

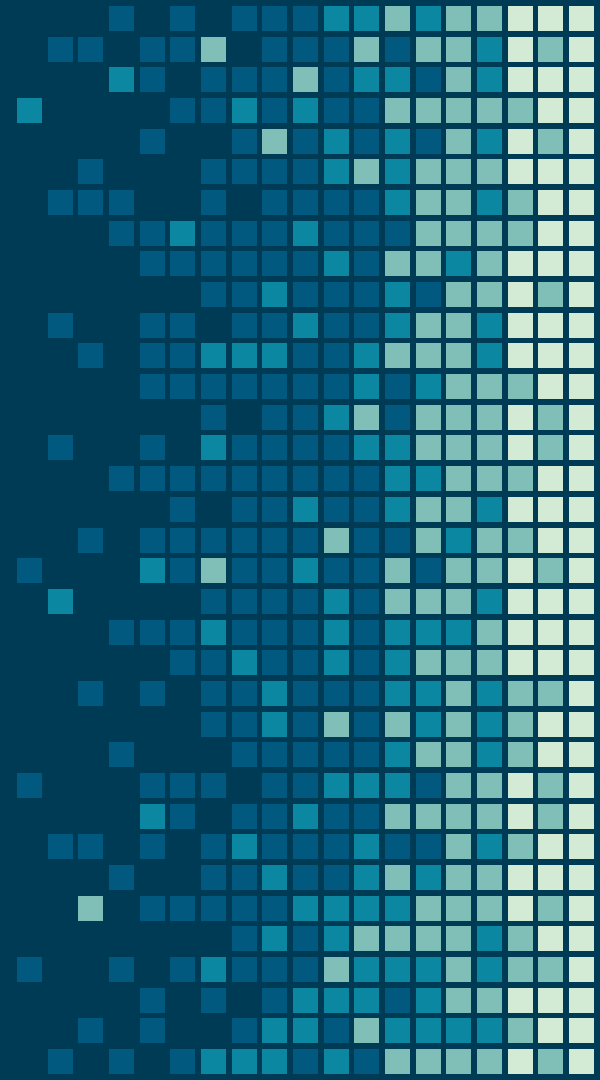
Regular Meeting
Monday, July 11, 2022 6:30 PM

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
 - 1.E. Presentations
2. REPORTS
 - 2.A. Student Report
 - 2.B. Superintendent's Report
 - 2.C. Committee Reports
 - 2.D. Board & Administrator
3. SUMMARY OF CLOSED SESSION FROM JUNE 6, 2022 REGULAR SCHOOL BOARD MEETING
4. CONSENT AGENDA
 - 4.A. Minutes
 - 4.B. Disbursements
 - 4.C. Personnel
 - 4.D. Student Handbooks
 - 4.E. Annual Wellness Report
 - 4.F. 2022-23 Fees
 - 4.G. Transportation Building Bids
 - 4.H. Transportation Building Bids: Reject
5. GIFTS
6. RESOLUTION ESTABLISHING DATES FOR FILING AFFIDAVITS OF CANDIDACY
7. POLICY UPDATE
8. FIRST READING
9. POLICIES: ANNUAL REVIEWS
10. CLOSED SESSION
11. ADJOURN

Becker School
District Strategic
Goals Policy #223

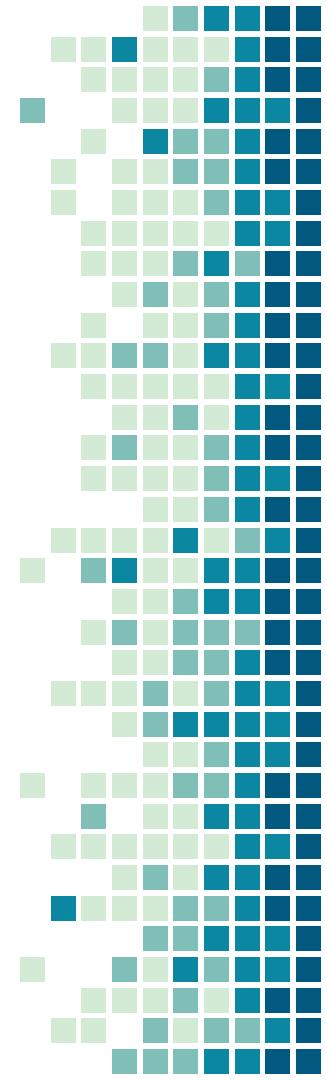


District Facilities

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.



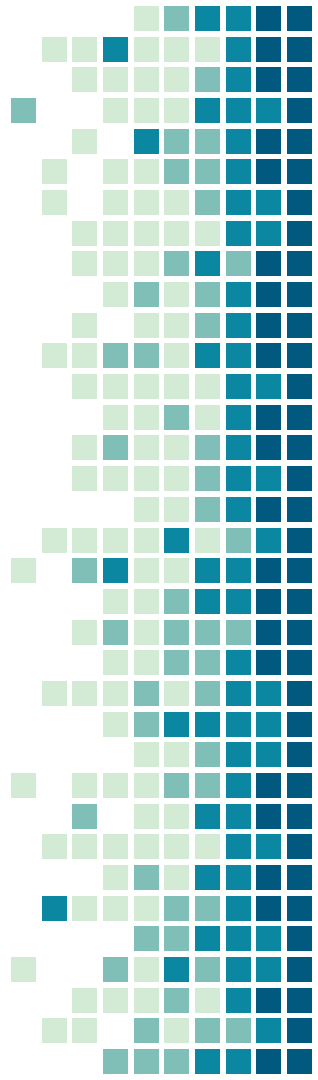
District Facilities

*With the addition of a synthetic turf field on Eppard Field, we anticipate that space being used very often by all levels of our athletic teams (football, boys and girls soccer, lacrosse) for practices and contests. With green space at a premium in the city of Becker, this will likely expand the use of Eppard Field for youth sports in the evenings as well.

*We anticipate our Phy Ed. classes using that space often.

*Our Graduation ceremony outdoors on Eppard Field has been a great addition to the use of that space and we anticipate that continuing.

*Adding lights to our varsity baseball and softball fields will also provide more access to those spaces for evening events. Youth teams will also benefit from the lighting of these fields.

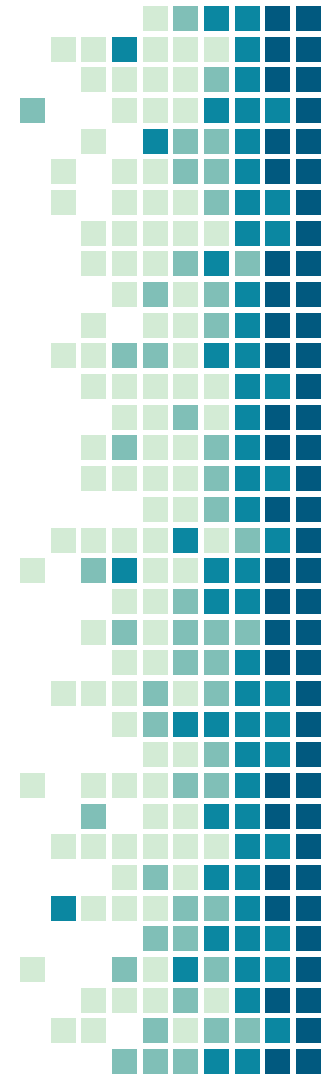


District Facilities

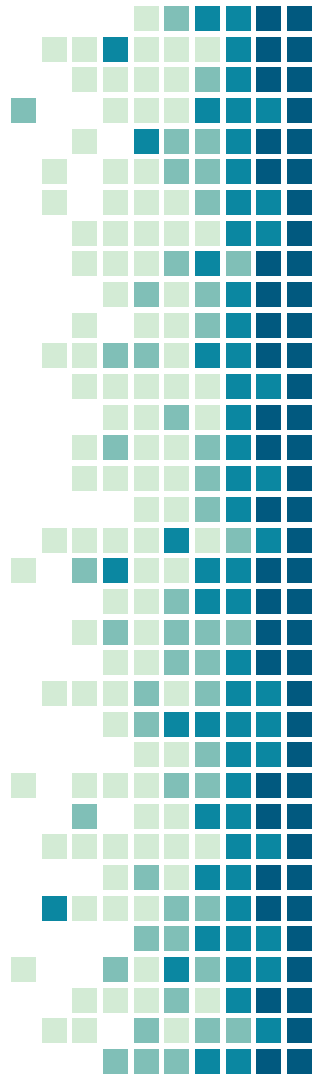
Belief: Becker Public Schools will have a welcoming atmosphere to all users of the facilities.

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.



District Facilities



Buildings and Grounds Mission Statement

Our mission is to provide superior service to our students, staff and community. We strive to keep clean, well-maintained facilities and a well-groomed campus while providing a safe, comfortable environment that allows for optimal performance and educational excellence.

- Our goal is to serve the Students and the District.

December 2021, In House Training, Provided By SCTCC

Course: Customer Training

Staff: Buildings and Grounds, Community Education

Agenda: Customer Service Fundamentals, Nonverbal Communication, Listening Skills

September 2021, Dalco Conference

Course: Conference Style Onsite Training

Staff: Day Leads, Buildings and Grounds

Summer 2020, Johnson Controls Training

Course: Building Automation

Staff: Buildings and Grounds

Fall 2020, OSHA 30 Certified 2 Staff Members

Buildings and Grounds Staff Boiler and CPO License

(4) Chief C, (1) 1st Class, (1) 2C and multiple Special Boiler Licenses and (2) CPO, Certified Pool & Spa Operator
I have encouraged all staff to keep up to date on all required licenses.

District Facilities

Long Term Facilities Maintenance Budgets For FY 2022 & 2023 (5/5/2022)

Fiscal Year Of 2022

High School and District Wide

\$416,779.54

Middle School

\$349,034.98

Primary School

\$138,712.78

Intermediate School

\$72,896.65

Total: \$977,423.95

Fiscal Year Of 2023

High School and District Wide

\$562,090.39

Middle School

\$59,168

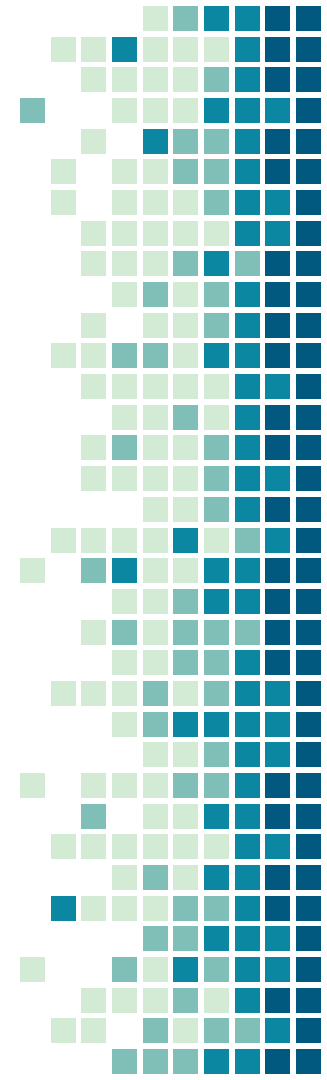
Primary School

\$46,285

Intermediate School

\$382,138

Total: \$1,049,681.39



Communication/Community



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.

Communication/Community



The Becker School District Communication Plan has been completed and is in a lite roll out to staff. This plan will assist us in presenting a clear and universal presence in communication efforts across the district. We want to maintain and build trust among key stakeholders. This plan will provide another measure of transparency in all forms of communication. The plan will also create a consistent appearance of all communication from the school district.

Use of this plan will allow community members to obtain factual information and to become informed about the changing needs of traditional schooling. Our key message will be to focus on the position of the Becker Schools as community centered, collaborative partners in the Becker Community. We provide an exceptional education for all students.

Our internal communication is also a priority and will be inclusive and positive. Internal stakeholders include; students, district employees, school board and volunteers.

Our external audiences include; parents, taxpayers, business leaders, media outlets, legislative leaders, ministerial leaders, PTSA, law enforcement and fire department leadership.

The communication plan will reach out to all stakeholders in a timely manner with a proactive and consistent message.

Professional Development

- Staff Development includes licensed staff as decision makers.
- All staff members are required to participate in various staff development.
- Annual staff development requirements include a variety of training videos
- Summer of learning
- Non-Certified staff focus on position specific development
 - Food Service
 - Clerical
 - Transportation
 - Paraprofessional



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.

Professional Development



Goal: 100% of certified teaching staff will participate in and complete the PLC re-grounding series by May 15th, 2022.

Result: 100% of certified teaching staff participated in and completed the PLC re-grounding series by May 15th, 2022.

Goal was met.

Instructional/Academics



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 now 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.

Instructional/Academics

Goal: 100% of PLCs will collaborate to develop a minimum of 3 common summative assessments aligned to the standards by May 1st, 2023.

Results: PLC groups meet weekly with a focus on curriculum, instruction, and student achievement. All PLCs are on target to meet the goal of having three (3) common assessments by May 1st, 2023.

Goal is on target.



Instructional/Academics

Belief: Grading and assessment will reflect what students know and are able to do.

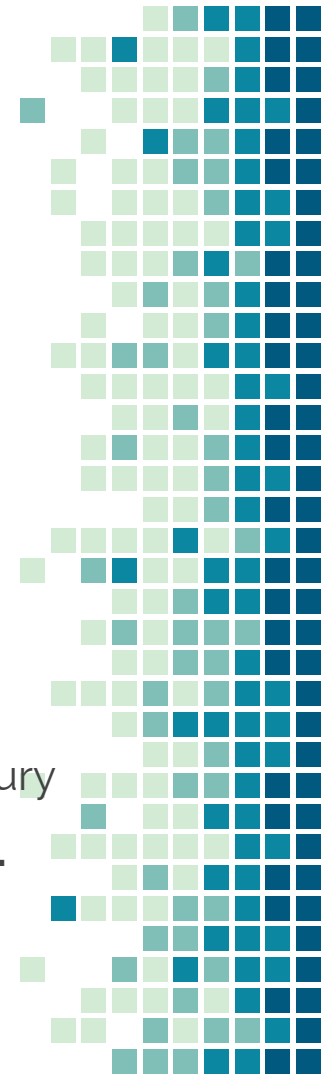
Value #5- Maximize academic achievement in a personalized learning environment resulting in all students graduating college and career and life ready.

- CCR Meetings with students in HS.
- Offer 2 years of college credit for all core areas within Becker High School.

Instructional/Academics

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.

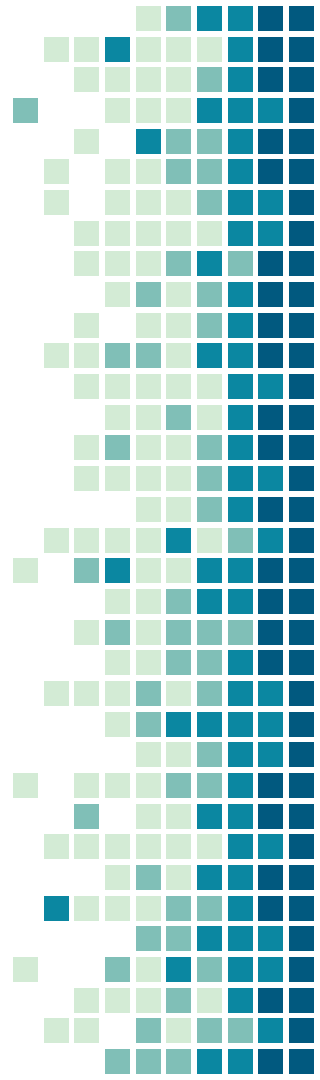
Result: 96.84% of 21st Century students in 2021-2022 created a post-secondary plan demonstrated through completion of the 21st Century Exit Plan Survey. (WBWF goal is 95% which was met.) **Goal was not met.**



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.



Technology

Goal: 100% of classroom teachers will meet the goal of providing 6 hours of coding for students in grades K-5 by May 30th.

Actual: 100% of classroom teachers met the goal of providing 6 hours of coding for students in grades K-5. Additional time was accrued via coding during their media time.



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.

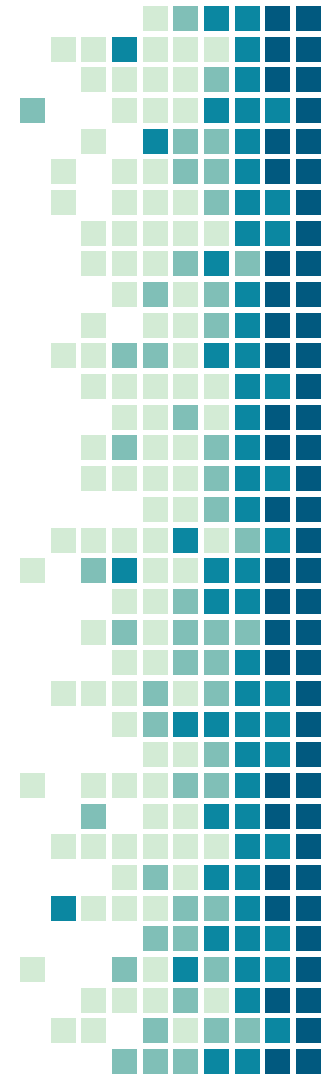


Overall District Goals

The District achieved the 8% unassigned fund balance goal as of June 30, 2021. The unassigned fund balance percentage is at 9.68% as of June 30, 2021.

The unassigned fund balance for the year ending June 30, 2022 is projected to increase \$204,598. The unassigned fund balance percentage is projected to be 9.73% at June 30, 2022.

The unassigned fund balance for the year ending June 30, 2023 is projected to increase \$11,694. The unassigned fund balance is projected to be 9.60% at June 30, 2023.





ISD #726
Becker Public Schools


Monthly Update

June, 2022

Referendum Projects

June

- **Transportation Building**
 - Project successfully bid on Thursday June 30th.
 - Plans in applications into the City for review and permitting.
 - Recommendation for contracts to be awarded.
 - Hoping to start Earthwork starting in early August.

- **Middle School & High School Projects**
 - Met with staff in June to go over more details.
 - Construction Documents finished up.
 - Project out to bid the week of the 15th.
 - Bid opening August 4th.
 - With favorable bids, hope to be starting on the classroom addition this fall.

- **Primary School**
 - Weekly design coordination meetings continue
 - The design team met with the code official to review the buildings being converted to ECFE spaces.
 - ICS completed an estimate of the DD drawing set
 - ICS to schedule DD page turn with building leadership

- **Intermediate School**
 - Design coordination meetings continue
 - CD Documents Design and Development continues
 - Continued existing site and equipment conditions investigation
 - Air Handling units being selected

- **Multi-Purpose Field**
 - Site meeting with Engineers to verify existing conditions
 - ICS completed an estimate of the DD drawing set.
 - Working on setting up site visits with the Owner to review turf installations
 - Lighting equipment for the Varsity Baseball and Softball fields has been ordered

Anderson, Minda	Resignation	Asst. Superintendent, Director of Curriculum & Instruction	District Office	1 FTE	Individual	n/a	7/1/22	n/a
Armstrong, Amber	Resignation	Speech Language Pathologist	PS	1 FTE	BEA	n/a	End of 21-22 School Year	n/a
Backes, Courtney	Transfer / New Assignment	5th Grade Teacher	IS	1 FTE	BEA	n/a	08/29/22	Use Current
Beedy, Alison	New	3rd Grade Teacher	IS	1 FTE	BEA	B. Holthaus	08/29/22	MA60 Lane / Step 1: \$52,000
Brant, Kari	Resignation	Science Teacher	MS	1 FTE	BEA	n/a	06/06/22	n/a
Buntrock, Elizabeth	New Assignment	Camp Opportunity Assistant (was Aide)	Camp Opportunity	7.5 Hours Per Day x 3 Days Per Week	Camp Opportunity	n/a	05/31/22	\$14.13 Per Hour
Cable, Erla	New	Special Education Teacher - SLD	HS	1 FTE	BEA	J. Lynch	8/29/22	BA Lane / Step 4: \$46,972 Annually
Condon, Barb	Resignation	Bus Driver	Bus Garage	Mid-Day Route	Transportation	n/a	5/27/22	n/a
Dehmer, Anika	New	Camp Opportunity Asst.	PS/IS	8 Hours Per Day	Camp Opportunity	n/a	5/19/2022	\$14.13 Per Hour
Edwards, Sara	New	Elementary Asst. Principal	PS/IS	1 FTE	Administrators	n/a	7/1/22	\$112,238 Annually
Graske, Meghan	Transfer / New Assignment	4th Grade Teacher	IS	1 FTE	BEA	A. Peterzen	8/29/22	Use Current
Handeland, Kim	Additional Assignment	Student Advisor	MS	Annually	BEA - Schedule C	A. Strom	9/6/22	\$2,285 Annually
Hausmann, Joy	Resignation	Special Education Teacher	MS	1 FTE	BEA	n/a	06/06/22	n/a
Henry, Lynnea	Transfer/New Assignment	Secretary: Receiving & Copying	District Office	4 Hours Per Day	MultiUnit	J. Brings	tbd (August, 2022)	Use Current
Jundt, Sandra	Resignation	Cashier	IS	2 Hours, 30 Min Per Day	NonUnion	n/a	06/03/22	n/a

Kaiawe, Bonnie	New	Custodian	Multiple	8 Hours Per Day	MultiUnit	F. Hoff	5/4/2022	\$17.34 Per Hour
Kalinowski, Kayla	Resignation	Head Gymnastics Coach	HS	Seasonal	BEA - Schedule C	n/a	4/21/22	n/a
Kasper, Shelly	Resignation	Bus Driver	Bus Garage	Mid-Day Route	Transportation	n/a	6/3/22	n/a
Klassen, Mike	Transfer/New Assignment	Grade 3 Teacher (was Grade 2)	IS	1 FTE	BEA	n/a	8/29/22	Use Current
Maruska, Tessa	New	Camp Opportunity Aide	PS/IS	7 Hours Per Day	Camp Opportunity	n/a	5/12/22	\$9.60 Per Hour
Maruska, Tessa	New Assignment	Camp Opportunity Assistant (was Aide)	Camp Opportunity	7 Hours Per Day	Camp Opportunity	n/a	05/31/22	\$14.13 Per Hour
McDonald, Madison	Resignation	Camp Opportunity Staff	PS/IS	3 Hours Per Day	Camp Opportunity	n/a	05/04/22	n/a
Neuman, Madison	Resignation	Camp Opportunity Staff	PS/IS	Varied	Camp Opportunity	n/a	5/4/22	n/a
Norman, Sara	Resignation	Reading Interventionist / Data Coordinator	IS	1 FTE	BEA	n/a	6/30/22	n/a
Robley, Janet	Resignation	Lead Cook	IS	7.5 Hours Per Day	MultiUnit	n/a	08/30/22	n/a
Soupir, Anna	New	Camp Opportunity Lead	PS/IS	8 Hours Per Day	Camp Opportunity	n/a	6/8/22	\$15.41 Per Hour
Vogt, Adrienne	New	Camp Opportunity Lead	PS/IS	8 Hours Per Day	Camp Opportunity	n/a	06/10/22	\$15.72 Per Hour
Wensmann, Joy	Resignation	Media Paraprofessional	HS	7.5 Hours Per Day	MultiUnit	n/a	08/01/22	n/a

Motion carried unanimously.

Motion by Aaron Jurek, seconded by Ryan Connie Robinson, to **Accept the Following Gifts:**

Adam & Melissa Northenscold	\$2,000.00	Robotics
Becker Lions Club	\$3,850.00	New Backboards @ the Primary
Becker Lions Club	\$5,000.00	Robotics

Becker PTSA	\$250.00	Ms. Peroddy Art Show
Becker Tennis	\$1,088.00	Tennis uniforms for boys tennis
Bogart, Peterson & Assoc	\$1,000.00	Robotics
Carol Northenscold	\$25.00	Robotics
Clearwater Lions Club	\$5,000.00	Robotics
Liberty Diversified International	\$5,000.00	Summer School Children Books
Liberty Paper	\$3,000.00	Scholarships
Monticello American Legion	\$50.00	Graduation Party
Santiago Lions Club	\$1,000.00	Robotics
Sherburne Bank	\$246.00	Robotics
Thomas & Evelyn Clements	\$500.00	Robotics
Virene Luthi	\$25.00	Robotics
Vista Outdoors Inc.	\$1,000.00	Robotics
Wipperbls Inc	\$250.00	Robotics

Motion carried unanimously.

Motion by Ryan Obermoller, seconded by Aaron Jurek, to ***Approve the Following Policy Recommendations (policy 504 Student Dress and Appearance pulled and will be brought back at a future meeting):***

- 103 Complaints – Students, Employees, Parents, Other Persons
- 204 School Meeting Minutes
- 205 Open Meetings and Closed Meetings
- 305 Policy Implementation
- 427 Workload Limits
- 521 Student Disability Nondiscrimination
- 611 Home Schooling
- 613 Graduation Requirements
- 614 School District Testing Plan & Procedure
- 615 Testing Accommodations
- 616 School District System Accountability

Motion carried unanimously.

Motion Aaron Jurek, seconded by Ryan Obermoller, to ***Approve the Long-Term Facilities Maintenance Ten-Year Expenditure Application***, as presented. Motion carried unanimously.

The school board ***entered into a closed session at 7:30 p.m.*** to discuss Negotiations. The school board ***continued with the closed session at 8:30 p.m.*** to discuss the Superintendent Evaluation.

The meeting was **adjourned** at 10:19 p.m.

Mark Swanson, Chair

Ryan Obermoller, Clerk

Recorder: Angela Oswald

Name	Status	Job Title	Location	Hrs Per Day/FTE	Group	Replacing	Effective	Wage
Anderson, Minda	Resignation	Asst. Superintendent, Director of	District Office	1 FTE	Individual	n/a	06/30/22	n/a
Bender, Katrina	Change in Assignment	Lead Cook	HS/MS	7.5 Hours Per day	MultiUnit	J. Robley	08/22/22	Use Current
Bjornstad, Derek	New	Weight Room Supervisor	HS	Summer 2022	BEA - Schedule C	B. Kolbinger	6/6/22	\$625
Borgstrom, Jason	Resignation	Director of Instructional Technology	District Office	1 FTE	Individual	n/a	6/30/22	
Denne, Molly	New	Social Studies Teacher	HS	1 FTE	BEA	A. Wenzel	8/29/22	MA30 Lane/Step 10: \$67,235
DeWall, Caden	New	Weight Room Supervisor	HS	Summer 2022	BEA - Schedule C	J. Otto	6/6/22	\$625.00
Geier, Natalie	Resignation	6th Grade English	MS	1 FTE	BEA	n/a	6/30/22	n/a
Graske, Meghan	New Assignment	6th Grade Teacher	MS	1 FTE	BEA	N. Geier	08/29/22	Use Current Wage
Grimley, Shelbi	New	5th Grade Long-Term Substitute	IS	1 FTE	BEA	S. Yaeger	8/29/22	BA Lane/Step 1: \$42,723 Annually
Hamilton, Marikathryn	New	Science Teacher	MS	1 FTE	BEA	K. Brant	8/29/22	BA Lane/Step 2: 44,141
Harmoning, Jennifer	New	Head Gymnastics Coach	HS	Seasonal	BEA - Schedule C	K. Kalinowski	11/14/22	\$5,968 Per Season
Hartkopf, Alysha	Additional Assignment	School Readiness Teacher	PS	3.75 Hours Per Day	BEA - Schedule D	B. Soenneker	8/29/22	Step 1: \$26.70 Per Hour
Hennessey, Kristi	Additional Hours	Administrative Assistant	MS	8 Hours Per Day (Was 5 Hours Per Day)	MultiUnit	n/a	2022-2023 School Year	Use Current Wage
Hiltner, Sue	Change in Assignment	Early Education Programs Coordinator	PS	210 Days	Individual	n/a	7/1/2022	\$67,500 Annually
Hoppe, Megan	New	JV Volleyball Coach	HS	Seasonal	BEA - Schedule C	J. Vealetzek	8/15/2022	\$3,397 Per Season
Ihrke, Camie	New Assignment	2nd Grade Teacher	PS	1 FTE	BEA	M. Klassen	08/29/22	Use Current
Nelson, Anne	Resignation	ECFE Parent Educator	PS	Varied	BEA - Schedule D	n/a	06/02/22	n/a
Nolan, Carla	New	Director of Curriculum & Instruction	District Office	1 FTE	Individual	M. Anderson	7/1/22	\$125,000 Annually
Nuest, Cory	New	JV Boys Basketball Coach	HS	Seasonal	BEA - Schedule C	H. Bengtson	11/21/22	\$3,782 Per Season
Ostrander, Allie	New	Speech Language Pathologist	PS	1 FTE	BEA	A. Armstrong	8/29/22	MA Lane/Step 11: \$65,503 Annually
Peeler, Lesa	New	Special Education (EBD) Teacher	MS	1 FTE	BEA	R. Hackensack	08/29/22	MA Lane/Step 5: \$54,353 Annually
Rieland, Kevin	Additional Assignment	Mid-Day Bus Driver	Bus Garage	1 Hour, 45 Minutes Per Day	Transportation	S. Kasper	09/06/22	Use Current
Schmidt, Donna	Resignation	AM/PM Bus Driver	Bus Garage	3.5 Hours Per Day	Transportation	n/a	06/23/22	n/a
Soenneker, Beth	Resignation (reduction in hours)	School Readiness Teacher	PS	M/W/F PM Classes Only	BEA - Schedule D	n/a	06/14/22	n/a
Soupir, Anna	Correction to Wage	Camp Opportunity Lead	Camp Opportunity	8 Hours Per day	Camp Opportunity	n/a	6/8/2022	\$15.72 Per Hour
Straw, Clay	Resignation	Night Custodian	MS	8 Hours Per Day	MultiUnit	n/a	7/1/2022	n/a

Tacheny, Allison	New	Special Education Teacher	HS	1 FTE	BEA	C. Johnson	08/29/22	BA15 Lane/Step 2: \$45,381 Annually
Thorpe, Mary	Change in Assignment	Reading Interventionist	IS	1 FTE	BEA	S. Norman	8/29/22	Use Current
VanHofwegen, Meli	New	Asst. Dance Team Coach	HS	Seasonal	BEA - Schedule C	M. Timm	10/24/22	\$3,782 Per Season
Walz, Joy	New	Early Childhood Special Education Teacher	PS	1 FTE	BEA	L. Kasper	8/29/2022	MA60 Lane/Step 13: \$78,272 Annually
Watercott, Doug	Additional Assignment	Mid-Day Bus Driver	Bus Garage	1 Hour, 45 Minutes Per Day	Transportation	B. Condon	9/7/22	Use Current
Welk, McKenna	New	2nd Grade Teacher	PS	1 FTE	BEA	C. Backes	08/29/22	BA Lane/Step 1: \$42,723 Annually
Wenzel, Abby	Resignation	Social Studies Teacher	HS	1 FTE	BEA	n/a	6/30/22	n/a
Witkowski, Amber	Resignation	Camp Opportunity Lead	Camp Opportunity	4 Hours Per Day	Camp Opportunity	n/a	7/8/22	n/a

High School Handbook Recommendations - July 2022

The following areas of addition, modification, and deletion are based on recommendations from the MSHSL, updated MN Statutes, and current patterns of student behaviors. Upon approval, the handbook would be updated with the designated information and formatting and page numbers would be adjusted.

*p 4 - Link Title IX Policy

*p. 5 - Adjust Welcome Letter

*p. 6 - Adjust School Board Members + Director of Curriculum and Instruction

*p. 7 - Adjust Year

*p. 9 - Add "All incidents of academic dishonesty are reported to the office and recorded in the Student Information System."

*p. 10 - change "quarter trimester" to "grading term"

*p. 11 - Remove "Letters-Academic"

*p. 11 - Midterm Progress - Add "Please review academic eligibility policies to determine the impact on grade checks and participation."

*p. 12 - Add on 1. - "Communication, written or spoken, must include the reason for requesting an excused absence."

*p. 13 - Add on 8. - "Trips/vacations"

*p. 13 - Modify on 9 - School related absences, such as suspension, field trips, and activities."

*p. 13 - Add - "Haircuts, tuxedo fittings, and tanning appointments."

*p. 13 - Add - Please note that all absences are the responsibility of administration to approve

*p. 14 - Extracurricular Participation - modify.

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, or have been suspended from class, including in-school and out of school suspension. Absences due to illness beyond two blocks requires a note from the doctor's office. Recurring absences due to appointments or consistently missing the same classes may require a note from the doctor's office. Absences not approved by administration will result in exclusion from extracurricular participation.

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.

*p. 14 - Leaving During the School Day - reword 1st paragraph - Students are expected to remain on campus throughout the school day, unless part of an approved school program. For safety reasons, students may not access vehicles during the day and Becker High School is a closed campus for lunch. Students leaving the campus may present liability issues for the school.

*p. 14 - Skip Days - Add - Those participating in skip days are ineligible for participation in extracurricular activities. The last senior day of school may be adjusted based on participating in skip days.

*p. 15 - Behavior Expectations of All Becker High School Students - add - The policies, expectations, and disciplinary actions within this handbook serve as a guide for students in all of these settings.

*p. 15 - Tardiness - remove - "loss of credit" - Add - "consequences will be issued."

*p. 18 - Add - Becker High School utilizes a Discipline Matrix to guide decision making on disciplinary actions. Administration utilizes discretion based on the specific occurrence.

*p. 18 - Detention - modify - The amount of detention time will be thirty minutes and is to be served within one week on the date designated by administration and agreed upon by the student and family.

*p. 18 - Suspension modify/replace

1. Willful violation of any reasonable school board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements;
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 pupil or other pupils, or surrounding persons, including school district employees, or property of the school.

*p. 20 - Insert Title IX policy

Becker Public Schools does not discriminate on the basis of sex in its educational programs and activities, and the School District is required by Title IX of the Education Amendments Act of 1972 and its implementing regulations not to discriminate in such manner. This nondiscrimination requirement extends to admission and employment. Moreover, Becker Public Schools does not discriminate in its educational programs and activities on the basis of race, color, creed, religion, national origin, sex, age, marital status, public assistance status, sexual orientation, or disability.

To manage its compliance with Title IX, the School District has designated a Title IX Coordinator. Questions about the application of Title IX and its implementing regulations should be directed to the District's Title IX Coordinator:

Director of Human Resources
12000 Hancock Street
763-261-4502

Questions relating to Title IX may also be directed to the Assistant Secretary for Civil Rights, United States Department of Education.

More information on Title IX, including the School District's grievance procedures, the process for submitting a complaint of sex discrimination, the process for submitting a formal complaint of sexual harassment, and the School District's response to complaints is detailed in District Policy 522 (Sex Nondiscrimination), a copy of which is publicly accessible on the School District's website: www.becker.k12.mn.us.

*p. 22 - Academic Eligibility - modify 3 - at the end of third trimester. A student who addresses a failing grade during summer school is not subject to academic probation for that course(s).

*p. 23 - Dances - modify - 1. Dances are open to Becker High School students in grades 9-12. Outside guests, at least 9th grade, but no older than one year removed from high school, are permitted at designated dances. Prom attendees must be at least in 10th grade and no older than one year removed from high school. All outside guests and students out of high school must have a guest permission form completed in the office two days prior to the event. The Homecoming dance is only available to current Becker High School students.

*p. 25 - add sentence on 3 - Repeated violations will result in confiscation of the item and/or detention.

*p. 25 - modify 10. Blankets are not allowed in hallways, classrooms, or commons areas during the school day.

*p. 25 - add to Eighteen-Year Olds - Conduct of all students under the age of 21 are subject to reasonable rules established by the School Board.

*p. 25 - add/modify to Electronic Devices - Cell phones are not allowed to be accessed during classes, unless designated as an appropriate time by the instructor. In general, cell phones are not to be seen during class time. All students are issued an iPad and students are not permitted to use their cell phone in replacement of their school issued device.

*p. 26 - Electronic Devices violation - modify last paragraph - Students are prohibited from photographing, recording or making any electronic record of other students, staff, or visitors without express consent of the individual that is the subject of the recording, photograph, or electronic record. This policy applies to students during the school day, instructional and non instructional time, or while participating in school events.

*p. 26 - Exchange Students - add - Becker High School appreciates the inclusion of foreign exchange students in our school. We value the ability to share our culture and learn from them as well. To best support all students, Becker High School does place limits on the number of exchange students per year. Notification of the desire to host an exchange student typically is done the spring before the school year of potential placement.

*p. 26 - Food Service - change years to 2022-23, adjust prices for breakfast and lunch based on board approval

*p. 27 - modify Ala carte - Remove 4

*p. 27 - Address the Strikethrough

*p. 29 - add iPads - All students are issued an iPad and students are not permitted to use their cell phone in replacement of their school issued device.

*p. 29 - add Lockers - 2nd paragraph - School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials

*p. 30 - add Parking/Parking Permits - Student parking is designated outside of Door 5 ("Bulldog Entrance") and blue painted spots in front of the building.

*p 31 - Public Display of Affection - modify - change PDA's to "public displays of affection." All staff (teachers, paras, administrators, etc.) are expected to address inappropriate behavior.

*p. 33 - Transfer/Withdrawal Procedures - change - guidance office to counseling office

*p. 34 - Counseling Department - change - guidance becomes counseling

Becker Middle School Handbook Recommendations - July 2022

The following areas of addition, modification, and deletion are based on recommendations from the MSHSL, updated MN Statutes, and current patterns of student behaviors. Upon approval, the handbook would be updated with the designated information and formatting and page numbers would be adjusted.

P. 4 - Adjusted Welcome Letter

P. 6 - Adjusted School Board Members and Director of Curriculum & Instruction

P. 10 - Adjusted wording on Midterm Reporting information.

P. 12 - Attendance - added the sentence - "Communication, written or spoken, must include the reason for requesting an excused absence." and "Please note that all absences are the responsibility of administration to approve".

P. 14 - Added statement - Behavior Expectations of All Becker Middle School Students: The policies, expectations, and disciplinary actions within this handbook serve as a guide for students in all of these settings.

P. 15 - Added statement- Becker Middle School utilizes a Discipline Matrix to guide decision making on disciplinary actions. Administration utilizes discretion based on the specific occurrence.

P.18 - Small bags/shoulder bags/purses are not to be worn or carried during school hours (8:10 am to 2:55 pm) unless a medical need is warranted or has been approved by building administration.

P. 18 - Added statement - Pajamas, capes, costumes, flags are not to be worn. ~~with the exception of~~ "Pajama Day" or "Costume Day" are the only exceptions specifically designated spirit week days indicated by student council and administration approval.

P. 20 - Added & Deleted Statements

- School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials

P. 23 - Added Statements -

- Willful violation of any reasonable school board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements;
- 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
- Willful conduct that endangers the pupil or other pupils, or surrounding persons, including school district employees, or property of the school.

P. 29 - Added Statements

- Becker Public Schools does not discriminate on the basis of sex in its educational programs and activities, and the School District is required by Title IX of the Education Amendments Act of 1972 and its implementing regulations not to discriminate in such manner. This nondiscrimination requirement extends to admission and employment. Moreover, Becker Public Schools does not discriminate in its educational programs and activities on the basis of race, color, creed, religion, national origin, sex, age, marital status, public assistance status, sexual orientation, or disability.
- To manage its compliance with Title IX, the School District has designated a Title IX Coordinator. Questions about the application of Title IX and its implementing regulations should be directed to the District's Title IX Coordinator:

- Director of Human Resources 12000 Hancock Street 763-261-4502
Questions relating to Title IX may also be directed to the Assistant Secretary for Civil Rights, United States Department of Education.
- More information on Title IX, including the School District's grievance procedures, the process for submitting a complaint of sex discrimination, the process for submitting a formal complaint of sexual harassment, and the School District's response to complaints is detailed in District Policy 522 (Sex Nondiscrimination), a copy of which is publicly accessible on the School District's website: www.becker.k12.mn.us.



2022-2023

[Becker Middle 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](#)

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~~ **2022-2023** school year!

Sincerely,

Ms. Chantel Boyer
BMS Principal

Mr. Ted Aleckson
BMS Asst. Principal

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

Troy Berning
~~320-743-2055~~

Peter Weismann
~~763-262-4260~~

Aaron Jurek - Chair
763-262-1081

Connie Robinson – Treasurer
763-360-6169

Ryan Obermoller - Clerk
952-381-4440

BECKER ADMINISTRATION

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

763-261-4502
Ext. 3116

Director of Curriculum and Instruction
cnolan@isd726.org

763-261-4501
Ext. 3133

Primary Principal, Dale Christensen
dchristensen@isd726.org

763-261-6330

Intermediate Principal, Nathaniel Boyer
nboyer@isd726.org

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Middle School Principal, Chantel Boyer
cboyer@isd726.org

763-261-6300

High School Principal, David Kreft
dkreft@isd726.org

763-261-4501

District 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 [Universal Screener](#).

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. Communicating late work to students and parents 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 Exploratory 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 the 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. 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 - 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 in 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.

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 you 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. Communication, written or spoken, must include the reason for requesting an excused absence.
- Please note that all absences are the responsibility of administration to approve
- 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 reasons 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.

- Behavior Expectations of All Becker Middle School Students: The policies, expectations, and disciplinary actions within this handbook serve as a guide for students in all of these settings.

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.

- Becker Middle School utilizes a Discipline Matrix to guide decision making on disciplinary actions. Administration utilizes discretion based on the specific occurrence.
- 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).
- Small bags/shoulder bags/purses are not to be worn or carried during school hours (8:10 am to 2:55 pm) unless a medical need is warranted or has been approved by building administration.
- 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, capes, costumes, flags are not to be worn. ~~with the exception of~~ “Pajama Day” or “Costume Day” are the only exceptions specifically 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.~~

- School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials

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:
 - 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:

- Willful violation of any reasonable school board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements;
- 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
- Willful conduct that endangers the pupil or other pupils, or surrounding persons, including school district employees, or property of the school.
- 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~~ 2022-2023 FAMILY MAXIMUM for activities: \$700
 - ~~2021-22~~ 2022-2023 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:

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 and middle school website. 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.~~
- Becker Public Schools does not discriminate on the basis of sex in its educational programs and activities, and the School District is required by Title IX of the Education Amendments Act of 1972 and its implementing regulations not to discriminate in such manner. This nondiscrimination requirement extends to admission and employment. Moreover, Becker Public Schools does not discriminate in its educational programs and activities on the basis of race, color, creed, religion, national origin, sex, age, marital status, public assistance status, sexual orientation, or disability.
- To manage its compliance with Title IX, the School District has designated a Title IX Coordinator. Questions about the application of Title IX and its implementing regulations should be directed to the District's Title IX Coordinator:
- Director of Human Resources 12000 Hancock Street 763-261-4502
Questions relating to Title IX may also be directed to the Assistant Secretary for Civil Rights, United States Department of Education.
- More information on Title IX, including the School District's grievance procedures, the process for submitting a complaint of sex discrimination, the process for submitting a formal complaint of sexual harassment, and the School District's response to complaints is detailed in District Policy 522 (Sex Nondiscrimination), a copy of which is publicly accessible on the School District's website: www.becker.k12.mn.us.
- 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.



2022-2023

[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 2022-2023 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~~ Troy Berning- Director
612-965-1395

~~Sarah Schaefer~~ Pete Weismann– Director
612-423-0157

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

Director of Curriculum & Instruction, Carla Nolan 763-261-4501
cnolan@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 am 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:

Breakfast, lunch and milk prices for the 2022-2023 school year are as follows:

- First Breakfast - \$ TBA
- First Lunch - \$ TBA
- Extra Milk - \$ TBA 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

2022-2023

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

- Whiteboard eraser
- Ticonderoga Pencils -24 pack – Sharpened
- Crayola Colored pencils - 1 Box of 12 count
- Crayola Crayons – 1 box 24 count
- Composition Notebook – Wide Ruled
- Expo - Dry Erase Markers – 4 count
- Eraser – Large pink eraser
- Pocket folders – 4
- 1 - Elmers school glue
- Elmers glue stick – 4 pack
- 1 Highlighter – yellow
- Crayola markers – 8 count Classic Colors
- 2 notebooks – One Subject wide ruled
- 2 red pens (not 2 packs)
- Pencil Box – 5x8x2 – plastic
- Scissors
- Bike Helmet (for Phy Ed)
- Headphones
- 2 boxes tissues
- 2 disinfectant wipes
- 1 box gallon ziplock bags

4thGrade

- 1 Colored pencils (24 count)
- Headphones (Mandatory)
- 1 Black permanent Sharpie marker
- 1 Watercolors (set of 8)
- 6 Glue sticks
- Ticonderoga Pencils - #2 (24 count; sharpened)
- 1 Dry erase marker
- 2 Single subject notebooks (wide ruled)
- 2 Two-pocket folders (plastic)
- 1 box of Classic colored markers
- 1 Scissors
- 1 Highlighter
- 1 Pencil box (approx. 5x8)
- 1 Ruler (in. and cm.) NOT bendable rulers

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- 1 Backpack (no wheels)
- 1 Bandana (PE)
- 1 Kleenex box
- 1 Clorox wipe
- iPad Insurance \$30-payable online

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

- Colored Pencils- 24 count
- Dry Erase Markers- 4 count
- Dry Erase Eraser
- 4 Sturdy pocket folders: Blue, Green, Yellow, Red
- 4 Jumbo glue sticks
- 1 Highlighter
- Ruler (Cm and Inch: Not Flexible)
- 5 notebooks: Blue, Green, Yellow and 2 Red
- 24 Pencils- Sharpened
- Pencil Sharpener (Non electric)
- Pencil Pouch/Box
- 5 Red Pens
- Scissors (Pointed tip)
- 2 Fine tip Sharpie Markers
- 2 Ultra Fine tip Sharpie Markers
- 1 box of Tissues
- 2 Disinfectant Wipes
- Headphones
- Stylus
- White T-shirt (Size up) in a gallon sized Ziploc bag
- iPad Insurance \$30-payable online

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
---	--

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 • 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, evidencesgang membership or affiliation, or approves, advances, or provokes anyform 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

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. Students need to refrain from texting or calling parents to pick them up because they are ill. 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.

Typical reasons children are sent home include, fever of 100 degrees or more, vomiting, diarrhea, 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.)

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 Medical Conditions:

Please provide the school nurse with any necessary documentation if your child deals with a chronic medical condition (e.g. Medications, Allergies, Diabetes, Seizures, Asthma) that will possibly impact attendance or require specific individualized medical needs during school hours. This will allow school personnel to respond to treat your child.

Medication:

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

All medication must come to school in the original container. Prescription medication is labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.

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.

Immunizations:

For the protection of all students, **Minnesota State Law (Sec.121A.15 MN Statutes)** requires that all children get vaccinated against certain diseases or have a legal exemption on file to be enrolled in school. Before entering school, each child must provide proof that the immunization schedule is in process or has been completed.

In Minnesota, there are nine vaccinations your child needs before attending school: measles, rubella, diphtheria, tetanus, pertussis, polio, mumps, hepatitis B and varicella (chickenpox).

Students in grades 7-11 are required to have 1 dose of Meningococcal vaccine and 1 dose of Tdap (Tetanus, Diphtheria, Pertussis) booster.

Students in 12th grade are required to have a booster dose of the meningococcal vaccine.

***Exemptions:** No student is required to receive an immunization if they have a medical contraindication or that laboratory evidence of immunity exists. No student is required to have an immunization which is contrary to the conscientiously held beliefs of their parent or guardian. A medical waiver must be signed by a physician and conscientious objections must be notarized.

Screenings:

First grade students are screened for hearing & vision.

Third and fifth grade students are screened for hearing & vision.

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
2022-2023

[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 6th from 11:30 a.m. – 7:00 p.m. and Wednesday, September 7th from 8:00 a.m. – 3:30 p.m. The first day of school for kindergarten, first and second grade will be Thursday, September 8th, 2022.

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 be assessed on High Frequency Words
- **Josten's will be here to take your child's school photo**
- **First graders will complete Hearing/Vision Screening**
- **You will have the opportunity to update and confirm all Skyward family information**

Please plan on spending 1 ½ hours – 2 hours with your child on this assessment day. 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

Mark Swanson - Chair
763-234-0727

Aaron Jurek - Director
763-262-1081

Connie Robinson - Vice Chair
763-360-6169

Troy Berning - Director
612-965-1395

Pete Weismann - Director
612-423-0157

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

Director of Teaching and Learning, Carla Nolan
cnolan@isd726.org

763-261-4501
Ext. 3133

School Nurse, Sadie Terwey
sterwey@isd726.org

763-261-4501
Ext. 3808

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~~ **22-23** 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 2022-2023

Kindergarten

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

Headphones \$4.00 (or you can use your own)

Kiwi Pack \$5.00

Kindergarten Folder \$1.00

Scholastic Let's Find Out \$6.55

Becker Primary Field Trip T-Shirt \$TBD

Additional Required Items:

Bring to your child's assessment conference please:

- 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
- 2 wide lined single subject notebooks
- 1 pair FISKAR pointed child size scissors
- 2 pack BLACK fine point EXPO dry erase markers
- 1 Box tissues
- BOYS: 1 disinfectant wipes and 1 Box 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 \$4.00 (or you can use your own)

Kiwi Pack \$5.00

VIP Folder \$1.00

Scholastic Let's Find Out \$6.50

Additional Required Items:

Bring to your child's assessment conference please:

- 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- Elmers- Washable School Bottle - 4 oz
- 2 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
- BOYS: 1 Box Zipper Bags Gallon
- GIRLS: 1 Box Zipper Bags Quart

Second Grade

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

Headphones \$4.00 (or you can use your own)

Kiwi Pack \$5.00

VIP Folder \$1.00

Scholastic Let's Find Out \$6.55

Additional Required Items:

Bring to your child's assessment conference please:

- 24 #2 Ticonderoga pencils (Sharpened)
- Hand held pencil sharpener
- 1 CRAYOLA colored pencil set
- 1 Package of pencil top erasers
- 2 Large erasers
- 1 Pencil box that fits inside of a desk
- 1 Box of crayola color crayons
- 2 Bottles of Elmer's glue
- 1 Box of Crayola markers
- 1 Fine tip black SHARPIE
- 4 Large gluesticks
- 1 Scissors
- 2 Composition notebooks (9 3/4 x 7 1/2)
- 3 two pocket plastic folders (bottom pocket)
- 4 SKINNY dry erase markers
- 1 Whiteboard eraser
- 1 Ruler (inch & cent.) Not bendable
- 1 Deck of playing cards
- 1 Set of CRAYOLA water color paints
- 2 Boxes of Kleenex
- 1 Disinfectant wipes
- GIRLS: 1 box Quart size Ziploc slider bags
- BOYS: 1 box Gallon size 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 online 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 WIN, 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 **& over the counter** 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. **Over the counter medication must be in the original container.**
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. New consent forms with appropriate signatures must be received annually.
10. 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.

2021-2022 Becker Public Schools Nutrition and Wellness Report

06.06.2022

—

Thank you for the opportunity to share what we've been doing in the Food Service Department. We know just how important school breakfast and lunch is for children and we in the food service department strive to provide our students with a variety of healthful, appealing, and nourishing foods.

Seamless Summer Option (SSO)

Districts were allowed to operate the Seamless Summer Option for the 21-22 school year. Operating this program allowed for one **free** breakfast and lunch per day for **all** students. The reimbursement rate is higher than the National School Lunch and Breakfast programs at \$2.60 per breakfast and \$4.56 (+12.5 cents additional from the state) per lunch. Free meals resulted in higher participation rates than we've seen in the last 10 years. Participation rates also climbed throughout the year indicating increased acceptability and support of the school meal program from students.

Student Participation Rates:

1. Breakfast
 1. Primary School - 77%
 2. Intermediate School - 78%
 3. Middle School - 40%
 4. High School - 49%
2. Lunch
 1. Primary School - 88%
 2. Intermediate School - 90%
 3. Middle School - 74%
 4. High School - 67%

Wellness Policy

- Triennial Assessment - 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 in the policy. The assessment also gives standards of practice or goals to set that are the gold standard. This was completed this winter and the District Wellness Policy 533 was updated in April 2022.
- Wellness Committee - This committee now has representation from all four school buildings and includes teaching staff, administration, nursing and food service. Initiatives this year included adding more staff wellness challenges with prizes, implementing a donation cart at the Primary School for unopened breakfast items, and increased discussion and ideas around student and staff wellness.

PEBT Benefits

When a student who qualified for educational benefits (free/reduced lunch) was absent during the 21/22 school year, they would have received PEBT benefits with funds loaded onto a debit card. Funds are to be used to purchase foods for each day they were absent. The district's MARSS coordinator has been submitting this information monthly.

Prime Vendor: Sysco Western

Outs/shorts – The food industry had a hard time meeting the demand of school food service orders. Even with pre-ordering, we were shorted hundreds of cases of ordered items and had to make menu changes on a weekly basis.

2021-2022 Becker Public Schools Nutrition and Wellness Report

Farm to School

- Becker was selected as 1/15 school districts to pilot the Minnesota Harvest of the Month program. Throughout the school year, 6 locally grown or raised foods were menued. The program also looks to connect the kitchen, classroom, and community. For Becker that meant partnering with the High School FACS class to have a recipe contest using MN grown wild rice. The winning recipe was featured on the lunch menu and shared with the community via the District Facebook Page.
- MN grown or raised foods on the menu this year included: apples, acorn squash, baby red potatoes, tomatoes, ground turkey, sliced cheese, wild rice, greens, onions, and dinner rolls.

MDE Administrative Review

An administrative review of our school nutrition program was conducted during December 2021. Any areas found out of compliance or needing follow up documentation were corrected and no findings resulted in any fiscal action.

A look at the 2022/2023 school year:

- Waivers that allowed us to provide meals at no cost to students have expired as of the last day of the 21/22 school year. Students will need to pay for meals based on eligibility, which they have not had to do since March of 2020.
- Clear communication to families will be key to getting eligible students qualified for educational benefits for the upcoming school year. The application for educational benefits isn't available until after July 1st, 2022. School meal information will be shared with families at this point.
- Effective July 2022 Minnesota's direct certification data will include Medicaid. Meaning, these individuals will qualify for educational benefits.
- Becker is the recipient of a Minnesota Department of Agriculture farm to school grant to purchase Minnesota grown or raised foods. Also in the grant award was an equipment portion. The primary, intermediate, and middle school will be receiving new reach in freezers.
- Becker is the recipient of a SHIP Mini Grant to use funds to hire a chef for a cooks training to improve school meals.

Respectfully Submitted,

Felicia Kittok, RDN
Becker Public Schools Food Service Director
fkittok@isd726.org



2022-2023 Fees Schedule

		<u>2021-22</u>	<u>2022-23</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		\$2.80	\$2.95
Middle School	\$2.90		\$3.05
High School		\$2.95	\$3.10
Reduced Price Lunch	Free		Free
Extra Milk		\$.50	\$.55
½ Year Milk Break – Primary School		\$35	\$40
Whole Year Milk Break –Primary School	\$70		\$80
Adult		\$4.00	\$4.20
Breakfast			
Primary & Intermediate		\$1.75	\$1.85
Middle School & High School		\$1.80	\$1.90
Reduced Price Breakfast		Free	Free
Kindergarten Breakfast		Free	Free
Adult		\$2.00	\$2.10
Activities			
9-12	Activities	\$170	\$170
	Fine Arts	\$95	\$95
7-8	Activities	\$135	\$135
	Fine Arts	\$85	\$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 \$175 \$175
Per Board Member

Mileage Reimbursement

IRS Rate IRS Rate

Substitute Teacher Per Day

\$125 \$14560

~~After 30 days \$135 \$160~~

~~District 726 Retirees \$145 \$160~~

Long-term sub (at least 30 days) Contract Contract
Experience Experience



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July 7, 2022

Board of Education
Becker Public Schools, ISD 726
12000 Hancock Street
Becker, MN 55308

Re: Becker Public Schools Transportation Building
Becker, MN 55308

Dear Board Members:

ICS has reviewed the bids that were received on Thursday, June 30th for the above-referenced project. Bids were received for six(6) work scope packages. Please note that on the Bid Form a unit price was requested from Contractors bidding the project. This unit price, if accepted, is not taken into consideration when reviewing the Bids. Additionally, if used to modify the work noted, the change to the Contract would be noted and executed in a future Change Order. Our recommendation for award is as follows:

Work Scope 1 – Sitework, Utilities and Landscaping

Wruck Excavating, Inc.

BASE BID: \$730,051.00
Unit Price No. 1 – Soil Corrections \$16.50/CY

TOTAL \$730,051.00

Work Scope 2 – Concrete and Masonry

K. Johnson Construction, Inc.

BASE BID: \$714,707.00

TOTAL \$714,707.00

Work Scope 3 – General Construction

Ebert Inc. dba: Ebert Construction

BASE BID: \$633,300.00

TOTAL \$633,300.00

Work Scope 5 – Mechanical

Sentra-Sota Sheet Metal, Inc.

BASE BID: \$736,000.00

TOTAL \$736,000.00



Work Scope 6 – Electrical

Hubbard Electric, Inc.

BASE BID: \$470,000.00

TOTAL \$470,000.00

Based on the recommendations above, we recommend that the District enter into a contract with the above-mentioned contractors for the total bid amount of \$3,284,058.00.

We received one(1) bid for Work Scope 4 – Fire Suppression. ICS is not recommending award for this work scope at this time.

Upon Board action, we will draft a contract reflecting this amount to each of the respective Contractors.

Enclosed are copies of the official bid tabulation, bid forms and bid securities. Please contact us at 763-354-2670 should you have any questions regarding our recommendation.

Regards,



Kyle Walter
Project Director

KS DH
Enclosures



Becker Public Schools Transporation Building

OWNER: Becker Public Schools, ISD #726
 CONSTRUCTION MANAGER: ICS Consulting, LLC (ICS)
 ARCHITECT: MLA Architects, Inc.



BID TABULATIONS

Thursday, June 30th, 2:00 PM

Work Scope 4 - Fire Suppression

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Summit					
BID SECURITY	yes					
ADDENDA REC'D.	1,2					
BASE BID:	\$365,400					
MN Responsible Contractor	yes					
UNIT PRICES:						
Unit Price No. 1: Soil Corections per C/Y						

Becker Public Schools Transporation Building
 OWNER: Becker Public Schools, ISD #726
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 ARCHITECT: MLA Architects, Inc.



BID TABULATIONS

Thursday, June 30th, 2:00 PM

Work Scope 5 - Mechanical

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	WEIDNER	EL-JAY	SCR	RJ MECH	SENTRA SOTA	FALCON MECH. INC
BID SECURITY	YES	YES	YES	YES	YES	YES
ADDENDA REC'D.	1,2	1,2	1,2	1,2	1,2	1,2
BASE BID:	\$808,000	\$758,000	\$820,000	\$913,000	\$736,000	\$848,000
MN Responsible Contractor	YES	YES	YES	YES	YES	YES
UNIT PRICES:						
Unit Price No. 1: Soil Corections per C/Y						



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July 7, 2022

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Becker Public Schools, ISD 726
12000 Hancock Street
Becker, MN 55308

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BASE BID: \$714,707.00

TOTAL \$714,707.00

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Ebert Inc. dba: Ebert Construction

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TOTAL \$633,300.00

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Enclosed are copies of the official bid tabulation, bid forms and bid securities. Please contact us at 763-354-2670 should you have any questions regarding our recommendation.

Regards,



Kyle Walter
Project Director

KS DH
Enclosures



Becker Public Schools Transporation Building

OWNER: Becker Public Schools, ISD #726
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BID TABULATIONS

Thursday, June 30th, 2:00 PM

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	Summit					
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ADDENDA REC'D.	1,2					
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MN Responsible Contractor	yes					
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Becker Public Schools Transporation Building

OWNER: Becker Public Schools, ISD #726

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BID TABULATIONS

Thursday, June 30th, 2:00 PM

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	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	WEIDNER	EL-JAY	SCR	RJ MECH	SENTRA SOTA	FALCON MECH. INC
BID SECURITY	YES	YES	YES	YES	YES	YES
ADDENDA REC'D.	1,2	1,2	1,2	1,2	1,2	1,2
BASE BID:	\$808,000	\$758,000	\$820,000	\$913,000	\$736,000	\$848,000
MN Responsible Contractor	YES	YES	YES	YES	YES	YES
UNIT PRICES:						
Unit Price No. 1: Soil Corections per C/Y						

Becker PTSA	\$6,000	Becker Primary Read-A-Thon
Central MN Library Exchang	\$1,000	Becker Intermediate Library
Clear Lake Lions	\$800	High School Choir
Coborn's INC.	\$710.63	Becker Middle School
Coca Cola Give	\$33.25	Becker Middle SChool
Darter Plastics Inc	\$1,000	Robotics
Pheasants Forever	\$2,000.00	Trap Shooting
Reading for Education	\$188.54	Becker Primary
Shane & Valerie Seifermanr	\$100	Becker Primary Library

RESOLUTION ESTABLISHING DATES
FOR FILING AFFIDAVITS OF CANDIDACY

BE IT RESOLVED by the School Board of Independent School District No.726, State of Minnesota, as follows:

1. The period for filing affidavits of candidacy for the office of school board member of Independent School District No.726 shall begin on August 2, 2022 and shall close on August 16, 2022. An affidavit of candidacy must be filed in the office of the school district clerk and the \$2 filing fee paid prior to 5:00 o'clock p.m. on August 16, 2022.
2. The clerk is hereby authorized and directed to cause notice of said filing dates to be published in the official newspaper of the district, at least two (2) weeks prior to the first day to file affidavits of candidacy.
3. The clerk is hereby authorized and directed to cause notice of said filing dates to be posted at the administrative offices of the school district at least ten (10) days prior to the first day to file affidavits of candidacy.
4. The notice of said filing dates shall be in substantially the following form:

**NOTICE OF FILING DATES FOR ELECTION TO THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO.726
BECKER
STATE OF MINNESOTA**

NOTICE IS HEREBY GIVEN that the period for filing affidavits of candidacy for the office of school board member of Independent School District No.726 shall begin on August 2, 2022, and shall close at 5:00 o'clock p.m. on August 16, 2022. The general election shall be held on Tuesday, November 8, 2022. At that election, three members will be elected to the School Board for terms of four (4) years each. A special election shall be held in conjunction with the general election on Tuesday, November 8, 2022. At that election, two (2) members will be elected to the School Board for a term of two (2) years.

Affidavits of Candidacy are available from the school district clerk, 12000 Hancock Street. The filing fee for this office is \$2. A candidate for this office must be an eligible voter, must be 21 years of age or more on assuming office, must have been a resident of the school district from which the candidate seeks election for thirty (30) days before the general election, and must have no other affidavit on file for any other office at the same primary or next ensuing general election.

The affidavits of candidacy must be filed in the office of the school district clerk and the filing fee paid prior to 5:00 o'clock p.m. on August 16, 2022.

Dated: July 11, 2022

BY ORDER OF THE SCHOOL BOARD

/s/

School District Clerk

Adopted: May 2, 2022

Revised:

722 PUBLIC DATA ACCESS REQUESTS

1. PURPOSE

Becker Public School District 726 (the “school district”) recognizes its responsibility for transparency and establishing physical data storage components that isolate non-public data from public data, collecting data, determining whether it is public nor non-public, storing the data in the appropriate data storage component, maintaining the data, and disseminating the data as provided in state statutes.

2. GENERAL STATEMENT OF POLICY

The school district recognizes its responsibility to keep all records containing government data in a segregated arrangement between public and non-public data, and in such manner as to make all public data easily and conveniently accessible for access by the public while maintaining the privacy and security of all non-public data.

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 (MGDPA), and Minn. Rules Parts 1205.0100-1205.2000 in responding to requests for public data.

This policy will become effective on the date of its adoption by the school board.

3. DEFINITIONS

A. Government Data

“Government data” includes all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc. Full convenience and comprehensive accessibility shall be allowed to all “requesters” to access data to which they are permitted under this policy and in accordance with applicable state law.

For purposes of this policy, “Government data” shall include all instructional or training materials, or activities, used for staff and faculty training as well as all learning or curricular materials, or activities, used for student instruction and any procedures for the documentation, review, or approval of the training, learning, or curricular materials used for staff and faculty training or student instruction at the school, including by the principal, curriculum administrators, or other teachers.

B. Requester

“Requester” is defined as any individual who makes a request under this policy to access school district government data.

C. Responsible Authority

“Responsible authority” means the individual designated by the school board as the individual responsible for collecting data, classifying data as public or as non-public pursuant to statute, or temporary classification pursuant to section of Minn. Stat. Section 13.06, or federal law, storing the data in separate public and non-public storage components according to its classification, maintaining the data, disseminating the data, and arranging for inspection and or copying of data when requested. In storing non-public data, where practical, the responsible authority will also store a duplicate of the data in the public storage component with the confidential or non-public portions thereof redacted, in order that the public portions of such data may be released as public data. Until an individual is designated by the school board, the responsible authority is the superintendent.

D. Inspection

“Inspection” means the in-person, visual inspection of data in its original form as it exists in the physical location in which it is stored by the school district regardless of whether the data is on paper or in a digital or electronic form such as files on a computer, email, flash drives, CDs, DVDs, or as photographs or microfilm.

Public data stored on paper must be made available for inspection by the requester on-site. Public data stored in digital or electronic files must be made available for inspection by the requester either (1) on-site, utilizing the school district’s equipment, (2) by downloading digital files from the school district’s computer directly to (a) the requester’s portable electronic computer equipment or (b) to the requester’s portable digital storage media (e.g. a “flash drive”), upon the examination and approval of such media by, and under the supervision of a designated school district employee, or (3) if the school district so provides, by means of internet access utilizing the requester’s own computer equipment.

A request for inspection and/or copy of the government data at reasonable times and places shall be granted and, upon request, the requester shall be informed of the data’s meaning. If a requester seeks access to data for the purpose of on-site inspection, the responsible authority may not assess a charge or request the requesting person to pay a fee to inspect data.

Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

E. Public Data

“Public data” means all government data unless otherwise classified by statute, or temporary classification pursuant to section of Minn. Stat. Section 13.06, or federal law, as non-public or protected no public, or with respect to data on individuals as private or confidential.

F. Summary Data

“Summary data” means a summary of statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities or any other characteristics that could reasonably be used to identify an individual. Summary data shall presumptively be classified as public data.

4. REQUEST FOR PUBLIC DATA

A. If the district provides internet access to its public data, no request is required. All other requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:

- a. Date the request is made;
- b. A general description of the data requested;
- c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
- d. Method to contact the requester (such as phone number, address, or email address).

2. A requester is not required to explain the reason for the data request or justify a request to gain access to public government data.

3. The identity of the requester is public, if provided, but cannot be required by the school district. However, if the district provides internet access to public data, it may require a username and password.

4. The responsible authority may seek clarification from the requester if the request is not reasonably clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1. The responsible authority will notify the requester in writing as follows:

- a. The requested data does not exist; or
- b. The requested data does exist but either all or a portion of the data is not accessible to the requester; or

(i) If the responsible authority determines that the requested data is classified so

that access to the requester is denied, the responsible authority will inform the requester of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.

(ii) Upon the request of a requester who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.

c. The requested data does exist and provide arrangements for in person inspection of the data if so requested. If the requester requires printed copies of the data, provide the cost of such printing and identify when the data will be available for pick- up, or indicate that upon receipt of payment, the data will be sent by mail. If the requester does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requester is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.

2. The school district's response time may be affected by the size and complexity of the request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.

3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.

4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not usually keep the data in that form or arrangement in the school district's ordinary and usual data collection practices.

5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

5. REQUEST FOR SUMMARY DATA

A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.

1. A request for the preparation of summary data must include the following information:

a. Date the request is made;

b. A clear description of the data requested;

c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and

d. Method to contact requester (phone number, address, or email address).

B. The responsible authority will respond within a reasonable period of the receipt of a request to prepare summary data and inform the requester of the following:

1. The estimated costs of preparing the summary data, if any; and
2. The summary data requested; or
3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays, or
4. A written statement describing the reasons why the responsible authority has determined that the requester's access would compromise the private or confidential data.

C. The school district requires the requester to pre-pay all of the cost of creating the summary data before the school district begins to prepare the summary data in accordance with the policy provisions outlined below.

6. COSTS

A. Public Data Costs

1. The requester may not be charged for any copies made by the school district if not specifically agreed to in writing by both the school district and the requester. Such agreement will include a good faith estimate by the school district of the costs involved and will promptly notify the requester if the actual costs will exceed the estimate and may only be charged if requester expressly agrees to the additional costs in writing.

Should such a written agreement is made between the school district and the request, the school district may will charge for copies provided as follows:

a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.

b. More than 100 printed pages or copies on other materials of printed data or printed pages of electronic or digital data are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

(1). The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).

(2). Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for in cash in advance of receiving the copies.

B. Summary Data Costs

1. Any costs incurred in the preparation of summary data shall be paid by the requester prior to preparing or supplying the summary data.

2. The school district may assess reasonable costs associated with the preparation of summary data as follows:

a. The reasonable cost of materials, including paper, the reasonable cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any reasonable special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;

b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requester.

7. DATA PRACTICES AUDIT AND DISPUTE RESOLUTION

1. The responsible authority will commission an independent audit of all data subject to and governed by this policy at a minimum of every two years commencing with an initial independent audit commissioned within two (2) months of the adoption of this policy. The independent auditor will be selected by approval of the school board by majority vote. Upon completion of the data audit the independent auditor will certify to the school board the results of its audit, noting any material deficiencies of the implementation of this policy including but without limitation, any misclassification of data as to public or non-public.

2. Any disputes arising between a requester and the responsible authority from the implementation of this policy and its procedures will first be informally negotiated by the parties. If no resolution is reached the school board will convene a board meeting to attempt to mediate resolution of the dispute. If no resolution is reached the requester or the school district agree to seek an advisory opinion from the relevant state agency at no cost to the requester.

3. If no resolution between the requester and the responsible authority is reached after following the informal dispute resolution as stated above, then both parties are free to pursue whatever remedies are available under Minnesota law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act); Minn. Rules Part s 1205.0100-1205.2000.

Cross References: Policy 406 (Public and Private Personnel Data)
Policy 515 (Protection and Privacy of Pupil Records)

Created: 6-24-22

471 Unbiased, Fair and Equitable treatment on all School Campuses and in any school sponsored activities

I. PURPOSE

The purpose of this policy is to ensure that all individuals on the Becker School district campuses and/or those involved in any school sponsored activities are treated in a respectful, unbiased, fair and equitable manner. This policy includes all students, staff, administrators and visitors.

II. GENERAL STATEMENT OF POLICY

We encourage our students, teachers, staff, and administrators to model positive character traits. These include honesty, respect, lawfulness, fairness, and tolerance for one another. Everyone in the school district should treat every other member of the Becker School Community and its visitors with kindness and respect.

Classrooms, hallways and all other Becker Campus locations during school hours are to remain a positive learning atmosphere that are respectful, fair and equitable for everyone at all times. Classrooms must be free of any personal bias or non-school materials favoring any particular group, political ideology, favored class or promoting controversial issues. Grandstanding by students, staff and employees will not be permitted.

All lesson plans and educational instruction and activities will enhance and promote only the approved curriculum and will not favor any particular group, political ideology, social network or favored class.

Neither political indoctrination or the teaching of inherently divisive concepts will be allowed.

III. DEFINITIONS

A. **“Controversial Issue”**: an issue that is the subject of a public referendum which is being debated by political candidates, groups, communities, committees, or organizations.

B. **“Fair”**: free from favoritism, prejudice, or self-interest.

C. **“Favoritism”**: the practice of giving unfair preferential treatment to one person or group at the expense of another.

D. **“Grandstanding”**: the action of behaving in a showy or ostentatious manner to attract favorable attention.

E. **“Inherently Divisive Concepts”**: advancing any ideas in violation of Title IV and Title VI of the Civil Rights Act of 1964, as amended, including the following concepts: (i) one’s race, sex, or faith is inherently superior to another race, sex, or faith; (ii) an individual, by virtue of his or her race, sex, or faith, is inherently racist, sexist, or oppressive, whether consciously or subconsciously; (iii) an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race, sex, or faith; (iv) members of one race, sex, or faith cannot and should not attempt to treat others as individuals without respect to race, sex, or faith; (v) an individual’s moral character is inherently determined by his or her race, sex, or faith; (vi) an individual, by virtue of his or her race, sex, or faith, bears responsibility for actions committed in the past by other members of the same race, sex, or faith; and (vii) meritocracy or traits, such as a hard work ethic, are racist or sexist or were created by a particular race to oppress another race.

F. **“Non-School Sponsored Material”**: includes, but is not limited to, non-United States flags, leaflets, brochures, buttons, badges, fliers, stickers, lanyards, petitions, posters, or artwork and underground newspapers, whether written or created by students or employees that could potentially be viewed as bias, favoritism, inherently divisive, or prejudice.

G. **“Personal Bias”**: prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

H. **“Prejudice”**: a feeling of unfair dislike directed against an individual or a group because of some characteristic.

I. **“Political Indoctrination”**: persuading people to adopt certain beliefs, ideas, values, and ideologies related to politics and governance.

J. **“Social Network”**: a network of social interactions and personal relationships.

K. **“Unbiased”**: showing no prejudice for or against something; impartial.

L. **“Uniform”**: identical or consistent, as from example to example, place to place, or moment to moment.

IV. EXPECTATIONS

1. All district staff will be instructed by their building's administration of this new policy.
2. The student and employee handbooks will be updated immediately so they know what to expect in their classrooms and all school sponsored activities. All students, staff and employees will be required to read and acknowledge by their signature that they agree to be bound by the terms and conditions of their respective handbooks. A copy of their signed acknowledgement will be part of each student's and employee's personal file.
3. Details on how to report an incident in the handbook will be made clear and understandable.
4. Staff will be responsible to make sure their classrooms comply with this policy. Violations will be immediately reported and are to be dealt with in accordance with Administrative procedures.
5. Classrooms will be inspected by the building administrator on a weekly basis, and any of the above mentioned non-school sponsored or non-approved material will be removed immediately and appropriate disciplinary actions will be taken to correct any deviations from this policy.
6. The staff will also be responsible for making sure their own and their students' apparel choices are not in violation of this policy.

V. VIOLATION REPORTING

1. Any student that feels this policy is not being reflected in their classroom or building are encouraged to file a report immediately.
2. 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 investigated in the same manner as a written violation.
3. Nothing in this policy shall prevent any person from reporting a violation directly to a school district human rights officer, staff member, school board member, 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.
4. These reports must be sent directly to the building principal and Superintendent for immediate review and action. Obvious classroom non-school materials violations shall be immediately corrected in conformance with the intent of this policy. The school board will also be made aware of these incidents by the Superintendent, and be kept updated on the immediate investigation, findings, and outcomes.

5. Retaliation against any student or staff member for filing a complaint is prohibited. If a student or staff member feels they are a victim of any kind of retaliation or unfair treatment, the above reporting steps are to be taken immediately.

6. False accusations or reports involving this policy are prohibited and will be met with the same disciplinary action.

7. False reporting, making unsubstantiated or biased claims against students or staff members, or grandstanding is prohibited, and covered and protected under this policy.

8. Individuals found in violation of this policy can expect disciplinary action up to and including suspension, termination, or discharge.

VI. IMPLEMENTATION/NOTICE OF POLICY

The Superintendent is hereby directed by the School Board to immediately enact all necessary administrative procedures, necessary definitions, directives, and/or district rules to implement, enforce and effectuate the intent of this policy. A written copy of the Superintendent's Administrative procedures, directives and/or district rules will be provided to all school board members.

The Superintendent is also charged with the responsibility to track and document each incident where this adopted board policy has not been consistently applied, enforced and/or has been violated and to report such deficiencies to the School Board. The Superintendent is further required to report to the board in writing specifically "why" the adopted board policy was not enforced and what specific actions were taken by the Superintendent to immediately address any deficiencies noted in the Superintendent's report.

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. Ch. 260E (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 (Section 504 of the Rehabilitation Act of 1973)

42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)

42 U.S.C. § 2000d et seq. (Title IV and 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 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)

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: _____

MSBA/MASA Model Policy 722

Orig. 2017

Revised: _____

Rev. 2022

722 PUBLIC DATA REQUESTS

[Note: School districts are required by statute to establish procedures consistent with the Minnesota Government Data Practices Act for public data requests.]

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 (MGDPA), and Minnesota Rules parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Government Data

“Government data” means all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc.

B. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

C. Public Data

“Public data” means all government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

D. Responsible Authority

“Responsible authority” means the individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

E. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable.

IV. REQUESTS FOR PUBLIC DATA

- A. All requests for public data must be made in writing directed to the responsible authority.
 - 1. A request for public data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact the requestor (such as phone number, address, or email address).
 - 2. A requestor is not required to explain the reason for the data request.
 - 3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
 - 4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The responsible authority will respond to a data request at reasonable times and places as follows:
 - 1. The responsible authority will notify the requestor in writing as follows:
 - a. The requested data does not exist; or
 - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.
 - 2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.

3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
 1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 1. The estimated costs of preparing the summary data, if any; and
 2. The summary data requested; or
 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. COSTS

- A. Public Data
 1. The school district will charge for copies provided as follows:
 - a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.
 - b. More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

- (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
- (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for in cash in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:
 - a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
 - b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

VII. Annual Review and Posting

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.
- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Data Practices Contacts

Responsible Authority:

[Name]
[Location]
[Phone number; email address]

Data Practices Compliance Official:

[Name]
[Location]
[Phone number; email address]

Data Practices Designee(s):

[Name]
[Location]
[Phone number; email address]

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. 13.025 (Government Entity Obligation)

Cross References:

MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Adopted: February 7, 2005

Revised: August 3, 2015

Reviewed: January 3, 2022

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 requires 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.

If bargained contractual language differs from this policy, the CBA language shall remain in effect unless negotiated otherwise.

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: October 4, 2021

Reviewed: October 4, 2021

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment 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 (Protected Class).

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.
- 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 Protected Class, as defined by this policy. (For purposes of this policy, school district personnel include 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 Protected Class.
- 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 Protected Class, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel 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, with respect to an individual who
 - a. a physical sensory or mental impairment that materially limits one or more major life activities of such individual;
 - 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 or discrimination 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 or discrimination 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 includes 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 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 that involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes, section 609.341, 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
 - 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 an individual's Protected Class.

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 Protected Class 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 that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

- 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 Human Resources Director 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 superintendent.
- 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 targets or victims and alleged perpetrators of harassment or violence, 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 or another state or federal agency, 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 Minnesota Statutes Chapter. 260E 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 appear 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. Ch. 260E (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 (Section 504 of the Rehabilitation Act of 1973)
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 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)
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 12, 2021

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. Ch. 260E 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 that:
 - 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 (Juvenile Safety and Placement) 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 maltreated or has been maltreated within the preceding three years.
- E. “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.
- F. “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, or other care required for the child’s physical or mental health when reasonably able to do so;
 - 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, 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;
 - 3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child’s 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 as defined in state law 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, 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 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 that 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 occur solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care.

- G. "Nonmaltreatment mistake" occurs when: (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.
- H. "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 employee or agent, 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.

- I. “Physical abuse” means any physical injury, mental injury (under subdivision 13), or threatened injury (under subdivision 23), inflicted by a person responsible for the child’s care on a child 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 that 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 that 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 that 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 that were not prescribed for the child by a practitioner, in order to control or punish the child, or other substances that substantially affect the child’s behavior, motor coordination, or judgment, or that result in sickness or internal injury, or that 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.

- J. “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 maltreatment of a child and contains sufficient content to identify the child and any person believed to be responsible for the maltreatment, if known.
- K. “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.
- L. “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 that 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 that requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).

- 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 (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm; (2) been found to be palpably unfit; (3) committed an act that resulted in an involuntary termination of parental rights; (4) , or committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative.

IV. REPORTING PROCEDURES

- A. A mandated reporter shall immediately report the information to the local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department. The reporter will include his or her name and address in the report.
- B. An oral report shall be made immediately 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 assessing or investigating the report. Any report shall be of sufficient content to identify the child, any person believed to be responsible for the maltreatment of the child if the person is known, the nature and extent of the maltreatment, 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 custodial or 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. An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to whom a report is made, because of the report.
- 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, plus costs and reasonable attorney fees. Knowingly or recklessly making a false report also may result in discipline.

V. INVESTIGATION

- A. The responsibility for assessing or investigating reports of suspected maltreatment rests with the appropriate state, county, or local agency or agencies. The agency responsible for assessing or investigating reports of maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged offender, and any other person with knowledge of the maltreatment for the purpose of gathering 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 the alleged offender or parent, legal guardian, or 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 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 an interview on school property.
- C. Except where the alleged offender 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 offender 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. Ch. 260E (Reporting of Maltreatment of Minors)
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)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)



Confidential Student Maltreatment Reporting Form

Date submitted: _____ SMP File # _____ (MDE staff use only)

REPORTER (Reporter is confidential under Minnesota Statutes, section 260E.)

Name: _____ Title: _____ Phone: _____

Address: _____ City: _____ State: _____ Zip: _____

Email: _____ Mandated Reporter: Yes No

SCHOOL INFORMATION (Current Enrollment Location of Alleged Victim)

ISD#: _____ School District: _____ School/ Program Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Principal/Director: _____ Phone: _____

Email: _____

Transportation Company Contact: _____ Phone: _____

Email: _____

ALLEGED VICTIM

Name: _____ Address: _____ City: _____ State: _____ Zip: _____

Male Female DOB: _____ Grade: _____ Race/Ethnicity: _____

Receives Special Education Services: Yes No Primary Disability Category: _____

Alleged Victim is over the age of 18: Yes No (If over 18, please provide the following contact information)

Alleged Victim Phone: _____ Alleged Victim Email: _____

Alleged Victim has a legal guardian: Yes No

Parent/Guardian 1: _____ Phone: _____ Email: _____

Address: _____ City: _____ State: _____ Zip: _____

Parent/Guardian 2: _____ Phone: _____ Email: _____

Address: _____ City: _____ State: _____ Zip: _____

Minnesota Department of Education
Student Maltreatment Program
1500 Highway 36 West, Roseville, MN 55113-4266
Reporting Line: 651-582-8546
Fax: 651-797-1601
Email: mde.student-maltreatment@state.mn.us

ALLEGED OFFENDER

Name: _____ Position: _____ DOB: _____ Male Female
Home Address: _____ City: _____ State: _____ Zip: _____
Email: _____
Race/Ethnicity: _____ Phone: _____ Alternate Phone: _____
Licensed: Yes No
If licensed, name of licensing board(s): _____ License/Folder # _____

INCIDENT

Date: _____ Time: _____ Setting (i.e. Bus, Classroom): _____
Location and Address (if different than enrolled school): _____
Witness _____ Phone: _____
Witness _____ Phone: _____
Police Notified: Yes No Police Department: _____
Police Contact: _____ Phone: _____ Case #: _____

Alleged Maltreatment: Physical Abuse Sexual Abuse Neglect Unknown
Injury: Yes No

Description of Incident and Injury: (please attach additional documentation, if needed)

Adopted: May 17, 2004

Revised: August 1, 2016

Reviewed: July 12, 2021

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: November 13, 2018

Revised: June 6, 2022

504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).
- B. Appropriate clothing includes, but is not limited to, the following:
 - 1. Clothing appropriate for the weather.
 - 2. Clothing that does not create a health or safety hazard.
 - 3. Clothing appropriate for the activity (i.e., physical education or the classroom).
- C. Inappropriate clothing includes, but is not limited to, the following:
 - 1. "Short shorts," skimpy tank tops, tops that expose the midriff, and other clothing that is not in keeping with community standards.
 - 2. Clothing bearing a message that is lewd, vulgar, or obscene.
 - 3. Apparel promoting products or activities that are illegal for use by minors.
 - 4. 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 MSBA/MASA Model Policy 413.
 - 5. Any apparel or footwear that would damage school property.

- D. Headgear, including hats or head coverings, are not allowed in the building except with the approval of the building principal (e.g., student undergoing chemotherapy, medical situations, student religious practice or belief).
- E. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.
- F. “Gang,” as defined in this policy, means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. “Pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

III. PROCEDURES

- A. When, in the judgment of the administration, a student’s appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.
- B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.
- C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

Legal References: U. S. Const., amend. I

Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)

B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)

Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)

Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)

B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)

D.B. ex rel. Brogdon v. Lafon, 217 Fed.Appx. 518 (6th Cir. 2007)

Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)

Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)

McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)

Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)

Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

Cross References: Policy 413 (Harassment and Violence)

Policy 506 (Student Discipline)

Adopted: August 2, 2004

Revised: September 11, 2016

Reviewed: July 12, 2021

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 12, 2021

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 school district's discipline policy (See MSBA/MASA Model Policy 506). 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 or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school 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 or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion,

expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct 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 MSBA/MASA Model 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 Minnesota Statutes section 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 (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor

who regularly interacts with students at the time of initial employment with the school district.

- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) 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 (Definitions)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the 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 Schools)
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 403 (Discipline, Suspension, and Dismissal of School District Employees)
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)
Policy 506 (Student Discipline)
Policy 507 (Corporal Punishment)
Policy 515 (Protection and Privacy of Pupil Records)

Policy 521 (Student Disability Nondiscrimination)
Policy 522 (Title IX Sex Nondiscrimination Policy)
Policy 524 (Internet Acceptable Use and Safety Policy)
Policy 525 (Violence Prevention)
Policy 526 (Hazing Prohibition)
Policy 529 (Staff Notification of Violent Behavior by Students)
Policy 709 (Student Transportation Safety Policy)
Policy 711 (Video Recording on School Buses)
Policy 712 (Video Surveillance Other Than on Buses)

Adopted: May 17, 2004

Revised: October 5, 2020

Reviewed: July 12, 2021

522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

I. GENERAL STATEMENT OF POLICY

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator is:

*Jenny Lorentz
12000 Hancock St., Becker, MN 55308
Phone 763-261-4502
Email jlorentz@isd726.org.*

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020 and applies to alleged violations of this policy occurring on or after August 14, 2020.

II. DEFINITIONS

- A. “Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the school district’s Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. “Complainant” means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. “Day” or “days” means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- A. “Deliberately indifferent” means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- B. “Education program or activity” means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- C. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
 - 1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
 - 2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
- D. “Informal resolution” means options for resolving a formal complaint that do not

involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.

- E. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.
- F. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- G. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- H. “Sexual harassment” means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:
 - 1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
 - 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
 - 3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291).
- I. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual

restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.

- J. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administrating the grievance process.
 2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
 3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
 4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.
 5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy,

including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, or FERPA's regulations, and State law under Minn. Stat. § 13.32 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder

(i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

IV. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the alleged conduct to law enforcement authorities. The school district

encourages complainants to report criminal behavior to the police immediately.

V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
 - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
 - 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
 - 5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and

6. A copy of this policy.

VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
 - a. The school district undertakes an individualized safety and risk analysis;
 - b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
 - c. The school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.

- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an information resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

VIII. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the school district's education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by the school district; or
 - 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The

notice must include the reasons for the dismissal.

- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

IX. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

X. DETERMINATION REGARDING RESPONSIBILITY

- A. After the school district has sent the investigative report to both parties and before

the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.

- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;
 - 4. Conclusions regarding the application of the school district's code of conduct to the facts;
 - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
 - 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker 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 incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.

- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XI. APPEALS

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
 - 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XII. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or

because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

XIII. TRAINING

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
 - 1. The Title IX definition of sexual harassment;
 - 2. The scope of the school district's education program or activity;
 - 3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
 - 4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
 - 5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
 - 6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial

investigations and adjudications of formal complaints.

- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

XIV. DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, school district employee, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
 - 1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
 - 2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
 - 3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
 - 4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

XV. RECORDKEEPING

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
 - 1. The basis for the school district's conclusion that its response to the report

or formal complaint was not deliberately indifferent;

2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
 3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
 4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven calendar years records of:
1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
 2. Any appeal and the result therefrom;
 3. Any informal resolution and the result therefrom; and
 4. All materials used to train Title IX Personnel.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C. § 1400, *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act of 1990, as amended)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

Cross References: Policy 102 (Equal Educational Opportunity)
Policy 413 (Harassment and Violence)
Policy 506 (Student Discipline)

Adopted: June 21, 2004

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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. 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 SYSTEM IS 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 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 must keep all account information and passwords on file with the designated school district official. 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 Bullying Prohibition Policy 514. 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 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.

VIII. 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 their 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 (the 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 school 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 mis-deliveries or non-deliveries 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 for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to 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.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

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)

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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. 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 Minnesota Statutes section 299F.30. See Minnesota Statutes section 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 will be 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. 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 mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

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 [OPTIONAL]

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; Doors and Exits)
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)
Minn. Rules Ch. 7511 (Fire Code)
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)
Policy 903 (Visitors to School District Buildings and Sites)

Comprehensive School Safety Guide

<https://dps.mn.gov/divisions/hsem/mn-school-safety-center/Documents/Comprehensive%20School%20Safety%20Guide.pdf>