

SAINT PETER MIDDLE SCHOOL
STUDENT – PARENT
HANDBOOK
2020 - 2021



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Welcome to Saint Peter Middle School!

We are committed to meeting the unique needs of the middle-level learner. We strive to equip each student with the knowledge and skills necessary for their next level of education and life. We will reach this goal by fostering a collaborative learning environment inclusive of rigorous core content, exploratory opportunities, and elective offerings which are responsive to the physical and social emotional needs of fifth through eighth grade students.

At Saint Peter Middle School, you will experience:

A Collaborative Learning Environment

Each student will belong to one of four “houses.” Each house consists of approximately 170 students who share the same four core content teachers (English language arts, math, science, and social studies). Our four houses include Oak House (5th Grade), Spruce House (6th Grade), Maple and Pine Houses (7th and 8th Grade combined). Age specific houses in the 5th and 6th grade allow staff to focus on the specific needs of 5th and 6th graders. Mixed-age houses in the 7th and 8th grades allow for increased teacher collaboration, the ability for students to remain in the same house for two consecutive years, and prepares students for the mixed age groupings that they will experience in high school elective courses.

Rigorous Core, Exploratory, and Elective Courses

At each grade level, students learn essential content in English language arts, math, science, and social studies. Students also engage in exploratory and elective courses (art, family and consumer science, health, music (band/choir), physical education, STEM (science, technology, engineering, and math), Spanish, French, and AVID (advancement via individual determination)), which build upon core content knowledge and increase students’ acquisition of the 21st century skills (collaboration, communication, critical thinking, and creativity) through a broad range of hands-on learning activities. Further, exploratory and elective courses provide students with an opportunity to explore their strengths and interests. Being exposed to multiple exploratory and elective courses aid students in choosing courses in high school and ultimately in making decisions for future career paths.

Physical, Social, and Emotional Learning

Students in middle school are navigating school and life amidst physical, social, and intellectual change. Saint Peter Middle School recognizes and embraces the role it plays in the positive development of each, and is committed to supporting its students on their journey through adolescence.

We look forward to working with you!

Sincerely,

Jon Graff
Principal

Steve Alger
Dean of Students

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**SAINT PETER MIDDLE SCHOOL (DRAFT)
STRATEGIC PLAN 2017-2020**



Vision Statement: LEARNING MATTERS

Mission Statement: To inspire a passion for learning that encourages and enables all individuals to reach their highest potential.

Core Beliefs:

We Believe:

- A system-wide culture of continuous improvement drives the work of the school district.
- All students can learn and have the right to an exceptional education.
- Safe and caring school environments are essential foundations for student learning.
- Collaboration amongst staff, parents and community members enhances the fulfillment of our mission.
- Resilience is recognized and encouraged within the school experience.

Strategic Directions:

In order to reach our vision, we must:

- Implement a guaranteed and relevant curriculum.
- Align resource allocation to rigorous educational goals.
- Engage in regular and on-going data/evidence collection, use and reporting to stakeholders.
- Develop critical thinkers, collaborators, communicators and problem solvers throughout the system.

1. Foster a culture of continuous improvement through the support of departmental collaborative teams.
 - a. Refine and align common essential standards, common learning targets, and common assessments.
2. Improve reading and math proficiency through the following means:
 - a. Vertical and horizontal alignment of standards, assessments, and curriculum
 - b. Creation of systematic data collection, analysis, and response to student need
 - c. Systematically support math and reading collaborative teams with content specific instructional coaches.
3. Assess the effectiveness of our new block master schedule by engaging in an ongoing review of student achievement data.
4. Emphasize positive school culture through the continued support of PBIS, AVID, Top 20, and Restorative Practices

SECTION 1: ACADEMICS

A. Course offerings:

5th Grade and 6th Grade	7th Grade	8th Grade
<p>Advisory</p> <p><u>Core:</u> English Language Arts Math Physical Education (A/B day) Science (Semester A/B day) Social Studies (Semester A/B day)</p> <p><u>Exploratory:</u> (Semester A/B day) Art Transitions (5th Grade) Health (6th Grade) Music STEM</p> <p><u>Elective:</u> (A/B Day) Band</p> <p><u>Intervention:</u> (A/B Day) Literacy Concepts and Skills (Assigned) Math Intervention (Assigned)</p>	<p><u>Core:</u> English Language Arts) Pre Algebra Life Science Physical Education US Studies</p> <p><u>Exploratory:</u> Art Family and Consumer Science Gateway to Technology Health</p> <p><u>Exploratory Elective:</u> Design and Production First Aid & Health Careers Food Around the World Sculpture</p> <p><u>Elective:</u> AVID Band Choir French Spanish World Cultures</p> <p><u>Intervention:</u> Literacy Concepts and Skills (Assigned)</p>	<p><u>Core:</u> English Language Arts) Algebra 1 (Linear) Geography Earth Science Physical Education</p> <p><u>Exploratory:</u> Art Family and Consumer Science Gateway to Technology Health</p> <p><u>Exploratory Elective:</u> Design and Production First Aid & Health Careers Food Around the World Sculpture</p> <p><u>Elective:</u> AVID Band Choir French Spanish World Cultures</p> <p><u>Intervention:</u> Literacy Concepts and Skills (Assigned)</p>

B. Academic Integrity:

At Saint Peter Middle School, we expect our students act responsibly, live with integrity and show respect. We hold our students and staff to the highest standards of performance and integrity.

Academic integrity is achieved when a student:

1. Takes full credit for his or her own work, and gives full credit to those who have helped, or influenced him or her.
2. Represents his or her own work honestly and accurately.
3. Collaborates with other students only as specifically directed or authorized.

Student behaviors that promote academic integrity and student achievement:

1. Try to keep a realistic schedule and balance academics, extra-curricular, social and family life and sleep. It may be necessary to limit activities if feeling overwhelmed.

2. Be organized. Keep class notes and handouts in a binder or other organizational tool that is easily accessible. This will reduce anxiety when studying for a test or completing assignments
3. Seek help from teachers. Ask for clarification if you do not understand an assignment.
4. Keep current with assignments. Don't wait until the last minute to study for a test or complete an assignment.
5. Only work with another student if the teacher has specifically given permission.
6. Accept the fact that real learning requires serious and sometimes tedious effort

I. **Academic Integrity Violations**

i. **Level 1 Violations**

Copying another student's homework, class work or ideas without the instructor's permission. Not acknowledging the writer's ideas or direct words within an assignment. Copying or paraphrasing an excerpt from the internet or any other source without citing the source. **(Cheating/Plagiarism)**

Allowing another student to copy homework or class work without the instructor's permission **(Facilitation)**

Misrepresenting one's self to the teacher. **(Falsification)**

ii. **Level 2 Violations**

Cheating on exams, tests or quizzes. Copying or buying an essay, lab report, or project and submitting it as your own. **(Cheating/Plagiarism)**

Using an assignment from a student who previously took the course (cheating) or providing that assignment to a current student. **(Facilitation)**

iii. **Level 1 Consequences**

Teacher confers with student and notifies parent.
 Alternate assignment or no credit for assignment
 Minor referral to administrator

IV. **Level 2 Consequences**

Teacher confers with student and notifies parent
 No credit for assignment
 Major referral to administrator
 Administrative conference
 Office consequence

C. Grading:

- I. Middle School grades are given each quarter. The grade for each quarter is determined by percentages with a final grade for quarter, semester, or year long course determined by averaging percentages.
- II. Grade marks are an indicator of academic performance; a tool used to determine progress toward a particular skill or knowledge base. Marks are not intended to be used

in a punitive manner nor are marks to be lowered because of misconduct. This does not mean that points cannot be awarded for performance.

D. Incompletes:

- I. A mark of "Incomplete" may be given to a student who has not completed all the requirements of a course.
- II. All incompletes must be made up within three (3) weeks of the end of the quarter/semester in which they occurred. An incomplete not made up within three (3) weeks will result in the loss of credit for any unfinished work.

E. Parent/Guardian Contact:

- I. Report cards are available online to parents, guardians, and students. Paper copies will be mailed per parent/guardian request. Academic progress reports are available online throughout the school year.
- II. Parent conferences will be held during each school year. The dates for parent conferences are noted in the school calendar.
- III. In cases when significant academic or social concerns arise, the school will convene a meeting with the student, parent/guardians and teacher to develop an improvement plan.
- IV. The school's Student Support Team monitors progress on each student's improvement plan.
- V. Parents will receive a midterm notification from the school when a student is not passing a class.
- VI. Parents are encouraged to access Infinite Campus as a means of keeping current with their student's progress at school. Infinite Campus provides up to date, online access to student attendance, progress reports, and end of the quarter report cards. For more information or to sign up for parent portal, please contact Kathy Wobbrock at 934-4210 ext. 418 or at kwobbrock@stpetersschools.org

F. Summer School:

- I. 7th and 8th grade Students who earn two or more FINAL "F" grades in classes will be assigned to attend a three-week, (60 hour) summer school session designed to deliver the knowledge and skills necessary for students to be successful in their next grade level.
- II. 8th grade students who successfully complete the 60 hour summer school program will receive .5 credits toward high school.

G. Guidance and Social Work:

- I. The School Counseling Program at SPMS is designed to be comprehensive and developmentally appropriate for students at the middle level. The School Counselor and Social Worker assists students with personal and social difficulties, academic challenges, academic and career planning, and connecting students and families with outside resources. School counseling and social work services are available to all students. Students interested in meeting with the school counselor or social worker should come to the counseling office to sign up for an appointment. The ideal time to do this is before school, during passing time, during lunch, after school, or with permission from the classroom teacher. The counselor or social worker will get a pass to the student and will meet with the student as soon as possible.

- II. At times it may be advisable to hold a Student Assistance Team Meeting (S.A.T.) at the request of the counselor, social worker, teacher, principal or parent to address concerns regarding a student's progress in school. This meeting provides the opportunity for people on the student's team to concentrate their efforts in order to better understand, resolve or address a particular student's difficulty. Parents or any staff member who works with the student may request a S.A.T. meeting for that child.
- III. If you have questions about school counseling or social work services, contact Michelle Doose, school counselor at mdoose@stpeterschools.org or Sarah Mages, school social worker at smages@stpeterschools.org
- IV. All staff members employed at Saint Peter Public Schools are mandated reporters. Minnesota law requires that in all cases in which there is reason to believe a child is being neglected, or physically or sexually abused, a mandated reporter must be immediately report these concerns to the Department of Human Services in the county in which the child resides.

SECTION 2: ATTENDANCE

- I. Regular attendance is absolutely essential to progress in schoolwork. It is our goal to help students develop the habit of being on time and prepared; skills that will transfer to their adult life.

A. School Day:

- I. The instructional school day for Saint Peter Middle School is from 8:00am - 3:05pm.

B. Building Security/Supervision:

- I. All entrance doors into the building will be locked at 8:00 am except the office entrance doors (Capitol Drive Door A)
- II. Supervision will be provided for students from 7:30 a.m. to the conclusion of the instructional day. Students should not arrive at school before this time. Because there is no formal supervision following dismissal at 3:05 p.m., students are encouraged to leave the school grounds unless they supervised by a staff member (coach, advisor, teacher, etc..)

C. Drop off/Pick Up

- I. Pick up and drop off locations are designated for the following areas:
 - Football Field Parking lot loop (at the top of Grace Street)
 - Capitol Drive: Reserved for drop off/pick up during school hours and for students with limited mobility.
 - District office Parking Lot (North end of Building): Accessible via Broadway
 - Pool Lot (South end of Building): Accessible via Grace Street
 - Lincoln Drive - **Bus drop off and pick up only**
 - Buses will drop off approximately 7:30 am
 - Buses will pick up approximately 2:55 - 3:15

D. Absences:

- I. If a student must miss school, a parent/guardian must make contact with the middle school office in order to verify/excuse the absence. If no answer, leave a message with a short description of who you are and why the student will be absent from school (a written description will also be accepted). Please do your best to call the school the morning of

the absence. Doing so will help us ensure that all students are safe and accounted for. Absences will be marked unexcused until a parent/guardian has contacted the school.

II. Absence Procedure:

- Parent calls middle school office the morning of absence to verify/excuse the absence. Phone Number: 507-934-4210
- Upon his or her return to school, the student will stop in the office to pick up a blue assignment sheet (designed to help students keep track of any missing work).
- The student will then take the assignment sheet to each of his or her teachers throughout the day and collect any missing work.

E. Anticipation of Absence:

I. Students who anticipate an absence should call the school office in advance. In most cases, students will be able to acquire the material they will miss from their teacher ahead of time and be better able to stay current with their course content.

I. Anticipated absence procedure:

- Parent/guardian calls the school to inform of upcoming absence
- Student stops in the office prior to the upcoming absence and obtains a pink assignment sheet.
- Students takes pink advanced assignment sheet to each of his or her teachers throughout the day and collects advanced assignments.

F. Leaving School Early:

I. For the safety of students leaving the building during the school day, a parent/guardian need to come to the school reception office to meet the student and to sign the student out. If someone other than the parent/guardian or emergency contact will be picking up the student, the office must be notified in advance who will be picking the student up.

G. Tardies:

I. Being on time to class encompasses life skills such as organization and time management. Being late to class not only affects the student who is late (Missing instruction), but also distracts those already in the classroom from their learning. In the event that a student does not make it to their assigned class on time, they will be marked tardy. Parents/guardians of students with excessive tardies will be notified and individual behavior plans will be developed by the student and student support team. Failure to meet these behavior plans may result in disciplinary action.

H. Truancy:

- I. Minnesota State Statute 120.101, subd.5d requires that children under the age of 17 receive instruction.
- II. Students who are absent without valid excuse are considered truant.
- III. Students with an unexcused absence from any class period(s) on 7 different days are considered habitually truant. Once an unexcused absence has been recorded on 7 different school days, a truancy petition will be filed with the county attorney's office. This may result in the student and parent(s)/guardian being summoned to a formal court proceeding.
- IV. Saint Peter Public Schools work closely with Nicollet County Probation to ensure that students and families receive the support they need in order to maintain appropriate attendance. A member of Nicollet County Probation will contact families if attendance issues arise.

I. Co-Curricular:

- I. In order to participate in co-curricular activities, students must be at school during the afternoon (3rd and 4th blocks) on the day of the event/practice unless excused by a doctor's note.

J. Policy on Make-up Work:

- I. Students who have been absent from school have twice the length of time missed to make up daily work or tests assigned while the student was absent. For example: If a student misses two days of school, the student will have four days to make up any missing work. At the end of the allotted time, the teacher, at her/his own discretion, will award either a letter grade or give an incomplete for the assignment. An assignment not turned in by the end of the allotted time may result in an "F".
- II. In the cases of both excused and unexcused absences, the teacher may assign different or additional materials to cover the material missed during the absence.
- III. Assignments made while students are in attendance should be turned in on time. Example: If an assignment is assigned on Wednesday due on Monday and the student is absent on Friday, the assignment is still due on Monday.
- IV. In the case of unexcused absences, the teacher may choose not to award credit for the work missed during the absence.

SECTION 3: STUDENT BEHAVIOR

A. Behavioral Expectations

- I. Saint Peter Public Schools utilizes Positive Behavior Interventions and Supports (PBIS). PBIS is a building-Wide approach to explicitly define, teach, practice, and review the positive behaviors we expect from our students. At Saint Peter Middle School, we expect all students to show Saints PRIDE by behaving in ways that exhibit
 - A. Preparedness
 - B. Respect
 - C. Integrity
 - D. Determination
 - E. Empathy

If all involved in the Saint's community have PRIDE, then we can ensure a positive and safe learning environment for all.

II. Bus Behavioral Expectations:

While on the bus, students are expected to:

- A. Follow all safety procedures
 - B. Use appropriate language and volume
 - C. Assist in keeping the bus clean
 - D. Respect the rights of other students to have a safe and enjoyable ride
- * Failure to meet bus expectations will result in the loss of bus privileges

III. Cafeteria Behavior Expectations

While in the cafeteria, students are expected to:

- A. Clean up after themselves.
- B. Respect one another and wait their turn to receive their food.
- C. Treat the cafeteria staff with respect at all times.

- D. Consume their food in the cafeteria.
- E. Remain in designated areas until released by the lunchroom area supervisors.
*Weather permitting, students will be allowed to go outside of the building in designated areas.

IV. Classroom Behavior Expectations

When in classrooms, students are expected to:

- A. Participate in class activities in a positive manner.
- B. Arrive on time with the materials specified by the instructor.
- C. Complete coursework to the best of their ability
- D. Respect the learning of others
- E. Abide by the individual classroom teacher's policies and guidelines (i.e. backpacks, headphones, etc.).

V. Hallway Behavior Expectations

When in the hallways, students are expected to:

- A. Walk at all times.
- B. Show respect for each other.
- C. Show respect for property.
- D. Use appropriate language and volume.
- E. Assist in keeping the hallways safe and clean.

VI. Student Assemblies and Events

When attending assemblies and events, students are expected to:

- A. Be quiet and listen to the person or group who is presenting
- B. Do not talk during the program unless told to do so.
- C. Applaud or clap when appropriate, Never whistle or boo.
- D. Remain seated until dismissed by the person in charge.
- E. Be respectful

VII. After School Co-Curricular Events

When attending after school extra-curricular events, Middle School students are expected to:

- A. Sit in the bleachers/stands and watch the event
- B. Be positive
- C. Be respectful to all participants, spectators, officials, and supervisors

B. Failure to Meet Behavioral Expectations:

Disciplinary action may be taken against students for any behavior that disrupts good order, impedes the educational process, or violates the rights of others. Disciplinary action may include, but is not limited to the following:

- | | |
|--|---|
| <ul style="list-style-type: none"> A. Conference with a teacher, counselor, staff member, dean of students, or principal. B. Removal from class. C. Detention. D. Loss of school privileges. E. Co-curricular ineligibility | <ul style="list-style-type: none"> F. Parent/guardian conference with school staff. G. Modified school schedule. H. Suspension. I. Exclusion. J. Expulsion. K. Reasonable restraint for the protection of self or others. |
|--|---|

C. Pupil Fair Dismissal Act:

- I. It is the policy of the School District to follow the Minnesota Pupil Fair Dismissal Act in the suspension, exclusion, and expulsion of students. The basic provisions of the Pupil Fair Dismissal Act shall be published in the Student Handbook and distributed to all students during the first month of the school year.
- II. Nothing in this policy is intended to conflict with the Pupil Fair Dismissal Act.
 - A. Parent/Guardian Notification:
Parents/guardians shall be notified in writing of violation of the rules of conduct and resulting disciplinary actions by first-class mail except as provided otherwise by the Pupil Fair Dismissal Act. Disciplinary referrals will be mailed from the Middle School office.
 - B. Student Notification:
Students shall be notified of violations of the Rules of Conduct and resulting disciplinary actions verbally except as provided otherwise by the Pupil Fair Dismissal Act. The complete Pupil Fair Dismissal Act can be found in this handbook on page 46.

D. Behavior Referrals (Minors and Majors):

Saint Peter Middle School will utilize two types of behavioral referrals designed to help staff monitor and support positive student behavior.

- I. Minor behaviors are behaviors of minor consequence, but worthy of taking note. Minor behaviors are handled directly by the adult and student involved. Inappropriate behavior is discussed and expectations are re-taught to each student.
- II. Major behaviors are behaviors which need dealt with outside of the classroom and will involve the dean or principal.

E. Parent Notification of Behavior:

- I. Parents will be notified by phone call and/or letter if a minor behavior becomes a pattern (3 or more minors for a similar behavior) or when a major behavior occurs.

SECTION 4: GUIDELINES AND PROCEDURES

A. Animals in the Classroom:

- I. Requests for bringing animals to the classroom require prior approval from the building principal. The request should include the educational purpose, proof of animal health records, as well as guardian consent for each student in the classroom. The consent form will be distributed prior to approval and will include acknowledgement of any known student allergies. If consent is not granted, reasonable accommodations will be made when appropriate. If the animal is staying for an extended time, the teacher is responsible for submitting an animal care plan, which should include allocated responsibility in the event of an absence. The school reserves the right to deny an animal request at any time.

B. Background Checks:

- I. Background checks are completed on all employees and anyone that provides an extended service involving students in our school district

C. Bicycles, Skateboards, and Scooters:

- I. Students may ride bicycles, skateboards, or scooters to school. Bike racks are provided for parking and bikes. Skateboards and scooters should be stored inside the building. The school is not responsible for bicycles, skateboards, or scooters ridden to school and parked on school property.
- II. For safety, the following rules must be complied with.
 - A. All bicycles must be parked in the bike racks. It is recommended that bicycles be locked and that all safety rules are obeyed.
 - B. Students may not ride their bicycles, skateboards, or scooters during the school day.
 - C. Students should take extra precaution on busy sidewalks by walking their bike.
 - D. Students should cross roads only at designated intersections and follow instructions of crossing guards

D. Dances:

- I. Only Saint Peter Middle School groups may sponsor dances, which are approved and cleared by the Student Council.
- II. All dances must have the following adults present:
 - A. Principal or advisor
 - B. Eight adult chaperones
 - C. One police officer
 - D. Advisors whose organizations sponsor a dance are expected to attend.
- III. Students wishing to bring an outsider to a school dance must obtain a pass from the Principal's office to the dance.
- IV. Any student who leaves the dance will not be readmitted.
- V. Guests are subject to the same rules as students of Saint Peter Middle School.

E. Elopement Plan:

- I. Students who have demonstrated a pattern of elopement from the school setting will have a specific elopement plan developed in collaboration with parents, case manager, teacher, principal, social worker, nurse and others as identified.

F. Emergency Drills:

- I. Regulations require that emergency drills be conducted during the school year. By law, we are required to run five (5) fire drills, five (5) lockdown drills, and one (1) severe weather drill. When the alarm sounds, each class will follow the directions outlined by the teacher. By practicing emergency procedures, we will be better able to respond if/when an emergency occurs.

G. Fees and Fines

- I. No student shall be required to pay a fee for a required program, project, or activity that occurs during the regular school year.
- II. Fees may be charged in the following areas:
 - A. In any program where the resultant product, in excess of minimum requirements and at the student's option, becomes the personal property of the student.
 - B. Admission fees or charges for extracurricular activities where attendance is optional.
 - C. A parking permit fee for any vehicle using the school's parking lot.

- D. A security deposit to assure the return of materials, supplies or equipment.
 - E. Personal physical education and athletic equipment and apparel.
 - F. Items or products that are purchased for personal use, such as, student publications, class rings, annuals and graduation announcements.
 - G. Fees specifically permitted in any other statute.
 - H. Field trips considered supplementary to a district's educational program and not required or graded.
 - I. Any authorized voluntary student health and accident benefit plan.
 - J. For use of musical instruments that the district owns or rents.
 - K. Students may be required to furnish personal or consumable items including pencils, papers, pens, erasers and notebooks.
- III. Fees may not be charged in the following areas:
- A. Textbooks, workbooks, art materials, laboratory supplies and towels.
 - B. Supplies necessary for participation in any instructional course except as specifically authorized.
 - C. Field trips that are required as a part of a basic educational program or course.
 - D. Graduation caps, gowns or any other specific form of dress necessary for the educational program.
 - E. Instructional costs for necessary school personnel employed in any course or educational program required for graduation.
 - F. Library books required to be utilized for any educational course or program. (A fee may be charged for lost books).
 - G. Admission fees, dues or fees for any activity the student is required to attend.
 - H. Any admission or examination cost of any required educational course or program.
 - I. Locker rentals. (A deposit for a padlock or key is permissible).
- IV. Payment of Obligations
- A. Students who have end-of-the-semester obligations (library fines, lost books, missing athletic equipment, etc.) will have their final grades withheld until all obligations are met.

H. Field Trips

- I. Occasionally certain classes offer opportunities for students to visit sites outside the school that are related to the course. These opportunities are a privilege and may be denied for just cause. It is required that students return the signed "parent permission slip" to their teacher before they leave on the field trip. Only school-authorized transportation will be used and at least one faculty member will chaperone each vehicle used for the field trip. Parents are allowed to only take their own child from a school function.

I. Gifts to School District Employees

- I. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia. Employees may accept items of insignificant value of a promotional or public relations nature. The superintendent has discretion to determine what value is "insignificant."

J. Lost and Found

- I. Lost and found articles are located in the Middle School Office. Students and parents are encouraged to check this area for items that may have been lost.

K. Messages and Calls from Home

- I. Except in cases of emergency, the office does not call students out of classes when parents leave messages for their student. The office will attempt to call students from class at the end of a class period if possible, lunch, or at the end of the school day.

L. Pledge of Allegiance

- I. The School Board recognizes the need to provide instruction in the proper etiquette, display, and respect of the United States flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end. Students in this School District shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted by each individual classroom teacher or the teacher's surrogate; or over a school intercom system by a person designated by the school principal or other person having administrative control over the school. Any student or teacher may decline to participate in recitation of the Pledge of Allegiance to the flag. Others must respect the choice not to recite the Pledge. Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag. Students will also be instructed in patriotic exercises.

M. School Closing/Flexible Learning Day Procedures

- I. School closing: In the event of bad weather, school closings and late start announcements will be made over local television and radio stations beginning about 6:30 a.m. The school district will also activate its emergency communications system (ConnectEd). The same local media and ConnectEd will be used if school must be dismissed early. Each rural student is asked to make prior arrangements to stay in town in case future weather conditions do not permit the buses to follow their routes. Parents/guardians may choose not to send their child to school if, in their estimation, the weather is too severe and school has not been closed.
- II. Flexible Learning Day: Saint Peter Schools utilizes Flexible Learning Days. The term "Flexible Learning Day" refers to a day when school is cancelled due to inclement weather and students participate in curriculum-aligned learning opportunities at home.
 - A. Teachers and students at the middle school level use a variety of Shared Virtual Spaces (SVS) in their classes, including Google Classroom, Moodle, and Edmodo. Teachers have been given the option of choosing the SVS for their classes.
 - B. Students know how to access their teacher's shared virtual space and will be expected to check in for Flexible Learning Day assignments.
 - C. Teachers will have assignments posted to their SVS by 10:00 am and will be available for questions and discussion via that space or email throughout the day.
 - D. For those students without internet access who live close to the middle school, the media center will be open for computer use. We also have several internet "hotspots" for students to check out from the media center. Flexibility on assignment deadlines will be granted for students with limited or no access.

N. Searches (Locker, Personal)

- I. Equipment such as lockers belongs to the school district, but students may be allowed to use the equipment as a convenience. The school insists that lockers be properly cared for and not used for the storage of appropriate school materials. Students are encouraged to use padlocks on their lockers to help protect their belongings. Students may rent padlocks at a fee of \$5.00 at the MS/HS office. The money will be refunded on the return of the padlock, at the end of the school year.
- II. Student's Rights
 - A. A search of a student's person should be limited to a situation where the administration has reasonable belief that the student is concealing evidence of an illegal act or school rule violation.
 - B. Dangerous items (such as firearms, weapons, etc.) and other items, which may be used to substantially disrupt the educational process, will be removed from the student's possession.
 - C. A general inspection of school properties including, but not limited to, lockers or desks may be conducted on a regular basis. Illegal items and items belonging to the school or another person will be seized.
 - D. All items seized may be returned to the proper authorities or the true owner.
 - E. Students may be given the opportunity to be present when a search of personal possessions is conducted if there is no reason to believe that their presence would be a threat to the safety of themselves or others.
 - F. When a custodial interrogation takes place in school (in relation to a locker search) by a law enforcement official or police officer, students should be advised of their rights by the proper authority, including the right to counsel and the right to remain silent.
 - G. Lockers may be searched by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant. This is 1995 Minnesota Legislation (HF107, Article 3, Sec. 10-12).
 - H. It is a policy of the state of Minnesota (Subdivision 1) that 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. These searches may be carried out by a specially trained dog. 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 the students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.
 - I. School principals will conduct periodic inspections of the school locker areas and/or parking lots on district premises. These inspections may be announced or unannounced and may be carried out using specially trained dogs to sniff out and alert staff to the presence of substances prohibited by law or district police.

O. Student Appearance

- I. Students are not subjected to a formal dress code. However, in order to provide the very best learning environment, clothing or hairstyles deemed disruptive or which cause a distraction to the educational process will not be allowed. Teachers and other staff will make the determination of disruption or distraction. Violations include, but are not limited to, chains, chain wallets, and any clothing which promotes alcohol, drugs, tobacco, nudity, sexually inappropriate behavior, or violence/harassment. If a student's appearance is determined to be a distraction or inappropriate in the school setting, the student will be responsible to correct the situation by:
 - A. Changing the attire
 - B. Covering the attire or distraction, or
 - C. Removing the attire or distraction.
 - D. Students who continually refuse to comply with requests to dress accordingly will be subject to all discipline procedures.
- II. Student Rights and Responsibilities
 - A. Student dress and grooming are the responsibility of the student and her/his parent/guardian.
 - B. Dress and grooming shall be clean and in keeping with health and sanitary practices.
 - C. Students should not wear clothing or hairstyles that can be hazardous to them in their school activities such as shop, lab work, physical education and art.
 - D. Dress and grooming shall not disrupt the educational process.
 - E. Students whose dress is in violation of these standards will be subject to dismissal.

P. Visitors

- I. Students who are interested in enrolling at Saint Peter Middle School are welcome to visit during the school day. Only in cases of emergencies will other student visitors be allowed to visit during the school day. All visitors are to first report to the principal's office to obtain permission to be in the school building during the school day.

Q. Withdrawal Procedure

- I. Students who plan on withdrawing from Saint Peter Middle School should obtain from the Counselor's office the proper withdrawal form and have each of the teachers sign it. Once all teachers have signed the withdrawal form and collected the books, the withdrawal form should be brought to the counselor's office. A letter from the Principal will be mailed to the parents to verify the withdrawal.

SECTION 5: TECHNOLOGY

A. Personal Electronic Device Expectations

- I. Cell phones and other personal electronic devices may be used at the following times, providing they are not used for the invasion of personal space and/or property of another person
 - A. Before and after school
 - B. During passing times between scheduled classes,
 - C. During a student's own lunch time, and
 - D. When actively advocated for by teaching staff.

- II. Cell Phones and other personal electronic devices may not be used at the following times:
 - A. During designated class periods, unless under specific direction of the classroom teacher,
 - B. During assigned Saints Time,
 - C. During excused restroom breaks and/or visits to lockers that fall during scheduled class times, and
 - D. During all testing times, including state-mandated examinations
- III. Students are strongly encouraged to protect their electronic devices against the risk of theft or loss. School personnel will make limited effort to investigate these losses or thefts. The school district assumes no responsibility for lost, stolen, or confiscated devices.

B. Failure to Meet Personal Electronic Device Expectations

- I. First Violation:
 - A. The student's device will be turned into the office.
 - B. The student will be allowed to pick up their device at the end of the school day.
- II. Second Violation:
 - A. The student's device will be turned into the office.
 - B. A parent/guardian must pick up the device.
- III. Third Violation:
 - A. Conference with parent and administration
 - B. Behavioral plan

SECTION 6: HEALTH AND MEDICATION

A. Emergency Care Policy

- I. In the event of an emergency or serious illness, it is the policy of the School District to provide appropriate medical response and to contact the parent/guardian in a timely manner.
- II. In a life-threatening emergency, the school will contact emergency response personnel immediately. The parent/guardian or designated emergency person will be contacted at the same time.
- III. If the situation is not life threatening, but the student requires urgent care and the school cannot contact a parent/guardian or designee, school personnel will transport the student to the Saint Peter Community Hospital for care. The School District will not provide transportation outside of Saint Peter for care. When parents/guardians arrive at the hospital, they will be able to change health care providers if they so desire. It is the responsibility of the parent/guardian to pay any incurred medical expenses.

B. Injuries or Illnesses/Accident Reporting Procedure/Insurance

- I. Injuries and Illnesses
 - A. Students should notify the nearest teacher in case of injury, illness or emergency.
 - B. Students who become ill should go to the principal's office or the nurse's office. Students who become ill while at school should NOT go to the restroom and sit for the class period. Students who do this will be marked as unexcused.

- C. When they are due in a class, students should report to class and obtain a pass before going to the nurse's office. This applies to all visits to the school nurse *except emergencies*.
 - D. Students may not leave the school building for illness without first reporting to the principal's office and obtaining a leave school permit. The nurse or principal's office will telephone the parents/guardians to obtain their permission for the student to leave the building.
- II. Accident Reporting Procedure
- A. Students who suffer injuries from any particular accident should report to their teacher or immediate supervisor. If the supervisor is not available, the student should report to the principal's office, at which time the proper action will be taken.

C. Medications

- I. The School District acknowledges that some students may require prescribed and/or non-prescribed medication during the day. Medication will be administered by the school nurse or her/his designee, such as a trained health assistant, a principal, or a teacher.
 - A. Prescription and non-prescription medication requires a completed, signed authorization from the student's parent or guardian. The School District may rely on an oral request from the parent or guardian to administer medication for up to two school days, until a written authorization is received.
 - B. Prescription and non-prescription medication must come to school in the original prescription container. A medication permission form must be completed annually and/or when a change in the prescription occurs.
 - C. Prescribed medication that is to be taken in school requires a written order from the physician. Medications are generally not to be carried by the student. If an exception is to be made, there must be a written agreement between the School District and the parent. Medications will be left with the appropriate School District representative, except as noted in a written agreement between the School District and the parent. Students are allowed by Minnesota statute to carry inhalers for asthma and epi-pens for allergic reactions.
 - D. Parents or guardians must notify the school if any change in the student's medication or if the medication is no longer required. For medication dosage changes, the School District must receive written notification from the physician.
 - E. For drugs or medicine used by children with a disability, administration of medicine may be provided as specified in the individual education plan (IEP).
 - F. The school nurse, or other designated person, shall be responsible for filling out the medication administration forms in the student's health record section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.

D. Physical Examinations

- I. For the benefit of the individual student and the protection of other students and school personnel, it is the policy of the Saint Peter Public Schools to recommend periodic physical examinations of all students by a licensed physician. The selection of a licensed physician shall be made by the parents or guardians and the examination shall be at their expense.

- II. A physical examination is recommended for all students prior to entry into kindergarten.
- III. A physical examination is recommended for all students prior to entry into seventh grade.
- IV. Physical examinations are required prior to participating in interscholastic activities.
 - A. The first exam must occur prior to participating in activities in grades 7 – 9.
 - B. The second exam must occur prior to participating in activities in grades 10 – 12.
- V. A student whose parents or guardians object to physical examinations on religious or constitutional grounds shall be exempted from such requirements if a statement signed by the student's parents or guardians requests the exemption and states the ground for the request. Exempting a student from the physical examination does not exempt the student from participating in the program of physical education. If such exemption is utilized, the student or parent (depending upon the student's age) shall furnish a written statement to the School District verifying that either the student has no disabilities and can fully participate or, setting forth the disabilities and limitations of the student. These exemptions do not apply to activities governed by the Minnesota State High School League (MSHSL).

SECTION 7: CO-CURRICULAR

A. Co-Curricular Philosophy/Guidelines:

- I. It is the philosophy of Saint Peter Middle School that all students be given the opportunity to participate in co-curricular activities. The purpose of middle level activities is to provide opportunities for students to expand their physical and social growth outside the classroom.
- II. Cuts are not made from athletic teams in seventh and eighth grade. All squad members will receive comparable coaching attention and significant opportunities to participate in practices and games. However, participants will not necessarily play the same amount of time. Every attempt will be made to include all interested students in non-athletic activities.
- III. In order to participate in after-school activities, students must attend their afternoon classes (5th - 8th periods) unless excused by a Dr. note. This pertains to both practices and events.
- IV. Extracurricular activities or practices will finish by 6:00 p.m. on Wednesdays during the school year.
- V. Students who participate in Minnesota State High School League activities will be governed by the rules, regulations, guidelines, and penalties developed by the Minnesota State High School League.
- VI. There is a \$45 for each athletic activity. For a complete list of all other co-curricular fees, please contact the Activities Office.
 - A. There is a maximum \$250 fee per season per family (except hockey).
 - B. Refunds of fees for activities will be made until halfway through the season for those students who cease to participate in the activity.
 - C. There will be no refund of the activity fee in the event a student becomes ineligible to participate as a result of violation of Minnesota State High School League or Saint Peter High School rules and regulations.
 - D. Students from families who determine that a fee is prohibitive may make application to the appropriate building level principal for consideration to waive the fee or reduce it to an amount that the family can provide.
 - E. A maximum of \$250.00 per family per season has been established to provide for participation by a number of students from a family (except hockey).

B. Co-Curricular Offerings:

Drama		Speech	
Student Council		Mathcounts	
Yearbook			
Boys' Football	7 & 8	Girls' Basketball	7 & 8
Boys' Basketball	7 & 8	Girls' Softball	7 & 8
Boys' Wrestling	7 & 8	Girls' Gymnastics	7 & 8
Boys' Cross Country	7 & 8	Girls' Track	7 & 8
Boys' Baseball	7 & 8	Girls' Golf	7 & 8
Boys' Track	7 & 8	Girls' Volleyball	7 & 8
Boys' Golf	7 & 8	Girls' Tennis	7 & 8
Boys' Tennis	7 & 8	Girls' Swimming	7 & 8
Boys' Soccer	7 & 8	Girls' Hockey	7 & 8
		Girls' Soccer	7 & 8

C. Academic Policy for Co-Curricular Participants:

- I. All students must be passing all classes in order to participate in Co-Curriculars. Any middle school student who earns an "F" grade for a marking period will become ineligible for one week or one event, whichever is longer.
- II. An ineligible student, who can prove he/she is passing after the one week ineligibility period, will become eligible and put on academic probation until the next marking period. If a student slips back to an "F" grade during the probationary period, he/she will become ineligible until the next marking period. Prior to the serving a period of ineligibility, an Academic Review Meeting will be held with the student, activities director and dean of students.

D. Change of Level of Play of Athlete:

- I. Certain guidelines should be adhered to when considering the change of level of play of an athlete.
 - A. The coaching staff of that sport shall discuss if the individual athlete is ready for the move to a higher level of competition and whether or not there is a need within the program for such a move.
 - B. The head coach of that sport shall discuss with the activities director the reasons for wanting to implement such a move and pick up the necessary forms that need to be signed.
 - C. The head coach shall contact the parent, explain what the move is that they would like to do, and ask if the parent approves the move. If they do not approve, proceed no further.
 - D. The head coach shall bring the signed paperwork to the activities director for final approval and his signature.
- II. **Advantages of changing levels:**
 - A. The athlete is challenged to play with and against better competition.
 - B. He/she may play for a longer season.
 - C. The frustrations an athlete may have due to the disparity in skill level may be minimized.
 - D. Athletes will be given an opportunity to advance their skill level in a team sport, just as they can in an individual sport.
- III. **Disadvantages of changing levels:**
 - A. Parents and athletes of the team in which the athlete is moving to may feel they are being displaced.

- B. Athletes/parents from the team the athlete is leaving and team the athlete is going to, could disagree with the move causing socialization issues in school and the community for the athlete.
- C. Athletes may feel they are not connected to any team.
- D. The team the athlete leaves may lose a role model and an extra teacher to help them develop better skills.
- E. Expectations from coaches, parents, teammates and fans may be greater.
- F. Increased time commitment, more frequent and later home arrivals after games, split shifts in practice, transportation issues, may negatively impact the athlete's school work and the parental responsibilities.
- G. The injury risk factor increases due to increased participation.

E. Minnesota State High School League Rules

Saint Peter Middle School Eligibility Information for participants in Minnesota State High School League Activities

I. Rights and Responsibilities for Students Who Participate in Minnesota State High School League-Sponsored Activities:

A. Students who participate in Minnesota State High School League activities must abide by the guidelines as published in the Minnesota State High School League eligibility information bulletin in the area of athletics, speech, and music. Students will not be permitted to begin participation until the eligibility bulletin is signed by the parents/guardians and the student.

B. Students must attend an information session prior to the beginning of the season that addresses rules and the regulations of participation, including the consequences for the use or possession of mood altering chemicals. Although not mandatory, parents/guardians are expected to attend these meetings with their students.

C. The parent/guardian, by signing the bulletin, agrees to work with the school in monitoring the behavior of their student as it relates to violations of Minnesota State High School League Rules and Regulations.

II. Rules for Participation:

Students who participate in Minnesota State High School League activities shall not, at any time, regardless of the quantity:

- A. use, consume, possess, buy, sell, or give away a beverage containing alcohol;
- B. use, consume, possess, buy, sell, or give away tobacco;
- C. use, consume, possess, buy, sell, or give away any other controlled substance (it is not a violation for a student to possess a controlled substance specifically prescribed for the student's own use by her/his doctor); or
- D. use, consume, possess, buy, sell, or give away drug paraphernalia

III. Category I Activities:

A. Category I activities at Saint Peter Middle School include athletic and speech activities.

B. Violations

1. First Violation

Penalty: after confirmation of the first violation, the student shall lose eligibility for the next two consecutive interscholastic contests or two (2) weeks of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.

2. Second Violation

Penalty: after confirmation of the second violation, the student shall lose eligibility for the next six (6) consecutive interscholastic contests or four (4) weeks, whichever is greater, in which the student is a participant. No exception is permitted for a student who becomes a participant in a treatment program.

3. Third and Subsequent Violations

Penalty: after confirmation of the third or subsequent violations, the student shall lose eligibility for the next twelve (12) consecutive interscholastic contests or six (6) weeks, whichever is greater, in which the student is a participant.

If after the third or subsequent violations, the student on her/his own volition becomes a participant in a chemical dependency program or treatment program, the student may be certified for reinstatement in MSHSL activities after a minimum period of six (6) weeks. Only the director or a counselor of a chemical dependency treatment center may issue such certification.

Successful completion of a chemical dependency treatment program will satisfy only the most recent violation. Any other violations for which the penalty has not been satisfied must still be served in full.

D. Penalties are Cumulative

Penalties shall be cumulative beginning with and throughout the student's participation on any 7-12 grade team or activity.

E. Captain Selection

A student shall be disqualified to be a captain of a team if the student serves a penalty during the season of participation in which he/she is serving as captain.

F. If a student denies violation of a bylaw, is allowed to participate and is subsequently found guilty of the violation, the student will be disqualified from all interscholastic activities for nine additional weeks beyond the student's original period of ineligibility.

IV. **Category II Activities:**

A. Category II activities at Saint Peter Middle School include band, choir and drama.

B. Violations

After confirmation of the violation, the student is ineligible to perform at the next regularly scheduled, class-related performance or event (excluding pep band). Penalties shall be cumulative beginning with and throughout the student's participation in a high school activity. *Serving a Category II suspension does not fulfill a Category I suspension. Serving a Category I suspension does not fulfill a Category II suspension.*

V. **Guidelines for Compliance with Minnesota State High School League Rules and Regulations:**

A. Any and all reported violations of Minnesota State High School League rules and regulations must be reported to the athletic director or building principal. Coaches, directors, or advisors cannot declare a participant ineligible. Coaches, directors, or advisors are directed to inform people who report violations to them to take their allegations to the athletic director.

B. Participation in co-curricular activities cannot be denied to an eligible student by a coach, director, or advisor.

C. A coach, director, or advisor who directly witnesses a violation or who has a confession of a violation given to him/her is directed to report such an incident to the athletic director or building level principal.

D. Coaches, directors, and advisors are expected to know the school policies regarding the evaluation and suspicion of chemical abuse problems.

E. Coaches, directors, and advisors are expected to act according to their professional judgment at all times.

VI. SAINT PETER MIDDLE SCHOOL CO-CURRICULAR CODE OF CONDUCT

Students from Saint Middle School who participate in co-curricular activities sponsored by Saint Peter Middle School are expected to follow the standards of behavior listed below. Although the standards listed below do not carry a predetermined ineligibility penalty, the Board of Education, staff and administration of District 508 believe that students who represent Saint Peter Middle School have an obligation to meet the standards listed below:

A. Students are not to involve themselves in behavior that could lead to a criminal charge or court action. Students who are convicted of such a charge during a season of play will have their participation reviewed under the policy stated above; and

B. Students are not to involve themselves in activities that result in vandalism to Saint Peter Middle School or any other school that Saint Peter competes against. Students who are involved in vandalism of Saint Peter Middle School or any other school in which Saint Peter competes against will have their participation reviewed under the policy stated above.

C. Students are not to involve themselves with any behavior or action that reflects negatively upon themselves, their team or group, or their school.

A student who is under penalty of exclusion, expulsion or suspension or whose character or conduct violates the Code of Conduct is not in good standing and is ineligible for a period of time as determined by the principal.

Code of Conduct Review

In addition to the rules and regulations as stated in the Minnesota State High School League eligibility information bulletin, the following procedure for individual student participation shall apply:

A. In the event a serious problem arises in the areas of academic achievement, behavior, attendance or citizenship, a staff member may make a request to the principal that the student's participation in that co-curricular activity be reviewed.

B. Upon receipt of this request from a staff member, the principal will call together a guidance counselor, the staff member who made the request, and the director and/or coach of the co-curricular activity in which the student is involved. The student may be present, with a support person whom she/he chooses.

C. Following a review of the case, this group will make a recommendation to the high school principal in regard to the continued participation of the student in the co-curricular activity in which she/he is involved.

VII. Transfer Students:

Students who transfer to Saint Peter Middle School from another school and who wish to participate in Minnesota State High School League-sponsored activities must meet

specific eligibility requirements. Transfer students who have questions about this policy are encouraged to contact the high school activities director.

SECTION 8: POLICY

A. Acceptable use of The Computer Network and Internet:

Acceptable Use of the School District Computer Network

I. Rules and Regulations

- A. The following information outlines the rules and regulations related to Board of Education Policy 006.14 Acceptable Use and Internet Policy.
- B. Despite its enormous educational potential, the Internet also contains the potential for abuse. Saint Peter Public Schools is not responsible for ensuring the accuracy or usability of any information found on external networks. For safety purposes, Saint Peter Public Schools employs both an Internet filter and firewall, and maintains compliance with CIPA (Children's Internet Protection Act).
- C. The Board of Education expects all students to abide by the Acceptable Use Procedures of Saint Peter Public Schools. Failure to follow the guidelines may result in disciplinary action.

II. Limited Educational Purpose

- A. The Saint Peter Public Schools computer network has not been established as a public access service and is not an "open" or "limited open" forum. The term "educational purpose" includes but is not limited to information management, classroom activities, media center projects, research, career development, and limited curriculum-related work on an individual student basis.
- B. Saint Peter Public Schools has the right to place reasonable restrictions on the material accessed or posted through the system. Students are expected to follow the rules set forth by the district and the law when using the Saint Peter Public Schools computer network.
- C. Students may not use the Saint Peter Public Schools computer network for commercial purposes. This means products or services may not be offered, provided, or purchased through the Saint Peter Public Schools computer network.
- D. The Saint Peter Public Schools computer network may not be used for political lobbying. It may be used to communicate with elected representatives and to express opinions to them on political issues.

III. Internet Access

- A. Students shall have access to Internet World Wide Web information resources through their classroom, library, or school computer lab.
- B. Parent(s)/guardian(s) are given the opportunity to determine their child's access to the Internet when they enter the public school system, and in Grades 3 and 7. Students and their parent(s)/guardian(s) must sign an Acceptable Use Consent Form to be granted access to the Internet. Parent(s)/guardian(s) can withdraw their approval at any time.
- C. The use of the school district system and access to use of the Internet is a privilege, not a right. The school district reserves the right to limit or remove any

user's access to the school district's computer system, equipment and Internet access at any time for any reason.

IV. **Unacceptable Uses**

A. **Personal Safety**

1. Students shall not post personal contact information about themselves or other people on the Internet. Personal contact information could include, but is not limited to, student's or employee's home address or telephone number, a student's school address, and an employee's work address. It is not a violation of this policy to include the school's return address on outgoing email communications.
2. Students shall not agree to meet with someone met online without parent's approval.
3. Students shall promptly disclose to their teacher or other school employee any message received that is inappropriate or causes discomfort.

B. **Illegal Activities**

1. Students shall not attempt to gain unauthorized access to Saint Peter Public Schools computer network or to any other computer system through Saint Peter Public Schools computer network or go beyond authorized access. This includes attempting to log in through another person's account or access another person's files.
2. Students shall not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means.
3. Students shall not use the Saint Peter Public Schools computer network system to engage in any illegal act, such as arranging for the sale or use of drugs or alcohol; that facilitate criminal gang activity; that facilitate gambling; or that violate any local, state or federal statute.
4. Students shall not use the Internet or the district's computer network to harass or threaten the safety of others.
5. Students shall not misuse the computer equipment or network, to include but not exclusive of, deletion or violation of password protected information, computer programs, data, password or system files; inappropriate access of files, directories, Internet sites; deliberate contamination of system, unethical use of information, or violation of copyright laws is prohibited.

C. **System Security**

1. Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use their accounts.
2. Students shall immediately notify a teacher or the system administrator if they have identified a possible security problem. Students should not look for security problems, because this may be construed as an illegal attempt to gain access. Under no conditions should students provide other students with their password.
3. Students who gain access to teacher computer files, directory, programs, and website without permission from the teacher will be subject to disciplinary action.

4. The district will assign specific staff with security, management, and account responsibilities associated with the district's Internet resources and network accounts.
5. Tampering with the district's computer security system, and/or applications, and/or documents, and/or equipment, will be considered vandalism, destruction, and defacement of school property. Please be advised that it is a federal offense (felony) to break into any security system. Financial and legal consequences of such actions are the responsibility of the user and/or student's parent or guardian.

D. Inappropriate Language

1. Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.
2. Students shall not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language.
3. Students shall not post information that could cause damage or a danger of disruption.
4. Students shall not engage in personal attacks, including prejudicial or discriminatory attacks, based on a person's race, gender, sexual orientation, religion, national origin or disability, or engage in any other harassment or discrimination prohibited by school district policy or by law.
5. Students shall not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If students or staff are told by a person to stop sending them messages, they must stop.
6. Students shall not knowingly or recklessly post false or defamatory information about a person or organization.

E. Respect for Privacy

1. Students shall not re-post a message that was sent to them privately without written permission of the person who sent them the message.
2. Students shall not post private information about another person on the Internet.

F. Respecting Resource Limits

1. Students shall use the system only for educational and career development activities and limited curriculum-related work on an individual student basis.
2. Students will have access to limited space on the school's computer server. Users are responsible for making back-up copies of the documents and files that are critical to their use.
3. Students shall not deliberately or knowingly delete another student's file.
4. Students and employees shall only use software that is supplied by the school district.
5. Students shall not install hardware or software on the school district's computer system without the permission of the technology coordinator.

G. Plagiarism and Copyright Infringement

1. Students shall not plagiarize works that are found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were yours.
2. Students shall respect the rights of copyright owners. Copyright infringement occurs when one inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies appropriate use of that work, follow the expressed requirements. If students are unsure whether or not work can be used, request permission from the copyright owner. Copyright law can be very confusing; ask media specialists for guidance as needed.

H. **Access to Inappropriate Materials**

1. Students shall not use the Saint Peter Public Schools computer network to access material that is profane or obscene (pornography), contains viruses, network hacking programs, or similar programs that advocate illegal acts, or that advocates violence or discrimination towards other people (hate literature).
2. If students mistakenly access inappropriate information, they should immediately inform their teacher, media specialist, or another district employee. This will protect them against claims that they have intentionally violated this policy.
3. Parent(s)/guardian(s) should instruct students if there is additional material that they think it would be inappropriate for them to access. The district expects that students follow their parent's instructions in this matter.
4. Educators will monitor student use of the Internet in schools and will take reasonable measures to prevent access by students to inappropriate materials on the Internet and World Wide Web and restrict access to materials harmful to students.
5. The district may monitor the on-line activities of students, and operate technology protection measures (filtering/blocking devices or software) on all computers on the district's computer network as required by law. The filtering/blocking software will attempt to protect against access to visual depictions that are obscene, harmful to students, and child pornography, as required by law. Invasion or disabling of the filtering/blocking device installed by the district, including attempts to evade or disable, is a violation of the Acceptable Use Policy.
6. Students have access to laptop computers for overnight use. When connecting to the Internet, our firewall does **NOT** filter inappropriate content off the school network. Parents may restrict students from having access to a laptop computer for overnight use by informing the Media Center.

V. **Disciplinary Action**

- A. The school district may take disciplinary action when a student violates any portion of the Acceptable Use Policy. Disciplinary action may include, but it is not limited to:
- B. Meeting with the Technology Coordinator, Media Center Specialist or Principal;
- C. Detention/School-After-Hours;
- D. Loss of school privileges;

- E. Parent/Guardian conference with school staff;
- F. Modified school programs;
- G. Removal from class;
- H. Co-curricular ineligibility;
- I. Suspension;
- J. Exclusion;
- K. Expulsion.

VI. **Student Rights and Responsibilities**

A. **Free Speech**

- 1. Student right to free speech is set forth in School Board Policy 007.5 which applies also to communication. The Saint Peter Public Schools computer network is considered a limited forum, similar to the school newspaper, and, therefore, the district may restrict speech for valid educational reasons.

B. **Search and Seizure**

- 1. Students should not expect any privacy in the contents of personal files on the district system. Administrators and faculty may review files and messages to maintain system integrity and ensure that users are acting responsibly.
- 2. The district may examine all information stored on district technology resources at any time. The district may monitor staff and student technology usage. Electronic communications, all data stored on the district's technology resources, and downloaded material, including files deleted from a user's account, may be intercepted, accessed, or searched by a district administrator or designees at any time.
- 3. Routine maintenance and monitoring of Saint Peter Public Schools computer system may lead to discovery that this policy or the following policies or laws have been violated. An individual search shall be conducted if there is reasonable suspicion policies have been violated.
- 4. Parent(s)/guardian(s) of students have the right at any time to request to see the contents of student's files.

C. **Due Process**

- 1. The school district shall cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through Saint Peter Public Schools computer network.
- 2. In the event there is a claim that students have violated this policy or other Board policy in use of the Saint Peter Public Schools computer network, they shall be provided with information related to the suspected violation and have an opportunity to present an explanation.
- 3. If the violation also involves a violation of other provisions of School Board policy, it shall be handled in a manner described in School Board Policy which deals with dismissal, including suspension, exclusion, and expulsion. Additional restrictions may be placed on use of individual Internet accounts, or could result in suspension, expulsion, and/or financial liability

VII. **Limitation of Liability**

- A. The school district does not assume and, hereby, expressly disclaims liability for the misuse of its computers, equipment, e-mail, and Internet programs that

violate this policy or any applicable law. The district makes no guarantee that the functions or the services provided by or through the district system shall be error-free or without defect. The district is not responsible for any damage suffered through the use of its computer system, including but not limited to, the loss of data, interruptions in service, the accuracy or quality of information obtained through or stored in the system, damages or injuries from improper communications, damage to property used to access school district computers or online resources, or financial obligations resulting from the use of school district resources.

- B. Through the Saints Digital Learning Initiative, Saint Peter High School continues its commitment to offering students and teachers access to best-practice strategies and modern equipment to improve the classroom experience. Beginning with the Class of 2017, all 9th grade students will be issued an iPad Mini through a 1-to-1 digital learning program that will provide each student a personal learning tool that can be adapted to various courses and learning experiences. Our 1-to-1 digital learning program will provide students new opportunities for authentic experiences to develop the skills and strategies for using emerging digital tools that they will need to be prepared to achieve success in college and careers in the 21st Century. Please consult the *Saints Digital Learning Initiative 1-to-1 Handbook* for program details, expectations, and terms and conditions. Handbooks are available upon request from the high school office.

B. Anti-Discrimination:

- I. It is the intent of the School Board Policy to comply with federal and state law prohibiting discrimination to the end that no person shall, on the grounds of race, color, national origin, creed, religion, sex, marital status, status with regard to public assistance, age or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program; or in employment or recruitment, consideration or selection thereof; whether full-time or part-time, under any educational program or activity operated by the district for which it receives federal financial assistance.
- II. The School District has a written plan to help assure that curriculum and materials, which are used in the district educational program, are designed to insure that staff and student gain an understanding and appreciation of diverse persons. In addition, special emphasis is placed on understanding the cultural diversity of the United States of America. A complete copy of this plan is on file at the district office.

C. Background Checks:

- I. All employees of Saint Peter Public Schools are required to pass criminal background checks. These checks include the Minnesota Bureau of Criminal Apprehension check and also the nationwide Orange Tree employment screening.

D. Bombs and Bomb Threat Policy:

Instructions for Receiver of a Call:

- A. Schools have been primary "targets" of bomb threats particularly on a seasonal basis (Spring and Fall). However, there have also been documented cases where actual bombs have been found and/or detonated. Bomb threats should be taken seriously.
 - B. A person receiving a bomb threat should try to attract someone else's attention (without tipping off the call) in an attempt to have the call traced. (Note: office staff are most likely to receive such a call and should be familiar with the process for tracing a call). Obtain as much information as possible, i.e., the time set for the explosion, the exact location of the bomb, the type of explosive device and what it looks like; and, why the bomb was placed in the school. Justify your request for more data by expressing a desire to save the lives of innocent people. Pay particular attention to any strange or unusual background noises and the voice of the caller.
 - C. Immediately notify the building administrators and the superintendent of school. A decision will be made on whether or not to evacuate the building. It is not recommended that school evacuation be made in all cases; however, circumstances will vary in each incident.
 - D. On request of building administrators or superintendent, call police department (931-1550) and/or sheriff's department (931-1570).
- II. Building Administrators or Designee Responsibilities Check the receiver of the call for authenticity and other pertinent information.
- A. Report to the emergency command center.
 - B. Call the police and/or sheriff's office, if not already done.
 - C. Evaluate the bomb threat and determine the course of action that will be taken from the emergency command center.
 - D. Deploy search teams from the command center to search the outside and inside of the building.
 - E. Alert all staff members to conduct a search of their classroom, office or work area and report any unusual conditions.
 - F. Meet with the law enforcement officials regarding search and further procedures.
 - G. Handle all inquiries from the news media.
 - H. Follow the administrative rules for bomb threat procedures.
 - I. IF STUDENTS ARE AWARE OF WEAPONS, BOMBS OR OTHER DANGEROUS DEVICES ON SCHOOL PROPERTY OR THREATENED TO BE BROUGHT ONTO SCHOOL PROPERTY, THEY SHOULD IMMEDIATELY NOTIFY AN ADULT.
- III. Evacuation of the Building
- A. If the building is to be evacuated in response to a bomb threat:
 1. Notify the police department immediately.
 2. Evacuate the building immediately with everyone going at least 500 feet from the building (175 paces).
 3. **School should not be canceled or students sent home.**
 4. Teachers will make a visual check of their classrooms, as they evacuate, reporting anything unusual to the police.
 5. **DO NOT TOUCH ANYTHING SUSPICIOUS.**
 6. Teachers, aides, nurses will be responsible for persons in rooms at time of evacuation.
 7. Teachers will take their class roll once evacuated. Teachers who do not have classes should make certain everyone is at least 500 feet from the building.
 8. Building administrators or custodians make a visual check for persons still in the building.

9. Do not reenter the building or an area of the building unless cleared by the police department. If requested by the police department, the head building supervisor, and a building designee, should conduct a visual search of the interior and exterior of the building.
10. If the evacuation is for the remainder of the school day, move students a safe distance from the building. Activate a plan to move the students to a secure area. Students will be dismissed or transported from this area.
11. Secure all doors.
12. If the building is NOT to be evacuated in response to a bomb threat, as a minimum, follow instruction #4 above.

B. Responsibilities of Faculty and Staff

1. Make a visual check of classroom, offices or work areas. Report anything unusual to the principal. DO NOT TOUCH ANYTHING.
2. If evacuation is necessary, follow the fire drill evacuation to at least 500 feet (175 paces) from the building.
3. Staff who have rooms that have outside doors should check to see that they are locked before evacuating the building.
4. Do not enter the building until told to do so by the building administrator or designee.

E. Bullying Prohibition:

- I. **PURPOSE:** 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 an 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, false reporting of bullying, or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with School District's policies and procedures. The School District may take into account the following factors:
 1. The developmental 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.
 - a) The School District will investigate all complaints of bullying 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.
 - b) Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions and education about bullying up to and including suspension, and/or expulsion. 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 and/or termination of services and/or contracts.

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.
- B. The term, “bullying,” specifically includes cyberbullying as defined in this policy. **“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 the public school.

IV. Reporting Procedure:

- A. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy:
 - 1. Shall report the alleged acts immediately to an appropriate School District official; or
 - 2. A person may report bullying anonymously, but action may not be taken against an alleged perpetrator based solely on an anonymous report.
- 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 District employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building report taken immediately. School-district personnel who fail to inform the building report taken of conduct that may

constitute bullying, or other 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 principal or responsible authority will 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 School District officials 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. 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; 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:

- A. 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 makes a good faith report of alleged bullying, or prohibited conduct, or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such 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.

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, and publications on school rules, procedures, and standards of conduct.
- B. The school district shall require ongoing professional development 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 school's 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 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 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:

- A. To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. Revisions shall be made in consultation with students, parents, and community organizations.

F. Drug/Alcohol and Assault Policy:

- I. **General Statement of Policy:** Students are forbidden to knowingly or voluntarily possess, sell, use, or distribute illegal drugs/alcohol or tobacco on school grounds or at school-sponsored activities. School grounds include 300 feet surrounding any immediate school building.

II. Procedures for Tobacco Offenses:

- A. Notification of the parent/guardian;
- B. Minors will automatically be referred to the police for charges to be filed when the student is found smoking or possessing tobacco, or when distributing tobacco in school or at school-sponsored activities.
- C. Students will be sent home for the remainder of the school day.
- D. Smoking violations will result in the student's loss of Commons privileges for the entire year.
- E. Minnesota State High School League rules will apply to all tobacco-related violations. These consequences will be handled by the school's Activities Director.
- F. The school nurse will be directed to meet with the student to discuss the health implications of tobacco use.
- G. The tobacco product will be confiscated.

III. PROCEDURES FOR DRUG/ALCOHOL OFFENSE

- A. Notification of the parent/guardian
- B. Students will automatically be referred to the police for charges to be filed when the student voluntarily possesses, sells, uses, or distributes illegal drugs/alcohol on school grounds;
- C. An administrative hearing will be held with the student, which will include:
 - 1. An initial suspension from school for up to five days; and
 - 2. Consideration of whether a recommendation should be made to the Superintendent to expel the student.
 - 3. Drug/alcohol violations will result in the student's loss of Commons privileges for the entire year;
 - 4. the activities director will apply all Minnesota State High School League Rules;
 - 5. A school social worker or counselor will be directed to meet with the student to discuss the health implications of drug/alcohol use; and
 - 6. All illegal drugs/alcohol will be confiscated.

IV. Assault General Statement of Policy: Students are forbidden to threaten bodily harm or death to other persons. While on school grounds or at school activities, students are forbidden to engage in fighting with another person or persons.

- A. **Assault or Fighting:** Assault or fighting consists of aggressive, violent behavior by two or more individuals with the intent of inflicting physical harm upon one another and shall be differentiated from poking, pushing, shoving or scuffling. The disciplinary procedure for fighting will include:
 - 1. Notification of parent/guardian; and
 - 2. An administrative hearing held with the student, which may result in:
 - a) Assignment of after-school detention;
 - b) Assignment of in-school detention;
 - c) Suspension from school for up to five days; and /or
 - d) Involvement of police.
- B. **Verbal Assault:** Verbal assault shall be defined as abusive, threatening, profane, or obscene language, either oral or written. It includes conduct that degrades people because of their race, religion, ethnic background, or physical or mental disability. The disciplinary procedure for verbal assault (threats) will

include notification of parent/guardian and an administrative hearing held with the student. Consequences may include detention, suspension from school for up to five days and/or the involvement of police.

G. Equal Educational Opportunity:

- I. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, or age. The school district also makes reasonable accommodations for students with disabilities.
- II. The school district prohibits the harassment or bullying of any individual. For information about the types of conduct that constitute violation of the school district's policy on harassment, violence and bullying, and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment, violence and bullying.
- III. This policy applies to all areas of education including academics, coursework, and co-curricular activities, or other rights or privileges of enrollment.
- IV. It is the responsibility of every school district employee to comply with this policy.
- V. Any person having any questions regarding this policy should discuss it with a building principal or the Superintendent of Schools.

H. Freedom of Expression:

- I. One of the basic purposes of education is to prepare students for responsible self-expression in a democratic society. Citizens in our democracy are permitted free expression under the First and Fourteenth Amendments. Students do not leave their rights at the schoolhouse door. They have the right of free expression as long as they do not substantially interrupt the educational process.
- II. Students Rights
 - A. Students have the right to express personal opinions in student publications and in participating in publishing such publications.
 - B. Students may not be required to participate in patriotic exercises.
 - C. Students may wear distinctive insignias, such as buttons and armbands, so long as they do not substantially interfere with the educational process. This freedom shall not interfere with the freedom of others to express themselves.
- III. School Publications
 - A. A student publication is designed to serve as a vehicle for instruction and is, in addition, a means of communication. The student publication staff produces it with input from the student body and counsel from the publications advisor.
 - B. A school publication can best function when it provides a full opportunity for students to inquire, question and exchange ideas. Articles should reflect all areas of student interest, including topics about which there may be dissent and controversy. It is the intent of the board that students be provided with avenues for the research of ideas and causes of interest to them and be allowed to express their opinions. Controversial subjects should be presented with consideration for a variety of viewpoints. Nothing in this policy is intended to allow censoring of any article merely because it is controversial or because it criticizes a particular school, a school procedure, school administrators, teachers, or the school system itself.
- IV. Student Right to Petition

- A. Students shall retain the right of petition within the school system. The issued petitioned and the signatures attached shall be presented to the principal, who will study and act upon the petition.

H. Harassment and Violence Policy:

Board of Education Policy Prohibiting Harassment and Violence

- I. **General Statement of Policy:** It is the policy of the School District to maintain a learning and working environment that is free from harassment and violence by:

- A. Prohibiting any form of harassment or violence;
- B. Affirming the rights of individuals to be themselves; and
- C. Creating and maintaining a physically and psychologically safe and respectful environment where learning, growth, and self-esteem can be attained by everyone.
- D. It will be the responsibility of all professional employees of the School District to take appropriate action against any form of harassment or violence. The School District will act to take appropriate action or discipline when this policy has been violated.
- E. It shall be a violation of this policy for any administrator, teacher, student, or other school district personnel to harass, to inflict, threaten to inflict, or attempt to inflict violence upon any student, teacher, administrator, or other school personnel.

- II. **Definitions:**

- A. **SCHOOL DISTRICT PERSONNEL:** School District personnel include Board of Education members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the School District.
- B. **PROFESSIONAL EMPLOYEES:** Professional employees of the district include teachers, administrators and any other persons charged with the supervision of students.
- C. **HARASSMENT:** Harassment shall be defined as physical or verbal conduct that has the purpose or effect of:
 - 1. creating an intimidating, hostile or offensive working or academic environment;
 - 2. substantially or unreasonably interfering with an individual's work or academic performance; or
 - 3. adversely affecting an individual's employment or academic opportunities.
- D. **VIOLENCE:** Violence shall be defined as:
 - 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.
 - 4. This does not include necessary restraint of a student by teachers, administrators, or other School District personnel to avoid physical harm to persons or property.
- E. **SEXUAL HARASSMENT:** Sexual harassment shall be defined as:
 - 1. unwelcome sexual advances;
 - 2. unwelcome pressure for sexual favors;
 - 3. sexually motivated physical conduct or other verbal or physical conduct; or
 - 4. communication of a sexual nature when:
 - a) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education;
 - b) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c) that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

- d) Sexual harassment may include but is not limited to:
 - (1) unwelcome verbal harassment or abuse;
 - (2) unwelcome behavior or words directed at an individual because of gender;
 - (3) unwelcome pressure for sexual favors.
 - (4) unwelcome sexual or inappropriate patting, pinching, or physical contact. (This does not include necessary restraint of a student by teachers, administrators, or other School District personnel to avoid physical harm to persons or property.)
 - (5) unwelcome sexual behavior or words, including demands for sexual favors accompanied by implied or overt threats concerning an individual's employment, or educational status; or
 - (6) 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.
- F. RACIAL HARASSMENT: Racial harassment shall be defined as physical or verbal conduct relating to an individual's race when the conduct has the purpose or effect of:
 - 1. creating an intimidating, hostile, or offensive working or academic environment;
 - 2. substantially or unreasonably interfering with an individual's work or academic performance; or
 - 3. adversely affecting an individual's employment or academic opportunities.
- G. RELIGIOUS HARASSMENT: Religious harassment shall be defined as physical or verbal conduct which is related to an individual's religion when the conduct has the purpose or effect of:
 - 1. creating an intimidating, hostile, or offensive working or academic environment;
 - 2. substantially or unreasonably interfering with an individual's work or academic performance; or
 - 3. adversely affecting an individual's employment or academic opportunities.
- H. SEXUAL VIOLENCE: 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 another person's intimate parts. Intimate parts, as defined in Minnesota Statutes Section 609.341, include the primary genital area, groin, inner thigh, buttocks or breasts, as well as the clothing covering these areas.
 - 1. Sexual violence may include, but is not limited to:
 - a) touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - b) coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - c) coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d) Threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.
- I. RACIAL VIOLENCE: Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.
- J. RELIGIOUS VIOLENCE: Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.
- K. IMMEDIATELY: As soon as possible, but in no event longer than 24 hours.

III. Reporting Procedures:

- A. The Board of Education hereby designates the Human Rights Officer to oversee the actions taken in response to reports or complaints of harassment or violence. If the complaint involves the Human Rights Officer, the complaint shall be filed directly with the Superintendent.
- B. The School District shall conspicuously post the name of the Human Rights Officer,

including mailing addresses and telephone numbers.

- C. Submission of a good faith complaint or report of harassment or violence will not affect the complainant or reporter's future employment, grades, or work assignments.
- D. Use of a formal reporting form is not mandatory.
- E. In a formal investigation, the School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School District's legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations.
- F. **NOTHING IN THIS POLICY SHALL PREVENT ANY PERSON FROM REPORTING HARASSMENT OR VIOLENCE DIRECTLY TO THE DISTRICT HUMAN RIGHTS SUPERVISOR OR TO THE SUPERINTENDENT.**

IV. Reports or Complaints Against District Professionals or Personnel:

- A. **REPORTING PROCEDURES:** Any person who believes he or she has been the target or victim of harassment or violence by an administrator, teacher, or other School personnel of the School District, or any person with knowledge or belief of conduct which may constitute harassment or violence toward a student, teacher, administrator, or other School Personnel should report the alleged acts immediately to the appropriate building principal, the School District Human Rights Officer, or the Superintendent. A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. In each School District building, the building principal is the person responsible for receiving and investigating oral or written reports of harassment or violence at the building level. Any adult School District personnel who receives a report of harassment or violence by an administrator, teacher or other School District personnel shall inform the building principal immediately. The School District encourages the reporting party or complainant to use the report form that can be obtained from the principal of each building or from the School District office. Oral reports shall be considered complaints as well. The building principal may request, but may not insist upon, a written complaint. 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.
- C. 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.
- D. Upon receipt of a report, the principal must notify the School District Human Rights Officer immediately without screening and prior to investigating the report. A written statement of the alleged facts will be forwarded as soon as practical by the principal to the Human Rights Officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights supervisor. If the complaint involves the building principal, the complaint shall be made or filed directly with the Superintendent or the School District Human Rights Officer by the reporting party or complainant.
- E. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- F. False accusations or reports of violence or harassment against another person are prohibited.
- G. A person who engages in an act of violence or harassment, reprisal, retaliation, or false

reporting of violence or harassment, or permits, condones, or tolerate 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 as outlined in the student handbook.

- H. 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.
 - I. 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.
 - J. 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: By authority of the School District, the Human Rights Officer, -within three days of the receipt of a report or complaint alleging harassment or violence, 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.
- A. 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 other methods and documents that may provide pertinent information to the investigator.
 - B. 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. Conduct that constitutes harassment or violence of a sexual, racial or religious nature shall be considered most seriously. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
 - C. In addition, the School District may take immediate steps, at its discretion, to protect the target or victim, complainants, teachers, administrators, or other School District personnel pending completion of an investigation of alleged harassment or violence.
 - D. 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 decision of discipline or other remedial responses.
 - E. The investigation will be completed as soon as practical. The School District investigator shall make a written report to the Superintendent and the Human Rights Officer upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the Board of Education. 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: Upon receipt of a written report after the completion of an investigation, the School District will take appropriate action. Such action may include, but is not limited to, warning, suspension, transfer, restitution, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School District action taken from violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and School District policies.
- A. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment

or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.

- B. 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. **Reports or Complaints Against Students:**

- A. It is the philosophy of the School District that students are in school to be educated. Therefore, any behavior that alters the effectiveness of the learning environment will be addressed and corrected. Additionally, students who behave in ways that intimidate, offend or cause discomfort for other students or adults will first be educated regarding more appropriate and respectful behaviors.
- B. Students will be disciplined for harassing or violent behavior when they have not responded to efforts to educate them or when the behavior is serious enough to endanger the safety of others.
- C. All School District professionals and personnel are responsible for the enforcement of this policy. Teachers and teacher assistants will address behavior by students that is harassing or violent as such behavior is observed. Students who do not respond to teacher intervention will be referred to the building principal for further intervention. Corrective action taken at the building level may include, but is not limited to, referral to the peer-mediation program, a conflict resolution or other counseling session with a School District counselor or social worker, restitution, community service opportunities in the school, a written problem solving paper, a conference with the student's parent(s)/guardian(s), and a warning conference with the student. Disciplinary action for severe behavior may include any of the above, as well as suspension, exclusion, expulsion, and a report to law enforcement. Harassment that is sexual, religious, or racial in nature, and any form of physical violence will be treated as serious behavior.
- D. Building principals must maintain written records of interventions attempted to correct harassing and violent behavior. These records will be available to, and reviewed by, the School District Human Rights Officer on a regular basis.
- E. Nothing in this policy, or any action by any School District professionals or personnel shall discourage or prevent any student from filing a written complaint of harassment or violence with the building principal, the School District Human Rights Officer, or the Superintendent. Complaint forms will be available to all students from the principal of each building and the School District office. A copy of all written complaints must be sent immediately to the School District Human Rights Officer, and an investigation by the building principal must commence within one school day of receipt of the complaint. The building principal will forward to the Superintendent and the Human Rights Officer a written statement of findings and action taken when such investigation is complete.

VIII. **Retaliation or Reprisal:**

- A. The School District will discipline or take appropriate action against any administrator, teacher, or other School District personnel who retaliates against any person who reports alleged harassment or violence of any person 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 or harassment. 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.

IX. **Right to Alternative Complaint Procedures:**

- A. These procedures do not deny the right of any individual to pursue other avenues of recourse that may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.
 - B. **Harassment or Violence As Abuse:**
 - C. Under certain circumstances, alleged harassment or violence may also be classified as abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statute, Section 626.556 may be applicable.
 - D. Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged harassment, violence, or abuse.
- X. **Dissemination of Policy and Training:**
- A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
 - B. Copies of this policy shall be available in the school district's employment office and will be distributed to new school district employees and independent contractors who regularly interact with students.
 - C. This policy shall appear in the student handbook.
 - D. The school district will discuss 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, and resourcefulness.
 - F. This policy shall be reviewed at least annually for compliance with state and federal law.

J. Hazing Policy:

- I. **Purpose:** The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the School District and are prohibited at all times.
- II. **General Statement of Policy:**
 - A. No student, teacher, administrator, volunteer, contractor, or other employee of the School District shall plan, direct, encourage, aid, or engage in hazing.
 - B. No teacher, administrator, volunteer, contractor, or other employee of the School District shall permit, condone, or tolerate hazing.
 - C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
 - D. This policy applies to behavior that occurs on and off School District property and during and after school hours.
 - E. A person who engages in an act that violates School District policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline.
 - F. The School District will investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the School District who is found to have violated this policy.
- III. **Definitions:**
 - A. **"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. The harms of hazing include, but are not limited to, mental stress,

embarrassment, shame, or humiliation that adversely affects the mental health or dignity of the student or that adversely affects student performance. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body;
 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
 4. Any activity that intimidates or threatens the student with ostracism; and
 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of School District policies or regulations.
- B. "Student Organization"** means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular School District events. A student organization does not have to be an official School District organization to come within the terms of this definition.

IV. Reporting Procedures:

- A.** Any person who believes he or she has been the victim of hazing is encouraged to report the alleged acts immediately to an appropriate School District official designated by this policy.
- B.** The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report directly to a School District human rights officer or to the Superintendent.
- C.** Teachers, administrators, volunteers, contractors, and other employees of the School District shall be particularly alert to possible situations, circumstances, or events, which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct, which may constitute hazing, shall inform the building principal immediately.
- D.** Submission of a good faith complaint or report of hazing will not affect the complainant's or reporter's future employment, grades, or work assignments.

V. School District Action Plan:

- A.** Upon receipt of a complaint or report of hazing, the School District shall undertake or authorize an investigation by School District officials or a third party designated by the School District.
- B.** The School District may take immediate steps, at its discretion, to protect the complainant, report, students, or others pending completion of an investigation of hazing.
- C.** Upon completion of the investigation, the School District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to

appropriately discipline prohibited behavior. School District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Fair Dismissal Act, School District policies and regulations.

VI. Reprisal:

- A. The School District will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the School District who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

VII. Dissemination of Policy:

- A. This policy shall appear in each school's student handbook and in each school's staff handbook.

K. PUPIL FAIR DISMISSAL ACT:

121A.40 CITATION. Sections 121A.40 to 121A.56 may be cited as the "Pupil Fair Dismissal Act."
121A.41

I. DEFINITIONS. Subdivision

- A. 1. Applicability. As used in sections 121A.40 to 121A.56, the terms defined in this section shall have the meanings assigned them. Subd. 2. Dismissal. "Dismissal" means the denial of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class. Subd. 3. District. "District" means any school district. Subd. 4. Exclusion. "Exclusion" means an action taken by the school board to prevent enrollment or reenrollment of a pupil for a period that shall not extend beyond the school year. Subd. 5. Expulsion. "Expulsion" means a school board action to prohibit an enrolled pupil from further attendance for up to 12 months from the date the pupil is expelled. Subd. 6. Parent. "Parent" means (a) one of the pupil's parents, (b) in the case of divorce or legal separation, the parent or parents with physical custody of the pupil, including a noncustodial parent with legal custody who has provided the district with a current address and telephone number, or (c) a legally appointed guardian. In the case of a pupil with a disability under the age of 18, parent may include a district-appointed surrogate parent. Subd. 7. Pupil. (a) "Pupil" means any student: (1) without a disability under 21 years of age; or (2) with a disability under 21 years old who has not received a regular high school diploma or for a child with a disability who becomes 21 years old during the school year but has not received a regular high school diploma, until the end of that school year; and (3) who remains eligible to attend a public elementary or secondary school. (b) A "student with a disability" or a "pupil with a disability" has the same meaning as a "child with a disability" under section 125A.02. Subd. 8. School. "School" means any school defined in section 120A.05, subdivisions 9, 11, 13, and 17. Subd. 9. School board. "School board" means the governing body of any school district. Subd. 10. Suspension. "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a pupil from attending school for a period of Pupil Fair Dismissal Act Page 2 no more than ten school

days. If a suspension is longer than five days, the suspending administrator must provide the superintendent with a reason for the longer suspension. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability. Each suspension action may include a readmission plan. The readmission plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. Consistent with section 125A.091, subdivision 5, the readmission plan must not obligate a parent to provide a sympathomimetic medication for the parent's child as a condition of readmission. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days. Subd. 11. Alternative educational services. "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 assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under section 123A.05 selected to allow the pupil to progress toward meeting graduation standards under section 120B.02, although in a different setting.

- II. 121A.42 POLICY. No public school shall deny due process or equal protection of the law to any public school pupil involved in a dismissal proceeding which may result in suspension, exclusion, or expulsion.
- III. 121A.43 EXCLUSION AND EXPULSION OF PUPILS WITH A DISABILITY. (a) Consistent with federal law governing days of removal and section 121A.46, school personnel may suspend a child with a disability. When a child with a disability has been suspended for more than five consecutive school days or ten cumulative school days in the same school year, and that suspension does not involve a recommendation for expulsion or exclusion or other change of placement under federal law, relevant members of the child's individualized education program 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 individualized education program. That meeting must occur as soon as possible, but no more than ten days after the sixth consecutive day of suspension or the tenth cumulative day of suspension has elapsed. (b) A dismissal for one school day or less is a day or a partial day of suspension if the child with a disability does not receive regular or special education instruction during that dismissal period. The notice requirements under section 121A.46 do not apply to a dismissal of one day or less. (c) A child with a disability shall be provided alternative educational services to the extent a suspension exceeds five consecutive school days. (d) Before initiating an expulsion or exclusion under sections 121A.40 to 121A.56, the district, relevant members of the child's individualized education program team, and the child's parent shall, consistent with federal law, determine whether the child's behavior was caused by or had a direct and substantial relationship to the child's disability and whether the child's conduct was a direct result of a failure to implement the child's individualized education program. When a child with a disability who has an individualized education program is excluded or expelled under sections 121A.40 to 121A.56 for misbehavior that is not a manifestation of the child's disability, the district shall continue to provide special education and related services during the exclusion or expulsion.

- IV. 121A.44 EXPULSION FOR POSSESSION OF FIREARM. (a) Notwithstanding the time limitation in section 121A.41, subdivision 5, a school board must expel for a period of at least one year a pupil who is determined to have brought a firearm to school except the board may modify this expulsion requirement for a pupil on a case-by-case basis. For the purposes of this section, firearm is as defined in United States Code, title 18, section 921. (b) Notwithstanding chapter 13, a student's expulsion or withdrawal or transfer from a school after an expulsion action is initiated against the student for a weapons violation under paragraph (a) may be disclosed by the school district initiating the expulsion proceeding. Unless the information is otherwise public, the disclosure may be made only to another school district in connection with the possible admission of the student to the other district.
- V. 121A.45 GROUNDS FOR DISMISSAL. Subdivision 1. Provision of alternative programs. No school shall dismiss any pupil without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property. Subd. 2. Grounds for dismissal. A pupil may be dismissed on any of the following grounds: (a) 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; (b) 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 (c) willful conduct that endangers the pupil or other pupils, or surrounding persons, including school district employees, or property of the school. Subd. 3. Parent notification and meeting. If a pupil's total days of removal from school exceeds ten cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the pupil and the pupil's parent or guardian before subsequently removing the pupil from school and, with the permission of the parent or guardian, arrange for a mental health screening for the pupil. The district is not required to pay for the mental health screening. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the pupil Pupil Fair Dismissal Act Page 4 assessed or diagnosed to determine whether the pupil needs treatment for a mental health disorder.
- VI. 121A.46 SUSPENSION PROCEDURES. Subdivision 1. Informal administrative conference before suspension. The school administration shall not suspend a pupil from school without an informal administrative conference with the pupil. The informal administrative conference shall take place before the suspension, except where it appears that the pupil 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. Subd. 2. Administrator notifies pupil of grounds for suspension. At the informal administrative conference, a school administrator shall notify the pupil of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the pupil may present the pupil's version of the facts. Subd. 3. Written notice of grounds for suspension. 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 sections 121A.40 to 121A.56, shall be personally served upon the pupil at or before the time the suspension is to take effect, and upon the pupil's parent or guardian by mail within 48 hours of the conference. The district shall make reasonable efforts to notify the parents of the suspension by telephone as soon as possible following suspension. In the event a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the pupil and the pupil's parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing. Subd. 4. Suspension pending

expulsion or exclusion hearing. Notwithstanding the provisions of subdivisions 1 and 3, the pupil may be suspended pending the school board's decision in the expulsion or exclusion hearing; provided that alternative educational services are implemented to the extent that suspension exceeds five days.

- VII. 121A.47 EXCLUSION AND EXPULSION PROCEDURES. Subdivision 1. Requiring a hearing; pupil may waive hearing. No exclusion or expulsion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the pupil and parent or guardian. The action shall be initiated by the school board or its agent. Subd. 2. Written notice. Written notice of intent to take action shall: (a) be served upon the pupil and the pupil's parent or guardian personally or by mail; (b) contain a complete statement of the facts, a list of the witnesses and a description of their testimony; (c) state the date, time, and place of the hearing; (d) be accompanied by a copy of sections 121A.40 to 121A.56; Pupil Fair Dismissal Act Page 5 (e) describe alternative educational services accorded the pupil in an attempt to avoid the expulsion proceedings; and (f) inform the pupil and parent or guardian of the right to: (1) have a representative of the pupil's own choosing, including legal counsel, at the hearing. The district shall advise the pupil'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 Department of Education; (2) examine the pupil's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. Subd. 3. Hearing schedule. The hearing shall be scheduled within ten days of the service of the written notice unless an extension, not to exceed five days, is requested for good cause by the school board, pupil, parent or guardian. Subd. 4. Convenient time and place of hearing. The hearing shall be at a time and place reasonably convenient to pupil, parent or guardian. Subd. 5. Closed or open hearing. The hearing shall be closed unless the pupil, parent or guardian requests an open hearing. Subd. 6. Impartial hearer. The hearing shall take place before: (1) an independent hearing officer; (2) a member of the school board; (3) a committee of the school board; or (4) the full school board; as determined by the school board. The hearing shall be conducted in a fair and impartial manner. Subd. 7. Creating hearing record. The school board shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense. Testimony shall be given under oath. The hearing officer or a member of the school board shall have the power to issue subpoenas and administer oaths. Subd. 8. Access to pupil's records. At a reasonable time prior to the hearing, the pupil, parent or guardian, or representative, shall be given access to all public school system records pertaining to the pupil, including any tests or reports upon which the proposed action may be based. Subd. 9. Pupil's right to compel testimony. The pupil, parent or guardian, or representative, shall have the right to compel the attendance of any official employee or agent of the public Pupil Fair Dismissal Act Page 6 school system or any public employee or any other person who may have evidence upon which the proposed action may be based, and to confront and to cross-examine any witness testifying for the public school system. Subd. 10. Pupil's right to present evidence and testimony. The pupil, parent or guardian, or representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony. Subd. 11. Pupil not compelled to testify. The pupil cannot be compelled to testify in the dismissal proceedings. Subd. 12. Hearer's recommendation limited to evidence at hearing; service within two days. The recommendation of the hearing officer or school board member or committee shall be based solely upon substantial evidence presented at the hearing and must be made to the school board and served upon the parties within two days of the end of the hearing. Subd. 13. Basis of school board decision; opportunity for comment. The school board shall base its decision upon the recommendation of the hearing officer or school board member or committee and shall render its decision at a meeting held within five days after receiving the recommendation. The school board may provide the parties with the opportunity to

present exceptions and comments to the hearing officer's recommendations 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 of the basis and reason for the decision. Subd. 14. Admission or readmission plan. (a) A school administrator shall prepare and enforce an admission or readmission plan for any pupil who is excluded or expelled from school. The plan may include measures to improve the pupil's behavior, including completing a character education program, consistent with section 120B.232, subdivision 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the pupil of not improving the pupil's behavior. (b) The definition of suspension under section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. A readmission plan must provide, where appropriate, alternative education services, which must not be used to extend the student's current suspension period. Consistent with section 125A.091, subdivision 5, a readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School officials 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.

- VIII. 121A.48 GOOD FAITH EXCEPTION. A violation of the technical provisions of the Pupil Fair Dismissal Act, made in good faith, is not a defense to a disciplinary procedure under the act unless the pupil can demonstrate actual prejudice as a result of the violation.
- IX. 121A.49 APPEAL. A party to an exclusion or expulsion decision made under sections 121A.40 to 121A.56 may appeal the decision to the commissioner of education within 21 calendar days of school board action. Upon being served with a notice of appeal, the district shall provide the commissioner and the parent or guardian with a complete copy of the hearing record within five days of its receipt of the notice of appeal. All written submissions by the appellant must be submitted and served on the respondent within ten days of its actual receipt of the transcript. All written submissions by the respondent must be submitted and served on the appellant within ten days of its actual receipt of the written submissions of the appellant. The decision of the school board must be implemented during the appeal to the commissioner. In an appeal under this section, the commissioner may affirm the decision of the agency, may remand the decision for additional findings, or may reverse or modify the decision if the substantial rights of the petitioners have been prejudiced because the administrative findings, inferences, conclusions, or decisions are: (1) in violation of constitutional provisions; (2) in excess of the statutory authority or jurisdiction of the school district; (3) made upon unlawful procedure, except as provided in section 121A.48; (4) affected by other error of law; (5) unsupported by substantial evidence in view of the entire record submitted; or (6) arbitrary or capricious. The commissioner or the commissioner's representative shall make a final decision based upon the record. The commissioner shall issue a decision within 30 calendar days of receiving the entire record and the parties' written submission on appeal. The commissioner's decision shall be final and binding upon the parties after the time for appeal expires under section 121A.50.
- X. 121A.50 JUDICIAL REVIEW. The decision of the commissioner of education made under sections 121A.40 to 121A.56 is subject to judicial review under sections 14.63 to 14.69. The decision of the commissioner is stayed pending an appeal under this section.

- XI. 121A.51 REPORTS TO SERVICE AGENCY. The school board shall report any action taken pursuant to sections 121A.40 to 121A.56 to the appropriate public service agency, when the pupil is under the supervision of such agency.
- XII. 121A.52 NONAPPLICATION OF COMPULSORY ATTENDANCE LAW. The provisions of section 120A.22, subdivision 5, shall not apply to any pupil during a dismissal pursuant to sections 121A.40 to 121A.56.
- XIII. 121A.53 REPORT TO COMMISSIONER OF EDUCATION. Subdivision 1. Exclusions and expulsions; physical assaults. The school board must report through the department electronic reporting system each exclusion or expulsion and each physical assault of a district employee by a student within 30 days of the effective date of the dismissal action or assault to the commissioner of education. This report must include a statement of alternative educational services, or other sanction, intervention, or resolution in response to the assault given the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status. Subd. 2. Report. (a) The school board must include state student identification numbers of affected pupils on all dismissal and other disciplinary reports required by the department. The department must report annually to the commissioner summary data on the number of dismissals and physical assaults of district employees by a student by age, grade, gender, race, and special education status of the affected pupils. All dismissal and other disciplinary reports must be submitted through the department electronic reporting system. (b) The commissioner must aggregate the district data reported under this section and include the aggregated data, including aggregated data on physical assaults of a district employee by a student, in the annual school performance reports under section 120B.36.
- XIV. 121A.54 NOTICE OF RIGHT TO BE REINSTATED. Whenever a pupil fails to return to school within ten school days of the termination of dismissal, a school administrator shall inform the pupil and the pupil's parents by mail of the pupil's right to attend and to be reinstated in the public school.
- XV. 121A.55 POLICIES TO BE ESTABLISHED. (a) The commissioner of education shall promulgate guidelines to assist each school board. Each school board shall establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of sections 121A.40 to 121A.56. The policies shall emphasize preventing dismissals through early detection of problems and shall be designed to address students' inappropriate behavior from recurring. The policies shall recognize the continuing responsibility of the school for the education of the pupil during the dismissal period. The alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress towards meeting the graduation standards adopted under section 120B.02 and help prepare the pupil for readmission. (b) An area learning center under section 123A.05 may not prohibit an expelled or excluded pupil from enrolling solely because a district expelled or excluded the pupil. The board of the area learning center may use the provisions of the Pupil Fair Dismissal Act to exclude a pupil or to require an admission plan. Pupil Fair Dismissal Act Page 9 (c) Each school district shall develop a policy and report it to the commissioner on the appropriate use of peace officers and crisis teams to remove students who have an individualized education program from school grounds.
- XVI. 121A.56 APPLICATION. Subdivision 1. Prohibition against discrimination remains in effect. Sections 121A.40 to 121A.56 shall not be deemed to amend or otherwise affect or change section 363A.13, subdivision 2. Subd. 2. Portions of school program for credit. Sections 121A.40 to 121A.56 shall apply only to those portions of the school program for which credit is granted.

K. Minnesota Options Program:

- I. SCHOOL DISTRICT ENROLLMENT OPTIONS OR OPEN ENROLLMENT permits kindergarten through twelfth grade students to apply to attend a school outside the district in which they live. The nonresident district must receive applications before January 1 for enrollment the following fall. Accepted students must agree to attend the new district for one full year. School districts with desegregation plans require that applications be sent to the home district first for approval to leave, before it is sent onto the nonresident district.
- II. AREA LEARNING CENTERS provide year-round education toward a high school diploma for students 13 years of age through adult on a full or part-time basis. Students develop, with an instructor, a learning plan, which best fits their course needs and learning style.
- III. EDUCATION PROGRAMS FOR MINOR PARENTS AND PREGNANT MINORS are designed to ensure that teens, who are parents or pregnant, complete their high school education. When requested, educational programs, which fit the needs of the individual, must be made available, by the school district, along with any necessary supportive services.

L. Social Security Numbers for State Reporting:

- I. All Minnesota school districts are a part of a statewide computer reporting system, which uses the student social security number to record information about your child. This information is, in turn, provided to the Minnesota Department of Education. This Department is required by law to collect and store information about each pupil, each staff member, and each educational program**. Therefore, we ask that you, the parent, provide your child's social security number although you are not legally required to do so.
- II. The Department of Education uses this information to determine how much money the school district receives from the state and federal government. This information is also used to judge the quality of the state's educational programs, to improve instruction, to follow trends in student enrollment, and to track student participation in various programs.
- III. Your child's school district will share this information with the Department of Education. The Department of Education will share the information with the Department of Human Services to allocate additional funding and improve instruction.
- IV. As a parent, you do not have to provide your child's social security number. If you choose not to provide the number, the school district staff might need to submit another type of report to receive money distributed by the state or federal government.

**Minnesota Statutes Sections 121.932 and 124.17.

M. Student Assistance Program:

- I. The School District recognizes that there is a responsibility shared among parents/guardians, community members, and professional school staff for the educational development of students. Whenever student behaviors or physical appearances indicate potentially serious problems which adversely affect educational growth or negatively

influence the educational climate, it becomes the responsibility of the school to provide assistance.

- II. The state of Minnesota has mandated by law that professional educators who have knowledge or reasonable cause to believe a student is being neglected or physically/sexually abused, shall report such information immediately to the appropriate authorities.
 - A. Child abuse or neglect and chemical abuse may be revealed by a variety of symptoms in school, such as absenteeism or truancy, inability to concentrate on tasks, low achievement, or signs of excessive aggression.
 - B. No student with chemical dependency, mental or physical problems, or serious personal problems, will have his/her student status affected for seeking and/or accepting diagnosis and treatment. If the student refuses to accept assistance or continually does not respond to treatment, or if significant indications of chemical abuse or other problems persist Policy 007.2 (Student Conduct) will be implemented.
- III. The professional staff of each building or division in the School District shall establish a Student Assistance Team (SAT), which shall consist of the building principal, the school nurse, the school social worker or counselor, and two professional staff members appointed by the principal. This team will make supportive consultation and technical assistance available to the employee making the referral. In the case of a concern of probable child abuse or neglect, the staff member with the knowledge of the incident is responsible for making the report to the police or county officials. The staff member should consult with either the School Social Worker or the School Counselor for assistance in making the report to the proper agency. In the case of chemical abuse, the team, along with the referring employee, will decide if further intervention is warranted.

N. Student Records:

- I. It is the policy of the Saint Peter Public Schools to release school records to a new school that a Saint Peter student attends. Records to be released include:
 - A. Health record;
 - B. A transcript, which includes grades, attendance and standard group test scores;
 - C. Special education records, including the current I.E.P., individual testing results (psychological, achievement, speech and language, adaptive, behavioral and emotional, along with social history information); and,
 - D. Personal career file
- II. Student Rights
 - A. All student records shall be confidential.
 - B. Student records will be released to other schools, agencies or persons without signed parent/guardian or student agreement to release of these records.
 - C. School records shall be available to any student or parent/guardian of a child under 18.
 - D. Access to records will not be denied because of failure to pay fees such as book fines.
- III. Directory Information
 - A. Whereas ISD 508 has occasion to release such information, it shall be the policy of ISD 508 to designate the following personally identifiable information contained in a student's education recorded as "directory information" and it will disclose that information without prior written consent:

- B. The student's name;
 - 1. The student's grade level;
 - 2. The student's weight and height, if a member of an athletic team; and
 - 3. Pictures of students participating in or attending extracurricular activities, school events, and High School League activities or events.
 - C. Parents or guardians of a student or an eligible student (student who is 18 years of age or older or a student attending as post-secondary school) shall be given public notice of this policy on an annual basis and informed of a date by which they may object to the disclosure of such information. Upon notification to the district on a form provided by the school district, such information pertaining to the student shall not be released without prior permission of the parent, guardian, or eligible student.
- IV. Objection to Disclosure
- A. Parents or guardians of a student or an eligible student (student who is 18 years of age or older or a student attending a postsecondary school) may object to the disclosure of such information. Upon notification to the district on a form provided by the school district, such information pertaining to the student shall not be released without prior permission of the parent, guardian, or eligible student. Please notify the high school office before October 1 if you desire information not to be released.
 - B. Yearbook Information: Students who do not wish to have their picture in the yearbook should inform the Peterian advisor as soon as possible.
 - C.

O. Unpaid Meal Charges:

- I. Saint Peter Public Schools offers breakfast and lunch meals to students who meet state and federal guidelines. The District works to promote healthy eating habits and enhance learning as well as maintain the financial integrity of the National School Breakfast and Lunch program and eliminate stigmatization of children who are unable to pay meal charges. School districts in Minnesota are required to have procedures in place to establish consistent practices for the provision of meals to students who have insufficient funds in their school meal accounts and the collection of unpaid meal debt. The following information outlines the school district's procedure:
- II. **Meals for Students:** All students, regardless of their lunch account balance, will be offered a reimbursable school breakfast and lunch each school day. Students with a negative meal account balance of -\$20.00 or more are not allowed to charge for additional items, however students may purchase extra items with cash.
- III. **Payment Options:** Families can pay for meals online via Infinite Campus at no charge or submit a check or cash at any school office or cafeteria.
- IV. **Free and Reduced Meal Program:** Families can apply for free/reduced-price meal benefits anytime during the school year. Meal applications are distributed to all families prior to the first day of classes. Applications are also available in school offices, on the school district website (stpetersschools.org) or at the District Office. Families can apply for meal benefits anytime during the school year should family size or income change.
- V. **Communication with Families:** Information regarding the District's Food Service Program and Unpaid Meal Charge procedures is mailed to all families with enrolled students on an annual basis.

- A. Families may check their student's meal account balance at any time via Infinite Campus or by calling the District Office.
- B. Families who have a student with an account balance of less than \$20.00 receive an email notification through the Infinite Campus System. Elementary students may also receive a paper notice to take home.
- C. Weekly email notifications and/or paper notifications are sent to families who have a student with a negative food service account balance.
- D. If/when email or paper notifications are unsuccessful, the building principal or designee contacts the family to request payment and offer assistance with the Free and Reduced meal application.
- E. For negative food service account balances of -\$50.00 or more, a request for payment or payment arrangements is mailed through the US post office. If there is no response, additional letters are sent either through US regular or registered mail.
- F. Families who have a student whose food service account balance reaches a negative balance of -\$200.00 or more will be notified via phone, email, and/or US mail. Families are informed that an account with this balance is subject to collection through a collection agency.
- G. It is the expectation that all fees owed to the district will be paid in full on the last day the student will be attending classes.

M. Weapons Policy:

I. General Statement of Policy:

- A. The School District has a no-tolerance policy regarding weapons. Weapons include all Category I and Category II weapons as defined below. All weapons or instruments that have the appearance of a weapon are prohibited within all school environments and the school zone. Exception can be made for educational purposes and must be authorized in advance by the building principal or designee. Anyone possessing a weapon in any school environment or school zone before, during, or after school hours is subject to administrative and/or legal actions.
- B. SCHOOL ENVIRONMENTS/SCHOOL ZONE
- C. School environments include, but are not limited to, district-owned buildings and properties as well as leased or rented facilities, field trips, rented or owned school vehicles and school buses, and school bus stops. The school zone includes all areas within 300 feet of school property.

II. Possession:

- A. Students, non-students, employees, and other adults, are forbidden to knowingly or voluntarily possess on their person, store in any area subject to one's control, handle, transmit, or use any instrument that is considered a weapon or a "look-alike" weapon in a school environment or zone.

III. Reporting:

- A. Students or staff who see or become aware of a weapon in a school environment or zone must not touch it or remain in the presence of a person or group possessing a weapon. Students must notify an adult immediately. Staff must notify the principal immediately.

IV. Category I Violations:

- A. Category I weapons include:
 - 1. All firearms, whether loaded or unloaded;

2. Other guns of all types, including pellet, B-B, stun, look-alike, and non-functioning guns that could be used to threaten others;
 3. Knives, switchblades or automatically opening blades, daggers, swords, razors;
 4. Artificial knuckles or other objects designed to be worn over the fist or knuckles;
 5. Blackjacks, clubs, nunchucks, or throwing stars;
 6. Explosives;
 7. Poisons, chemicals, or substances capable of causing bodily harm;
 8. Bow and arrows or sling shots; and
 9. Any other device or instrument used to intimidate, threaten, or inflict harm.
- B. Category I Weapon Violations by Students: The procedure for all Category I weapon violations is:
1. Confiscation of the weapon;
 2. Notification of the Superintendent or designees;
 3. An administrative hearing with the student which will include:
 4. Notification of parent/guardian;
 5. Initial suspension from school for up to five days; and
 6. Notification of police with recommendation to charge.
 7. Recommendation to the superintendent regarding expulsion.
 8. Expulsion from school for a period of not less than one year.
- C. Category I Violation by Other Youths or Adults, Including Employees.
1. The police will be contacted when any person, other than a student, violates this policy. School District employees will also be subject to District disciplinary action.
- V. **Category II Violations:**
- A. Category II Weapons: The School District recognizes that some objects are questionable regarding whether they are weapons and whether the presence of the object requires activation and enforcement of this policy. Principals and other District employees shall use discretion when determining whether the object constitutes a weapon. Such objects may include, but are not limited to:
1. Small pocket knives or razor blades;
 2. Fireworks, firecrackers, or smoke bombs;
 3. Throwing darts;
 4. Nuisance items or toys;
 5. Unauthorized tools; and
 6. Mace.
- B. Category II Weapon Violation by Students: The procedure for Category II weapon violations is:
1. Confiscation of the weapon;
 2. Notification of parent/guardian;
 3. An administrative hearing with the student, which may include:
 4. Initial suspension from school for up to five days;
 5. Recommendation to the Superintendent regarding expulsion; and
 6. Notification of police.
- C. Category II Weapon Violations by Other Youths and Adults, Including Employees

1. The police will be contacted when any person, other than a student, violates this policy. School District employees will also be subject to District disciplinary action.

VI. Administrative Discretion Regarding Possession:

- A. A student who finds a weapon on the way to school, on school property, or in the school building and takes the weapon to the principal's office shall not be considered in possession of a weapon.
- B. On very rare occasions, a weapon is inadvertently brought onto school property or is in one's possession. If such an occasion is clearly the case, the building principal, after a thorough investigation, may use discretion in determining the appropriateness of applying "Category II" consequences for a "Category I" violation (other than firearms).

VII. Authorized Instrumental and Work-Related Equipment and Tools:

- A. This policy is not meant to interfere with instruction in use of appropriate equipment and tools by employees and students. Such equipment, when properly used and stored, shall not be considered a weapon for purposes of this policy. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, the guidelines and consequences of this policy will take effect.

VIII. Exceptions: This policy provides for the following exceptions:

- A. Licensed peace officers, military personnel, or students participating in military training who are performing duties;
- B. School-District approved firearm safety courses or similar activities conducted on school property;
- C. School-District approved possession and use of dangerous weapons by ceremonial color guard;
- D. School-District approved possession and use of starter guns for athletic contests; and
- E. Possession of dangerous weapons with prior written permission of the building principal.

IX. Students with Disabilities:

- A. All students, regardless of disability, will be suspended from school for one to five days, pending further investigation of a weapons policy violation.
- B. If the alleged violator is "a student with a disability" pursuant to Minnesota and federal law, special due process procedures will be implemented. Within five days of a suspension, a team meeting shall occur. The team shall determine whether the weapons policy violation is related to the disability.
- C. If the team determines that the misconduct is unrelated to the student's disability, the student will be disciplined in the same manner as students without disabilities. The disabled student who violates this weapons policy will not be expelled if the assessment team determines that the misconduct is related to the student's disability.
- D. If the violation resulted from the student's disability and the student commits a second violation, the District may expel the student in the event that that student's parents/guardians do not consent to a more restrictive placement.

Q. Parent/Guardian Guide to Statewide Testing: Live link available at [Minnesota Department of Education](#)

DEPARTMENT OF EDUCATION Parent/Guardian Guide to Statewide Testing

This document provides basic information to help parents/guardians make informed decisions that benefit their children, schools and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student’s achievement, but your student’s participation is important to understand how effectively the education at your student’s school is aligned to the academic standards.

- Students who do not participate will receive a score of "not proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)

- Based on the Minnesota Academic Standards; given annually in grades 3-8 and in high school in reading and mathematics; given annually in grades 5, 8 and in high school for science.
- Majority of students take the MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

ACCESS and Alternate ACCESS for English Learners

- Based on the WIDA English Language Development Standards.
- Given annually to English learners in grades K–12 in reading, writing, listening and speaking.
- Majority of English learners take ACCESS for ELLs.
- Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The reading and mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Because test content represents the academic standards as completely as possible, preparing for and taking the assessments uses the very same knowledge, processes and strategies included in the standards.

Are there limits on local testing?

As stated in 120B.301, for students in grades 1-6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7-12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.state.mn.us/Students-and-Families/Statewide-Testing) (education.state.mn.us > Students and Families > Statewide Testing).



Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.

Date _____ (This form is **only** applicable for the 20____ to 20____ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

____ I received information on statewide assessments and choose to opt my student out. MDE provides a *Parent/Guardian Guide to Statewide Testing* on the [MDE website](#) (Students and Families > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

____ MCA/MTAS Reading

____ MCA/MTAS Science

____ MCA/MTAS Mathematics

____ ACCESS or Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my student will receive a score of "not proficient" and he/she waives the opportunity to receive a college-ready score that could save time and money by not having to take remedial, noncredit courses at a Minnesota State college or university. My school and I may lose valuable information about how well my student is progressing academically. In addition, opting out may impact the school, district, and state's efforts to equitably distribute resources and support student learning.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

