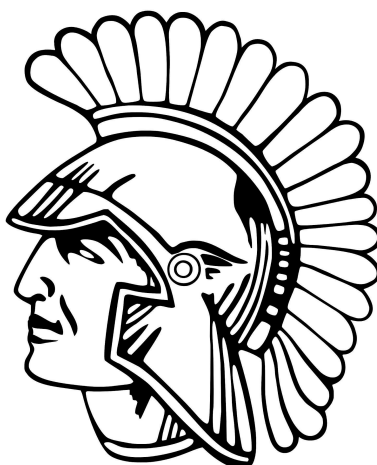


Barnesville High School



Student/Parent
Handbook
2024-2025

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High School Staff Listing

Name	Duties	Ext.	Email
Breanna Anderson	Special Education Para	658	banderson@barnesville.k12.mn.us
Matt Askegaard	Business Education Head Boys Golf Yearbook Advisor	337	maskegaard@barnesville.k12.mn.us
Jane Bjornson	Social Worker (Special Education)		jbjornson@lagassiz.com
Amber Blilie	Special Education Teacher	327	ablilie@barnesville.k12.mn.us
Carrie Braton	Special Education Para	661	cbraton@barnesville.k12.mn.us
Kathy Braton	Special Education Para	650	kbraton@barnesville.k12.mn.us
Laurn Braton	Health Aide/MA Billing	352	lbraton@barnesville.k12.mn.us
Sharon Braton	Cook	342	sbraton@barnesville.k12.mn.us
Ben Del Greco	Spanish	325	bdelgreco@barnesville.k12.mn.us
Duane Duval	Custodian	407	dduval@barnesville.k12.mn.us
Susan Duval	Library Para	341	sduval@barnesville.k12.mn.us
Casey Ehlert	Tech Coordinator	338	cehlert@barnesville.k12.mn.us
Chris Ellefson	Activities & Community Education Secretary	361	cellefson@barnesville.k12.mn.us
Laurie Ernst	Custodian		lernst@barnesville.k12.mn.us
Laura Eberhardt	English	324	leberhardt@barnesville.k12.mn.us
Michelle Field	Speech Clinician	441	mfield@barnesville.k12.mn.us
Isaac Fraundienst	Vocal Music	344	ifraundienst@barnesville.k12.mn.us
John Goering	Science	329	jgoering@barnesville.k12.mn.us
Bill Gottenborg	Science Head Girls Basketball	326	bgottenborg@barnesville.k12.mn.us
Laurie Haapala	Custodian	407	lhaapala@barnesville.k12.mn.us
Angela Hamman	Kitchen Aide		ahamman@barnesville.k12.mn.us
Kelsey Haspel	Special Education Para		khaspel@barnesville.k12.mn.us
Anthony Hermes	Math	333	ahermes@barnesville.k12.mn.us
Megan Hoyer	School Counselor	311	mhoyer@barnesville.k12.mn.us
Jed Johnson	Math	350	jedjohnson@barnesville.k12.mn.us
Roxanne Kara	Custodian		rkara@barnesville.k12.mn.us
Jamin Krause	Building & Grounds Supervisor	340	jkrause@barnesville.k12.mn.us
Shelly Kruger	Secretary	301	skrueger@barnesville.k12.mn.us
Sarah Larson	English	321	slarson@barnesville.k12.mn.us
Ruth LeNoue	Cook		rlenoue@barnesville.k12.mn.us
Sara Lien	Assistant Payroll/HR	367	slien@barnesville.k12.mn.us
Nancy Loen-Erickson	Agriculture FFA Advisor	336	nloen@barnesville.k12.mn.us

Stacy Martz	Special Education Head Baseball	332	smartz@barnesville.k12.mn.us
Alissa Nibbe	Musical Director		anibbe@barnesville.k12.mn.us
Jeff Nibbe	Technical Theater Coordinator/Custodian		jnibbe@barnesville.k12.mn.us
Nick Paur	Physical Education Health Assistant Track	357	npaur@barnesville.k12.mn.us
Kaeden Olthoff	Math	323	kolthoff@barnesville.k12.mn.us
Cassie Pender	Special Education Para		cpender@barnesville.k12.mn.us
Sharon Poach	Cook		spoach@barnesville.k12.mn.us
LaVonne Redding	Cafeteria Aide		lredding@barnesville.k12.mn.us
Ricky Reep	Custodian		rreep@barnesville.k12.mn.us
Jodi Samuelson	Finance Officer	362	jsamuelson@barnesville.k12.mn.us
Mike Schaub	Physical Education Health Head Girls Track	309	mschaub@barnesville.k12.mn.us
Aaron Schindler	Activities Director/Community Education Coordinator	307	aschindler@barnesville.k12.mn.us
TJ Schmitt	Science ESports coach	331	tschmitt@barnesville.k12.mn.us
Nicci Seifert	English	322	nseifert@barnesville.k12.mn.us
Shane Sigler	Athletic Trainer	310	ssigler@barnesville.k12.mn.us
Heidi Smith	Art Art Club Advisor	315	hsmith@barnesville.k12.mn.us
Scott Snobl	Social Studies	319	ssnobl@barnesville.k12.mn.us
Missy Sossa	Records Secretary Food Service	302	msossa@barnesville.k12.mn.us
Bryan Strand	Principal Head Football	304	bstrand@barnesville.k12.mn.us
Chad Suter	Industrial Tech	308	csuter@barnesville.k12.mn.us
Cheryl Suter	Assurance and Mastery Para	339	casuter@barnesville.k12.mn.us
Grace Tangen	Instrumental Music	334	gtangen@barnesville.k12.mn.us
Britta Teeples	Social Studies NHS Advisor Renaissance Advisor	317	bteeples@barnesville.k12.mn.us
Phil Trowbridge	Social Studies Assistant Football Knowledge Bowl Advisor	316	ptrowbridge@barnesville.k12.mn.us
Leah Wirth	Special Education Para		lwirth@barnesville.k12.mn.us
Cindy Zander	Special Education	349	czander@barnesville.k12.mn.us
Cary Zepper	Technology Professional	454	czepper@barnesville.k12.mn.us

For student/ staff safety and security purposes, the High School building is monitored by security cameras.

School Board Philosophy

The Board of Education of Independent School District Number 146 believes that each individual should be accepted into the educational program as he/she is; that each student shall be provided with a stimulating environment and opportunities for learning experiences designed to promote behavioral changes that will affect continuing satisfactory adjustment to life.

In the practical application of this philosophy, opportunities shall be provided to each individual mentally, physically, emotionally, and morally. It is further the philosophy of the Board of Education to provide the plant, tools, and facilities to implement this policy.

School District Mission Statement

The mission of Barnesville Public Schools, in partnership with the family and community in its quest to develop responsible students, is to promote academics, arts, and athletics by providing challenging programs in an innovative environment.

District Goals

Our goals are to develop lifelong learners in an atmosphere of mutual respect and trust by:

- Improving educational achievement by establishing clear standards, measuring performance, assisting educators and increasing opportunities for lifelong learning in an ever changing society.
- Promoting school spirit and enthusiasm so that all students, staff, and residents of the District feel connected and proud.

High School Mission Statement

The mission of Barnesville High School, in cooperation with our community, is to help individuals by providing learning opportunities appropriate to the unique needs and abilities of each individual so that each student may acquire knowledge, skills, and positive attitudes toward self and others. These attitudes and abilities will enable students to solve problems, think creatively, continue learning, and develop maximum potential for leading productive, fulfilling lives in a complex and changing society.

We, therefore, believe that...

...all students can learn.

...success breeds success.

...schools and instructors are responsible for creating the conditions for success.

...each individual has unique needs and abilities.

...quality education is enhanced by commitment and cooperation among community, parents, students, and staff.

...learning is a lifelong experience.

We, therefore, believe that...

...it is essential that all members of the school community treat others with dignity and respect.

...a global perspective, valuing cultural diversity, is essential to success in the 21st century.

...a willingness to change and a sense of adaptability is necessary to succeed in our ever-changing society.

...an individual or organization which is committed to excellence must continually grow, challenge and assess itself.

Expectations within Barnesville High School

1. Take full advantage of your learning opportunities.
2. Set goals and strive to achieve them.
3. Treat others with respect.
4. Be verbally and physically considerate of others.
5. Respect personal property.
6. Maintain our learning environment-keep it clean and neat.
7. Be involved in your OWN learning.
8. Bring appropriate materials to class. (pencil, paper, textbook, completed homework, etc.)
9. Be attentive while others speak.
10. Follow directions carefully.
11. Use time wisely.

Pesticide Notice

General Pesticide Notice for Parents and Guardians

Dear Parent and / or Guardians,

A Minnesota state law went into effect in the year 2000 that requires schools to inform parents and guardians if they apply certain pesticides on school property.

Specifically, this law requires schools that apply these pesticides to maintain an estimated schedule of pesticide applications and to make a schedule available to parents and guardians for review or copying at each school site. State law also requires that you be told that the long-term health effects on children from the application of such pesticides or the class of chemicals to which they belong may not be fully understood.

If you would like to be notified prior to pesticide applications made on days other than those specified in the estimated schedule, please contact the District Office or Buildings and Grounds Supervisor Don Szweduk at 354-2217.

Parents Right to Know Chapter 389, H.F. #3800

Notice of pesticide use must be provided no later than September 15 of each school year. This notice must be sent or provided for all parents, which informs them of the estimated schedule of all pesticide/chemical applications, both inside and outside, by applying these products. District # 146 makes every effort to make pesticide/chemical applications during the summer season or during the end of a school day in which school would not be in session on the following day. Normal applications of all products will follow label instructions and directions for use.

Asbestos Notification

Asbestos Notice and Information

As a result of federal legislation (Asbestos Hazard Emergency Response Act (ALHERA) each primary and secondary school in the nation is now required to complete a stringent inspection of asbestos and to develop a plan of management for all asbestos containing building materials. Barnesville Public Schools has a goal to be in full compliance with this law and is following the spirit, as well as, the letter of the law to this regard. As a matter of approved policy, the school district will continue to maintain a healthy and safe environment for community's youth and for district employees.

In keeping with this legislation, all school district owned or leased buildings, including support buildings, were inspected by accredited and certified inspectors. Based on this inspection the school prepared and the state approved comprehensive plan to manage the safe and responsible handling of the asbestos located within its buildings.

Federal law requires a periodic walk-through, commonly termed surveillance, every six months of each area containing asbestos. In addition, the law requires all buildings to be re-inspected every three years after an approved management plan has been implemented. The management plan for each school, high school and elementary, is available for public inspection and by contacting Don Szweduk at 354-2217.

Indoor Air Quality

Dear Parent or Guardian,

Barnesville Public Schools has in place a program to monitor and improve indoor air quality at our school. The district advocates a healthy school environment conducive to learning for all students, and productively for teachers and support staff. The IAQ Management Plan implemented follows the guidelines provided by the Minnesota Department of Education and the "Tools for Schools" support document developed by the United States Environmental Protection Agency.

Periodic and annual walk-through of the school buildings will be performed by the Indoor Air Quality Coordinator, Merlin Strom. The purpose of the walk-through is to evaluate school facilities for obvious water intrusion, structural problems, ventilation, overall cleanliness, and to monitor the IAQ program in general.

The District's response to parental inquiries will be timely and direct. Questions are always welcome and should be directed to Don Szweduk at 354-2217. ISD 146 accepts the responsibility for monitoring the IAQ and will / has conducted teacher surveys, non-certified support staff surveys, walk-throughs, building maintenance surveys, ventilation checks.

Barnesville Public Schools is proud to be providing leadership role in supporting a safe, comfortable, and productive environment for students and staff so that we can accomplish and achieve our primary mission- to educate students. Our school district will continue to follow EPA guidance to improve IAQ by preventing as many concerns as possible.

Omnibus Data Practices Act

Among the many changes that occur in schools is the addition of a requirement that a secondary school institution must release to the military recruiting officers the names, addresses, and home telephone number of students in grades 11 and 12 within 60 days after the date of the request unless parents and students refuse this release. District patrons are hereby notified that the parents or the student have the right to refuse this data release, but the refusal must be submitted to the building principal. The notification or request for refusal shall be in writing. Additional questions or concerns please contact the high school office at 354-2228.

Minnesota Care Provision 2012

Does your child have health insurance? If not, Minnesota Health Care Programs have free or reduced cost health insurance for children and families who qualify. Minnesota Care has a monthly premium based on household income and Medical Assistance has no monthly premium. Household income requirements and applications may be found on the Internet at www.dhs.state.mn.us/healthcare or call 1- 877-KIDS-NOW or the following County Social Service agencies Clay @ 218-299-5200 or 1-800-757-3880, Otter Tail @ 218-998-8230, or Wilkin @ 218-643-7161.

Notice of MN Student Survey and Protection Rights Amendment

In the spring of 2019, the Minnesota Department of Education in partnership with the Minnesota Departments of Health, Public Safety, and Human Services will be administering the Minnesota Student Survey. The MSS goes to all Minnesota 5th, 8th, 9th and 11th grade students and is administered every three years. The questions are designed around various patterns of youth behaviors related to personal health, school safety, drug use, and violence in schools.

As part of the Protection of Pupil Rights Amendment all education agencies must provide parents and students notification of the MSS administration in their school district. As part of this notification, parents must be allowed to review the survey and be given the opportunity to elect not to allow their child to participate in the survey.

MSBA

Family Educational Rights and Privacy Act (FERPA)

20 U.S.C. § 1232g. Regulations: 34 CFR part 99

FERPA provides that a local education agency (LEA) that receives Department funds may not have a policy or practice of denying parents the right to:

- Inspect and review education records (34 CFR § 99.10)
- Seek to amend education records (34 CFR § 99.20 and 99.22)
- Consent to the disclosure of personally identifiable information from education records except as specified by law (CFR 34 § 99.30 and 99.31)

These rights transfer to the student when she / he turns 18 years of age or enters a post secondary educational institution at any age as an "eligible student."

LEA's must annually notify parents and eligible students of their rights under FERPA 34 CFR § 99.7. The annual notification must include the following:

- The procedure to inspect and review education records;
- The procedure to request amendment of education records;
- A specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest if the agency or institution discloses or intends to disclose personally identifiable information to school officials without consent;
- The right of parents to file a complaint with the Family Compliance Office in the Department

Parents Right to Know

School districts are required to notify parents of all children in All Title I schools at the beginning of each school year that parents have the right to request and receive timely information on the professional qualifications of the student's classroom teachers. This requirement applies to all parents of the children in the school- whether or not the students receive Title I services; both targeted or school wide. Section 111 (h) (6) (A)

When the parent of a child requests information on their child's classroom teacher's professional qualifications, districts must respond in a timely manner, to the requested information, at a minimum, report the following: a.) whether or not the teacher has met Minnesota licensing requirements for the grade level and academic core they teach; b.) whether or not the teacher is teaching under a variance status; c.) the education level and subject area of the teachers college degree major and any graduate degree or certificate held; d.) whether the child is provided services by paraprofessionals, and if so, their qualifications.

Schools that receive Title I funds shall provide to each parent: a.) Information on the level of achievement of the parent's child on the state academic assessment. b.) Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.

All information provided to parents shall be in a uniform and understandable format and to the extent practical provided in a language that parents can understand.

Independent School District 146 Board of Education

Ryan Lindbolm	Dave Herbranson	Marla Field
Crystal Henderson	Dion Bredman	Jake Thompson
	Andy Maier	

Administration

Jon Ellerbusch	Superintendent	Brooke Fradet	Administrative Secretary
Bryan Strand	High School Principal	Shelly Krueger	High School Secretary
Todd Henrickson	Elementary Principal	Missy Sossa	High School Secretary
Aaron Schindler	Activities Director	Tammy Maesse	Elementary Secretary
Casey Ehlert	Network Administrator	Chris Ellefson	Community Ed Secretary
Jodi Samuelson	District Finance Officer		

School Offices

District Office	High School Office
P.O. Box 189	P.O. Box 189
Barnesville, MN 56514	Barnesville, MN 56514
(218) 354-2217	(218) 354-2228

24 Hour Attendance

354-2228

This handbook and its contents were approved by the School Board at its meeting on July 17, 2023.

This handbook may be changed or amended during the school year. Changes will be posted in the office of the principal and on the school's website. If you have any questions about a provision, contact the principal.

School Day and Schedule

School Day

The regular school day begins with classes scheduled at 8:30 a.m. and ends with the final class at 3:18 p.m. Warning bells will sound at 8:15 and 8:25 to allow students to prepare for class. Students are to be in the first period class by the time the 8:30 bell rings. The school day is divided into eight class periods.

Time Schedule

The eight period day is broken into instructional periods according to the following schedule:

SCHEDULE				LENGTH		2 HOUR LATE START		1:00 DISMISSAL	
1	8:30 AM	9:15AM	45 min	1	10:30 AM	11:01 AM	1	8:30 AM	9:00 AM
2	9:19 AM	10:04 AM	45 min	2	11:05 AM	11:36 AM	2	9:04 AM	9:34 AM
3	10:08 AM	10:53 AM	45 min	3	11:40 AM	12:11 PM	3	9:38 AM	10:08 AM
4a	10:57 AM	11:42 AM	45 min	4a	12:15 PM	1:00 PM	4a	10:12 AM	10:42 AM
4b	11:27 AM	12:12 PM	45 min	4b	12:45 PM	1:30 PM	4b	10:42 AM	11:12 AM
5	12:16 PM	1:01 PM	45 min	5	1:34 PM	2:05 PM	5	11:16 AM	11:46 AM
6	1:05 PM	1:50 PM	45 min	6	2:09 PM	2:40 PM	6	11:50 AM	12:20 PM
7	1:54 PM	2:39 PM	45 min	7	2:44 PM	3:18 PM	7	12:24 PM	12:55 PM
8	2:43 PM	3:18 PM	35 min	8	NO 8th HOUR		8	NO 8th HOUR	
JR Lunch	10:53 AM	11:23 AM	30 min	JR Lunch	12:11 PM	12:41 PM	JR Lunch	10:08 AM	10:38 AM
SR Lunch	11:42 AM	12:12 PM	30 min	SR Lunch	1:00 PM	1:30 PM	SR Lunch	10:42 AM	11:12 AM

Passing Time

Students are allowed four (4) minutes to go from one class to the next during the seven-period days. Students are to be in their seats when the bell rings for the next class to begin. If classroom assignments are at extremes of the building, students are expected to plan the use of passing time so that locker and restroom needs do not cause them to be tardy.

School Food Service Provisions

Breakfast will be served between 8:00 a.m. and 8:25 a.m. in the cafeteria. Students must assume the responsibility to plan their morning schedules to allow participation in the breakfast program. The breakfast program will not be considered an excuse for tardiness to the first period class. If a student rides the bus, the student must prioritize participation in the breakfast program over socialization prior to school hours.

The noon hour lunch provision is served in two shifts, one for junior high students beginning at 10:53am and the other for senior high students beginning at 11:42am. Students are to eat during these time periods and stay located in the commons. Students are expected to return to class at the regularly scheduled time.

After School Hours

Students in the building after 4:00 must be in an area which is under the supervision of a teacher or coach. Students not in an after school, supervised activity, must leave the building by 3:45. Failure to comply with this provision may result in disciplinary referral and actions.

Attendance Requirements

Barnesville High School Maximum Attendance Policy

School Attendance Philosophy

Regular attendance at school is considered one of the most important educational issues for all students. Patterns of regular attendance aid in the learning process, positively impact performance in the classroom, encourage development of good study and work habits, and promote qualities of employability in students. Whenever a student is absent from class, he or she misses an interaction and educational opportunity that can never be regained. Studies demonstrate a direct statistical correlation between attendance and student academic progress. Therefore regular, or maximum, attendance is encouraged and promoted in the educational program at Barnesville High School.

State Requirements

State compulsory attendance law requires regular school attendance by all persons under the age of sixteen. Students, as well as parents and guardians, are held accountable for regular school attendance and are subject to appropriate legal consequences when the law is violated. Violation of the compulsory attendance law is labeled "truancy" by the state of Minnesota. Three unexcused absences constitute continuing truancy; seven absences from school constitute habitual truancy and will be prosecuted. Students who are truant from school are required, under law, to be reported to the courts by school officials to be handled in the judicial system. Students will be referred to the Truancy Intervention Program's Family Advocate.

Students who are absent 15 consecutive days will be dropped from enrollment and are considered high school dropouts according to state attendance reporting requirements.

Maximum Attendance Procedure

If a student must be absent from school, it is the parent's and student's responsibility to report such absence. Parents are required to call the High School Office at 354-2228 or 354-2229 before 9:00 a.m. on a regular school day to report student absences from school. Failure to report the absence will result in an unexcused absence for that particular absence.

Activities Attendance Guidelines

Unless prior arrangements are made with the activities director or school principal, a student in an extra-curricular activity must be in regular attendance at school on the day of a contest and at school a full day following a contest. Failure to follow the attendance guideline may forfeit participation in the next contest. Consequences for not following such guidelines will fall back to the coach.

In order to practice, a student shall be in school, attending regularly scheduled classes, on the day of practice, unless prior approval is made with the activities director or high school principal. Students with an unexcused absence from a class will not be allowed to practice.

These policies are for athletics and all fine art/band/choir activities.

Maximum Attendance Guidelines

The following standards define the terms and consequences of irregular attendance at Barnesville High School.

If a student has 12 absences per semester from any class, the student's semester grade may be lowered to a NP. Any absences beyond 8 must be made up on an hour for hour basis except for unexcused absences which must be made up at a 2 for 1 basis. This time must be made up within seven calendar days of the absence and it is the responsibility of the student to arrange the required make-up time with the teacher and/or principal.

Students who are in violation of the attendance policy will be placed on attendance probation for the following grading period. If the student does not violate the attendance policy in the next grading period the grade will not be lowered.

- This includes all absences except school related absences. Students with extenuating circumstances will be dealt with on an individual basis.
- Students will be given 2 days for each day absent to complete missed assignments. Work not completed within this time frame will be recorded as an "O". Students with extenuating circumstances will be dealt with on an individual basis.
- *IF STUDENT KNEW OF DUE DATE ON ASSIGNMENT AND WERE GONE THE DAY IT WAS DUE, THEY ARE EXPECTED TO TURN IN ASSIGNMENT WHEN THEY GET BACK.
- Student absences that are school related will be required to make up their work in advance unless otherwise directed by their teacher.

- Students with three or more unexcused absences per quarter are ineligible for academic recognition and participation in school related field trips or activities during the school day. Unexcused absences will be made up at a 2 for 1 rate. (2 detentions for each unexcused class period)
- A student who wishes to leave school grounds during the day must sign out of the office with the consent of his or her parent/guardian. Failure to report the absence will result in appropriate consequences including detention and suspension.
- All trips and appointments must be excused prior to the absence. Failure to report the absence will result in appropriate consequences including detention and suspension.
- For documentation purposes, a written doctor's excuse will be required for ALL medical appointments or serious illness to be filed upon the student's return to school. Such documentation may be important to issues of truancy, appeals of the policy, or for decisions related to homebound (tutorial) instructional services.
- **Upon reaching 20 absences per semester, a student will receive NO CREDIT for the class that they have missed that many days in. Medical excuses and family vacations will not count against the total days, nor will any suspensions.**

Related Attendance Information

Records

Teachers will record attendance for each class period via the network. When the maximum absence rule is exceeded, students will be called to the administration office for assignment of consequences. Attendance records are kept in the high school office and will be considered official attendance records unless other documentation substantiating a discrepancy can be provided.

Tardiness

Tardiness to school or class is discouraged. In effort to reduce the incidents of tardiness, the following guidelines will govern the consequences of this behavior.

- Students are allowed 1 tardy per class during a quarter with no consequence.
- Students who exceed 1 tardy per class per quarter will be assigned detention by the teacher. (1 detention for EACH tardy beyond 1)
- Definition of tardy – Being less than three (3) minutes late to class.
- Students with excessive tardies will be dealt with on an individual basis with consequences which may include Saturday School and grade reduction.

Post-Secondary Visits

Juniors are permitted 1 day (after the first quarter) and Seniors are permitted 2 days, between the start of school and **April 30**, to visit post-secondary institutions, job shadowing or be excused for job interviews provided they have prior permission by completing the appropriate forms through the School Counselor. College fairs and/or career fair absences apply only to seniors and will only be excused according to these terms and for the duration of time in which the program is conducted. Documentation must be obtained and signed by the school or interview in order to complete the requirements. This privilege may be granted to students whose work is satisfactory and who have not been in violation of the overall attendance policies. No more than 5 students may be gone on any given day for post-secondary visits.

Skip Days

The high school does not recognize any school-approved "skip days" during the school year. Students are expected to be in attendance for all regularly scheduled days in the school calendar. Should school personnel become aware of any "skip day" arrangements planned by students, the administration may vary from its normal student absence verification procedures. Students who fail to attend school during these days, with or without parental consent, will receive detention on a 2 for 1 rate. (2 detentions for every 1 hour missed)

Late Work

Each staff member's late work policy will be posted in their room or put online in a place that both students and parents can easily find.

Medical Related Absence

Physician verification may be required for excused absences if personal illness goes beyond three (3) consecutive days. If administration believes other reasons, other than illness, may underlie the repeated absences medical verification will be requested.

Closed Campus Policy

General Information

Because B.H.S. is a closed campus each student is scheduled to be in an assigned area in the building every period, every day that school is in session. Students are not permitted to go outside/leave the school building during the designated passing time between class periods. Anytime the student is not in their assigned area, verification of parental permission must be on record in the Administration Office prior to the absences, unless it is illness related. Appropriate consequences for violation of the policies will be assigned.

Noon Hour

All students have a closed campus and must remain in the lunch room or lobby areas inside the building. All parking lots and vehicles are off-limits during the school day. Students are not extended the privilege of leaving school grounds unless a signed parent permission statement is on file in the high school office to allow the student to walk home. Driving/riding during the school day, without permission, will result in a 1 day suspension for 1st offense and a 3 day suspension for all occurrences after the 1st. If actions persist and permission has been granted for going home and eating, the privilege will be taken away. If a student leaves the building by walking during noon hour the penalty will be one hour of detention for the 1st offense and a day suspension for the 2nd, if a 3rd violation occurs it will be a 3 day suspension, and for all future occurrences.

Out-of-Building Pass

Students leaving the building or school grounds during school hours for any reason must have an out-of-building pass issued from the principal's office. Students must sign out before leaving. Out-of-building passes will only be issued with prior parental permission. Parents should call the school or send written consent the day before or the morning of an anticipated out-of-building pass. Students must pick up an out-of-school pass in the office to present to the classroom teacher before leaving class.

Extended Campus Programs

Any course that requires a student to leave the building as part of the class on a daily basis is considered an Extended Campus Program. Parental authorization is required for participation in an Extended Campus Program. Parents must be apprised of the designated location and the means of transportation. Transportation for Extended Campus Programs which take place during the seventh period without a return to school or during the first period before the student is in actual attendance at school may be provided by the student or parent. Student transportation in all other cases, for self and /or others, is not permitted. Violators may forfeit the right to participate in an Extended Campus Program.

General High School Information

High School Office

The high school office is located on the south end of the building. The office staff includes the principal, the administrative assistant, the attendance clerk/receptionist, and the records clerk/ receptionist. The office hours are 7:30 a.m. until 4:00 p.m. during most regular working days. The principal's office may be reached by telephone at 354-2228. If a member of the office staff is not available, messages may be left by recording.

Enrollment Requirements

Immunizations

Various Minnesota laws set forth immunization requirements for children and adults enrolled in institutional settings. Legal exemptions are permissible for those who have medical contraindications to vaccine(s) or if they or a parent has conscientiously held beliefs that oppose immunization. Records for infants and children who have not completed a primary series of vaccines must be signed by a physician or public clinic staff. Documentation of measles vaccine given before 12 months of age is not acceptable for children in child care or schools. Minnesota Statute § 121A.15 requires all children enrolling in an elementary or secondary school to show evidence of immunization as follows:

<i>Age/Grade Groupings</i>	<i>Vaccine Type and Number of Doses</i>
<i>Kindergarten < 7 years</i>	<i>5 DTP, 4 polio, 1 MMR</i>
<i>7 years through grade 6</i>	<i>>3 DTP/Td, > 3 polio, 1 MMR</i>
<i>Grades 7 through 12</i>	<i>>3 DTP/Td (1 dose>11 years), >3 polio, 2 MMR</i>
<i>Kindergarten</i>	<i>> 3 hepatitis B</i>
<i>K and grade 7</i>	<i>> 3 hepatitis B</i>

Transfer/New Students

Any new student or any student transferring to Barnesville Public Schools will not be permitted to register without official copies of the student's records/transcripts and immunization records from the last school of attendance.

School Property

Care of School Property

The careful use of property and respect for the furniture and the building is indicative of responsible citizenship. The appearance of the building and grounds reflects on the entire community, the students and staff. It is expected that students will demonstrate appropriate care for school property.

Library

The library is a place for students to practice good utilization of their time whether it be informal study or research on classroom assignments. The library is a place for quiet work. It is a privilege to use the library, and this privilege may be revoked at any time if proper library behavior is not maintained. Lost and/or damaged library books are the personal and financial responsibility of the student.

Hallway Locks and Lockers

Combination locks will be issued to all students for their hallway lockers, we will also have them available to students in the principal's office at a cost of \$5.00 a lock for their gym/athletic locker. If the lock is lost, the student may purchase another new lock at a cost of \$5.00. Although students are assigned lockers, they remain the property of Barnesville High School and are subject to periodic search.

At no time does the district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. Students are discouraged from keeping valuable possessions in the lockers and/or sharing lockers. Students are not permitted to switch lockers without the consent of the high school office. Movement from an assigned locker may result in removal and confiscation of personal items.

Physical Education Locks and Lockers

All students enrolled in a physical education class will be assigned a locker in his or her respective area. Students who are not active participants in varsity level sports activities will remove their personal contents from lockers in the varsity locker room and assume a locker in the general locker rooms. Locks may be "rented" in the office for \$5.00. The student will receive \$4.00 back when they return the same lock they were given.

Textbooks

Textbooks for classes in the High School are provided to students at no charge. Students will be required to pay replacement costs related to lost or damaged books.

Parking Lot

Any individual who parks a vehicle in a school parking lot has relinquished one's right to deny a search of the vehicle if administration has a reasonable suspicion that the search will uncover evidence of a violation of law or school rules.

iPads

All students in ISD 146 will be issued ipads for school use. An insurance fee is required to be paid by all students getting issued an ipad, this is covered under Apple Care.

Academic and Graduation Requirements

Curriculum

The curriculum of the Barnesville Public Schools is intended to provide students with a broad-based education. Opportunities for educational development are provided in a wide variety of academic, vocational, and artistic fields. The curriculum in grades 7 and 8 is designed to meet or exceed the general state requirements and has been structured in such a fashion that students in the junior high grades have relatively few electives. The curriculum of the senior high level, grades 9-10-11-12, offers a greater diversity of educational opportunities and choices for the students.

All Vocational opportunities at Barnesville Public Schools will be offered regardless of race, color, national origin, sex or disability. A brief summary of the vocational course offerings are as follows: Basic Foods, Global Foods, Wise Choices, Human Development and Parenting, Agriculture Mechanics, Minnesota Wildlife, Animal Science, Welding, Ag Power, Vocational Job Placement, Entrepreneurship, Business law, Marketing, Accounting I and Accounting II.

Junior High Required Courses

The following courses are required for all junior high school students. Students must record satisfactory progress in each of these areas and must pass all required classes. Students failing to complete the requirements of a course will be required to repeat the failed courses during the following year. Junior High students who fail three or more "core courses" will be required to repeat the entire grade.

- Seventh Grade: English, Math, Science, Social Studies, Physical Education, Health, Music, Art, FACS, Computer
- Eighth Grade: English, Math, Science, Social Studies, Physical Education, Health, Introductory Agriculture, Ind Tech Art, FACS, Computer

Graduation Requirements

Students in all grade levels must carry 7 full credits each school year. A student who elects a shared-school program may elect to carry 6 credits. A minimum of 25 credits in grades 9-12 is required to graduate from Barnesville High School.

Students in grades 9-12 must complete required courses in order to meet graduation requirements. Failure in a required course will mean the student must repeat the course. Failure in an elective course is not required to be made up provided the graduation requirements are met.

All academic/graduation credits will be counted and awarded on a semester basis. This includes year-long courses as well as the semester courses. If, in a teacher's best professional judgment, consideration of full-year credit would be to the student's advantage academically, the teacher has the right to assign a grade based on the full four quarters of performance. Under no circumstances, however, can a credit previously awarded be removed based on full-year consideration.

Subjects required in grades 9-10-11-12 are as follows:

English	4 Credits
Math	3 Credits
Science	3 Credits
Social Studies	4 Credits
PhyEd/Health	2 Credits
Fine Arts	1 Credit
Electives	8 Credits

Specific courses which are required by the School District include the following courses/grade levels:

- Ninth Grade: Composition 9, Literature 9, Math (placement appropriate to ability), Physical Science, Earth Science, Social Studies, Physical Education, Health
- Tenth Grade: Composition 10, Literature 10, Math (placement appropriate to ability), Biological Science, U.S. Modern History, Physical Education, Health
- Eleventh Grade: English 11, Math (placement appropriate to ability), Science (appropriate to ability), Economics
- Twelfth Grade: English 12, World History

A fine art credit must be attained before graduating high school, this can be in instrumental band, vocal music, or any art elective class.

Credits for students transferring into the Barnesville Public Schools will be counted and adjusted according to the requirements listed above for the years in which the student is enrolled in Barnesville. The intent of this requirement is to avoid penalizing a

transfer student, in regard to graduation, for course selections taken/required in another school system. An appeals board (consisting of one administrator, one school board member, three teachers, and two student council members) may be consulted for determination of a final decision in regard to graduation credits awarded or required.

State Graduation Standards: The state of Minnesota is in the process of developing and implementing new Academic Standards. Barnesville High School will implement these requirements as they are adopted at the state level. The state of MN requires all students to pass a Basic Skills test in the areas of Math, Reading, and Writing. (Additional information is explained in the course description book.)

Graduation and Official Transcripts: Home schooled and transfer students who enroll at Barnesville High School will be required to attain the same minimum number of credits required for all students in order to graduate. Currently a student must complete twenty-five (25) credits in grades 9-12. For homeschooled students, credits will be given for classes taken and passed at the home schools, but no letter grades (A-F) will be entered for these classes into the students' cumulative files and will not become part of the transcripts. Instead, a P will be used for classes passed and an NP for classes not passed while at a home school. Letter grades will be entered into the cumulative files and transcripts for transfer students from any public or private accredited secondary school with licensed teaching staff recognized by the State of Minnesota (or the state from which they transferred) and for foreign exchange students.

Class Rank, NHS, and Graduation Honors: To qualify for class rank or National Honor Society, a student must receive a full complement of grades (seven classes per semester) for a minimum of two consecutive semesters at Barnesville High School beyond the last homeschooling period or after a transfer. To qualify as an honor graduate, home schooled and transfer students must receive a full complement of grades (seven classes per semester) for both semesters of their junior year at Barnesville High School in conjunction of the PSEO program their senior year, or they must receive a full complement of grades for both semesters their senior year at Barnesville High School.

Post Secondary Enrollment Options (PSEO): Students who attend the Post Secondary Enrollment Options program must take all courses for grades (A-F) or they will not be eligible to top ten percent honors or graduation distinction. Students who enroll from a home school or who transfer from public or private high school and attend a post secondary program through Post Secondary Enrollment Options will not be eligible for honor roll, National Honor Society, or graduation distinction of any kind if they have not attended classes for at least one year at Barnesville High School between transfer time and the beginning of PSEO.

Graduation Policy

Barnesville High School will formally recognize, through the graduation ceremony, only those students who have met the requirements of the Barnesville Public Schools and the state of MN. Students who do not have the appropriate number of credits or have not met the requirements will not be permitted to participate in the graduation ceremony and exercises. Students enrolling in alternative credit programs to meet graduation requirements must have credits completed by noon on the day of graduation practice walk through.

Philosophy

The formal graduation ceremony offers a public recognition of the culmination and completion of the educational program provided by the Barnesville School District. The program is intended to be recognition of the successful completion of the district and state requirements. Those students not meeting the requirements have not successfully completed the educational program of the district.

Practice

Students who have not earned the 25 credits required in grades 9 through 12 to be awarded a diploma from the Barnesville Public Schools but will not be permitted to participate in the formal graduation ceremony.

Credits to be considered for the graduation requirements include:

- Credits earned through the successful completion of courses offered at the Barnesville Public Schools including Minnesota's enrollment options programs;
- Credits earned through the successful completion of courses offered from accredited or generally recognized alternative educational credit recovery programs

High School Grading

The grading policy of the high school is based on the philosophy that students should be given the greatest opportunity for success. **School board has approved a uniform grading policy to be used from grade 7 thru grade 12.**

100-94	A	76-73	C
93-90	A-	72-70	C-
89-87	B+	69-67	D+
86-83	B	66-63	D
82-80	B-	62-60	D-
79-77	C+	59 - below	F

Calculation of Honor Roll/Grade Point Average

The following scale is used to determine honor roll and grade point averages for students in Barnesville High School. Students failing or receiving an incomplete (unless the incomplete is due to extenuating circumstances) in any class are not eligible for the honor roll.

Grade	Numerical Value
A	4.000
A-	3.667
B+	3.333
B	3.000
B-	2.667
C+	2.333
C	2.000
C-	1.667
D+	1.333
D	1.000
D-	.667
F/I	0

Barnesville High School does use weighted grades for college level courses. In accordance with state statute we have this in writing in our student handbook.

Calculation of Class Rank

A student's class rank will be determined from their grades in classes from grades 9-12. If a student transfers in, the school district will accept the grades from another school institution. If a student has been home schooled the grades will be posted as P (passed) or UN (not passed). These grades can not be used as part of their class rank.

Students of Academic Distinction

Students recognized at graduation exercises as Students of Academic Distinction must have a 3.50 grade point average. The grades used to determine Students of Academic Distinction for each graduating class are those earned during grades 9, 10 and 11 as well as the first semester grades in the senior year. Students meeting this criteria will be designated Students of Academic Distinction at the graduation ceremonies. The grade point average will not be rounded up, a student must have a 3.50 or better, a 3.48 is not rounded.

Honor Society

The National Honor Society is open to students in grades 10- 11-12 who meet the criteria and qualification standards of the national organization.

Requirements of the Barnesville Honor Society:

1. NHS guidelines (academic, service, leadership, character) will be encouraged and promoted within the Barnesville Honor Society membership.
2. Candidates for NHS membership must meet all national criteria and will have to apply for NHS membership/induction.
3. NHS candidates must have a 3.5 GPA to be eligible.
4. Candidates must be evaluated on the four areas of qualification established at the national level. These criteria include standards of academic excellence, service to community, leadership, and qualities of personal character.

Incompletes

Incomplete assignments must be completed within two weeks of the conclusion of the grading period unless individual circumstances warrant allowing the student more time to complete the work. If an extension of time has been granted, the faculty members involved will set a specific time and limitations will be communicated to the student. If the incomplete work is not completed within the prescribed time, the student will be given a "0" for each incomplete assignment.

Schedule Changes

Students may change courses once a semester has begun only through the completion of the schedule change process.

- A. Schedule change requests at the start of the second week of class will be discouraged and may be denied. A student requesting a schedule change must have the approval of the instructors involved, parents or guardians, and a school administrator.
- B. Determination of credit will be made upon a review of the student's performance in class at the point of the schedule change and the student's potential to complete the requirements of the added course.

MCA Scores with 4th Quarter Grades

In dealing with the MCA scores, teachers may have the ability to add the score into their fourth quarter grades. This could deal with Science, Math, Reading or Writing. The teachers will have the ability to figure out just what percentage of the fourth quarter grade the test score should count for. In doing this it will be necessary to have the fourth quarter grade represented by an "GP" or grade pending, this will have no bearing on the students eligibility as the principal and athletic director will see this and know why the grade pending is on the report card. The grade pending will be changed by the classroom teacher as soon as the grades are available to the school district.

Special/Unique Educational Opportunities

Student Policy

Students in Barnesville High School are normally scheduled into seven course assignments during the day. As an alternative to the seven class period assignment, students who are seniors may apply to serve as a student volunteer aide.

- A. Seniors may receive up to a full credit for service as a student aide.
- B. Students who choose to serve as an aide must file the proper forms with the School Counselor.
- C. Students may choose to receive either pass/fail graduation credit or voluntary youth service credit for their work as an aide.
- D. Students who do not fulfill the obligations or responsibilities of the aide position in a responsible, appropriate, and professional manner may be removed from the position and placed in a regularly scheduled classroom at the direction of the cooperating teacher or administration.
- E. Barnesville High School administration reserves the right to approve or disapprove of student aide applications based on previous or current student academic performance, attendance policies, conduct issues, or other reasonable grounds. The position of student aide is a position based on privilege and demonstration of responsibility.

Pass/No Credit Policy

Senior high students may elect to take up to one credit each year on a Pass/No Credit basis.

- A. Students electing this option complete a course in the normal fashion, but grading is based solely on satisfactory completion of the assigned work. Successful completion of the work earns a grade of "pass" (P) which does not affect a student's grade point average. Unsuccessful completion of the course is marked with "no credit" (NC).
- B. The choice of courses taken under the pass/no credit option should be carefully considered by the student. It is generally recommended that core or required courses not be taken on a pass/no credit basis. It is also recommended that courses which may apply to a student's future career or educational path not be taken on a pass/no credit basis.
- C. The deadlines for making a pass/no credit option decision are two weeks after the start of the school year and two weeks into the start of the second semester.
- D. Students may not serve as an aide and register for a course on a pass/no credit basis without administrative approval based on cause.

Post-Secondary Enrollment Options Program

All public school juniors and seniors are eligible to participate in the Post-Secondary Enrollment Options program. The purpose of the program is to provide a broader variety of educational options to high school 11th and 12th grade students. The program enables students to enroll full-time or part-time in a non-sectarian course or program at an eligible Minnesota post-secondary institution.

Eligible Juniors and Seniors may take one eCampus in the High School (eCHS) course per semester. Students wanting to enroll in part time or full time PSEO at a college, must notify the school by May 30th for the following year.

High School Credit	College Credit
.25	1
.5	2
.75	3
1.0	4
1.25	5

Service/Leadership Credit

Students at Barnesville High School may earn, over the course of the senior high program, up to one academic credit for documented service and/or leadership experiences. To receive credit, students are required to complete 75 or 150 hours of “certified” leadership/service activities in the community. Credits may be earned any time in grades 7-12, with hours accumulating throughout, but are not awarded until after the first semester of the senior year to count toward graduation. Students are required to establish a leadership/service plan, record and document hours, have the time certified by an appropriate authority, and submit the project to the principal’s office.

Senior Privileges

Graduating senior students who maintain an academic record deserving of privileges do not need to attend class during the final three days for seniors. The conditions for the privilege include:

- A. Must be in good academic standing with no “F’s” or Incompletes on their final fourth quarter grade check reports and be eligible to graduate.
- B. Be a student without violation of the attendance policies.
- C. Have completed all activities in a class such as computer, welding, art, etc.
- D. The course does not schedule a final test or the instructor agrees to dismiss.
- E. Participation in a “skip day” will result in loss of privileges.
- F. Senior privileges may be replaced by a class trip.
- G. Any senior who has lost privileges and for whatever reason, illness, suspension, etc will need to make up the days missed before they are allowed to RECEIVE their diploma. They will be able to walk in the ceremony if they have days to make up but will not take possession of their diploma until all time with the school has been made up. This will be arranged through the building principal.
- H. If a student has had privileges removed and they do not show up for school, they will not be allowed to participate in the graduation ceremony.

Administration will notify students if they have lost senior privileges.

Section 504 Education Statement of Non-Discrimination on the Basis of Disability

Barnesville Public Schools, ISD #146 will provide a free and appropriate public education to each student with a disability. It is the intent of the District to ensure that students who are disabled with the definition of Section 504 of the Rehabilitation Act of 1973 are identified, assessed, and provided appropriate educational services.

In accord with this statement, a student with a disability is one who (a) has physical or mental impairment that substantially limits one or more major life activity(s), (b) has a record of such impairment, or (c) is regarded as having such impairment. Students may be disabled under Section 504 even though they do not require services consistent or pursuant with the Individuals with Disabilities Education Act (IDEA).

At the direction of the 504 Compliance Officer or building principals each school site will coordinate its efforts to comply with the regulations of Section 504.

Section 504 Student and Parental Rights

- Participation of your child in school district programs and activities, including extracurricular programs to the maximum extent appropriate, free from discrimination based upon the student’s disability and at the same level as students without disabilities.
- Free educational services to the extent they are provided to students without disabilities.
- Information about your child and your child’s educational programs and activities in a language the parent can understand.
- Notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right periodically request a re-evaluation of your child.

- Inspect and review your child’s educational records including the right to copy those records for a reasonable fee. The parent may ask the school district to amend your child’s educational records if you feel the information in the records is inaccurate. In the event the school district refuses to amend said records upon request, you have a right to file a student grievance on your child’s behalf.

Section 504 Sample Accommodation Plan (abbreviated)

1. Describe the nature of the concern.
2. Describe the basis for the determination of disability. Identify corresponding documentation.
3. Describe how the disability affects a major life activity or student learning.
4. Present level of performance applicable to this student: academics, behaviorally/emotionally, Socially, medical / physical, or other.
5. Describe the reasonable accommodations that will provide commensurate opportunity in any related area: environmental/accessibility, instructional, behaviorally/socially, discipline or assessments.
6. Names and titles of 504 Accommodations Planning Team Members.
7. Plan Administrator / Coordinator
8. Review / Reassessment Date

Any person with a disability, who qualifies under Section 504 of the Rehabilitation Act, will not be excluded from band or choir at Barnesville Public Schools due to band and choir rooms that are inaccessible to students with certain disabilities. The band and choir classes and activities will relocate to a gymnasium or other first floor / main floor classroom that is accessible to students with disabilities in order to accommodate a qualifying student. The contact information for this related information is Mr. Bryan Strand, HS Principal –Barnesville Public Schools- 354-2228.

Notice of Disability/Non-Discrimination Policy

A: Purpose: This policy is to provide a fair employment setting and opportunities for all persons and in doing so comply with state and federal law.

B. Statement: Barnesville Public Schools shall not discriminate against qualified individuals with disabilities because of disabilities in regard to an individual's job application, hiring, advancement, discharge, compensation, training, and / or other terms and conditions of employment.

- District shall not engage in contractual or other type arrangements that subject qualified applicants or employees with disabilities to discrimination.
- District shall not exclude nor deny equal jobs or benefits to qualified individuals because of a known disability.
- District will make reasonable accommodations for a known physical or mental limiting factor of an otherwise qualified individual with a disability who is either an applicant or an employee unless the accommodation would impose a hardship on the operation of the business of the school district.
- Any applicant or current employee wishing to discuss a need for a reasonable accommodation, application of this policy, or matters related to disability discrimination should contact the Superintendent of Schools or the following contacts:

Title IX Coordinator: Megan Hoyer
 504 Coordinator: Mr. Bryan Strand
 Human Rights: Dr. Jon Ellerbusch

Barnesville Public Schools
 302 3rd St. SE PO Box 189
 Barnesville MN 56514
 218-354-2217 or 218-354-2228

Legal References:
 29 U.S.C. 794 et seq. 504 Rehabilitation Act 1973
 42 U.S.C. 126 12112 Americans with Disabilities Act
 MSBA / MASA Policy 521 Student Disability Non-Discrimination

General Procedures/Guidelines

Conduct

Good judgment and common sense provide the guidelines for acceptable behavior at Barnesville High School. This is true for in-school behavior as well as at activities or events which are sponsored as part of the school's program. The behaviors exhibited at any public function reflect not only on the individuals involved but upon our entire school district. Remember, students are the ambassadors of the Barnesville Public Schools.

General Classroom Guidelines

There are many areas of policy and conduct in which specific classroom instructors have discretion in order to provide an orderly classroom and educational environment. Students are expected to follow the guidelines developed and communicated by the classroom instructor and other school personnel. Refusal to abide by these classroom requirements may constitute insubordination and be dealt with under the provisions of the school disciplinary policy.

Passes to Classroom Areas

Teachers will not grant a pass to have students working on projects such as Industrial Technology, Art, or any other area unless the teacher is there to supervise. All students must have a pass in advance in order to see another teacher. All high school students not in their assigned location are required to have passes signed by the teacher in charge. If an instructor desires to have a student during another teacher's designated class time, the instructor requesting such action should obtain permission from the other teacher before writing the pass.

Phy. Ed. Excuses

Students are not to be excused from participation in physical education classes except by a doctor's excuse, the principal, and/or an administrative assistant.

Religious Instruction Release Time

Students may be released from school for church services. Parents need to contact the high school office if they want their child released for church services.

Announcements

Student announcements will be read in the morning when possible. They will also be posted on Schoology.

Lost and Found

All articles found should be taken to the principal's office. Upon identification, they will be given to the owner. All unclaimed articles will be disposed of after the school year. Students should label all books and personal property with their names.

Accidents

All accidents must be reported to the principal's office immediately or go directly to the nurse. The school does not carry accident insurance to cover students' injuries. Students who are ill during the day should report to the nurses office.

Trips

Any student who goes on overnight trips sponsored by Barnesville Public Schools will be covered by the same rules as they would be on school premises. All overnight trips must be approved by the school board.

Visitors to School

Any persons other than Barnesville High School students, staff, or Board of Education personnel, are regarded as visitors. These individuals must report to the principal's office before going anywhere in the building. An exception would be made on an advance request with the principal's office from guests. A visitor's pass may be issued for properly registered guests of the school. Unless there is a specific reason, simply visiting classes is discouraged. All guests must provide the school secretary a drivers license or picture ID to gain access to the building during the school day. If a student wishes to bring a guest to school, arrangements must be made with the high school principal at least two days in advance or all requests will be denied.

Closings

School closing due to storm weather will be announced over television stations WDAY, KVLV, KXJB, KVRR, and area radio stations. We will also use the Blackboard service.

Fire Drills

Instruction and procedures for fire drills will be given to students by the teachers in the classrooms.

Telephone Calls

School telephones in the High School are ordinarily for school-authorized purposes only.

- A. Students are generally limited in the use of school phones for emergency purposes.
- B. Students will generally not be called out of class to receive a phone call. School personnel may take a message and deliver the message at the earliest convenience, but students will not be called out of class except in the case of an emergency.

School Dress Code

Although a formal dress code is not a part of the school guidelines, the following standards of appropriate dress are expected.

- A. Articles of clothing, hats, shirts, jackets, etc. that promote drugs, alcohol, tobacco, and/or are obscene, suggestive statements, or indecent words or pictures will not be permitted. Specific examples of clothing which will not be permitted include short shorts, short skirts, and any other clothing that is not keeping in with community standards.
- B. Any apparel or footwear that would damage school property.
- C. Belts must be the appropriate length and secured in belt loops.
- D. Clothing must fit appropriately.
- E. Any clothing or attire that interferes with or disrupts the normal educational environment is not appropriate for the school setting.
- F. Students are not permitted to wear headgear (caps, bandanas, hoods, etc.) in the building, once they have entered the building, during the normal school hours.
- G. No gloves are to be worn during the school day, nor any article of clothing may cover the hands in a way in which something may be hidden. **This includes sweatshirts with a hole cut into it to put the thumb or any other fingers.
- H. Any top or article of clothing that is deemed to be inappropriate to the teacher or administration will be asked to cover up or change, any refusal on this will result in immediate action taken by the school.
- I. Skirts must meet the fingertip test with arms at full extension.
- J. Students will be directed to change, remove, or cover the inappropriate clothing and not wear the clothing in the school environment again. Failure to comply may result in appropriate disciplinary action.

Passive Alcohol Sensor System

Barnesville High School will use the Passive Alcohol Sensor System at any and/or all school related activities.

Miscellaneous

1. Students are not permitted to carry/wear backpacks or duffel bags to class. All bags/backpacks must be left in student lockers.
2. Cell phones, PDAs, ipods, ipads, mp3 players, personal CD players, two-way radios and games, are not permitted in the classroom. They are not to be visible or to be used during class so they do not become a disruption to the education process.
3. ISD #146 Policy Number 529 – Staff Notification Of Violent Behavior By Students- is available in the District Office. The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior in order to serve the student and protect students and staff members.

Electronic Device Policy

Cell Phones, Other Personal Communication Devices, and Music Devices

The use of cell phones and other electronic devices at school creates a disruption to the learning environment and may jeopardize student safety during potential emergency situations. The use of cell phones and other electronic devices in locker room facilities and/or bathrooms is strictly prohibited at all times (including before, during, and after school).

Students sending or possessing inappropriate messages and/or pictures during the school day is prohibited. Students videotaping, audio-taping, or taking pictures, without others' permission is prohibited. School authorities reserve the right to review the picture, audio, and video content of any cell phone brought on school property if they violate our school policy of no cell phones in bathrooms and locker rooms or other

If a violation occurs, staff will bring the electronic device to the office to be recorded and safely stored. Disciplinary action may include: confiscation, conference with administration, detention, parent contact, loss of privilege, and/or suspension.

Cell phones may be used during the noon hour and between classes at lockers. A student going to their locker during class to check a cell phone is in direct violation of Barnesville High School policy. Cell phones are not allowed in the classroom, only exception would be for photography class in art where they are used as cameras. No cell phones should be on any students body, pockets, etc during a class. They must remain in their lockers or off campus.

If a student will not relinquish a cell phone when asked to by administration it will be considered insubordination and the student will be suspended from school for up to 3 days. If subsequent occurrences happen then the penalty may be increased. Each penalty for cell phone infraction is 2 days detention and then the cell phone will be returned at the end of the school day in which it was taken.. If the violation is in regard to a phone being used in the bathroom/locker room or a possibility of a teacher being recorded then the student will be suspended until the phone is turned over or up to a 10 day period.

*Note: Consequences may be more severe depending upon the infraction with the electronic device. Any exception to this policy for emergency purposes must have prior approval by the principal or office personnel.

1. Students may not bring in a cell phone, ipad, ipod or pda for the purpose of taping a class or classroom teacher with the intent to put the teacher or another student on the internet or any other public displays where embarrassment or ridicule is inevitable. Such action will result in immediate suspension or if necessary expulsion. (MASSP RECOMMENDED)

School Records and Reports

Parent-Teacher Conferences

Conferences are held in the high school twice a year. These conferences can be of great value to the student. Parents and students are asked to come to the school during this period. Parents are also invited to visit the school and classrooms at any other times during the school year.

Records

The school has on file student grades, attendance, and standardized test scores. If students have attended several different schools, these records have all followed the students to this school and are on file here.

- A. Students and/or parents/guardians may see the contents of these records by making an appointment with the principal or counselor. Students are permitted to look at their records in the records office.
- B. Student records, or any part thereof, cannot be transferred in writing or orally to any other place without the written consent of the student and/or the parent or guardian. Written consent can be given by using a form available in the principal's office requesting that records be released. An exception to this may be made to send records to another public school in which a student has already enrolled after transferring from this school.
- C. All students' records will be treated in accordance with the provisions of Public Law 93-380, passed by Congress in 1974, and chapter 479 of the 1974 Session Laws of the State of Minnesota. These laws and the resulting procedures described below apply to the records of all graduates from this school.
- D. Directory information will be released to authorized agencies unless you have registered a written objection with the principal's office. Such information may include the following: name, address, phone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student and other similar information.

Transfer/Withdrawals

Students planning to transfer or withdraw from Barnesville High School should obtain a drop form from the principal's office a few days prior to the transfer or withdrawal. This form needs to be signed by the student's teachers and grades, at the date of

transfer/withdrawal, will be recorded. One copy of the form should be returned to the office and one copy retained by the student for the records for the new school

Financial Concerns

General Fees

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

- A. A project in art, home economics, agriculture or some other course that is in excess of material requirements of the minimum course outline, provided that the student elects to do such a project with the approval of the instructor.
- B. Cost of school equipment, material destroyed, broken, or damaged through carelessness or failure to follow instructions, in the amount necessary, to restore the item involved to service.
- C. Deposit for lab or shop breakage, such deposit to be returned at the end of the school year in the unused amount. This deposit is applicable only if the student is enrolled in a course involving lab or shop work.
- D. Rental charge on school-owned instruments.
- E. Cost of the school paper, yearbook, graduation announcements or class rings should the student elect to order any of these items.
- F. Admission fees for various activities students should have the option. Students furnish own paper, pencils, pens, notebooks, gym clothes, tennis shoes and other personal equipment.
- G. Driver's Education Fee: Driver's Education is not required as a high school course, but it is provided for a fee through Community Education. Courses are offered at out-of-school times. For further information about the scheduling of these courses, contact the Community Education office. Information will be provided to the students through the regular announcement procedures.

Class Dues and Fees

Each class promotes some social activity during their school years. These activities can sometimes make it necessary for the class to collect dues from the members of the class. Often, the class fees are determined by the members of the class themselves, but in no event will exceed \$5.00. The proceeds from these dues are collected and recorded throughout the student's academic career in the Barnesville Schools. Proof of class due payment may be required for admittance to events such as the Junior-Senior Prom.

School Meal Prices

	Lunch	Breakfast
Adult Meal	4.95	2.55

The following procedures will be implemented to control negative family accounts in the Barnesville Public Schools Food Service Accounts:

Family accounts with a student(s) in grades 7-12 will not be allowed to charge food items from the Ala-carte with a negative balance.

If students are requesting seconds; that will be charged to family accounts and considered ala-carte.

The District will continue to mail invoices to families with a negative balance.

Barnesville High School Discipline Process

Philosophy

Goals of Discipline Policy

It is the position of the School Board of District #146 that learning can best take place in an environment which is orderly, safe, stimulating and which enables all students to develop to their fullest potential. The atmosphere of the school must promote fairness, courtesy, honesty, and respect between students and school personnel and to encourage self-discipline and responsibility. The goal of discipline is a self-disciplined individual, with mature attitudes and socially-acceptable standards of conduct. Disciplinary policies within the public schools shall be enforced within the general guidelines as set forth below. Discipline, like all aspects in education, is a learning opportunity for the student. Teachers and administrators should have autonomous discretion in handling situations at their level as long as a policy or procedure does not dictate its exact handling.

Expected Roles

The Role of the Student: The students are expected to behave in such a way that all teachers can teach and all students can learn. Students must understand that all board appointed educators and staff have authority over them and that it is the students' responsibility to comply with all rules and directives given to them by those in authority.

1. Students are expected to respect the authority of the position. If a student's behavior becomes so disruptive to the educational environment that it infringes upon the teacher's right to teach and the other students' right to learn, then the student should be removed from the class.
2. **The Role of the Parent: The parent is the most important person in the discipline process.** Educators expect and need parental involvement and support in dealing with student discipline issues. Parents and educators know that disciplining children is a very difficult job and that mistakes can be made. Because parents and educators have the student's best interest at heart, they continue to provide the direction and guidance needed. Parents need to know that teachers and administrators have their children's best interests at heart when disciplinary action becomes necessary. Parental support is necessary to make that disciplinary action effective.
3. **The Role of the Teacher: The teacher is in charge of the classroom.** The teacher is expected to promote an educationally sound environment. Each teacher has the right to establish classroom behavior expectations and may enforce consequences for noncompliance. Teachers are expected to handle routine disciplinary matters in the classrooms using a variety of classroom management techniques, conferring with students on an individual basis, contacting parents, and/or taking appropriate disciplinary actions. If a student's behavior becomes so disruptive to the educational environment that it infringes upon the teacher's right to teach and the other students' right to learn, then the student should be removed from the class.
4. **The Role of the Principal:** The principal should support each teacher's established behavior expectations and confirm that the teacher is in charge of the classroom. If a referral is made it is the principal's responsibility to ensure that due process is provided and that all actions comply with mandated procedures, board-established policy, as well as state and federal law.

General Disciplinary Process

As tools within the disciplinary process, Barnesville High School will incorporate and may utilize a variety of corrective measures and approaches. The process and corrective measures used should be appropriate, sequential, and progressive. The initial step of the process should include a conference with the student to identify and correct specific disciplinary behavior(s). If the behaviors are not changed, appropriate logical consequences may be utilized in effort to modify the student behaviors. The general progression of corrective actions includes detention, Saturday detention, in-school suspension, out-of-school suspension, and expulsion. For certain behaviors or situations, other logical actions may be utilized. Examples would include cleaning work assigned for vandalism or acts of reckless behavior, work assigned in regard to physical damage or destruction of property, notes of apology or explanation for inappropriate behavior, or other reasonable tasks as assigned by administration. Any corrective actions may be used at one time and administrative officials may utilize professional discretion in handling disciplinary matters. According to Mn. Statute 121A.582 a teacher, principal, school employee or other agent of the district is exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

Students may be disciplined for off campus conduct which disrupts, interferes, or otherwise affects the environment, activities or operation of the school.

Disciplinary Definitions

- I. **Detention:** Detention time will vary throughout the year. The days and times of detention will be posted in the daily bulletin. Failure to report to assigned detention time may result in a Saturday detention assignment/in school suspension/loss of certain privileges within BHS/loss of noon hour privileges/some cases may require out of school suspension. Detentions are cumulative. The student will have three days to schedule the one detention, a double detention will be allowed the next four days to fit the 2 detentions in.
- II. **Saturday Detention:** Saturday detention is served from 8:00 -11:00 a.m. on Saturday mornings. Students are required to attend the entire session. Failure to report to Saturday detention will result in In-School or Out-of-School Suspension.
- III. **Dismissal:** Dismissal means denial of the current educational program to any pupil. Dismissal may be handled within the school facility or out of the school facility. A student is dismissed from regular school attendance for disciplinary reasons for a period of time of one day or less.
- IV. **In-School Suspension:** A student is suspended out of the classroom setting within the confines of the school building under school supervision. Students in ISS will have limited privileges and will complete their school work in a restricted area. Students may be placed in ISS for 1 to 5 days not to exceed 3 concurrent suspensions or 15 days per disciplinary measure. Students who have been suspended are ineligible for any and all extra-curricular activities and cannot attend school functions during their suspension.
- V. **Out-of-School Suspension:** A student is suspended out of the school program from 1 to 10 days, not to exceed 3 concurrent suspensions or 15 days per disciplinary measure. Students who have been suspended are ineligible for any and all extra-curricular activities and cannot attend school functions during their suspension or be allowed on any school property.
- VI. **Expulsion:** A student may be expelled from school after having charges presented before the Board of Education following the provisions of the Pupil Fair Dismissal Act of 1974 Expulsion is an action taken by the School Board to prohibit an enrolled pupil from further attendance for a period that shall not extend beyond one calendar year. A pupil may be dismissed on any of the following grounds: a. willful violation of any reasonable school board regulation; b. willful conduct that significantly disrupts the rights or others to an education; c. willful conduct that endangers the pupil or other pupils, or surrounding persons, or the property of the school.

General Disciplinary Behaviors

Measured by the philosophy and guidelines above, acts which may bring about disciplinary action include, but are not limited to the following examples. Although this policy does not cover every possible action, behavior, or standard of conduct, all other disciplinary matters will be dealt with in similar fashion. Any corrective actions may be used at one time and administrative officials may utilize professional discretion in handling disciplinary matters.

Decisions on issues of suspension are the jurisdiction and responsibility of the high school principal.

Category A Issues-Classroom

<u>DESCRIPTION OF BEHAVIOR</u>	<u>CORRECTIVE ACTION- Minimum/Maximum Recommendations</u>
1. INAPPROPRIATE BEHAVIORS	1. Redirection of Behaviors
2. FOOD/DRINK ISSUES	2. Appropriate/Progressive Classroom Consequences
3. TARDINESS	3. Communication with Parents
4. OFF-TASK BEHAVIORS	4. Referral to Office for Excessive Occurrences and Failure to Change Behaviors
5. INADEQUATE CLASS PREPARATION	
6. CHEATING	1. Paper Taken, No Credit on Assignment; Parent Notification 2. No Credit on Assignment; Minimum Drop of 10% on the Quarter Grade; Parent Notification 3. Failure of the course for the Quarter; Parent Notification

Category B Issues- Office Referral

DESCRIPTION OF BEHAVIOR

CORRECTIVE ACTION-
Minimum/Maximum Recommendations

1. DISRUPTIVE BEHAVIOR: Any behavior which disrupts the right of others to an education or the right of the teacher to teach.

1. Removal from Class
2. Student Conference
3. Detention
4. In-School Suspension
5. Out-of-School Suspension

2. VERBAL ABUSE: General use of inappropriate or insulting language ;swearing.

3. UNSAFE BEHAVIOR: Conduct which endangers self or others.

4. WILLFUL DISOBEDIENCE: Refusal to follow published or defined rules and regulations.

5. FALSIFICATION OF RECORDS AND NOTES

6. LEAVE SCHOOL GROUNDS: Leaving without permission during school hours and/or failure to check out of school properly.

1. 2 Hour Detention for each hour gone from school
2. 1 day OSS
3. 3 Days of OSS

7 TOBACCO/ALCOHOL: Possession or use of tobacco/alcohol or tobacco like products such as e-cigs and vapor cigarettes.

1. Parental Notification and 3-5 days of OSS
2. Referral to Law Enforcement

8. STUDENT ATTIRE: Manner of dress which possesses a danger, is offensive, or creates disorder.

1. Detention, Clothing Change
2. In-School Suspension, change attire
3. ISS-2 days
4. Parent Conference

9. Inappropriate behavior at school

1. Removal for the remainder of the year at assemblies. remaining school assemblies.

Category C Issues- Suspendable Behaviors

DESCRIPTION OF BEHAVIOR

CORRECTIVE ACTION-
Minimum/Maximum Recommendations

1. FIGHTING: Fighting is an exchange in which one or both parties have contributed to the situation by verbal

1. Parental Notification, 3 days Out-Of-School suspension.

or physical action.

2. **INSUBORDINATION:** Acts or actions which convey a disrespect for authority, openly defy rules, directly contradict expected actions or procedures, and/or use of inappropriate language directed at a staff member.

1. Student Conference, Parental Notification, Dismissal or In-School Suspension
2. Out-Of-School Suspension

3. **WILLFUL DAMAGE OF SCHOOL PROPERTY**

1. Parental Notification, Restitution or Repair of Damage, Dismissal or Suspension. Depending on severity

4. **HARASSMENT:** (Inclusive of Sexual, Religious and Racial Harassment) Acts That injure, degrade, or disgrace others.

1. Student Conference-Referral to Human Rights Officer; Notification Of Parents

1. Action According to District Harassment Policy

5. **SKIPPED/MISSED DETENTION:** Any absence from assigned detention which is not authorized or approved.

1. Detention Doubles
2. Assigned Saturday Detention
3. Dismissal or Suspension

Category D Issues- Legal Issues

DESCRIPTION OF BEHAVIOR

CORRECTIVE ACTION-
Minimum/Maximum Recommendations

1. **ASSAULT:** Assault is committing an act with intent to cause bodily or psychological harm.

1. Notify Legal Authorities and Parents with Suspension from School
2. Referral to School Board for Expulsion

2. **FIRES-FALSE FIRE ALARMS:** Setting of fires or pulling alarms. May also include interference in the orderly conduct of school fire drills.

3. **THEFT:** Stealing things belonging to others or the school.

4. **TRESPASSING:** Individuals sent out of school who return without proper clearance.

5. **WEAPONS VIOLATION:** Possession or use of any dangerous weapon.

Does include replica weapons.

6. **DRUGS:** Possession, use or sale

1. 5 Days OSS, Referral to Law Enforcement
2. Referral to School Board for expulsion

7. **TERRORISTIC THREAT:** Bomb threat

1. Suspension to expulsion, referral to Law Enforcement

High School Detention Procedure

Purpose

The detention policy has been drafted to clarify issues governing the policy of detention assignment and the actual service of detention. Detention, much as the entire discipline policy in general, is not intended to serve as a form of punishment but rather as a mechanism to encourage the exercise of good judgment and common sense on the part of students in future learning situations.

Logistics

All students assigned to detention are governed by the following logistical concerns.

- A. Detention will be held Monday/Tuesday/Wednesday/Thursday afternoons from 3:22 until 4:12. Detention will also be conducted on Friday mornings from 7:30 until 8:20. Students will not be permitted to leave detention prior to the scheduled time. Students may be detained in detention for a period not to exceed 10 additional minutes for inappropriate behavior during the detention period.
- B. Parents/Guardians will be responsible for transportation home for those students who do not live within walking distance of the school. Parents/Guardians will be notified of the assignment of detention and the reason(s) for the assignment. Students may be allowed to serve detention the day it is assigned if the student so chooses. Detention, for all other situations, will be served on the following school day (to allow for transportation accommodations).
- C. Failure to report for detention as directed will result in assignment of Saturday detention or two additional detention periods (for a total of three detention periods) at the discretion of the high school administration.
- D. Students who report late to detention will not receive credit for that particular day and will be counted as unexcused. Additional detention will be assigned as outlined previously.
- E. Inappropriate behaviors will not be tolerated during the detention assignment. Students are not permitted to talk, sleep, eat, drink, wear caps, or leave the detention area during the assigned period. Inappropriate behaviors may result in extended detention time or denial of credit for the detention period served. Denial of credit will result in an unexcused absence with additional consequences assigned.
- F. Students are required to bring bonafide classroom work to the detention area. Students who fail to bring work may be assigned additional consequences.
- G. A one-detention-day postponement may be considered upon parental request and based on justifiable reasons. Medical/dental appointments or other pre-planned situations may be considered justifiable. Student work schedules are generally not considered justifiable excuses given the one-day delay in detention service and transportation accommodations outlined above.
- H. Students scheduled for detention will not be permitted to forgo the scheduled detention for the purpose of participating in any extra-curricular or other school-sponsored activity scheduled the same time and date as detention. Students who do not attend a scheduled detention will be barred from further practice or participation in any extracurricular/school-sponsored activity until the original detention, plus the additional assignment, has been served.

Transportation Discipline Policy

Philosophy

The school district recognizes that students are expected to follow general standards of behavior on the buses which would be comparable to the expectations held in the school buildings. The general school behavior guidelines and expectations, as appropriate to the bus setting, are supported on the school district's transportation system. The bus driver is recognized as the authority directly responsible for student discipline on the bus route or while students are loading or unloading at the bus stops.

- A. The Barnesville Public Schools offer transportation to students of the district in an effort to assist with the educational process and facilitate orderly movement of students to and from the educational settings. The transportation of students is offered as a service to the residents of the school district.
- B. The provision of school transportation by the district does not endorse the transportation of students as a right held by the student. Transportation of students is a privilege and service offered by the district which may be revoked for appropriate and legitimate reasons.
- C. Because transportation of students is a privilege, rather than a right, it is the responsibility of the parents and/or guardians of the students transported to endorse, support, encourage, and uphold the general provisions for student safety and discipline as outlined in the district transportation policy.
- D. Bus safety information and training will be conducted during the first three weeks of the school year.

General Transportation Guidelines

- A. Bus Schedules will be filed in the Office of the Superintendent and Principal prior to the beginning date of school. It will be the duty of the bus manager to establish bus routes and notify parents and guardians of the locations and time of the bus stops. Students not at the prescribed bus stops at the scheduled time will be left behind.
- B. The bus driver will be in control of student discipline on the bus route or while students are loading or unloading at the bus stops.
- C. Students will not be allowed to stand up and/or change seats while the bus is in motion. Students must remain in seats at all times while the bus is in motion.
- D. Management of food and beverage issues on the school transportation is the responsibility of the bus manager. The guidelines developed by the bus manager will be endorsed and enforced by the school district officials.

Expectations and Roles in Transportation

- A. Role of the Student: Students must understand that all board appointed educators, including the bus driver, have authority over them and that it is the students' responsibility to comply with all rules and directives given to them by those in authority. Students are expected to respect the authority of the position.
- B. Role of the Parent: The parent is the most important person in the discipline process. Educational support staff expect and need parental involvement and support in dealing with student discipline problems. Parental support is necessary to make disciplinary action effective.
- C. Role of the Bus Driver: The driver is in charge of the bus. The driver is expected to practice appropriate behavior management techniques which will encourage positive student behavioral expectations. The bus driver has the right to establish his or her own bus behavioral expectations and may want to enforce logical consequences for noncompliance.
- D. Role of School Administrators: The administration should support the established behavioral expectations and confirm that the bus driver is in charge of the bus. Administrators will support disciplinary action while ensuring that due process is provided and that all actions comply with mandated procedures, board-established policy, state law, and federal law.

Disciplinary Issues

Students are expected to exhibit behavior on buses which reflects good judgment and common sense. Appropriate behavior promotes respect for self and others. Inappropriate behavior is that which displays a lack of good judgment and common sense.

Category I Offenses

These types of behavior are typically classified as disruptive behaviors which may interfere with the safe and efficient operation of the bus. Examples of this category of behaviors include, but are not limited to, unsafe behavior, interference or obstruction, swearing, willful disobedience, disruptive behavior, loud noises, insulting or abusive language, tardiness, etc. Students will not be allowed to stand up and/or change seats while the bus is in motion.

- 1) Bus drivers are expected to record instances of and give a verbal warning to students in regard to this behavior. Drivers are expected to utilize logical consequences for instances of behavior including assigning specific seats for students on the bus.
- 2) Upon the third, and each ensuing, incident of this behavior during the school year, the bus driver will file a report with school administration for further disciplinary action.
- 3) Appropriate, and increasing, consequences will be assigned by school administrators for each referral from bus drivers including assigned bus seats, removal of riding privileges as outlined below, detention, in-school suspension, or out-of-school suspension.

Category II Offenses

These types of behavior are classified as gross disruptive behaviors which create an oppressive, hostile, or dangerous environment. Examples of this category of behaviors include, but are not limited to, assault, fighting, harassment, theft, willful damage to property, defiance of authority, etc.

- 1) Incidents of Category II Offenses will be referred to the bus manager and school administrators immediately upon the return of the bus to the garage.
- 2) Category II Offenses may result in suspension from bus transportation according to the following schedule (although any and all actions may be taken at a given time if deemed appropriate):
 - suspension from transportation for one day,
 - suspension from transportation for one week,
 - suspension from transportation until the next

regularly scheduled board meeting at which time it will be recommended that the student be removed for the remainder of the year

- 3) Category II Offenses may result in concurrent consequences within the school building as well, should it be deemed appropriate by administrators.
- 4) Incidents of Category II offenses may be referred by school and transportation authorities to law enforcement officials when necessary.
- 5) Incidents of Category II Offenses will be recorded and records maintained for a period of a single school year. Increased levels of consequence will be enforced for incidents during the current school year only.

Students will not be rejected from the bus while the bus is on the route.

The driver may assign students to specific seats on the bus and take other corrective actions as appropriate to deal with student discipline.

Coordinating Scheduling of Extra-Curricular Events

Philosophy

The philosophy of Barnesville High School is that all extra-curricular events play an important role in the lives of Barnesville students and their families. The purpose of this policy is to avoid bringing pressure to an individual student as a result of conflicts between activities which may arise. The regulations are designed to provide an equitable basis concerning the scheduling of events for Barnesville students and a step-by-step procedure to solve problems if conflicts in dates/events do arise.

Grade Check for Eligibility

All students that plan to participate in Category I or Category II school activities must follow the eligibility policy as approved by the Barnesville Board of Education. This policy states that grades are checked at the high school at the 3-week mark of the quarter and then again for eligibility at the 4-week mark of that quarter. Grades are then checked again at the 6-week point in the quarter and one week later during week 7 to determine student eligibility. If a student is currently enrolled as a PSEO student, On-Line College at high school or at home or is a Home-Schooled student and participates in activities at Barnesville High School then these students with special enrollment status must also follow the grading, grade-check, and eligibility policy as noted. Students that fit into these special and aforementioned enrollment categories will submit their grades printed from on-line or from an official website and then present the grades to the building principal at both the 3-week and 6-week intervals in each quarter and once again at the end of the quarter. Should any of the students enrolled in the aforementioned categories present grades to the principal that are failing in weeks 3 or 6 then, they must re-submit grades during weeks 4 and 7 to verify and confirm eligibility as a student in good-standing and able to participate in Category I and Category II activities.

Scheduling of Events

- A. The activities director will schedule events in the spring of the year as completely as possible for the ensuing school year.
- B. Events scheduled after that date will have to clear the master schedule which is to be kept in the office. OFFICIAL DISTRICT, REGION, and STATE ADDITIONS or corrections should take precedence over non-conference and locally scheduled events.
- C. The activities director is to receive in writing proposed dates for events that are scheduled after the initial schedule is drawn up.
- D. The original schedule will take priority over all late-scheduled events. Therefore, if an event is scheduled after the spring closing date, it should be known that the student members of the organization which originally scheduled the date are responsible to that organization for those dates.
- E. When it becomes necessary to reschedule a sport or music event which has been postponed due to weather conditions, the coach or director must check the existing school calendar before rescheduling the event. If there is possible conflict, the change must be approved by the athletic director and music department chairman.

Procedures for Conflicts in the Schedule

Where conflicts seem to be unavoidable, the following regulations will prevail. Every attempt should be made to ensure that the student need not be asked to make a choice and that the student not be penalized due to the outcome.

- A. All performances (games, meets, events, contests) will take priority over a practice or rehearsal. A concert will take priority over a JV or B-squad game or meet.
 - a. JV or B-squad games or meets will take priority over a practice or rehearsal.
 - b. When a conflict appears, the following procedures should be followed:
 - i. Notify the activities director as to possible conflict.
 - ii. The activities director and coaches concerned will meet to see if the adopted rules can handle the alleged problem.
 - iii. If the adopted rules do not apply to when an agreement on the interpretation cannot be reached, then the activities director will call a meeting with the two coaches and/or directors to resolve the conflict. The principal will be called in as a fifth party only if needed.

Scheduling Extended Tours of Trips

It is the responsibility of the coach or director to schedule these events as early as possible. It appears as though the 2 to 21/2 weeks following completion of the winter tournaments are normally a period of time where the sports activities are not into their spring schedule of games or meets. If tours can be scheduled for that time of year, this would perhaps eliminate many problems. Knowing that this will not always be possible, the following regulations shall apply:

- A. It is the responsibility of the coach or director to look for open dates in the schedule. If open dates do exist or the activity director can find an area in the schedule where it least affects the total school program, the tour/trip may be scheduled in that time period.
- B. Problems or conflicts must be identified early. The coach or director must search out potential problems before the sports season begins. Those students with potential conflicts, should meet with the coach and activities director at that time to discuss the problem. The student will need to make a decision at that time (before the season begins) as to whether they will accompany the group on the trip or remain home for the sports event.
- C. It is the responsibility of the coach and director to clear the extended trip with the activities director, and building principal. They, as a committee of three, shall determine priorities if need be after examining the existing schedule.
- D. It will be the duty of the activities director, to see that the entire faculty is notified well in advance as to the dates of the approved trip and to provide a list of students involved.
- E. Students are not to be penalized, demoted, or degraded in any way due to missing practice, rehearsals, or scheduled events once the extended trip has been approved.
- F. If a student chooses to drop a major activity entirely, because of a conflict but after the start of a season, that student shall not be allowed to take part in that particular event.

Barnesville High School Dance Policy

1. ALL dances are to be CHEMICAL FREE and should be advertised as such.
2. Dances conducted by the school will designate the particular grade levels to be invited. It is recommended that Junior High School dances be designated for 7th, 8th and 9th graders only, while Senior High School dances be open to students in the 9th, 10th, 11th and 12th grades. Departures from these grade levels may be granted but the reason for the departure must be addressed in writing with the dance application forms.
3. Barnesville students and their guests are allowed into class parties or dances. All guests must follow BHS dance rules or will be asked to leave. All guests of BHS students must be registered in the Principal's Office. If the dance is scheduled for a Saturday evening, guests must be registered by the deadline given by the high school office.
4. Doors will be locked one hour after the start of a Senior HS dance and 30 minutes after the start of a Junior HS dance. No one is permitted to enter after that time. Exceptions to the late entry provision must be made by prior arrangement with the faculty advisor.
5. Once a person arrives he/she may not leave and re-enter for any reason.
6. Recommended times for all school-sponsored dances (with the exceptions of the Junior-Senior Prom and Homecoming) will be from 8:00 PM-12:00 PM for Senior High dances and from 7:00 PM-11:00 PM for Junior High dances. Departures from these times may be granted but the reason for the departure must be addressed in writing with the dance application forms. The organizations sponsoring the Junior-Senior Prom or Homecoming dances are to work out appropriate timeframes with administrative approval.
7. Because of the nature of the event, 9th grade students will not be permitted to attend Prom. 10th grade students may attend the Junior-Senior Prom only as a guest of a junior or senior. Any other guests may not be over the age of 20. (For Prom or any dance.)

8. Students suspected of any chemical (alcohol and/or drug) usage will be detained by the faculty advisor, acting as the designated administrator, until a parent/guardian and/or the authorities arrive. Any student so detained will be considered suspended from school until the student is re-admitted to school by means of a parent/guardian conference. Parent/guardian should call the school on the first school day after the incident and request a conference with the principal for re-admission. Any student who fails to cooperate with the faculty advisor by refusing to be detained until the parent/guardian and/or authorities arrive will be suspended for a minimum of three days and a maximum of five. Legal authorities will be called immediately when a student refuses to be detained.
9. The faculty advisor will make prior arrangements with the Barnesville Police to ensure that the law enforcement officials will make periodic stops at the event.
10. Any unusual clean-up required (decorations, concessions, etc.) will be the responsibility of the group and the advisor.
11. The sponsoring group must do the following at least one week in advance of the event:
 - a. The faculty advisor must meet with or have an understanding with the principal of the responsibilities as the designated administrator.
 - b. Receive permission to hold the dance from the principal's office and reserve the facilities in the superintendent's office. A facility reservation form must be completed as well as the request form.
 - c. Arrange for at least 1 teacher (in addition to the advisor) to help chaperone.
 - d. Arrange for 2 parent/guardian chaperones (attempt to have 1 male and 1 female to provide for adequate restroom monitoring).
 - e. Return all forms for the event at least 3 days in advance.

Barnesville Public School District-Wide Policies

Drug Free/Weapon Free Policy

November, 1994

Effective August 1, 1991, a Weapon Free provision was added to Minnesota Statute 152.021-152.023 and 609.66 which address Drug Free Zones in schools, parks, and public housing zones. It shall be the policy of Independent School District No. 146, Barnesville Public School, to subscribe to Minnesota State law regarding its Drug Free/Weapon Free Policy. This law has provisions that address persons caught possessing, using, or selling drugs or anyone caught possessing, using or recklessly handling a dangerous weapon, may be subject to increased penalties.

The Drug Free/Weapon Free Zone is defined as being within the confines of and distances within one city block or 300 feet of any Minnesota school, park, public housing project, or school bus carrying students. Drugs are defined as any illegal substances as identified by law. Weapons are defined as any firearm or dangerous weapon that can be used to inflict a wound and/or harm to another person or to inflict damage to property. Juveniles who are convicted of violating the Drug Free/Weapon Free Zone and who are at least fourteen years old can be treated as an adult and sentenced in an adult court. Students who violate the above may be immediately suspended out of school, may be referred to law enforcement officials, and may be submitted to the school board for expulsion.

Students who bring firearms to school or school property are required to be expelled from school for a period of not less than one year under the Gun-Free Schools Act of March 31, 1994. The local education agency's chief administrating officer may modify the expulsion requirement on a case-by-case basis.

It will also be illegal to bring replica weapons onto campus. This would include anything that would resemble a weapon from a squirt gun made to look like a real gun, a rubber knife, etc. Failing to follow these rules will result in action taken by administration, could face detention, suspension or expulsion depending on severity of the offense.

Head Lice

If school personnel suspect a child of head lice, the child's head will be checked by school staff or the Public Health Nurse. If head lice are found, the child's parents will be notified and the child will be sent home. Other children in the classroom will be checked at the discretion of the classroom teacher. When a case of head lice is found, a notice will be sent home to the parents of the students in that specific grade, encouraging them to check for lice in their children's hair. More information can be found at the Minnesota Department of Health's website:

<http://www.health.state.mn.us/divs/idepc/diseases/headlice/factsheet.html>

Medication Administration Policy

(Adopted Spring, 1999)

Purpose

The purpose of this policy is to set forth the provisions that must be followed when administering non-emergency medication to students.

General Statement of Policy

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications in accordance with school district procedures.

Requirements

- A. No prescription medication or medicine that may be purchased without a prescription will be administered during the school day by designated school personnel unless prescribed by a licensed prescriber and an authorization is signed by the student's parent/guardian.
- B. An "Administering Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs.
- C. Prescription medication must come to school in a container appropriately labeled for the student by the pharmacy.
- D. Nonprescription medications must come in the original container. This must be accompanied with a licensed prescriber's written order and signature when being administered by the school district.
- E. Prescription medications are not to be carried by the student unless there is a written agreement between the school district and the parent. Medications will be left with the appropriate school district personnel, except as noted in a written agreement between the school district and the parent or as specified in an IEP (individual education plan) or IHP (individual health plan).
- F. The school must be notified immediately by the parent or student over 18 in writing of any change in the student's medication or if the medication is no longer required. A new container label with new pharmacy instructions shall be required within two days of the change.
- G. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
- H. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records 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.
- I. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization (if appropriately contracted by the school district under Minn. Stat. § 123.35, subd.17(2) or (3)). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.
- J. Not covered by this policy:
 1. Special health treatments such as catheterizing, tracheotomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine.
 2. Emergency medical procedures, including emergency administration of drugs and medicine are not subject to this policy.
 3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy.
 4. This policy does not apply to drugs or medicines used at school in connection with services for which a minor may give effective consent.
 5. The provisions of this policy do not apply to medications:
 - a) That are used off school grounds;
 - b) That are used in connection with athletics or extracurricular activities; or
 - c) That are used in connection with activities that occur before or after the regular school day.
- K. "Parent" for students over 18 is the student.

Asthma Inhalers

Minnesota state statute 121A.22, subdivision 2 states that prescriptive asthma or reactive airway disease medications may be self-administered by a pupil with an asthma inhaler if the district has received a written authorization from the pupil's parent

permitting the pupil to self-administer the medication and the inhaler is properly labeled for that student. The nursing services provider must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's health record a plan to implement safe possession and use of the asthma inhaler.

Board of Education and Sexual Harassment and Violence Defined

Contact

Title IX officer and human rights person is Megan Hoyer 354-2228 ext 311 or mhoyer@barnesville.k12.mn.us

General Statement of Policy

It is the policy of Independent School District No. 146 to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.

It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy.

It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel. The school district will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

Religious, Racial, Sexual Harassment and Violence Defined

Sexual Harassment

Definition: Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of sexual nature when:

- (I) Submission to that conduct or communications made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
- (II) 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
- (III) 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.

Sexual harassment may include but is not limited to:

- (a) Unwelcome verbal harassment or abuse;
- (b) Unwelcome pressure for sexual activity;
- (c) unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
- (IV) Unwelcome sexual behavior or works, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- (V) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- (VI) Unwelcome behavior or works directed at an individual because of gender.

Racial Harassment

Definition: Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

- I. Has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment.
- II. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- III. Otherwise adversely affects an individual's employment or academic opportunities.

Religious Harassment

Definition: Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

- I. Has the purpose or effect of creating an intimidating, hostile or offensive working or academic environment;

- II. Has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performances; or
- III. Otherwise adversely affects an individual's employment or academic opportunities.

Sexual Violence

Definition: Sexual violence is a physical act of aggression or force or the threat thereof which involves the intentional touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes Section 609.341, include the primary genital area, groin, inner thigh, buttocks or breasts, as well as the clothing covering these areas.

Sexual violence may include, but is not limited to:

- I. Any intentional touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- II. Coercing, forcing or attempting to coerce or force the intentional touching of anyone's intimate parts;
- III. Coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
- IV. Threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

Racial Violence

Definition: Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to race.

Religious Violence

Definition: Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.

Assault

Definition: Assault is:

- I. An act done with intent to cause fear in another of immediate bodily harm or death;
- II. The intentional infliction of or attempt to inflict bodily harm upon another; or
- III. The threat to do bodily harm to another with present ability to carry out the threat.

Reporting Procedures

Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct with may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a District Human Rights Officer or to the Superintendent.

- A. In Each School Building. The building principal is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence at the building level. Any adult School District personnel who receives a report of religious, racial or sexual harassment or violence shall inform the building principal immediately. Upon receipt of a report, the principal must notify the School District Human Rights Officer immediately, without screening or investigating the report. The principal may request, but not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the Human Rights Officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the Superintendent or the School District Human Rights Officer by the reporting party or complainant.
- B. In the District. The School Board hereby designates Kyle Gylland as the School District Human Rights Officer to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves a Human Rights Officer, the complaint shall be filed directly with the superintendent. The school district shall conspicuously post the name of the Human Rights Officer including mailing address and telephone number.
- C. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades, or work assignments.
- D. Use of formal reporting forms is not mandatory.

- E. The school district will respect the privacy of the complainant, the individual (s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

Investigation

By authority of the school district, the Human Rights Officer, upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence, shall immediately undertake or authorize an investigation may be conducted by school district officials or by a third party designated by the school district.

The investigation may consist of personal interviews with the complainant, the individuals against whom the complaint is filed, and others who may have knowledge of the alleged incident or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.

The investigation will be completed as soon as practicable. The School District Human Rights Officer shall make a written report to the superintendent upon completion of an investigation. If the complaint involves the superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual or whether they appear to be violations of this policy.

School District Action

- A. Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

Reprisal

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged religious, racial or sexual harassment or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Student Grievance Procedure

Student Grievance Procedure & Information Provided for Students and Parents of Barnesville Public Schools, District #146.

Non-Discrimination

Title VII and Title IV, Civil Rights Act of 1964 and Age Discrimination in Employment Act of 1967

Title IX of the Education Amendments of 1972

Section 503 and 504 of the Rehabilitation Act of 1973

Section 402 of the Vietnam Veterans Readjustment Act of 1974

Title 11 of the American with Disability Act of 1990 ADA section 35.130

The Board of Education as required by law under the names, titles, and sections above assures that no person shall on the basis of race, color, age, religion, sex, handicap, or national origin, be excluded from participation in, denied benefits of, or otherwise be subjected to any degree discrimination in activities and programs und the control of the Board of Education. The Board of Education appoints the Superintendent as its Equal Opportunity Officer for the titles and sections listed above. The Superintendent is responsible that a program is in place for the school district to establish necessary procedures for effective, uniform, unbiased, and judicious enforcement of equal opportunity standards. The Superintendent or designee shall make available to all participants and other interested persons information regarding the provisions of the above named titles and sections and their application to the school district.

1. Definition: A "grievance" shall mean a complaint which has been filed by a student or by a student's parent on the student's behalf dealing specifically with various civil rights and nondiscrimination laws listed in the above statements. This specific grievance procedure does not apply to other situations for which other appeals and adjudication procedures are provided by State laws or in which the School Board does not have the authority in which to legally act. Normal lines of communication, though a normal chain of command such student to teacher-to counselor- to administrator, etc shall be used, when feasible in seeking answers and / or clarification regarding student concern. This should be attempted before the grievance procedure is initiated. First discussions with building principals do not necessarily require the complaint to be presented in writing as an initial step.
2. Purpose: The student grievance procedure has as its most salient purpose to identify at the earliest level possible equitable solutions to a complaint or a claim. If the complaint is justifiable all proceedings shall be kept to the strictest levels of confidentiality at each phase of this grievance procedure.
3. Timeframe: The number of days as indicated in the procedures outlined shall be regarded as the maximum and every effort should be made by all parties to accelerate the process. Time limits, if applicable, can be extended if agreed upon mutually by the complainant and district administration.
4. Level One: Students with a complaint shall present it first to their respective building principal- high school or elementary. At this juncture the District Equal Opportunity Officer is to be notified. If the concern / complaint can not be resolved at this meeting, the student may then present a formal claim in writing. This documentation should include all supporting statements and any other evidence and present this information to the his / her building principal. Upon receipt of this information, the school district will have 5 days to state its decision regarding the complaint. The district's decision shall be in writing that includes supporting reasons related to the final decision.
5. Level Two: If the complainant determines it necessary to carry this complaint forward and beyond the Level One procedures, he/she may within ten school days submit his / her complaint to the Superintendent. The Superintendent of Schools shall evaluate the evidence and produce his / her own decision within ten days of receiving the complaint.
6. Level Three: If the complainant still maintains a concern he / she may submit in writing within tens of the Superintendent's decision the complaint with the School Board and upon receiving the complaint it shall be placed on the next school board agenda for consideration. A final determination shall be made thirty calendar days after the conclusion of this school board meeting.
7. Withdrawal: Without prejudice or record a complaint may be withdrawn at any level of the grievance procedure.
8. Hearings/ Decisions: At each level in the process the complainant shall be given full and complete opportunity to be heard and present information. Decisions reached in Levels 2, 3, and 4 shall be in writing with the lone exception to this requirement being that of Level 1 resolution.
9. Recrimination / Reprisals: None shall be taken by or against any party of interest in the grievance procedure by reasons associated with participating in this process.
10. Record Keeping: All proceedings external to that of the School Board will be destroyed. Should any complainant wish to have his / her own complaint added to or placed in their file/school records they may do so by requesting this action in writing.

Barnesville Public Schools ISD # 146

Rights to Alternative Complaint Procedure

The procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

Harassment or Violence as Abuse

Under certain circumstances, alleged harassment or violence may also be possible abuse under MN law. If so, the duties of mandatory reporting under MN Stat. 626.556 may be applicable. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

Bullying Policy 514

Adopted: _____

MSBA/MASA Model Policy 514

Orig. 2003

Revised: _____

Rev. 2014

514 BULLYING PROHIBITION POLICY

[Note: School districts are required by statute to have a policy addressing bullying.]

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;

3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
 1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
 1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

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

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who

witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted

to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - 4. The incidence and nature of cyberbullying; and
 - 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in

civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.

- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 124D.10 (Charter School)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)

MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

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. This policy shall appear in student handbook.
- C. The school district will develop a method of discussing this policy with students and employees.
- D. This policy shall be reviewed at least annually for compliance with state and federal law.

District Illness Policy

With your cooperation, illness at school can be kept at a minimum. Many diseases start with symptoms similar to those of a common cold. If your child is not feeling well, we request you keep him/her home. Certain symptoms in children may suggest the presence of a communicable disease. Excluding an ill child may decrease the spread of the disease to others.

Recommended exclusion varies by the disease or infectious agent and will be decided on a case by case basis. Children with symptoms listed below should be excluded until symptoms improve or a Physician has determined the child can return.

- A. Illness: Unable to participate in routine activities or needs more care than can be provided by the school staff.
- B. Fever: A fever of 100° F or higher. Measure the temperature before giving medications to reduce fever. Child needs to be fever free for 24 hours without the use of fever reducing medications before returning to school. If your child's fever spikes at any time during the school day the parent/guardian or emergency contact will be contacted and will be responsible for coming to get the child.
- C. Vomiting/Diarrhea: Exclusion until 24 hours after the vomiting and diarrhea has subsided. If your child vomits or has at least 2 episodes of diarrhea while attending school the parent/guardian or emergency contact will be contacted and will be responsible for coming to get the child.
- D. Rash with a fever: A rash with a fever that has been undiagnosed. (Recommendations taken from the Minnesota Department of Health)

Exchange Student Policy

November, 1995

- A. A specific acceptance policy limiting the number of exchange programs with which the district will engage is adopted. Because of its previous record of success and interaction with the AFS, World Learning, Inc., and AYUSA, the Barnesville School District recognizes these three programs as endorsed international student exchange organization. For other exchange programs, the following guidelines must be satisfied to qualify as an endorsed student exchange organization:
 - a. The organization must have a local/area coordinator with whom the students may interact on a regular and/or immediate basis;
 - b. The organization must contact the high school office and receive approval of placement before contracting with the host family;
- B. The organization must demonstrate a commitment to provide a pattern or program of diversity in its selection and placement of exchange students into cooperating communities;
 - a. The organization must demonstrate a commitment, through its practices and policies, to follow legal and other generally accepted guidelines in placement of international exchange students
 - b. The organization must have the endorsement of the appropriate Minnesota state agency or department.
- C. High School administration will approve placement agreements under the following conditions:
 - a. As a general guideline, but not a specific limitation, the administration will consider the recommendation that the number of individual exchange students accepted be kept at approximately 1% of the student body;
 - b. The acceptance of exchange students will reflect a culturally diverse population and will attempt to encourage placement of students from a variety of cultural backgrounds;
 - c. Contact with the district through the high school office must occur before placement with a host family occurs.
- D. AFS, because of staff sponsor and organization within the school, would reserve priority student placement through August 1st of each academic year. After August 1st, students would be placed on "first-come" formal contact basis.
- E. Foreign Exchange Students will receive an Honorary Diploma from Barnesville High School.

Barnesville High School Alcohol and Drug Use and Tobacco

Philosophy and Purpose

The Barnesville Public Schools recognize that illegal chemical use is not only wrong and harmful; it is a serious problem which adversely affects the educational process. We recognize that responsible leadership is a critical component of an appropriate and effective response to this problem. The district is, therefore, committed to the development and implementation of programs and policies which contribute to the well being of students and adults through prevention, intervention, aftercare and staff development. The major components of our approach to chemical abuse are defined as:

Prevention - An education process that promotes the development of healthy self attitude and provides students with information and interactions needed to make responsible decisions regarding chemical use.

Intervention - An established process in which caring persons confront an individual with data regarding his/her chemically-related behaviors in an effort to help that individual seek appropriate corrective measures.

Aftercare - An organized support system for recovering chemically dependent individuals.

Staff Development - A process through which employees acquire the knowledge and skills required to constructively respond to the problems of chemical abuse.

MOOD-ALTERING CHEMICALS/TOBACCO

A. Reference Bylaw 205

Twelve (12) months of the year, a student shall not at any time, regardless of the quantity: (1) use or consume, have in possession a beverage containing alcohol; (2) use or consume, have in possession tobacco; or, (3) use or consume, have in possession, buy, sell, or give away any other controlled substance or drug paraphernalia, (4) use or consume, have in possession, buy, sell or give away products containing or products used to deliver nicotine, tobacco products and other chemicals. "Tobacco products" means: any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part or accessory of a tobacco product, (5) use or consume, have in possession, buy, sell or give away any substance or product where the intent of such use of the substance or product is to induce intoxication, excitement, or stupefaction of the central nervous system, except under the direction and

supervision of a medical doctor. Such substance or products shall include, but are not limited to, synthetic drugs, gasoline, glue, aerosol devices, bath salts, and any substances addressed by Minnesota or Federal law.

Prevention

- A. Use of health series adopted by the district and supplemented with prevention materials and designed staff members.
- B. Provide “concerned persons” and drug information groups at the junior high and senior high levels.
- C. Provide educational prevention programming for junior and senior high students.

Intervention

- A. Referral of student using or possessing alcohol or illicit drugs outside of school hours: First Offense
 - 1. Student is referred to Student Assistance Coordinator for consultation.
 - a. If student is not in activities, six drug information sessions are recommended, but not required.
 - b. Students in extra-curricular activities will be required to participate fully (and complete) six drug information sessions to fully restore eligibility to the activities. If the time required to complete the sessions extends beyond the normal MSHSL violation penalty period, the student may return to activity pending continued attendance at the information sessions. Violation of the attendance provision would result in denial of participation privileges.
 - 2. MSHSL penalties for violation are assigned, if applicable.
- B. Referral of student using or possessing alcohol or illicit drugs outside of school hours: Second and Subsequent Offenses
 - 1. Student is referred to Student Assistance Coordinator for consultation.
 - a. If student is not in activities, six drug information sessions are strongly recommended.
 - b. Students in extra-curricular activities will be required to participate fully (and complete) six drug information sessions to fully restore eligibility to the activities. If the time required to complete the sessions extends beyond the normal MSHSL violation penalty period, the student may return to activity pending continued attendance at the information sessions. Violation of the attendance provision would result in denial of participation privileges.
 - 2. MSHSL penalties for violation are assigned, if applicable.
 - 3. Parental contact is made to determine need or means of evaluating situation along with explanation regarding the drug information sessions and opportunities for school personnel to assist with the issue. External assistance resources may be recommended.
- C. Students using or in possession of alcohol/illicit drugs in the school setting or at school related events: First Offense
 - 1. Administrator calls parent and police as deemed necessary.
 - 2. Student is given minimum 3 days of out-of-school suspension: Student must attend six drug information group sessions or two days of in-school suspension. If the student misses any drug information group sessions a day of in-school suspension goes into effect.
 - 3. Student is immediately suspended - from the day of the offense - from all extra curricular activities according to MSHSL and Barnesville High School rules.
 - 4. Administrator or Chemical Counselor makes contacts with parent/guardian and student.
 - a. Staff member checks to see if parent or student has any questions regarding the circumstances which led to the action taken.
 - b. Staff member clarifies consequences of repeated offense
 - c. Staff member reviews school resources available to student and family.
- D. Students using or in possession of alcohol/illicit drugs in the school setting or at school related events: Repeated Offense (within the same academic year).
 - 1. Administrator calls parents and police as deemed necessary.
 - 2. Parent/Guardian - Student is given a minimum of 5 days of Out-Of-School Suspension and the student must attend six drug information group sessions and complete an evaluation with a chemical abuse counselor as deemed appropriate by school resource people or 5 days Out-Of-School Suspension.
 - 3. Appropriate staff member conducts re-entry conferences as described above.
- E. Student under Influence
 - 1. Individual reports student suspected of being under the influence to an administrator immediately.
 - 2. Administrator follows the procedures for the student in possession except that the police are called if parent/guardian cannot be reached or if the student is disorderly. When parent/guardian is

reached, the parent/guardian is given a choice: do they wish to come and get the student, or, do they want the police to take the student to the police station?

All procedures for minor possession are then followed - see preceding section, "Students in Possession of Alcohol/Illicit Drugs".

F. Reasonable Suspicion that Student Is Under the Influence

1. Individual reports the problem to an administrator immediately.
2. Administrator and reporting staff member visit with student and counselor (if possible) as soon as possible.
3. If the student is not under the influence, the administrator and/or his/her designee, calls the parent/guardian regarding the nature and outcome of the conference with the student. School official calls with the student present.
4. If the student is under the influence, follow the procedure outlined previously.
5. If the nature of the problem cannot be determined, bring in parent/guardian - immediately if possible - but within 48 hours for a conference with the administrator, the reporting staff member, the counselor and the student. In that conference:
 - a. Review the circumstances (behavior) which precipitated the conference.
 - b. Request data from parent and student to determine the nature of the problem, i.e., the reasons for the behavior.
 - c. Review relevant school, community, medical and counseling services available.

G. Behavioral Evidence for Alcohol/Drug Abuse Problem

1. Staff will be alert to alcohol/drug related behaviors.
2. If these behaviors are present, staff will confront the student regarding his/her concern for the observed behavior.
3. If the behaviors persist, the staff will notify the alcohol/drug counselor who will in turn:
 - a. Collect data from other teachers, coaches, advisors, administrators and support staff.
 - b. Arrange a conference with referral teacher and others deemed necessary for that conference to assess the data gathered.
 - c. Above conference may result in any of the following: a conference with the student and parent, an outreach worker referral, testing, inpatient evaluation, community agency referral or other mutually agreed upon options.

Aftercare

- A. While the student is in inpatient treatment, the counselor will define the student's educational program and coordinate that program through conference with the student, parents, and classroom teachers and contact with the treatment center.
- B. When the student returns from inpatient treatment:
 1. The school chemical counselor will arrange an educational staffing (with classroom teachers, parent/guardian and student) to report on the status of the academic program.
- C. If a student is involved in an outpatient treatment program, and attending school, the above process will be followed to the extent deemed necessary by the student, parent/guardian, counselor and teacher.

Staff Development

- A. The Barnesville District will provide and coordinate on-going training in the areas of chemical use and dependency. Appropriate time will be set aside for key personnel (counselors, administrator, group facilitators, etc.) at the elementary and junior and senior high levels, so they secure skills in:
 1. Implementation of the prevention curriculum
 2. Intervention procedures
 3. Group leadership and facilitation
- B. There will be periodic inservice programs at the building, district, and community levels for all staff.

Procedures Resolving Citizen Complaints Policy

Purpose

The following procedures shall be instituted in order to allow an orderly and appropriate flow of communication between citizens and school district employees to provide a systematic and expedient resolution of concerns regarding school issues; and to provide for a full disclosure of complaints, criticisms, suggestions and the ultimate resolution of such to both the employee and the complainant. All conflicts between citizens and employees shall be resolved in a manner best serving the needs of the constituents participating in the program with respect for the

professional expertise of the employee and with regard for the rights of parents and citizens to express concerns regarding school programs.

Procedure

- SUBD.1. Initial communication will be made with the employee so that the complaint and the employee may attempt to resolve the issue at this level.
- SUBD. 2 If complaint is not resolved, the complainant shall be advised by the employee that he has the right to go to the employees immediate supervisor. Either person may seek the advice of the appropriate supervisor. The supervisor will make a log entry.
- SUBD. 3 If the complaint is still not resolved, it must be submitted in writing to the supervisor. The supervisor shall then examine the situation and respond in writing to the complainant and the employee as to the findings and take whatever action, if any, appears necessary. This step shall be documented in the supervisors log.
- SUBD. 4 The complainant or employee may appeal the decision of the supervisor to the Superintendent of Schools. He/she may reaffirm, or reverse the recommendation of request an alternative solution. This action shall be noted in the superintendent's log.
- SUBD. 5 The complainant or employee may appeal the decision of the Superintendent of Schools to the Board of Education. The decision of the Board is final.
- SUBD. 6 Any employee discipline resulting from a parental complaint shall be done according to the Employee Discipline Policy.

Procedure for Review of Curriculum Content and Alternative Instruction

Statement of Intent

The Barnesville School District believes in the principles of intellectual freedom. Members of the community are welcome to review curriculum and instructional materials. Any parent, guardian, or adult student in District 146 may express concerns about the content of instructional materials in the district's educational program.

Whenever a concern is expressed, the district will respond in accordance with the procedures described herein.

The intent of this procedure is to provide parents, guardians, and adult students the opportunity to review instructional materials, address concerns, and propose alternative instruction for the individual student. The intent is not to interfere with the rights of others to receive the instruction in question nor does it relieve the student from meeting state and district requirements or essential learner outcomes.

Procedure

When a parent, guardian, or adult student (hereafter referred to as "person") indicates a concern regarding the content of instructional materials, this procedure will be followed:

Request for Review of Material

- 1. Each request for review of material will be directed to the building principal.
- 2. The principal will:
 - a. treat each concerned person's request with confidentiality;
 - b. try to resolve the questions of the concerned person(s) during the initial contact;
 - c. provide and explain the Minnesota state statute and the school district's policy and procedure;
 - d. inform the concerned person(s) that the student is not required to be exposed to the questioned material but will be required to meet the essential learner outcome;
 - e. inform the classroom instructor(s) and the affected department, if appropriate, of the materials in question.

Opportunity to Review Materials

- A. School responsibility
 - a. All adopted curricular and instructional materials (including adopted learner outcomes, print material and film/video with descriptive narrative) will be available for review:
 - i. By appointment with the principal;
 - ii. In the principal's office (or other reasonably private location);
 - iii. For check-out through the principal's office personnel for one week.

- iv. Outside speakers, spontaneous classroom discussion, and current events materials are not considered part of the planned content of instruction. These curriculum areas, therefore, are exempt from the requirement for prior review.
- B. Parent, guardian or adult student responsibility
 - a. Review materials during designated times.
 - b. If a concern is identified, the person(s) will complete the "Statement of Concern Regarding Instructional Content" form specifically detailing the portion of instructional content to which objection is made.

Alternative Instruction

- A. School responsibility
 - a. Upon receipt of a statement of concern, school personnel may propose one alternative form of instruction in place of the material in question.
 - b. The building principal will facilitate a meeting among the concerned parties and, if appropriate, present the school proposal for alternative instruction as described in the "Alternative Instruction Contract" form.
- B. Parent, guardian or adult student responsibility
 - a. The person(s) will respond to the school proposal for alternative instruction.
 - b. If the school proposal is rejected, the person(s) will develop an alternative plan at no cost to the district.
 - c. The proposed plan must address the district learner outcomes.

Assessment Procedures

- A. School responsibility
 - a. School personnel will determine an appropriate assessment.
 - b. The school district and its instructors will not impose academic or social penalties as a result of alternative assessment.
- B. Student responsibility
 - a. The student will complete the appropriate assessment in accordance with the agreed upon alternative instructional contract.']
- C. When the contract is completed and the specified outcome met, the student will be granted completion credit or a grade for the work.

Assessment and State Testing

Students in grades K-12 take a variety of tests and assessments each school year. We give students the assessments to determine your child's instructional level and to measure academic growth throughout the school year, and from year to year, in a variety of areas. Your child will take some assessments on an iPad. If you have questions about assessment purposes, time frames or results, please contact school administration. The State testing calendar for each school year is found on our website.

Parents/Guardians may choose to have their child opt out of statewide assessments.

Hazing Prohibition

October, 1997

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.

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 or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

- F. The school district will act to 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.

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 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, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 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 events. A student organization does not have to be an official school organization to come within the terms of this definition.

Reporting Procedures

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall 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 hazing 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 or reporter's future employment, grades, or work assignments.

School District Action

- 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, reporter, 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 Pupil Fair Dismissal Act, school district policies and regulations.

Reprisal

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who 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.

Dissemination of Policy

This policy shall appear in each school's student handbook and in each school's Building and Staff handbooks.

Military Recruitment Opt-Out

Military Recruitment Opt-Out forms are available to all students who do not wish that the military obtain personal information through their schools. This only applies to students who are juniors and seniors.

In the No Child Left Behind Act, signed by President Bush in 2001, there is a section that requires secondary schools to provide a list of names, phone numbers and addresses of all their students to military recruiters upon request. Also, military recruiters are guaranteed the same access to schools and students as college recruiters and employers. The military has the authority to contact anyone at home in their efforts to recruit teens.

If you do not want the student's name, address, and telephone number released to military recruiters, the student (regardless of age) or parent/guardian must sign the Military Recruiter Opt-Out form located in the High School Office and return it to the High School Office.

If a Military Recruitment Opt-Out Form has been submitted, another submission is not necessary.

Wellness/Nutrition Guidelines

Nutritional Guidelines

- a. **Rewards for students and classrooms** - Schools will limit foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan).
- b. **Snacks** – We encourage healthy choices as classroom snacks. These would include nutrient dense foods, such as whole grains, fresh fruits, vegetables and dairy products. Preference is to be given to foods that do not list sugar as the first ingredient and do not have more than 35% of its calories from fat (excluding foods with high nutritional value such as nuts, seeds and cheese).
- c. **Sack lunches or home packed lunches** - When sending a home-packed lunch or snack to school, the district encourages parents to pack healthy foods and refrain from including foods and beverages without nutritional value.
- d. **Celebrations** – We will limit celebrations that involve food during the school day. Each party should include no more than one food that does not meet nutrition standards for food and beverages sold individually.
- e. **Fundraising** – We will encourage the use of non-food items or foods with high nutrition value, such as fresh fruit or nuts, as fund-raising choices. Fundraising orders taken and deliveries made will not be done during school lunch hours.
- f. **School-sponsored events** – The district will work toward increasing the healthy or more nutrient-dense food selections that are available.
- g. **Beverages** – Only milk (preferably low-fat), flavored milk, water and beverages containing fruit juices (preferably 100%) with no added artificial or natural sweeteners may be sold or provided on school grounds both immediately prior to and throughout the instructional day.
- h. **Advertising/Marketing messages** – The district will encourage and support lifelong healthy eating by students and engage in nutrition promotion that is offered as part of the health and physical education curriculum designed to provide students with the knowledge and skills necessary to understand advertising and marketing messages.

For more information please refer to our school district wellness policy.

Barnesville High School

Activities Handbook

Students, Parents & Spectators

(REVISED June 2023)

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School Board Philosophy

The Board of Education of Independent School District Number 146 welcomes each individual into the educational program as he or she is, provides a stimulating learning environment, and offers opportunities designed to promote behavioral changes that affect continuing adjustment to life.

Practical application of this philosophy requires the school district to provide each individual the opportunity to develop mentally, physically, emotionally, and morally. Furthermore, the Board of Education provides the plans, tools, and facilities to implement this philosophy.

School District Mission Statement

Barnesville Public Schools, in partnership with families and the community, strives to develop responsible students by promoting academics, arts, and athletics, offering challenging programs in an innovative environment.

District Goals

- Develop lifelong learners in an atmosphere of mutual respect and trust.
- Improve educational achievement by establishing clear standards, measuring performance, assisting educators and increasing opportunities for lifelong learning in an ever-changing society.
- Promote school spirit and enthusiasm so that all students, staff, and residents of the District feel connected and proud.

Independent School District 146 Board of Education

Ryan Lindbolm	Dave Herbranson	Marla Field
Crystal Henderson	Dion Bredman	Jake Thompson
	Andy Maier	

Administration

Jon Ellerbusch	Superintendent	Brooke Fradet	Administrative Secretary
Bryan Strand	High School Principal	Shelly Krueger	High School Secretary
Todd Henrickson	Elementary Principal	Missy Sossa	High School Secretary
Aaron Schindler	Activities Director	Tammy Maesse	Elementary Secretary
Casey Ehlert	Network Administrator	Chris Ellefson	Community Ed Secretary
Jodi Samuelson	District Finance Officer		

School Offices

District Office

P.O. Box 189
Barnesville, MN 56514
(218) 354-2217

High School Office

P.O. Box 189
Barnesville, MN 56514
(218) 354-2228

Elementary School Office

P.O. Box 189
Barnesville, MN 56514
(218) 354-2300

Barnesville High School - Activities Staff

Activity

Band- Director Grace Tangen
Choir Director Jennifer Gylland

Fall Activities

Musical Director Alissa Nibbe
Football- Head Coach Bryan Strand
Football- Assistant Phil Trowbridge
Football- JV Nathan Strand
Football- 9th Jacob Grosz
Football- 8th Nick Paur
Football- 7th Scott Amundson
Football- JH Floater Tracy Hinsz
Volleyball- Head Coach Megan Askegaard
Volleyball- JV Kailey Strand
Volleyball- B-Team Maizey Berg
Volleyball- 9th Janet Rasmussen
Volleyball- 8th TBD
Volleyball- 7th TBD

Winter Activities

Wrestling- Head Coach Zach Anderson
Wrestling- Assistant Jeff Titus
Wrestling- JH Rylee Anderson
Girls Basketball- Head Coach Ryan Bomstad
Girls Basketball- Assistant Ali Honrud
Girls Basketball- 9th TBD
Girls Basketball- 8th George Haj
Girls Basketball- 7th Lexi Bolgrean
Boys Basketball- Head Coach Matt Askegaard
Boys Basketball- Assistant Jenson Beachy
Boys Basketball- 9th Adam Tonsfeldt
Boys Basketball- 8th TBD
Boys Basketball- 7th TBD
Cheer Teams- Head Coach Randi Trowbridge
One Act Play- Director Alissa Nibbe
Speech Head Coach Cary Zepper

Spring Activities

Visual Arts- Director Heidi Smith
Girls Golf- Head Coach George Haj
Girls Golf- JH Golf Jed Johnson
Boys Golf- Head Coach Matt Askegaard
Boys Golf - JV/JH Jed Johnson
Softball- Head Coach Aaron Schindler
Softball- Assistant Nikki Gregg
Softball- Junior High TBD
Baseball-Head Coach Stacy Martz
Baseball- Assistant Nathan Strand
Baseball- Junior High Jacob Grosz
Girls Track- Head Coach Mike Schaub
Girls Track- Assistant Jack Schaub
Boys Track- Head Coach Maizey Berg
Boys Track- Assistant Nick Paur

Competitive Section Assignments

Volleyball	8AA
Football	8AA
Girls Basketball	8AA
Boys Basketball	8AA
Wrestling	8A
Dance	4A
Boys Track	8A
Girls Track	8A
Boys Golf	8AA
Girls Golf	8AA
Baseball	8AA
Softball	8AA
Music	6A
Speech	8A
One-Act Play	6A
Visual Arts	6A

Conference Assignments

Heart O'Lakes Conference

Volleyball, Cross Country, Basketball, Wrestling, Track, Baseball, Softball, Golf

Mid-Northwest District(new 2023)

Football

A Privilege: Participation in Interscholastic Activities

Progressive educators have long acknowledged that a student's participation in interscholastic athletics is a privilege. A student earns the right to represent his or her school in such a program, just as any individual earns the privilege to represent a credible organization.

Interscholastic programs are voluntary. No student is obligated to take part in any interscholastic activity. Participation is not required for graduation or for college entrance. Those who participate must give extra effort and put in additional time. In this respect, preparation for and participation in interscholastic athletics differs from intramurals.

Because high school interscholastics are voluntary and because those participating represent the student body, mandatory standards of conduct are set. These standards are of the highest level, particularly in the areas of academic requirements, school-citizenship, and sportsmanship. The dignity of the school program is reflected through interscholastic athletics. Participants must conduct themselves in a manner that is above question.

Because representing a school in athletics is a privilege, the school possesses the authority to revoke the privilege when a student does not conduct himself or herself in an acceptable manner. The responsibility for proper conduct exists not only in the competitive arena, but also at school and in public. As a member of a school team, the student brings attention not only to himself or herself, but also to the student body and the school itself. School authorities reserve the right to revoke the privilege of participation for students who do not follow the rules of the Minnesota State High School League, the rules of Barnesville High School, and the rules established by the activity coaches.

Letter to Parents

We are very happy your son/daughter has chosen to take part in one of our athletic programs. We feel our squads have a lot to offer your child and that your child will become a better person for having taken part in our programs.

As part of our programs, we feel your child has a responsibility to be the very best representative he/she can possibly be to our school and community.

Athletics are a part of our total educational system. We on the athletic staff believe that this part of the system can play a leading role in your son/daughter's education. We feel that all students should grow mentally, morally, and physically.

Mentally, we encourage your sons and daughters to do the very best in the classroom as they possibly can. Our coaches will stress their students are always to keep up in the schoolwork or risk losing the privilege of taking part in athletics. They will work closely with the regular teachers toward this goal of academics first, athletics second. Our student handbook and activity guidelines are written with this goal in mind.

Morally, we encourage your sons to be gentlemen, and your daughters to be ladies at all times. We and the MSHSL do not permit smoking, drinking, or other forms of intemperate living. Neither do we condone or accept behavior, which is illegal, immoral, or inappropriate. We encourage students to be honest, responsible, and accountable for their actions. All of these issues help to develop students of character and integrity.

Physically, we will try to teach them a new confidence and encourage them to be the best they can be. It is our belief regular sleeping hours, good personal hygiene practices, and proper nutrition are important to a growing youth and to their fullest level of performance. We sincerely hope you will help in this training. When they meet and compete each day with their teammates on a physical or competitive basis, they soon acquire the confidence and courage needed to do their best.

When problems or concerns come up concerning your child in a particular activity, we would like you to follow the ***procedures for Dealing with Conflicts***. Our coaches are concerned about your sons and daughters, and are doing the best they are capable of doing with your child's interests in mind.

If after meeting with the coach or coaches you feel you want to pursue the matter to a higher level, your next step would be the Athletic Director, followed by the Principal, Superintendent, and lastly, the School Board.

Barnesville High School Student Expectations

- I. The chance to participate in athletics is available to all students in Barnesville High School. This privilege and honor carries with it a responsibility to the community, school, faculty, and student body the students represent.
- II. So that the standards and ideals of Barnesville High School will be upheld and enforced uniformly, the following rules have been established and must be familiar to all coaches and students in the activities programs at Barnesville High School.
- III. The Minnesota State High School League Rules shall be enforced.
- IV. Students will be encouraged to dress and groom in a manner that reflects appropriately on the school, community, and themselves.
- V. Students shall accept the decisions of the officials made during activities. Questions should be brought up in the proper manner by either the coach or appointed captains.
- VI. Students shall not use profanity in practice, games, or any activities in which the students represent the school.
- VII. Students shall respect the property of others. Any Barnesville student stealing or damaging property in Barnesville or on road trips including any stops made while traveling is in violation of the Student Code of Responsibilities. The coaches must make it a point to check all locker rooms used and to supervise at all stops.
- VIII. Students are financially responsible for equipment checked out to them during their seasons.
- IX. Students may be allowed to practice while under suspension for violations of rules at the discretion of the coaches and A.D. A student **cannot** practice or take part or attend a contest or practice if he/she is suspended from school for any reason.
- X. All students are expected to work to their capabilities academically. Any teacher has the right and responsibility to keep a student from attending a contest during school time if they feel the trip will hurt the student in the classroom.

- XI. Locker room-valuable/upkeep/etc....while taking part in school activities, you are expected to help with the upkeep of our locker room and facilities you use. This means when you are done for the day, you will pick up your things and see that they are put away in the proper place. You are responsible for your valuables and are not to leave money, watches, shoes, or other items out. You are issued locks, and should keep all of your valuables locked up. You are also expected to keep other schools' facilities clean and in order while on road trips.
- XII. Bus behavior...while riding to and from events, you are to behave on the bus. The supervisor has the right and responsibility to see that the students are reasonably quiet and do not interfere with the driver's concentration or ability to provide a safe bus.
- XIII. Students are expected to take the school provided transportation to and from the activities unless their parents make personal contact with the supervisor in charge. The only persons they may ride with are PARENTS. A violation of this rule will make that student ineligible for participation in the next contest, and may result in suspension from the team if it continues to be a problem.
- XIV. .Participation: Coaches in Grades 7-8 are to place participation of all students above all other considerations in their contests. It is fun to win, but at these levels, it is the philosophy of the Board of Education that each child's chance to play is more important than winning. If a coach knows that a child will not play because of any reason, then that child should not dress in game uniform.
 - A. At tournaments for these levels, the coaches should use their discretion as to who plays and how much. If the decision to win is important for the tournament, then the coaches should discuss this with the team members so they are aware of this in advance.
 - B. Grades 9 - 12...students in activities at these levels are part of the 9th Grade, B-Team, Junior Varsity, and/or Varsity Programs. The players at these levels have worked hard in their training and will have a much more competitive level of participation. Students are not guaranteed playing time. Every effort will be made by the coach to keep players at these levels so they remain a part of the team. The students must realize they are contributing to the team by their continued hard work in practice and, in many ways, that is as important to the team as playing time itself.

Activity Fees

A participation fee is charged for the following activities:

7 th and 8 th Graders	\$50.00 per activity
9 th – 12 th Graders	\$75.00 per activity
	\$20.00
	\$20.00
	\$20.00
	\$20.00

The guidelines are as follows:

<u>Student Max:</u>	
Junior High (7 th & 8 th)	None
Varsity (9 th – 12 th)	\$200 student, \$350 family max

The fee will be collected by the supervisor/coach for each activity or can be paid in the high school office.

The fee must be paid before the first contest in the activity or the student will not be allowed to take part or to practice after that time until the fee is paid.

The student will receive a receipt and the record of payment will be kept in the high school office.

Activity Prices

Athletic Events

- \$6.00
- \$4.00
- \$4.00

Season Pass

- \$55.00 Adult
- \$35.00 Student

These guidelines are minimum rules and expectations required of all students for participation in activities. Additional rules may be added by the coaches of the activities, assuming those rules are not unreasonable in nature. Appeals of such rules may be made to the Activities Director and High School Principal who will render a decision.

General Activity Policies

Barnesville High School offers a wide variety of co-curricular and extra-curricular activities. The opportunity to participate in interscholastic and other school-sponsored activities is available to all students in Barnesville High School. Programs and activities are offered in academic, fine arts, performing arts, athletic events, and competitions. These activities include athletics, band and choir contests, and speech, as well as other events. The privilege and honor of activity participation carries with it a responsibility to properly represent the community, school, faculty, and student body of Barnesville.

Barnesville High School participates in the Minnesota State High School League, the Minnesota Academic Excellence Foundation, the National Forensic League, the National Future Farmers of America program, and a variety of other activities. The High School follows the guidelines and policies set forth in each of these organizations. To obtain a copy of the MSHSL activity guidelines and policies, see your coach, supervisor, or the high school office for information.

Conduct Rules of Barnesville High School Students

Student Code of Responsibilities

Students participating in school-sponsored activities are expected to abide by the Code of Responsibilities set forth by the Minnesota State High School League and the Barnesville Public Schools. The code includes the following commitments:

- I. I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
- II. I will be fully responsible for my own actions and the consequences of my actions.
- III. I will respect the property of others.
- IV. I will respect and obey the rules of my school and the laws of my community, state, and country.
- V. I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state, and country.

A student who is under penalty of exclusion, expulsion, or suspension or whose character or conduct violates the Student Code of Responsibilities is not in good standing and is ineligible for participation for a period of time as determined by the principal. The guidelines adopted by Barnesville High School recommend periods of ineligibility as follows (although all are subject to the determination of the building principal):

- * First violation: Suspension for two games/event
- * Second violation: Suspension for four games/events
- * Third violation: Removal from team or activity

Application of the Rules

The rules will apply to all students at Barnesville Schools will be the MSHSL regulations and all of the locally adopted rules that exceed the rules of the MSHSL. These regulations will apply uniformly to all MSHSL activities and extracurricular performances of any type offered at Barnesville School for grades 7-12.

All students being considered for ***Homecoming or Snowball*** Candidates must be a student in good standing. This includes academics, behavior, MSHSL eligibility, and attendance. The candidate must remain in good standing for all ***Homecoming and Snowball*** activities. Any candidate who does not remain eligible will not be allowed to participate in any royal court appearances or ***activities scheduled for the week.***

Guidelines

It is imperative that we raise the level of expectations among our student extra-curricular participants. Students must realize that their first concern shall be their performance in the classroom. Our extra-curricular program is supplemental to the classroom and must be looked at as an earned privilege, not a guaranteed right. To uphold the standards and ideals of Barnesville activities, the following rules and academic expectations have been established.

Third and Sixth Week Provisions:

- I. Any student who receives a failing (F) or incomplete (I) grade at the time regular progress reports are issued, will be subject to a seven calendar day warning or grace period.
- II. The warning/grace period runs from the end of the school day on Wednesday to the end of the school day on Wednesday following the grade submission.
- III. During this time, the student remains eligible for activities but must raise the grade to passing status by 3:15 p.m. of the 7th day.
- IV. Teachers shall inform the principal of all students receiving a failing grade (s) or incomplete for the reporting period. The principal shall inform the student and the parents of the dates of the warning/grace period. It is the student's responsibility to raise the grade(s) from failing status to passing status.
- V. Should the teacher declare the grade to be passing at the end of the 7th day, the teacher will sign a form, which the student will present to the principal verifying that the grade has been cleared - Eligibility will continue.
- VI. Should the grade remain failing, **the student will miss the next scheduled contest and remain ineligible until a passing grade has been verified.**
- VII. During this time, the student cannot be dismissed during the school day for a co-curricular or extra-curricular activity if he/she will be missing the class he/she is failing or incomplete.

End of Quarter/Semester Provisions:

- I. Students who receive a failing grade at the end of any academic quarter will be declared ineligible. This period of ineligibility will begin the next school day following the date grade reports are due in the office.
- II. During the time of ineligibility, the student may be allowed to practice or scrimmage but will not be allowed to participate in a contest or activity.
- III. Final grades for 4th Quarter will be used for eligibility status for fall activities.
- IV. In dealing with the MCA Scores, teachers may have the ability to add the score into their fourth quarter grades. This could deal with Science, Math, Reading or Writing. The teachers will have the ability to figure out just what percentage of the fourth quarter grade the test score should count for. In doing this it will be necessary to have the fourth quarter grade represented by a "GP" or Grade Pending, this will have no bearing on the students eligibility as the principal and athletic director will see this and know why the grade pending is on the report card. The grade pending will be changed by the classroom teacher as soon as the grades are available to the school district.

Policy for Students who Fail Multiple Classes

A student who receives multiple "F's" would serve the appropriate penalty; two "F's" – double the penalty, three "F's" - triple the penalty, etc.

PSEO, On-Line College, Home-Schooled Students, Etc.

All students that plan to participate in Category I or Category II school activities must follow the eligibility policy as approved by the Barnesville Board of Education. If a student is currently enrolled as a PSEO student, On-Line College at high school or at home or is a Home-Schooled student and participates in activities at Barnesville High School then these students with special enrollment status must also follow the grading, grade-check, and eligibility policy as noted. Students that fit into these special and aforementioned enrollment categories will submit their grades printed from on-line or from an official website and then present the grades to the building principal at the both the 3-week and 6-week intervals in each quarter and once again at the end of the quarter. Should any of the students enrolled in the aforementioned categories present grades to the principal that are failing in weeks 3 or 6 then, they must re-submit grades during weeks 4 and 7 to verify and confirm eligibility as a student in good-standing and able to participate in Category I and Category II activities.

Minimum Penalty: Failing One Class

Football, Golf, Track, Clay Target

Varsity 1 game, match, or meet

Junior High 1 game, match, or meet

Volleyball, Softball, Baseball

Varsity 2 matches

Junior High 2 matches

Basketball

Varsity 3 games

Junior High 2 games

Wrestling

Varsity 3 matches

Junior High 3 matches

- I. 1st public performance following a grading period
- II. 1st MSHSL sponsored competition or contest and/or the first "extra" performance
- III. Number of contests/games is based on a percentage of entire games played over the course of a season.
- IV. It is our goal to keep this policy as comprehensive as possible and we are continually working towards solutions to meet this end.

Individual Category II activities that are included in the Academic Eligibility policy are listed below. Students who are academically ineligible according to policy will not be allowed to participate in the activities listed.

FFA

MFE/ALD

Fall Rally

FFA Invitational

Poultry

Forestry Soils

Parliamentary Procedure

National Convention

Ag Activity at UMC

Little International

National FFA Week

FFA Day at the Capitol

Dairy Foods

Wildlife Horse

Talent Contest

General Livestock

Small Animal CDE

Farm Management

Job Interview

Meats

Salesmanship

State Agri-Science Fair

Spring Awards

Floriculture, Nursery, Landscape

Dairy

Crops Contest

Ski Trip

Crops

Ag Mechanics

State FFA Convention

Secretary, Treasurer, Newsletter, and Scrapbook Contests

Band and Choir

Jazz Band Trips

West Acres Jazz Band

Change of Pace Performances

Solo Ensemble Contest

Large Group Contest

Music Department Trip

Fall Festival

Honor Choirs

Miscellaneous

Field Trips

Knowledge Bowl

One Act Play

Speech Meets

River Watch

Musical

- A. All students who are to attend an extra-curricular activity during the school hours must be performing to a level of satisfactory work in every class, maintain good attendance, and are punctual for class.
- B. Unless prior arrangements are made with the activities director or school principal, a student in an extra-curricular activity must be in regular attendance at school on the day of a contest and a school day following a contest. Failure to follow the attendance guideline may result in forfeiting participation in the next contest.
 - a. In order to practice, a student shall be in school, attending regularly scheduled classes on the day of practice, unless prior approval is made with the activities director or high school principal. Students with an unexcused absence from a class will not be allowed to practice.
 - b. **Appointments scheduled during the school day will require written professional documentation from those providing the service.**

Barnesville High School Activity Rule Violation

Category I Activities

PHILOSOPHY: Realizing the importance of helping students when confronted with chemical use, harassment, or violence issues, Barnesville High School has implemented a positive, supportive program to encourage students to make wise choices and good decisions regarding substance use. This program is intended to encourage students to seek appropriate assistance and to provide an educational format to review issues of concern.

APPLICATION: In all Category I Activities (as designated by the MSHSL), which includes all athletic programs as well as speech and debate, the MSHSL guidelines will form the base of consequences and disciplinary action. The Barnesville program is amended as follows:

- a. First violation: The student shall lose eligibility for the MSHSL time (presently 2 weeks or 2 events whichever is greater) plus two additional weeks for a total of four weeks. The ineligibility period may be reduced to the MSHSL consequence by satisfactorily completing the information classes for first-time offenders provided by the school.
- b. Second violation: The student shall lose eligibility for the MSHSL time (presently 3 weeks or 6 events whichever is greater) plus three additional weeks for a total of six weeks.
- c. Third violations: The student shall lose eligibility for the MSHSL time (presently 4 weeks or 12 events whichever is greater) plus four additional weeks for a total of eight weeks.
- d. Subsequent violations: Student shall lose eligibility for a period of 18 weeks or one complete semester of activities.
- e. Self-reporting: Should a student report him/herself to the principal for a violation of the rules listed above, special consideration will be given. If the student's report is the first notification of the violation that is received by a school official and if there is an accompanying admission of guilt by the student, the penalties listed above will be reduced to the MSHSL penalty. The goal of this stipulation is to encourage a student with a chemical issue to come forward and to seek help. The student must also agree to six hours of informational classes approved by the school counselors.
- f. All classes must be completed before any reduction in consequences will be allowed.

Category II Activities

Philosophy: Performance is a vital part of the work completed in the Category II activities. Most work is done with the goal of performance in mind.

Music: Performance shall be a required part of membership in all music groups for which credit is given toward graduation at Barnesville High School.

- I. Excused absences from performances –
 - A. To receive full credit - students will be required to submit a research paper on an appropriate topic and length to be determined by the director provided the report is satisfactorily submitted and reviewed.
- II. Unexcused absences from performances –
 - A. To receive partial credit - students will be required to submit a research paper on an appropriate topic and length to be determined by the director provided the report is satisfactorily submitted and reviewed.
- III. Students are made aware of grade expectations and performance obligations when joining a music group in the beginning of the year.

Other Category II Activities

All other school-sponsored activities, such as Knowledge Bowl, FCCLA, school musicals, one-act play, FFA, Scheduled Dances (Prom/Snowball/Homecoming), homecoming court, snow- ball court, any other activities the school would see fit to

include, etc., which may or may not be specifically sponsored by the MSHSL, are considered by Barnesville High School to be Category II activities.

The governing rules for these activities, beyond those listed herein, are established within the specific programs.

Application

- I. **First violation:** A student in a Category II activity will lose eligibility for two contests or events and four (4) weeks of public performances (pep band). This consequence will be reduced to one contest or events and two weeks of public performances (pep band) if the student satisfactorily completes the information classes provided by the school. A student will miss the next scheduled dance (Prom/Snowball/Homecoming), if the penalty has not been served in another activity. In relation to homecoming or snowball court it will fall under the 2 contest rule.
- II. **Second violation:** A student in a Category II activity will lose eligibility for three contests or events and 6 weeks of public performances (pep band). A student will miss the next two scheduled dances (Prom/Snowball/Homecoming), if the penalty has not been served in another activity. In relation to homecoming or snowball court it will fall under the 3 contest rule.
- III. **Third and subsequent violations:** A student in a Category II activity will lose eligibility for 4 contests or events and 8 weeks of public performances (pep band). A student will not be allowed to attend scheduled dances (Prom/Snowball/Homecoming) for one calendar year from the time the violation has been reported to the school. In relation to homecoming or snow- ball court it will fall under the 4 contest rule.
- IV. **Self-reporting:** Should a student report him/herself to the principal for a violation of the rules listed above, special consideration will be given. If the student's report is the first notification of the violation that is received by a school official and if there is an accompanying admission of guilt by the student, the penalties listed above will be reduced by one event and two weeks of public performance at each level. The goal of this stipulation is to encourage a student with a chemical violation to come forward and seek help. The student must also agree to six hours of personal time devoted to a chemical/alcohol counseling program approved by the school counselors.

These violations will be accumulative for grades 9-12, but done on a yearly basis for grades 7-8. Penalties will carry over from one year to the next.

All classes must be completed before any reduction in consequences will be allowed.

Letter Awards

The objective of an award should be recognition of an achievement that has been accomplished through effort and sacrifice. One who receives an award is being recognized as superior in some area of athletics.

- I. An athlete earning a letter for the first time will receive a chenille letter and a pin for that particular activity.
- II. All subsequent awards will be in the form of yearly bars, one for each additional time lettered.

Lettering Requirements by Sport:

- I. Lettering requirements for each sport shall be up to the discretion of each individual head coach. These requirements must be clearly stated at the start of each athletic season.
- II. **Students who are in violation of MSHSL Rules will forfeit all letters, team awards, and conference awards in the activity in which the penalty was served.**

Dealing with Conflict

Procedure for Handling Activity Complaints

In order to allow an expression of differences that often occur in athletics/activities, a procedure has been developed for establishing a line of communication between school, parent/guardian, students, and coaches. This procedure should follow an orderly process.

No conflict between a parent, student, official, or coach should be addressed during or immediately following a contest or production. The contest site, practice field, lobby, or locker rooms are not appropriate places to handle conflict. Coaches or Activity Supervisors are not to meet or deal with conflict at these times or places. Most conflicts are better resolved with an appropriate cooling down period.

If the above procedures are not followed, the following steps will take place:

- I. 1st Violation of Procedure - The coach will suggest a meeting at a later date and a letter will be sent to the parent outlining our procedure for handling athletic/activity complaints.
- II. 2nd Violation of Procedure - Removal from the next contest.
- III. Violation of Procedure - Removal from all remaining contests.

If you are upset please call or arrange a meeting the following workday.
The following steps should be taken in order for conflict to be resolved:

Step 1

- A meeting between the student and the coach/coaching staff should be called. Players at the Junior High Level have the option of having a parent present.

Step 2

- If the conflict is not resolved, a meeting between the student, the parent, and the coaching staff should be called. This meeting can be initiated by the student, the parent, or the coaching staff.

Step 3

- If any of the three parties (student, parent, or coaching staff) still feel the conflict is not resolved, a meeting between the student, parent, coaching staff, and Athletic Director may be called by any party.
- Notes of the meeting will be kept by the Athletic Director. If the Athletic Director is the coach involved, an Administrator will act as the mediator.

Step 4

- The Athletic Director will send out a list of findings and recommendations to those involved no later than one week after the meeting. A copy of all communications will be given to the High School Principal and Superintendent.

If a School Board Member receives a complaint regarding a coach, that complaint will be immediately forwarded to the Athletic Director and Superintendent.

Group Conflict

No parent group shall meet at BHS to discuss team problems without representatives from BHS which will include the A.D. or coach. At group meetings, individuals must speak for and represent themselves, not other individuals or groups.

Code of Ethics

Minnesota State High School Coaches Association

As a Professional Educator I will:

1. Strive to develop in each athlete the qualities of leadership, initiative, and good judgment.
2. Respect the integrity and personality of the individual athlete.
3. Encourage the highest standards of conduct and scholastic achievement among all athletes.
4. Seek to inculcate good health habits including the establishment of sound training rules.
5. Fulfill responsibilities to provide health services and an environment free of safety hazards.
6. Exemplify the highest moral character, behavior, and leadership.
7. Promote ethical relationships among coaches.
8. Encourage a respect for all athletics and their values.
9. Abide by the rules of the game in letter and spirit.
10. Respect the integrity and judgment of sports officials.
11. Display modesty in victory and graciousness in defeat.
12. Demonstrate a mastery of and continuing interest in coaching principles and techniques through professional improvement.

Parent Responsibilities

Parents are expected to encourage their sons and daughters to perform to the best of their ability both athletically and academically. They should be a source of support for the athlete and the program in which they are participating.

Parents are role models for athletes and representatives of BHS. As such, they are expected to exemplify good attitudes by treating all players, coaches, fans, officials, and other parents with respect and dignity. Parents **MUST** insist that athletes abide by rules established by the school, the coach, and the Minnesota State High School League.

Parents should be positive in support of their own team and recognize the achievements of the opposing team. Vulgar or denigrating remarks are never appropriate. Parents should allow their athletes to enjoy the benefits of competition, remembering that not everyone can be the star, be on the first team, or have equal playing time.

Parents should keep winning and losing in proper perspective. Athletic programs are primarily designed for students to learn and have fun. Athletes who do their best are to be commended even if their best isn't good enough to win.

Fan Responsibilities

BHS fans represent the school, whether home or away. They are expected to support their team in a positive way and treat all participants and fans with respect and dignity.

Attending a high school game is different than attending a professional contest. Your behavior should reflect that difference. Your admission price doesn't allow you to abuse players, officials, or coaches. You are responsible for your behavior.

Student Responsibilities

Students are expected to follow the rules of the Minnesota State High School League, the rules of Barnesville High School, and the rules of the coach and team.

Students are expected to perform to the best of their ability both athletically and academically. They should be a source of positive support for their teammates.

Students are role models for other students of BHS. As such, they are expected to exemplify good attitudes by treating other players, coaches, fans, officials, and parents with respect and dignity.

Students should be positive in support of their own team and recognize the achievements of the opposing team. Vulgar or denigrating remarks are never appropriate.

Students should enjoy the benefits of competition, remembering not everyone can be the star, be on the first team, or have equal playing time.

Keep winning and losing in proper perspective. Athletic programs are primarily designed for students to learn and have fun. Athletes who do their best are to be commended even if their best isn't good enough to win.

Spectator Guidelines at Events

The following additions are consequences for disorderly or unruly adult spectator/fan behavior at student events held in association with Barnesville School District. Unruly or disorderly student fan behavior will be handled through normal school discipline due process and referral to law enforcement. The assigned event site supervisor will make all determinations of unruly or unsportsmanlike behavior, after first issuing a warning to the individual.

Should an adult spectator's behavior violate current policy regarding coaches, contest officials, or advisors during or after events, or constitute participating in unsportsmanlike behavior from the stands, then that behavior will be deemed in violation of Barnesville School District Policy and the violator will then be subject to the following:

First Offense:

The person in question will be suspended from attending the next three home events for that sport or activity, with the consequence to follow into the same sport's next season if need be. This consequence may be reduced to the next two events if the coach or advisor involved receives a formal, written apology from the offending fan before the third event takes place, and a copy of the incident report and apology is transmitted to the School Board to remain on file.

Second Offense:

A person involved in a second offense over the course of the season will be suspended from all extra-curricular events for the remainder of the calendar year.

Third Offense:

A third offense will ban the offender from all home student events, indefinitely.

There is no appeal process to the Board of Education for policy violation.

Note: Laws regarding trespass on school grounds, trespass at school activities, and disorderly conduct at public events will be referred to and enforced by local law enforcement.

Travel- School Activities

Purpose

The purpose of this policy is to assure adequate supervision is provided when Barnesville students participate in activities outside the District.

General Statement of Policy

Activity participation often requires travel outside the District for competition, performances, and other academic or co-curricular opportunities. Ensuring the safety of students is a priority of the District. Established behavior and participation requirements combined with adequate supervision will diminish inappropriate and risky behaviors.

Procedures

- I. Standard MSHSL and local participation requirements are in the Barnesville Student Handbook.
- II. Instructors and co-curricular coaches/directors will communicate additional participant requirements and expectations to participants and parents/guardians.
- III. Consequences for inappropriate behavior shall be communicated to participants and parents/guardians. MSHSL and local consequences are explained in the Barnesville Student Handbook.
- IV. Day trips using the school car, school van, or mini-bus require only supervision by the instructor, activity coach/director, or authorized adult.

- V. Day trips using a District school bus or charter bus require a driver other than the instructor or co-curricular coach/director. The instructor, co-curricular coach/director, or authorized adult must ride the bus.
- VI. Overnight trips require adult supervision by a person of the same gender as the participants.
 - A. In the event a same gender chaperone cannot be found, administrative discretion will be implemented.
- VII. Overnight trips using a District school bus or charter bus require a driver other than the instructor or co-curricular coach/director and additional chaperones proportionate to the number of students.
- VIII. The building principal has authority to approve written requests for variance from procedures.

Barnesville School District Website

www.barnesville.k12.mn.us

Access to Activity Schedules