the conduct:
1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 3. otherwise adversely affects an individual's employment or academic opportunities.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. Protected Classifications; Definitions
1. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or

- c. is regarded as having such an impairment.
 - 2. “Familial status” means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor’s legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
 - 3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 - 4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
 - 5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 - 6. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
 - 7. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. “Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.
- F. Sexual Harassment; Definition
- 1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
- b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;

- b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If

the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- G. In the District. The school board hereby designates the superintendent as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the chairperson of the school board who will delegate the investigation to another administrator.
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and

to comply with any discovery or disclosure obligations.

- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.
- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged

harassment or violence prohibited by this policy, who testifies, assists or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. This policy shall be referenced in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: Policy 102 (Equal Educational Opportunity)
Policy 401 (Equal Employment Opportunity)
Policy 402 (Disability Nondiscrimination Policy)
Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Policy 406 (Public and Private Personnel Data)
Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
Policy 506 (Student Discipline)
Policy 514 (Bullying Prohibition Policy)
Policy 515 (Protection and Privacy of Pupil Records)
Policy 521 (Student Disability Nondiscrimination)
Policy 522 (Student Sex Nondiscrimination)
Policy 524 (Internet Acceptable Use and Safety Policy)
Policy 525 (Violence Prevention)
Policy 526 (Hazing Prohibition)
Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Adopted: May 3, 2004

Revised: November, 2019

Reviewed: July 6, 2020

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. § 626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. “Child” means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Child Protection) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.

- D. “Mandated reporter” means any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.
- E. “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:
1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health care, medical care, or other care required for the child’s physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
 2. failure to protect a child from conditions or actions that seriously endanger the child’s physical or mental health when reasonably able to do so;
 3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;
 4. failure to ensure that a child is educated in accordance with state law, which does not include a parent’s refusal to provide his or her child with sympathomimetic medications;
 5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child’s birth, or medical effects or developmental delays during the child’s first year of life that medically indicate prenatal exposure to a controlled substance or the presence of a fetal alcohol spectrum disorder;
 6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 6, Clause (5);
 7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child’s basic needs and safety; or
 8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child’s behavior, emotional response, or cognition that is not within the normal range for the child’s age and stage of development, with due regard to the child’s culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

- F. "Nonmaltreatment mistake" means: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.
- G. "Physical abuse" means any physical injury, mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 125A.0942 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379

including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

- H. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes neglect or physical or sexual abuse of a child and contains sufficient content to identify the child and any person believed to be responsible for the neglect or abuse, if known.
- I. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.
- J. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a current or recent position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation which requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).
- K. "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- L. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury.

Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years, to the local welfare agency, police department, county sheriff, tribal social services, or tribal police department. The reporter will include his or her name and address in the report.
- B. If the immediate report has been made orally, by telephone or otherwise, the oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assisting or investigating maltreatment. The written report shall identify the child, any person believed to be responsible for the abuse or neglect of the child if the person is known, the nature and extent of the abuse or neglect and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. Submission of a good faith report under Minnesota law and this policy will not

adversely affect the reporter's employment, or the child's access to school.

- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, and the reckless making of a false report may result in discipline. The court may also award attorney's fees.

V. INVESTIGATION

- A. The responsibility for investigating reports of suspected neglect or physical or sexual abuse rests with the appropriate county, state, or local agency or agencies. The agency responsible for assessing or investigating reports of child maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged perpetrator, and any other person with knowledge of the abuse or neglect for the purpose of gathering the facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property will be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged perpetrator is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged perpetrator is believed to be a school official or employee, the

school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.

- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 6, Clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.5561 (Reporting of Prenatal Exposure to Controlled Substances)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Adopted: May 17, 2004

Revised: August 1, 2016

Reviewed: July 2, 2020

415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to fully comply with Minn. Stat. § 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

- A. “Mandated Reporters” means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.
- B. “Maltreatment” means the neglect, abuse, or financial exploitation of a vulnerable adult.
- C. “Neglect” means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult’s physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult’s health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 17.
- D. “Abuse” means: (a) An act against a vulnerable adult that constitutes a violation

of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat § 626.5572, Subd. 2.

- E. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.

- F. "Vulnerable Adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility, (2) receives services required to be licensed under Minn. Stat. Ch. 245A, except as excluded under Minn. Stat. § 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or type of service received possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to adequately provide the person's own care without assistance or supervision and,

- because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.
- G. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.
 - H. "School Personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement or other caretaking services of vulnerable adults.
 - I. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose non public data as defined under Minn. Stat. § 13.02 to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive

damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks where appropriate.
- B. The school district will develop a method of discussing this policy with employees where appropriate.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. § 13.02 (Collection, Security, and Dissemination of Records; Definitions)
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)
Minn. Stat. §§ 609.221-609.224 (Assault)
Minn. Stat. § 609.234 (Crimes Against the Person)
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. § 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References: Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Policy 406 (Public and Private Personnel Data)
Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

Adopted: August 2, 2004

Revised: September 11, 2016

Reviewed: July 2, 2020

506 STUDENT DISCIPLINE

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 that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

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

III. 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 his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- 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. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- 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 his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
- 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.

IV. STUDENT RIGHTS

All students have the right to an education and the right to learn.

V. 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.

VI. 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 trip. 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 or 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, 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. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;
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' 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;
45. 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.

VII. DISCIPLINARY ACTION OPTIONS

The general policy of the school district 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 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.

VIII. 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. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- 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.
- C. Procedures for Removal of a Student From a Class.
 - 1. Specify procedures to be followed by a teacher, administrator or other school district employee to remove a student from a class;
 - 2. Specify required approvals necessary;
 - 3. Specify paperwork and reporting procedures.
- D. 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 and responsibility for student after removal from class.
- E. Procedures for Return of a Student to a Class From Which the Student Was Removed.
 - 1. Specification of procedures;
 - 2. Actions or approvals required such as notes, conferences, readmission plans.
- F. Procedures for Notification.
 - 1. Specify procedures for notifying students and parents/guardians of violations of the rules of conduct and resulting disciplinary action;
 - 2. Actions or approvals required, such as notes, conferences, readmission plans.
- G. Disabled Students; 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 disabled student 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.
- H. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.
1. Establishment of a chemical abuse preassessment team pursuant to Minn. Stat. § 121A.26;
 2. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minn. Stat. § 121A.29.
- I. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.
- J. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.
- K. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.

IX. 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 provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- 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. 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. 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.
3. 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.

4. 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 (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
5. The school administration shall implement alternative educational services when the suspension exceeds five (5) 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 Minn. Stat. § 123A.05 selected to allow the student to progress toward meeting graduation standards under Minn. Stat. §120B.02, although in a different setting.
6. 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.
7. 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 Minn. Stat. Ch. 260C.

8. 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, Minn. Stat. §§ 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.)
9. 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.
10. 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.
11. 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) days.

D. 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, Minn. Stat. §§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, Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services 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 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 the Minnesota Department of Education (MDE).

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 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 Minn. Stat. § 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.

X. ADMISSION OR READMISSION PLAN

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require 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.

XI. 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 physical assault of a school district employee by a student within thirty (30) days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

XII. STUDENT DISCIPLINE RECORDS

It is the policy of the school district 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, Minn. Stat. Ch. 13.

XIII. DISABLED STUDENTS

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.

XIV. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 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.

XV. 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.

XVI. 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 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.582 (Reasonable Force)
Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (Area Learning Center Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
Minn. Stat. Ch.125A (Students With Disabilities)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Court Act)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:

Policy 413 (Harassment and Violence)
Policy 419 (Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices)
Policy 501 (School Weapons)
Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
Policy 503 (Student Attendance)
Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
Policy 514 (Bullying Prohibition Policy)
Policy 524 (Internet Acceptable Use and Safety Policy)
Policy 525 (Violence Prevention)
Policy 526 (Hazing Prohibition)
Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
Policy 610 (Field Trips)
Policy 709 (Student Transportation Safety Policy)
Policy 711 (Video Recording on School Buses)
Policy 712 (Video Surveillance Other Than on Buses)

Adopted: May 3, 2004

Revised: August 4, 2014

Reviewed: July 6, 2020

514 BULLYING PROHIBITION POLICY

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the district's discipline policy. The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

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

III. DEFINITIONS

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

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

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

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

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "On school premises, on school district property at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure

from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party of complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee

shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target of victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to

appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See District Policy 506) and other applicable school district policies; and applicable regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with

the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - 4. The incidence and nature of cyberbullying; and
 - 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

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

1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.

- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch.124E (Charter School)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: Policy 413 (Harassment and Violence)
Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
Policy 423 (Employee-Student Relationships)
Policy 501 (School Weapons)
Policy 506 (Student Discipline)
Policy 515 (Protection and Privacy of Pupil Records)
Policy 521 (Student Disability Nondiscrimination)
Policy 522 (Student Sex Nondiscrimination)
Policy 524 (Internet Acceptable Use and Safety)
Policy 526 (Hazing Prohibition)
Policy 709 (Student Transportation Safety)

Adopted: May 17, 2004

Revised: March 2, 2009

Reviewed: July 6, 2020

522 STUDENT SEX NONDISCRIMINATION

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. Every school district employee shall be responsible for complying with this policy.
- C. The school board hereby designates Dave Niemi, 13845 Bradley Blvd., Becker, MN, 55308, 763-261-4501, dniemi@isd726.org as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- D. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

III. REPORTING GRIEVANCE PROCEDURES

- A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well.

Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.

- B. In Each School Building. The building principal is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal immediately.
- C. Upon receipt of a report or grievance, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. The school board hereby designates its Title IX coordinator as the school district human rights officer(s) to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- E. The school district shall conspicuously post the name of the Title IX coordinator and human rights officer, including office address, telephone number and work e-mail address..
- F. Submission of a good faith complaint, grievance or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

IV. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report, complaint or grievance alleging unlawful sex discrimination toward a student shall promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have

knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

V. SCHOOL DISTRICT ACTION

- A. Upon conclusion of the investigation and receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VI. REPRISAL

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

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

VIII. DISSEMINATION OF POLICY AND EVALUATION

- A. This policy shall be made available to all students, parents/guardians of students, staff members, employee unions and organizations.
- B. The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. Ch. 363 (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References: Policy 102 (Equal Educational Opportunity)
Policy 413 (Harassment and Violence)

**INDEPENDENT SCHOOL DISTRICT NO. 726
UNLAWFUL SEX DISCRIMINATION TOWARD A STUDENT**

General Statement of Policy Prohibiting Unlawful Sex Discrimination Toward a Student

Independent School District No. 726 maintains a firm policy prohibiting all forms of unlawful sex discrimination. All students are to be treated with respect and dignity. Unlawful sex discrimination by any teacher, administrator or other school personnel will not be tolerated under any circumstances.

Complainant: _____

Home Address: _____

Work Address: _____

Home Phone: _____ Work Phone: _____

Date of Alleged Incident(s): _____

Name of person you believe unlawfully discriminated toward you or a student on the basis of sex:

If the alleged unlawful sex discrimination was toward another person, identify that person:

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary): _____

Where and when did the incident(s) occur? _____

List any witnesses that were present: _____

This complaint is filed based on my honest belief that _____ has unlawfully discriminated against me or a student on the basis of sex. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

(Complainant Signature)

(Date)

Received by: _____ Date: _____

Adopted: June 21, 2004

Revised: November, 2019

Reviewed: July 6, 2020

524 INTERNET ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access and devices. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF THE SYSTEM AS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district 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 suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

- A. The following uses of the school district system, devices, and Internet resources or accounts are considered unacceptable:
1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
 2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
 3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
 4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the

school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.

5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
 - a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
 - b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as “Facebook,” “Twitter,” “Instagram,” “Snapchat,” and “Reddit,” and similar websites or applications.
7. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person’s account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district’s Policy 514 Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such

violations include, but are not limited to, situations where the school district system is compromised or if a school district employee or student is negatively impacted. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

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

VI. FILTER

- A. With respect to any of its computers or devices with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted

sexual acts, or a lewd exhibition of the genitals; and

3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
 - D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
 - E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of a child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system

may be subject to review, disclosure or discovery under Minn Stat Ch. 13 (Minnesota Government Data Practices Act).

- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The district will not be responsible for any damage users may suffer, including but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays, or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.

2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives, or servers.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records.
7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 - 1. A copy of the user notification form provided to the student user.
 - 2. A description of parent/guardian responsibilities.
 - 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 - 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 - 5. A statement that the school district's acceptable use policy is available for parental review.

XIII. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.

Legal References: 15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)

Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)
Doninger v. Niehoff, 527 F.3d 41 (2nd Cir. 2008)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, No. 12-588, 2012 WL 3870868 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Kowalski v. Berkeley County Sch., 652 F.3d 565 (4th Cir. 2011)
Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3rd Cir. 2011)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Policy 406 (Public and Private Personnel Data)
Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
Policy 506 (Student Discipline)
Policy 514 (Bullying Prohibition Policy)
Policy 515 (Protection and Privacy of Pupil Records)
Policy 519 (Interviews of Students by Outside Agencies)
Policy 521 (Student Disability Nondiscrimination)
Policy 522 (Student Sex Nondiscrimination)
Policy 603 (Curriculum Development)
Policy 604 (Instructional Curriculum)
Policy 606 (Textbooks and Instructional Materials)
Policy 806 (Crisis Management Policy)
Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Adopted: February 9, 2004

Revised: September, 2019

Reviewed: July 6, 2020

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and federal law will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district will also establish a system to review and improve instruction, curriculum and assessment which will include substantial input by students, parents or guardians and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

- A. School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.
 2. The Advisory Committee will be established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
 3. The school district-wide improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.
- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

*Refer to 2017 – 2023 Curriculum Review Cycle

C. Implementation of Graduation Requirements

1. The Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update these policies at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of

Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By September 15th of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.,*] will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
 - d. Advising the school board about development of the annual budget.
3. The Advisory Committee shall meet the following criteria:
 - a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments and program evaluation.

- c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. The Advisory Committee shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers, parents, support staff, students and other community residents. Included in its membership should be:
 - a. The Director of Curriculum (or similar educational leader)
 - b. Principal
 - c. School Board Member
 - d. Student Representative
 - e. One teacher from each building or instructional level
 - f. Two parents from each building or instructional level
 - g. Two residents without school-aged children, non-representative of local business or industry
 - h. Two residents representative of local business or industry
 - i. District Assessment Coordinator (if different from “a.” above)
5. Translation services should be provided to the extent appropriate and practicable.
6. The Advisory Committee shall meet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school board for its input and approval.

E. Evaluation of Student Progress Committee: A committee of professional staff shall develop a plan for assessment of student progress toward Literacy by Grade 3, the Graduation Standards, as well as program evaluation data for use by the Advisory Committee to review instruction and curriculum cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

F. Reporting

1. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.
2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.35 (Student Achievement Levels)
Minn. Stat. § 120B.36 (School Accountability; Appeals Process)

Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making Agreement)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Policy 601 (School District Curriculum and Instruction Goals)
Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan and Procedure)
Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students)
Policy 618 (Assessment of Standard Achievement)
Policy 619 (Staff Development for Standards)
Policy 620 (Credit for Learning)

Adopted: January 17, 2005

Revised:

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. For purposes of this Policy, the term, “school districts,” shall include charter schools. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district’s Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building’s specific situation and needs.

The school district’s administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. 1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.
- b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

- c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.
2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.
3. School Emergency Response Teams
 - a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.
 - b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.

5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each

plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available

resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the Comprehensive School Safety Guide (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding

- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

V. MISCELLANEOUS PROCEDURES

- A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

D. Radiological Emergencies at Nuclear Generating Plants

School districts within a 10 mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.

Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
Policy 413 (Harassment and Violence)
Policy 501 (School Weapons Policy)
Policy 506 (Student Discipline)
Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)

Adopted: May 16, 2005

Revised:

713 STUDENT ACTIVITY ACCOUNTING

I. PURPOSE

The school board recognizes the need to provide alternative paths to learning, skill development for its students, and activities for student enjoyment. It also understands its commitment to and obligation for assuring maximum accountability for public funds and student activity funds. For these reasons, the school board will assume control over and/or oversee funds for student activities as set forth in this policy.

II. GENERAL STATEMENT OF POLICY

A. Curricular and Cocurricular Activities

The school board shall take charge of, control over, and account for all student activity funds that relate to curricular and cocurricular activities.

B. Extracurricular Activities

The school board shall ~~review and account for~~ **take charge of and control over** all student activity accounting that relates to extracurricular activities.

C. Non-Student Activities

In overseeing student activity accounts under this policy, the school board shall not maintain or account for funds generated by non-students including, but not limited to, convenience funds of staff members, booster club funds, parent-teacher organization or association funds, or funds donated to the school district for specified purposes other than student activities.

III. DEFINITIONS

A. Cocurricular Activity

A “cocurricular activity” means those portions of the school-sponsored and directed activities designed to provide opportunities for students to participate in such experiences on an individual basis or in groups, at school and at public events, for improvement of skills (**i.e., interscholastic sports, band, etc.**). ~~The critical difference is that a cocurricular activity is offered for credit, has credit or partial credit attached, or can be used toward a graduation requirement. Cocurricular activities have one or more of the following attributes:~~ **Cocurricular activities are**

not offered for school credit, cannot be counted toward graduation, and have one or more of the following characteristics:

- ~~1. Are for credit or required for graduation;~~
21. They are conducted at regular and uniform times during school hours, or at times established by school authorities;
32. They are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit; and
43. They are partially, primarily, or totally funded by public moneys for general instructional purposes under direction and control of the school board.

B. Curricular Activity

A “curricular activity” means those portions of the school program for which credit is granted, whether the activity is part of a required or elective program.

C. Extracurricular (Noncurricular/Supplementary) Activity

An “extracurricular (noncurricular/supplementary) activity” means all direct and personal services for students for their enjoyment that are managed and operated under the guidance of an adult or staff member. Extracurricular activities have *all* of the following characteristics:

1. They are not offered for school credit nor required for graduation;
2. They generally are conducted outside school hours or, if partly during school hours, at times agreed by the participants and approved by school authorities;
3. The content of the activities is determined primarily by the student participants under the guidance of a staff member or other adult.

D. Public Purpose Expenditure

A “public purpose expenditure” is one which benefits the community as a whole, is directly related to the functions of the school district, and does not have as its primary objective the benefit of private interest.

IV. MANAGEMENT AND CONTROL OF ACTIVITY FUNDS

A. Curricular and Cocurricular Activities

1. All money received on account of cocurricular activities shall be turned over to the treasurer, who shall deposit such funds in the general fund, to be

disbursed for expenses and salaries connected with the activities, or otherwise, by the school board upon properly allowed itemized claims.

2. The treasurer shall account for all revenues and expenditures related to curricular and cocurricular activities in accordance with the Uniform Financial Accounting and Reporting Standards (UFARS), the ~~Manual for Activity Fund Accounting (MAFA)~~ to the extent applicable, and school district policies and procedures.

B. Extracurricular Activities

1. ~~Extracurricular Activities Under Board Control~~

- A1. Any and all costs of extracurricular activities ~~under board control~~ may be provided from school revenues.
- B2. All money received or expended for extracurricular activities under board control shall be recorded in the same manner as other revenues and expenditures of the school district and shall be turned over to the treasurer, who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the school board upon properly allowed itemized claims.
- C3. The treasurer shall account for all revenues and expenditures related to extracurricular activities ~~under board control~~ in accordance with UFARS and MAFA and school district policies and procedures.

2. ~~Extracurricular Activities Not Under Board Control~~

- a. ~~All extracurricular activities not under board control shall be self-sustaining with all expenses, except direct salary costs and indirect costs of the use of school facilities, met by dues, admissions, or other student fundraising events. The general fund shall reflect only those salaries directly related to and readily identified with the activity and paid by public funds.~~
- b. ~~Revenues and expenditures for extracurricular activities not under board control shall be recorded and be managed according to MAFA and shall be reviewed for compliance with and accepted by the school board in accordance with school district policies and procedures.~~
- e4. All student activity funds will be collected and expended:
 - (1a) in compliance with school district policies and procedures;

- (2b) under the general direction of the principal and with the participation of students and advisors who are responsible for generating the revenue;
- (3c) in a manner which does not produce a deficit or an unreasonably large accumulation of money to a particular student activity fund;
- (4d) for activities which directly benefit the majority of those students making the contributions in the year the contributions were made whenever possible; and
- (5e) in a manner which meets a public purpose.

d5. ~~Graduation class accounts cease to exist at graduation for a very simple reason...they are no longer part of the student body and therefore cannot be part of a student activity fund. Well in advance of graduation, plans should be developed by the class officers and submitted in writing by the student treasurer and the advisor to utilize the balance of the funds or transfer the balance to another activity account. The plan should be well documented and approved by the school principal.~~

Activity accounts of a graduated class will be terminated prior to the start of the school year following graduation. Any residual money from a graduating class activity fund will remain in the general fund and may be used for any school district purpose. Prior to depositing such accounts, all donations or gifts accepted for the specific purpose of the student activity account shall be administered in accordance with the terms of the gift or donation and school district policy.

V. DEMONSTRATION OF ACCOUNTABILITY

A. Annual External Audit

The school board shall direct its independent certified public accountants to audit, examine, and report upon student activity accounts as part of its annual school district audit in accordance with state law.

B. Fundraiser Report

The ~~Committee~~ **administration** will prepare a fundraising report semi-annually which will be reviewed by the school board between the months of **July – August** ~~October and September~~ of each year. The report will list the activity, type of fundraisers, timing, purpose, and results.

Legal References: Minn. Stat. § 123B.02, Subd. 6 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.15, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. § 123B.35 (General Policy)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.38 (Hearing)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)
Minn. Rules Part 3500.1050 (Definitions for Pupil Fees)
Visina v. Freeman, 252 Minn. 177, 89 N.W.2d 635 (1958)
Minn. Op. Atty. Gen. 159a-16 (May 10, 1966)

Cross References: Uniform Financial Accounting and Reporting Standards (UFARS)
Policy 511 (Student Fundraising)
Policy 701 (Establishment and Adoption of School District Budget)
Policy 702 (Accounting)
Policy 703 (Annual Audit)
Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
Policy 706 (Acceptance of Gifts)

Adopted: January 5, 2004

Revised: March 7, 2011

902 USE OF SCHOOL DISTRICT FACILITIES AND EQUIPMENT

I. PURPOSE

The purpose of this policy is to provide guidelines for community use of school facilities and equipment.

II. GENERAL STATEMENT OF POLICY

The school board encourages maximum use of school facilities and equipment for community purposes if, in its judgment, that use will not interfere with use for school purposes.

III. SCHEDULED COMMUNITY EDUCATION CLASSES AND ACTIVITIES

- A. The school district administration shall be charged with the process of scheduling rooms and special areas for community education classes and activities planned to be offered during each session.
- B. Procedures for providing publicity, registration and collection of fees shall be the responsibility of the school district administration.
- C. Registration fees may be structured to include a pro-rata portion of costs for custodial services that may be needed.

IV. GENERAL COMMUNITY USE OF SCHOOL FACILITIES

- A. The school board may authorize the use of school facilities by community groups or individuals. It may impose reasonable regulations and conditions upon the use of school facilities as it deems appropriate.
- B. Requests for use of school facilities by community groups or individuals shall be made through the school district administrative office. The administration will present recommended procedures for the processing and review of requests to the school board. Upon approval by the school board, such procedures shall be an addendum to this policy.
- C. The school board may require a rental fee for the use of school facilities. Such fee may include the cost of custodial and supervisory service if deemed necessary. It may also require a deposit or surety bond for the proper use and repair of damage to school facilities. A rental fee schedule, deposit or surety bond

schedule and payment procedure shall be presented for review and approval by the school board.

- D. When emergencies or unusual circumstances arise that necessitate rescheduling the use of school facilities, every effort will be made to find acceptable alternative meeting space.

V. USE OF SCHOOL EQUIPMENT

The administration will present a procedure to the school board for review and approval regarding the type of equipment that is available for community use, the extent to which it may be utilized and the manner by which it may be scheduled for use and any charges to be made relating thereto. Upon approval of the school board, such procedure shall be an addendum to this policy.

VI. RULES FOR USE OF FACILITIES AND EQUIPMENT

The school board expects members of the community who use facilities and equipment to do so with respect for school district property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment. **A certificate of insurance may be required by the school district to ensure payment for these damages and any liability for injuries.**

Legal References: Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)

Cross References: Policy 801 (Equal Access to School Facilities)

ADDENDUM I of Policy 902

BECKER, MINNESOTA

POLICY ON

USE OF SCHOOL DISTRICT FACILITIES

Philosophy

The philosophy of the Becker School Board, Becker Community Education Advisory Council and the Becker School Administration is to support, stimulate and coordinate educational and leisure time activities and programs in the Becker community. Therefore, we encourage the use of the public school facilities in District #726 by the Citizenry to which they belong. This requires individual and community cooperation. Certain rules, regulations and guidelines are necessary to provide for equitable administration of policy and to insure that facilities are used carefully and efficiently.

Applications

1. Applications for use of school facilities must be made through the office of Becker Community Education.
 - Applications are available online and in the Community Ed. Office.
 - Applications must be returned to the Community Education Office.
2. Community Education will:
 - Clear the time and date.
 - Inform the applicant when approval is made by return of electronic contract.
3. The applicant:
 - Will not advertise the event until final approval is made.
 - Cannot assign, transfer, sublet or charge a fee for use of facilities.
 - Will recognize the right of the Director to revoke a permit.
 - Permits shall in no regard be considered a lease.
 - Contract must be signed and returned to Community Education a minimum of two business days prior to scheduled facility use.
4. Organizations using the facilities:
 - Shall agree to indemnify the district for any and all damages by any person or persons attending.
 - Shall indemnify the district against any liability and any and all damages to any persons.
5. Special Requests:
 - Any use of recreational, audio-visual, or other school equipment must show item approval on permit prior to its use. The Director must approve competent equipment operators.

Rules and Regulations

1. Public school activities, including Community Education, take first priority in building use.
2. If deemed necessary by Becker School District #726 administration, a custodian will be on duty to supervise the use of the facilities, and, is responsible for directing the clean up of the facility.
 - After 11:00 p.m. Monday through Friday, and on all holidays and weekends, there may be an overtime charge for each custodian or building supervisor on duty.
 - Additional work required by the current on duty custodial staff may be billed at a rate less than the current overtime rate.

3. All activities must be under competent supervision, provided by the permit holder (custodian is only responsible for the facility).
 - The Community Education Office must be provided with a current telephone number for the event supervisor.
 - Furniture and equipment are not to be moved without prior approval of the Director, and must be supervised by a custodian and returned to the original order when finished.
4. All local and state ordinances and laws of police and fire departments must be observed.
 - The possession and use of intoxicating beverages or liquors anywhere in or on the premises is prohibited.
5. The Becker School District #726, buildings, grounds and vehicles are all tobacco free. At no time will smoking or any tobacco use be permitted in or on any school district area. Failure to abide by this policy will result in denial of future facility use to the group.
6. Use of the facility shall be only for the area requested. The facilities shall be used consistent with the design, unless prior approval has been arranged with the Community Education Director. All food and refreshments are restricted to the cafeterias, life skills rooms or outdoors unless the Community Education Director has granted prior approval.
7. Policies of Minnesota State High School League relating to the use of facilities will take precedence to these rules and regulations.
8. Individuals or groups using district facilities shall provide their own damage and liability insurance. The user is liable for personal injury and property damage. The user must reimburse the District for ~~must replace~~ destroyed or damaged property. District #726 will not be responsible for the negligence of others.
9. Any large equipment that requires the use of electricity brought into a building or facility must have prior approval of the Community Education office and must be removed promptly. Becker Public Schools will not provide storage space for individuals or groups using district facilities.
10. When school is closed due to inclement weather, all facility use permits will be cancelled and no fee will be charged.
11. Police supervisors will be required for all events where school officials deem crowd control necessary. The individual or group using the facility will pay the cost of police supervision.

Concession Stand Use:

1. Any group planning to sell concessions at any event must first contact the Minnesota Department of Health to obtain the proper certification. Before approval for use of the Concession Stand is made a copy of the certificate must be presented to the Community Education Office. The certification must be displayed during the event.
2. The Community Education Office will permit use of the concession stand and the equipment only with prior approval. **and all equipment will be noted on the permit.**
3. Use of the equipment (popcorn machine, cheese machine.....) will be permitted but user must inform the Community Education office two weeks in advance so that the concessions staff can purchase supplies. The cost of the supplies will be added to the final bill. -The process of ordering supplies will take up to **two weeks**. Users are urged to plan well ahead of the event for such supplies. The school will not lend out consumable supplies.
4. Any loss of or damage to equipment will be billed back to the group.

Classifications

***ALL applicants will be charged a permit fee.**

Class 1

- School related student, teacher and parent groups. Example: Student clubs, Education Minnesota, P.T.S.A.
- Organized youth groups. Example: Brownies, Scouts, 4-H, Athletic Associations.
- Special meetings sponsored by local civic organizations which are of general interest, educational, open to the public and no admission fee is charged.

Class 2

- Organized community service, citizen's groups and church services. Examples: Community Club, political groups, Lions, American Legion.
- Out of school district Class 2 users will be charged 50% more than rates indicated.
- Groups that fall under Class 1, but are out of school district, will be charged Class 2 rates.
- Class 1 non-school related groups charging admission or setting up a concession stand will be charged Class 2 rates.
- Regularly scheduled activities or events, including youth groups that meet more than four times per year and average more than 50 participants will be charged at Class 2 rates.

Class 3

- Commercial, business or private organizations and other requests not covered in Class 1 or 2.
- May require individual School Board approval.
- Out of school district Class 3 users will be charged at a rate double of that indicated.

Staffing:

Groups/individuals using District #726 facilities are responsible for staff charges resulting from their use.

Custodial: Charges may be applied up to the prevailing overtime rate. This charge would be in addition to any other applicable charges. This includes opening or closing a building, set-up, clean-up or presence during a time when not otherwise staffed, or if called to the building beyond the normal work hours.

Food Service: Kitchen employees are required whenever a school kitchen is used. Food service time is charged at the prevailing overtime rate.

Building Supervisor: May be used when deemed necessary by the Community Education Director. Charges will be applied at the prevailing hourly rate.

Light Board/

Sound Board Operators: Are required when operation of the either auditorium light board or sound system is requested in Auditorium. Rate is the prevailing hourly rate

Pool Lifeguard: All groups using the swimming pool are required to hire Becker Community Education staff lifeguards. Rate is at the prevailing hourly rate. There must be at least two lifeguards on duty anytime the pool is open. If there are more than 30 swimmers in the pool there must be a minimum of 3 lifeguards on duty. Pool equipment may be used if requested in advance.

Swim Meet Equipment Any group using the school district swim meet timing & announcing equipment must hire a qualified Becker Staff Pool Supervisor for the duration of the event. Users may be required to buy appropriate licensure for the timing software.

Exceptions to this policy, including wavier of fees or other exceptions to this facility rental policy may be made by the Superintendent or Community Education Director.

Fee Schedule (charges per hour)

FACILITY DESCRIPTION	CLASS 1	CLASS 2	NON-2	CLASS 3	NON-3
Commons/Cafeteria	NC	\$15 - \$20	\$30.00	\$45.00	\$90.00
Kitchen	NC	\$15 - \$60	\$90.00	\$135.00	\$270.00
Medis Center	NC	\$15 - \$20	\$30.00	\$45.00	\$90.00
Classroom	NC	\$10 - \$15	\$22.50	\$30.00	\$60.00
Coaches Room	NC	\$20.00	\$30.00	\$45.00	\$90.00
HS Small Auditorium	NC	\$25 - \$35	\$52.50	\$80.00	160.00
HS Performing Arts Center (PAC)	NC	\$75 - \$100	\$150.00	\$225.00	\$450.00
Swimming Pool	NC	\$40 - \$55	\$82.50	\$125.00	\$250.00
Wrestling Room	NC	\$20 - \$25	\$37.50	\$55.00	\$110.00
Fitness Room	NC	\$25 - \$30	\$45.00	\$65.00	\$130.00
Field House (per court)	NC	\$20 - \$25	\$37.50	\$55.00	\$110.00
Primary School Gym	NC	\$20 - \$30	\$45.00	\$65.00	\$130.00
Intermediate Small Gym	NC	\$20 - \$25	\$37.50	\$55.00	\$110.00
Intermediate Large Gym	NC	\$25 - \$30	\$45.00	\$65.00	\$130.00
Middle School Gym	NC	\$20 - \$25	\$37.50	\$55.00	\$110.00
High School Gym	NC	\$30 - \$45	\$65.00	\$100.00	200.00
Multipurpose Room	NC	\$10 - \$15	\$22.50	\$35.00	\$70.00
Gymnastics Gym	NC	\$60.00	\$90.00	\$135.00	\$270.00
Teaching & Learning Center (TLC)	NC	\$60.00	\$90.00	\$135.00	\$270.00

Event/Tournament Fee (charges per day)

FACILITY DESCRIPTION	CLASS 2	NON-2	CLASS 3	NON-3
Media Center/Classroom	\$80.00	\$120.00	\$180.00	\$360.00
Primary School Gym	\$75 - \$120	\$180.00	\$270.00	\$540.00
Intermediate Small Gym	\$75 - \$100	\$150.00	\$225.00	\$450.00
Intermediate Large Gym	\$100 - \$120	\$180.00	\$270.00	\$540.00
Middle School Gym	\$100.00	\$150.00	\$225.00	\$450.00
High School Gym	\$100 - \$180	\$270.00	\$400.00	\$800.00
Field House	\$200 - \$250	\$375.00	\$550.00	\$1100.00
Wrestling Room	\$100 - \$75	\$112.50	\$150.00	\$300.00
Swimming Pool	\$150 - \$220	\$330.00	\$500.00	\$1000.00
Track Field	\$100.00	\$150.00	\$300.00	\$600.00
Baseball/Softball Fields (per field)	\$20 - \$40	\$60.00	\$90.00	\$180.00
Locker Room	\$30.00	\$45.00	\$60.00	\$120.00
Concession Stand	\$60.00	\$90.00	\$120.00	\$240.00
HS Performing Arts Center (PAC)	\$220 - \$400	\$600.00	\$900.00	\$1800.00
HS Small Auditorium	\$100 - \$140	\$210.00	\$315.00	\$630.00
Teaching & Learning Center (TLC)	\$240.00	\$360.00	\$500.00	\$1000.00
Gymnastics Gym	\$240.00	\$360.00	\$500.00	\$1000.00
Commons/Cafeteria	\$75 - \$80	\$120.00	\$180.00	\$360.00
Coaches Room	\$80.00	\$120.00	\$180.00	\$360.00

Revised: *October 6, 2014*

902-2 USE OF SCHOOL DISTRICT #726 PERFORMING ARTS CENTER ***Addendum 2***

This Auditorium Policy & Procedure document is an addendum to the existing ISD 726 POLICY ON USE OF SCHOOL DISTRICT FACILITIES. All policies & procedures as itemized in the ISD 726 POLICY ON USE OF SCHOOL DISTRICT FACILITIES apply to use of this Auditorium.

The "Auditorium" includes:

- 900 House Seats
- Stage
- Theatre Makeup Room/Dressing Rooms
- Scene Shop
- Box Office
- Orchestra Pit (must be specifically approved in advance)

Additional spaces and equipment that may be requested include (as per ISD 726 POLICY 902 ON USE OF SCHOOL DISTRICT FACILITIES):

- Commons
- Concession Stand

Availability/Usage of Space:

Rehearsal space in the auditorium includes the stage, scene shop, dressing room, and makeup room. The house portion of the auditorium is only to be used by the audience and during performances. It is not to be used as general seating during rehearsals unless approved by the Community Education Director. Additional rehearsal spaces may be assigned at the discretion of the Community Education Director.

Load-In & Load-Out:

All loading and unloading must be scheduled with the Community Education Director. Dependent upon the type and size of delivery, delivery access will either be the main loading dock in the building or directly into the shop area of the auditorium.

Event Decorations:

No posters, signs or other decorations may be used without the prior approval of the Auditorium Coordinator or Community Education Director. Sensors, lights, cameras, and other safety/security devices cannot be disabled, adjusted or modified in any manner. Changes in lighting, sound, camera or other equipment must be requested at the time of rental. Plans for decorations must be reviewed prior to your event. **DO NOT ATTACH ANYTHING TO ANY SURFACE WITHOUT THE APPROVAL OF THE AUDITORIUM COORDINATOR.** Strapping tape, duct tape, and double-faced tape are not permitted. Items may not be nailed or screwed to the floor or other surfaces without prior approval of the Auditorium Coordinator or Community Education Director. An additional fee may be charged if surface is damaged or needs to be replaced. Use of gaffers tape shall be acceptable where absolutely necessary and approved by the Auditorium Coordinator or Community Ed Director. Black gaffers tape will be made available by the Auditorium Coordinator on a per roll basis, and will be charged to your

rental invoice. Glitter and small confetti are not allowed. If balloons are planned, they cannot be latex. Balloons cannot be weighted with sand weights, please use small bricks or metal washers. ISD #726 reserves the right to remove decorations that do not comply with this policy.

Food Policy:

No food or beverages of any type are allowed in the auditorium, light/sound booth, box office or orchestra pit. Ushers at each entrance into the auditorium must be posted to enforce this policy during your event/activity. Food or beverages are allowed in the dressing and makeup rooms. Cleanliness is the responsibility of the group. The privilege will be rescinded if the dressing rooms or makeup area are not kept clean.

Absolutely no food or beverages are allowed in the performance spaces. Water in re-sealable bottles is permitted for the performers and crew. No glass containers are permitted.

Box Office:

You are welcome to use our box office for your event in the auditorium when staffed by your volunteers or staff. If you require ISD #726 staff to work in the box office, staff costs will be charged at the prevailing rate. The Community Education office must be notified 5 days in advance of your event if you require box office workers. No food or beverages are allowed in the box office.

Ushers:

Each group must provide ushers at each entrance into the auditorium house to enforce district policy of no food or drink in the Performing Arts Center. If the group does not have volunteers to staff these positions, the Community Education Director or Auditorium Coordinator will assign ushers with staffing costs billed directly to the user.

Technical Staff and Equipment:

Users may NOT use any technical equipment (lights, sound, data.....) without the DIRECT supervision of the Auditorium Coordinator or his designee. ISD #726 will assign technical operators to the event at the expense of the group. No equipment shall be used outside its normal operating range, or in a manner inconsistent with its design and installation. Any re-configuration, wiring changes, or connections into the sound or lighting equipment are prohibited. All equipment must be returned to the "usual" positions. Lighting and sound technicians, who have been pre-approved by the Auditorium Coordinator, are available to hang lights, sound setup/check, rehearsals, performances, etc. Billing for those services includes a minimum of 1/2 hour immediately preceding and following each rehearsal and performance. The fee for staff does not include the cost of additional equipment or supplies beyond the general event lighting. Sound, light, and rigging operators from visiting or resident organizations must be approved by the Auditorium Coordinator prior to use of the auditorium equipment.

Rental rates include the Auditorium Coordinator's time to setup microphones and video projectors and a general wash of light on stage. Any additional time required from the Auditorium Coordinator for light and sound setup and/or design will be an additional charge to the group.

Concession Stand:

Users can request the use of the concession stand to provide pre-show and/or intermission refreshments for purchase by the audience at the auditorium. Use of the Concession

Stand must comply with the ISD 726 POLICY ON USE OF SCHOOL DISTRICT FACILITIES.

Storage:

ISD #726 cannot provide storage space. Load-in of user's property is generally limited to immediately prior to the time specified on the permit. Earlier load-in may be able to be arranged with the Community Education Director or Auditorium Coordinator, if such load-in will not inconvenience the school use or another user. All property must be removed from the building at the end of the use unless prior arrangements for pick-up within 24 hours after the event have been made. Property left in the auditorium after usage is not the responsibility of ISD #726. If property is left for more than 10 days it is forfeited by the user and becomes the property of ISD #726. Equipment rented by users from third parties is not the responsibility of ISD #726. Deliveries and pick-ups by the user or third party must be arranged with the Community Education Director.

Clean-Up:

The user is required to return areas used to the condition in which they were found at the beginning of their event/activity. This means tidy and in reasonably clean condition. The user is required to put all debris in the receptacles provided before vacating the spaces at the end of the use. Basic cleaning by the custodial staff will be billed directly to the user. If a large volume of trash is anticipated (i.e.: set pieces, etc.), user must request and pay for a dumpster.

Damage:

ISD #726 reserves the right to require a damage deposit prior to use. A final walk-through by an Auditorium Coordinator or Community Education Director and event supervisor will be conducted at the end of your event to assess proper cleanup and any damages. If damages occur, the user individual/organization agrees to reimburse ISD #726 immediately upon completion of necessary repairs or replacement. This includes any and all damages/theft to the building, grounds, equipment, furnishings, etc. that occur during your usage.

Subcontracting of Space:

Users may not subcontract the use of any space. Use of the auditorium includes general use of the hallway entry area, but does not permit you to have outside vendors unless they have been pre-approved in writing by the Community Education Director. A vendor fee will be assessed as per the ISD 726 POLICY ON USE OF SCHOOL DISTRICT FACILITIES.

Priorities for Auditorium Use:

Please refer to ISD 726 POLICY ON USE OF SCHOOL DISTRICT FACILITIES.

Adopted: February 9, 2004

Revised: April 18, 2013

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

- A. Instruction must be provided in at least the following subject areas:
1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
 2. Mathematics and science;
 3. Social studies, including history, geography, economics, government, and citizenship; that includes civics (see II.1);
 4. Health and physical education;
 5. The arts;
 6. Career and technical education; and
 7. World languages.
- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials,

minimum student competency levels, and methods for student evaluation.

- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.
 - 1. In the school district's discretion, training and instruction may result in CPR certification.
 - 2. CPR and AED instruction must include CPR and AED training that have been developed:
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
 - 3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
 - 4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.
- H. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
 - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
 - 2. emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;

3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
5. help students access education and career options;
6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

If a student with a disability has an Individualized Education Program (IEP) or

standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

- I. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.
 1. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.
 2. A school or district may exempt a student with disabilities from this requirement if the student's ~~individualized education program~~ IEP team determines the requirement is inappropriate and establishes an alternative requirement.
 3. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.
 4. Schools and districts may administer civics test questions as part of the social studies curriculum.
 5. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.
 6. The school district cannot charge a fee related to this requirement.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)

Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

~~Minn. Rules Part 3501.1110 (Opportunities to Learn and Remediation)~~

Cross References: Policy 603 (Curriculum Development)
Policy 605 (Alternative Programs)

Adopted: February 9, 2004

Revised: August 2, 2010

612.1 ~~PARENTAL INVOLVEMENT~~ DEVELOPMENT OF PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward either both public or private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

- A. ~~It is~~The policy of the school district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities and procedures for the involvement of those parents engagement of parents and families in its Title I programs.
- B. ~~It is~~The policy of the school district is to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written ~~parental involvement~~ parent and family engagement policies.

III. DEVELOPMENT OF THE DISTRICT/SCHOOL PLAN

The school board will direct the administration to develop jointly with, and agree upon with, and distribute to parents and family members of participating children a written ~~parental involvement~~ parent and family engagement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for ~~parental~~ meaningful parent and family involvement and describe how the school district will:

- A. Involve parents and family members in the joint development of the school district's Title I plan and the ~~process of school review and improvement~~ development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective ~~parental~~ parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. ~~Build the schools' and parents' capacity for strong parental involvement;~~

- ~~D C.~~ Coordinate and integrate ~~parental involvement~~ **parent and family engagement** strategies with similar strategies, **to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;** ~~under other programs, such as Head Start, Early Reading First, Even Start, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and state administered preschool programs;~~
- ~~E D.~~ Conduct, with the **meaningful** involvement of parents **and family members**, an annual evaluation of the content and effectiveness of the ~~parental involvement~~ **parent and family engagement** policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents **in parental involvement activities (with particular attention to,** and particularly, with parents who are economically disadvantaged, disabled, have limited **English proficiency, have limited** literacy, ~~or English proficiency,~~ or who are of a racial or ethnic minority **background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;**
- E. Use the findings of such evaluations to design **evidence-based** strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level ~~parental involvement~~ **parent and family engagement** policies; and
- F. Involve parents in the activities of the schools, **which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.**

IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of each school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents **and family members** of participating children a written ~~parental involvement~~ **parent and family engagement** policy, agreed upon by such parents **and families**, that shall describe the means for carrying out the federal requirements of ~~parental involvement~~ **parent and family engagement**. **Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.**

- A. The policy will describe the means by which each school with a Title I program will:
1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
 2. Offer a flexible number of meetings, **such as meetings in the morning or evening, and may provide with Title I funds** transportation, child care, or home visits, as such services relate to parental involvement;

3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the **planning, review, and improvement of the school parent and family engagement school parental involvement** policy and the joint development of the school-wide program plan, ~~unless the school already has a program for involving parents in the planning and design of its programs that would adequately involve parents of participating children~~ **except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;**
 4. Provide parents of participating children with: timely information about Title I programs; **a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards;** if requested by parents, opportunities for regular meetings to formulate suggestions, ~~share experiences with other parents~~ and to participate, as appropriate, in decisions relating to **the education of their children**, and to respond to any such suggestions as soon as practicably possible; and
 5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
 2. Describe the ways each parent will be responsible for supporting his or her child's learning by ~~monitoring school attendance and homework completion, monitoring television watching,~~ volunteering in his or her child's classroom and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
 3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
 - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b. Frequent progress reports to the parents; and
 - c. Reasonable access to staff, opportunities to volunteer, participate in the

child's class, and observe in the child's classroom.

d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:

1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Provide materials and training to assist parents in working with their children to improve their children's achievement, ~~such as including coordinating necessary~~ literacy training and using technology, as appropriate, to foster parental involvement;
3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
4. ~~Coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool programs, and other programs,~~ **other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children** to the extent feasible and appropriate;
5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent ~~home~~ **to the parents of participating children** in a format and, **to the extent practicable**, in a language the parents can understand; and
6. Provide such other reasonable support for parental involvement activities as requested by parents.

D. The policy will also describe the process to be taken if the school district and school choose to:

1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;

3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in **school-related** meetings and training sessions;
 4. Train ~~and support~~ parents to enhance the involvement of other parents;
 5. Arrange meetings at a variety of times or ~~have~~ **conduct** in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental ~~opportunities for~~ involvement and participation in school-related activities;
 6. Adopt and implement model approaches to improving parental involvement;
 7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and
 8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
- E. To carry out the requirements of ~~parental involvement~~ **parent and family engagement**, the school district and schools, **to the extent practicable**, will provide ~~full~~ opportunities for the **informed** participation of parents ~~with~~ **and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children)**, ~~limited English proficiency or with disabilities~~, including providing information and school ~~profiles reports~~ in a **format and, to the extent practicable, in a language and form** that is understandable by the parents.
- F. The school district and each school shall ~~assist~~ **inform** parents and parent organizations **by informing such parents and parent organizations** of the existence ~~and purpose~~ of such ~~centers~~ **family engagement in education programs**.

The policies will be updated periodically to meet the changing needs of parents and the school.

Legal References: 20 U.S.C. § 6318 (~~Parental Involvement~~ Parent and Family Engagement)

Cross References:

Adopted: January 8, 2007

Revised: July 6, 2015

613 GRADUATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students ~~entering grade 8 in the 2011-2012 school year and earlier must satisfactorily complete, as determined by the school district, all credit requirements, all state academic standards, or local standards where state standards do not apply, and successfully pass graduation examinations, as required, in order to graduate.~~ For students entering grade 8 in the 2012-2013 school year and later, ~~the school district's policy is that students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards.~~ The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.
- B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- C. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.
- D. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- E. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- F. ~~"GRAD" means the graduation required assessment for diploma that measures the reading, writing, and mathematics proficiency of high school students.~~

IV. DISTRICT ASSESSMENT COORDINATOR

The Director of Curriculum and Instruction shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

A. For ~~S~~students enrolled in grade 8 ~~through in the 2009-2010~~ 2012-2013 school year ~~and later, students' state graduation requirements, based on longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following: are eligible to be assessed under:~~

1. ~~the graduation required assessment for diploma (GRAD) in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) and Subd. 1(d) (2012) as follows:~~

a. ~~for reading and mathematics:~~

i. ~~obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota Comprehensive Assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;~~

ii. ~~achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;~~

iii. ~~achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an individualized education program (IEP) or Section 504 (504) plan;~~

iv. ~~obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or~~

v. ~~achieving an individual passing score on the state-identified~~

~~alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and~~

~~b. for writing:~~

~~i. achieving a passing score on the GRAD;~~

~~ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;~~

~~iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or~~

~~iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.~~

~~e. Students enrolled in grade 8 in any school year from the 2005-2006 school year to the 2009-2010 school year who do not pass the mathematics GRAD under V.A.1., above, are eligible to receive a high school diploma if they:~~

~~i. complete with a passing score or grade all state and local coursework and credits required for graduation by the school board granting the students their diploma;~~

~~ii. participate in district-prescribed academic remediation in mathematics; and~~

~~iii. fully participate in at least two retests of the mathematics GRAD test or until they pass the mathematics GRAD test, whichever comes first.~~

~~2. the WorkKeys job skills assessment;~~

~~3. the Compass college placement test;~~

~~4. the ACT assessment for college admission;~~

~~5. the armed services vocational aptitude test; or~~

~~6. the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.~~

~~B. Students enrolled in grade 8 in the 2010-2011 or 2011-2012 school year are~~

eligible to be assessed under:

~~1. the GRAD in reading, mathematics, or writing under Minn. Stat. § 120B.30, Subd. 1(c)(1) and (2) (2012) as follows:~~

~~a. for reading and mathematics:~~

~~i. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the Minnesota Comprehensive Assessments in grade 10 for reading and grade 11 for mathematics or achieving a passing score as determined through a standard setting process on the GRAD in grade 10 for reading and grade 11 for mathematics or subsequent retests;~~

~~ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in reading and the mathematics test for English language learners or the GRAD equivalent of those assessments for students designated as English language learners;~~

~~iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan;~~

~~iv. obtaining an achievement level equivalent to or greater than proficient as determined through a standard setting process on the state-identified alternate assessment or assessments in grade 10 for reading and grade 11 for mathematics for students with an IEP; or~~

~~v. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP; and~~

~~b. for writing:~~

~~i. achieving a passing score on the GRAD;~~

~~ii. achieving a passing score as determined through a standard setting process on the state-identified language proficiency test in writing for students designated as English language learners;~~

~~iii. achieving an individual passing score on the GRAD as determined by appropriate state guidelines for students with an IEP or 504 plan; or~~

~~iv. achieving an individual passing score on the state-identified alternate assessment or assessments as determined by appropriate state guidelines for students with an IEP.~~

- ~~2. the WorkKeys job skills assessment;~~
- ~~3. the Compass college placement test;~~
- ~~4. the ACT assessment for college admission;~~
- ~~5. the armed services vocational aptitude test; or~~
- ~~6. the school district may substitute a score from an alternative, equivalent assessment to satisfy the requirements of this paragraph.~~

~~C. For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:~~

- ~~1. an opportunity to participate on a nationally normed college entrance exam in grade 11 or grade 12.~~
- ~~2. achievement and career and college readiness tests in mathematics, reading, and writing. The tests must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation. In addition, the tests must ensure that the foundational knowledge and skills for students' successful performance in postsecondary employment or education and articulated series of possible targeted interventions are clearly identified and satisfy Minnesota's postsecondary admission requirements. To the extent available, the tests should:
 - ~~a. monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and~~
 - ~~b. based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and~~~~

~~3. consistent with this paragraph and Minn. Stat. § 120B.125 (see Policy 604,~~

~~Section II.H.), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.~~

- ~~4. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.~~
- ~~5. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.~~
- ~~6. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college must be actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.~~
- ~~7. A student's progress toward career and college readiness must be recorded on the student's high school transcript.~~

- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and
- B. Consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students beginning 8th grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Three credits of mathematics, including an algebra II credit or its equivalent, ~~geometry, statistics and probability, or its equivalent~~, sufficient to satisfy all of the academic standards in mathematics.
- C. ~~Students in the graduation class of 2015 and beyond must complete~~ An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- E. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
- F. One credit in the arts sufficient to satisfy all of the state or local academic standards

in the arts; and

G. A minimum of seven elective credits.

H. Credit equivalencies

1. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under ~~VI.A.5~~ Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
2. An agriculture science or career and technical education credit may fulfill the elective science credit required under ~~VI.A.4~~ Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under ~~VI.A.4~~ Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under ~~VI.A.4~~ Paragraph D., above.
3. A career and technical education credit may fulfill a mathematics or arts credit requirement under ~~VI.A.2. or VI.A.6~~ Paragraph B. or Paragraph F., above.
4. A computer science credit may fulfill a mathematics credit requirement under ~~VI.A.2~~ Paragraph B., above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a science or mathematics credit requirement under ~~VI.A.2. or VI.A.4~~ Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
1. School District Standards, Health (K-12);
 2. School District Standards, Career and Technical Education (K-12); and
 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the

current world languages standards developed by the American Council on the Teaching of Foreign Languages.

** Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.*

- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 - 1. Minnesota Academic Standards, Language Arts K-12;
 - 2. Minnesota Academic Standards, Mathematics K-12;
 - 3. Minnesota Academic Standards, Science K-12;
 - 4. Minnesota Academic Standards, Social Studies K-12; and
 - 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)

Minn. Stat. § 120.024 (Graduation Requirements; Course Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Policy 104 (School District Mission Statement)
Policy 601 (School District Curriculum and Instruction Goals)
Policy 614 (School District Testing Plan and Procedure)
Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
Policy 616 (School District System Accountability)

Adopted: January 22, 2007

Revised: August 5, 2013

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPS, SECTION 504 PLANS, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 (504) accommodation ~~plan~~, or ~~limited English proficiency (LEP)~~ **English Learner (EL)** needs to ~~meet the graduation requirements of basic skills testings and graduation required assessments for diploma (GRAD) tests~~ **participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.**

II. GENERAL STATEMENT OF POLICY

~~A. The school district will utilize the existing annual review of IEPs or 504 accommodation plans to review, on a case-by-case basis, the extent of student participation in basic standards testing and GRAD testing. For students subject to GRAD testing, the student's IEP or 504 accommodation plan must identify one of the following decisions for each subject area of GRAD:~~

- ~~1. the student is expected to achieve the statewide standard with or without testing accommodations resulting in a "pass" or "p" notation on the record when achieving a passing score; or~~
- ~~2. the student is expected to achieve the statewide standard at an individually modified level of difficulty, resulting in a "pass" or "p" notation on the record when achieving the modified level. A Minnesota alternative assessment must be used when an IEP team chooses to replace the GRAD. Adoption of modifications for a student must occur concurrently with the adoption of transition goals and objectives as required by Minn. Stat. § 125A.08(a)(1). The IEP or 504 accommodation plan must define an appropriate assessment of the statewide standard at a modified level of difficulty. Achievement of the individually modified standard shall be certified only through documented student performance of the defined assessment.~~

~~Students subject to GRAD testing also must be tested under standard conditions as specified by the developer of the test except those students whose IEP or 504 accommodation plan specifies other decisions consistent with the above stated requirements.~~

~~B. Students with LEP needs must be identified and accommodations made for students subject to basic skills testing. Students subject to GRAD testing are required to pass the GRAD if they have been enrolled in any Minnesota school for at least four consecutive years. An English language learner (ELL) student who first enrolls in a Minnesota school in grade 9 or above who completes the coursework and any other state and district requirements to graduate within a four-year period is not required to pass the GRAD.~~

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements

a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:

- (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
- (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;
- (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
- (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
- (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

- b. MTAS participation decisions must not be made on the following factors:
 - (1) Student's disability category;
 - (2) Placement;
 - (3) Participation in a separate, specialized curriculum;
 - (4) An expectation that the student will receive a low score on the MCA;
 - (5) Language, social, cultural, or economic differences;
 - (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

- 1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
- 2. Eligibility Requirements
 - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
 - b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
 - c. For students in grades that the MTAS is not administered:
 - (1) the student must have cognitive functioning significantly below age level;
 - (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
 - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
 - d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.

- e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
3. Alternate ACCESS participation decisions must not be made on the following factors:
- a. Student's disability category;
 - b. Participation in a separate, specialized curriculum;
 - c. Current level of English language proficiency;
 - d. The expectation that the student will receive a low score on the ACCESS for ELs;
 - e. Language, social, cultural, or economic differences;
 - f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current "Procedures Manual for the Minnesota Assessments" which ~~can be found on~~ **is produced by** the Minnesota Department of Education's (MDE's) Minnesota Assessments, ~~General Resources, website at:~~ http://www.mnstateassessments.org/resources/Manuals/2011-2_Procedures_Manual.pdf and available through minnesotapearsonaccessnext.com.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR ~~BASIC SKILLS AND GRAD~~ TESTING

See Chapter 5 of the current "Procedures Manual for the Minnesota Assessments" which ~~can be found on MDE's Minnesota Assessments, General Resources, website at:~~ http://www.mnstateassessments.org/resources/Manuals/2011-2_Procedures_Manual.pdf and **2017-18 Guidelines for Administration of Accommodations and Linguistic Supports** (http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommandLS_2018.pdf).

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for

keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References: Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)
Minn. Rules Parts 3501.0505-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS), <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>
Alternate ACCESS for ELLs Participation Guidelines, <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

Cross References: Policy 104 (School District Mission Statement)
Policy 601 (School District Curriculum and Instruction Goals)
Policy 613 (Graduation Requirements)
Policy 614 (School District Testing Plan and Procedure)
Policy 616 (School District System Accountability)

Adopted: February 9, 2004

Revised: March 19, 2007

619 STAFF DEVELOPMENT FOR ACADEMIC STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the ~~Academic Standards~~ **Graduation Assessment Requirements** and with students as they progress to achievement of those ~~Academic Standards~~ **Graduation Assessment Requirements** and meet the requirements of the ~~No Child Left Behind Act~~ **federal law**.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction and assessment to ensure effective implementation of the ~~Academic Standards~~ **Graduation Assessment Requirements** and the ~~No Child Left Behind Act~~ **federal law** at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

- A. The ~~District Staff Development~~ **Advisory** Committee (the "Committee") **for Comprehensive Continuous Improvement of Student Achievement (Committee)** shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the ~~Academic Standards~~ **Graduation Assessment Requirements** and the ~~No Child Left Behind Act~~ **federal law** at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the ~~Academic Standards~~ **Graduation Assessment Requirements** effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for ~~Academic Standards~~ **Graduation Assessment Requirements** implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the ~~Academic Standards~~ **Graduation Assessment Requirements** at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers/Administrators

1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.
2. ~~The school district shall assign an administrator to serve as a highly objective uniform state standard of evaluation ("HOUSSE") reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher's application for highly qualified status.~~

Legal References: Minn. Stat. § 120B.02(Educational expectations for Minnesota's students.)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Policy 104 (School District Mission Statement)

Policy 601 (School District Curriculum and Instruction Goals)
Policy 613 (Graduation Requirements)
Policy 616 (School District System Accountability)

Adopted: February 9, 2004

Revised: October 13, 2008

624 ON-LINE LEARNING OPTIONS

I. PURPOSE

The purpose of this policy is to recognize and govern on-line learning options of students enrolled in the school district for purposes of compulsory attendance **and address enrollment of students with an online learning provider for supplemental or full-time online learning.**

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in on-line learning.
- B. The school district shall grant academic credit for completing the requirements of an on-line learning course or program.
- C. The school district shall allow an on-line learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. **An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.**
- D. The school district shall continue to provide non-academic services to on-line learning students.
- E. On-line learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.
- ~~F. To the extent the school district provides curriculum to resident students that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the student or the student's parent or guardian, provided that the school district does not incur more than an incidental cost as a result of providing access electronically.~~

III. DEFINITIONS

- ~~A. "Full-time online provider" means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public~~

education at any or all of the elementary, middle, or high school levels.

~~B. “On-line learning” is an interactive course or program that delivers instruction from a teacher to a student by computer, is combined with other traditional delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards.~~

~~C. “On-line learning student” is a student enrolled in the school district for purposes of compulsory attendance and enrolled in an on-line learning course or program delivered by an authorized provider.~~

~~D. “On-line learning provider” is another school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides on-line learning to students.~~

~~E. “Supplemental online learning” means an online course taken in place of a course period during the regular school day at a local district school.~~

A. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.

B. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.

C. “Enrolling district” means the school district or charter school in which a student is enrolled under Minn. Stat. § 120A.22, Subd. 4, for purposes of compulsory education.

D. “Full-time online learning provider” means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.

E. “Online learning course syllabus” is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.

F. “Online learning” is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.

- G. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. “Student” is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minn. Stat. §§ 120A.22 and 120A.24.
- J. “Supplemental online learning” means an online learning course taken in place of a course period at a local district school.

IV. PROCEDURES

A. Dissemination and Receipt of Information

1. The school district shall make available information about on-line learning to all interested people. The school district may utilize the list of approved on-line learning providers and on-line learning courses and programs developed, published, and maintained by MDE the Minnesota Department of Education at the following site: http://education.state.mn.us/mde/Academic_Excellence/School_Choice/Public_School_Choice/Online_Learning/001909.html.
2. The school district will receive and maintain information provided to it by on-line learning providers.
3. The online learning provider must report or make available information on an individual student’s progress and accumulated credit to the student, the student’s parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.
4. The enrolling district must designate a contact person to help facilitate and monitor the student’s academic progress and accumulated credits toward graduation.

B. Students Enrollment

1. A student may apply for full-time enrollment in an approved online learning program ~~or for supplemental online learning~~. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.

2. The student and the student's parents must submit an application to the online learning provider and identify the reason for enrolling in online learning. The An online learning provider that accepts a student under this section must within ten days notify the student and the enrolling district and the school district in writing within ten days if the school enrolling district is not the online learning provider. The student and family the student's parent must notify the online learning provider of their student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement of assurance indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning enrollment. The online learning provider must notify the school district of the student's enrollment in online learning in writing on use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.
3. The Supplemental online learning notification notice to the enrolling school district upon student enrollment in the online learning program will include the courses or program, credits to be awarded, the start date of online enrollment, and confirmation that the courses will meet the student's graduation plan. A student may enroll in supplemental online learning courses up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances and upon acceptance by the online learning provider. when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online learning provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.
4. An online learning student may enroll in supplemental online learning courses during a single school year to a maximum of 50 percent of the student's full schedule of courses per term. A student may exceed the supplemental online learning registration limit if the school district grants permission for supplemental online learning enrollment above the limit, or if an agreement is made between the school district and the online learning provider for instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply for enrollment to an approved full-time online learning program following appropriate procedures in Paragraph IV.B.2.

~~above. Full-time online learning students may enroll in classes at a local school per contract for instructional services between the online learning provider and the school district. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online learning course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.~~

5. ~~An online learning student may complete course work at a grade level that is different from the student's current grade level~~ enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.
6. An online learning student may complete course work at a grade level that is different from the student's current grade level.
7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for payment of any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The ~~school~~ enrolling district may reduce an on-line learning student's regular classroom instructional membership in proportion to the student's membership in on-line learning courses.
2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.
3. A teacher with a Minnesota license must assemble and deliver instruction

to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher with a Minnesota license.

4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minn. Stat. § 124D.095, Subd. 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.
2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
- ~~3. An online learning provider must make available to the school district the course syllabus, standard alignment, content outline, assessment requirements, and contact information for supplemental online courses taken by school district students.~~
3. The school district may challenge the validity of a course offered by an on-line learning provider. Such a challenge will be filed with the Minnesota Department of Education.
4. The school district shall count secondary credits granted to an on-line learning student toward its graduation and credit requirements.
5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.
6. Weighted grades will also be applicable if the school district has adopted a policy to offer weighted grades.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 123B.42 Subd. 1a (Curriculum, Electronic Components)

Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (On-Line Learning Option Act)

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

District Facilities

Belief: Becker Public Schools will have a welcoming atmosphere to all users of the facilities.

Value #1-Follow recommendations from green space study completed in conjunction with the City of Becker.

Goal: Provide 5 additional uses per school month (45 total annually) of School District property for students by providing educational, practice, and game green space on current school property by 2024.

Value #2-Create and maintain long-term plans ensuring effective use of LTFM funding and 2019-2020 school district facilities study.

Goal: By July 1st, 2022, the District will develop a 10 year plan for LTFM funding that satisfies the largest needs

identified in the 2019-2020 school district facilities study.

Communication

Belief: Becker Public Schools will communicate effectively with all stakeholders.

Value #3-Increase timely, relevant, and accurate communication that engages students, parents, staff, and community members as partners in education. (Develop and continue with enhanced district communication.)

Goal: Create a communication plan for the district that includes stakeholders, preferred methods, reasons, and timeliness of communication by January 1, 2022.

Instructional

Belief: Grading and assessment will reflect what students know and are able to do.

Value #4-Maximize the achievement of all students through effective instruction, challenging and engaging curriculum, and aligned assessments. (Continue to develop a plan to support the diverse needs of students.)

-MCA and Fastbridge scores improve year over year in specific areas.

-PLC work focuses on what students need to know or do, how do we know when students know or can do, what to do if students do not know or cannot do, what to do if students already know or can do.

Goal: 100% of PLCs will collaborate to develop a minimum of 3 common summative assessments aligned to the standards by May 1st, 2023.

Value #5- Maximize academic achievement in a personalized learning environment resulting in all students graduating college and career and life ready.

- CCR Meetings with students in HS.

- Offer 2 years of college credit for all core areas within Becker High School.

Goal: 100% of 21st Century Citizen students (required in 11th or 12th grade) will create a post secondary plan and complete the 21st Century Exit Plan by May 30th.

Technology

Belief: Becker Public Schools will leverage resources to support self-directed learning to communicate, create, collaborate, think critically, and ignite and inspire students to explore their passions.

Value #6-All students will use technology in the design, building, and testing of solutions to real-world problems

Goal: 100% of classroom teachers will meet the goal of providing 6 hours of coding for students in grades K-5 by May 30th.

Professional Development

Belief: Becker Public Schools will utilize highly qualified staff to increase learning opportunities for staff and students.

Value #7-Provide opportunities for all staff to improve learning options.

- Teacher Evaluation program and feedback from Administration.

- Use of curricular area development through internal Experts.

Goal: 100% of certified teaching staff will participate in and complete the PLC regrouping series by May 15th, 2022.

Overall District Goals

Value #8-Balance Budget per policy 714

Goal: Becker School District will meet the requirements of Policy 714 achieving an 8% unassigned fund balance by June 30, 2025.

Value #9-Customer Service and Safe Secure Learning Environment

Goal: Provide two opportunities for staff and students to participate in forums providing feedback on school district service, safety and security by June 30, 2022.

- Provide positive experiences for all visitors and potential new students.

- Improve response time to all communication both internally and externally.

- Provide training for staff members on customer service.

