



Student Handbook

2026-2027

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Mission Statement

The mission of Ubah Academy (UBAH) is to provide students with a rigorous education that will prepare them for college and the pursuit of a medical or other meaningful career in our community. As a public charter high school, UBAH is open to all students, but our program is designed to meet the unique needs of diverse students and their families in a culturally sensitive environment.

Arrival and Dismissal Hours

Students will be supervised by staff from 7:00am until 2:30pm. Students arriving early may not be supervised. All students are asked to leave the building by 2:30pm unless they are participating in extracurricular activities or have arranged with staff to stay after hours for tutoring.

School Closing Procedures

School may be delayed or canceled when the administration believes the safety of students and employees is threatened by severe weather or other circumstances. The executive director/principal will make a decision about closing school as early in the day as possible. School closing announcements will be made over local radio and television stations as well as via parent portal (robocall).

Visitors

No students or parents from within or outside the school may visit Ubah Academy while school is in session without an appointment. Parents/guardians who visit the school should sign in at the main office and receive a visitor's pass. For the security of our students, visitors are required to sign in and out of the building.

Parent Volunteers

Parents/guardians are welcome in the school. To volunteer in the school building or classroom, parents/guardians should contact the administration. Prospective volunteers will also be required to fill out a background check form and receive clearance before being allowed to work with students in the school.

Lost and found

Lost books, electronic devices and papers may be reclaimed in the office in the lost and found cabinet. All items of value (i.e.: jewelry, purses, wallets and watches) will be kept in the office. Lost articles of clothing will be kept in the main office. The clothing we find will also be displayed at conferences on a table near the front offices. Clothing will be donated to charity periodically.

Textbooks – Lost or Damaged

MN Statute 120.101 allows schools to charge for lost or destroyed textbooks, chromebooks, workbooks,

or library books. All students will be charged a damage/replacement fee.

Messages to students

Students may use office and classroom telephones with permission, and at staff discretion. Students will not be called out of class to receive phone messages except in the event of an emergency. Personal cell phone use during the instructional day is NOT permitted. All personal cell phone use must be done outside of school hours.

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Health Office

The health office is located in the main office. The nurse's office hours are 7:00am-3:45pm. Students must have a pass from their teacher before reporting to the health office, unless it is an emergency. If a student needs to come to the health office between classes, he/she must obtain a pass from the teacher of the next hour's class. Students may not leave school or arrange for their own ride home without first reporting to the school nurse. The school nurse will assess the severity of the illness and call home if necessary.

Immunizations

In order for students to enroll or remain enrolled in school, MN state law requires documentation of required immunizations, written proof of exemption, or conscientious objection. Students will not be allowed to start school until this information is returned to the Health Office. Your child can meet the immunization requirements through being fully immunized, providing a signed medical exemption letter, or through a notarized conscientious objection.

Section 504

504 is a federal law, which prohibits discrimination against persons with a disabling condition in any program receiving federal financial assistance.

The law defines a person with a disabling condition as anyone who:

- Has a mental or physical impairment which substantially limits one or more major life activities;
- Has a record of such an impairment, or
- Is regarded as having such an impairment

Parent and Teacher Conferences

Each quarter, Ubah Academy will invite parents to meet with teachers to discuss their student's academic performance in their classes. The dates, times, and formats will vary and information about these conferences will be sent in the Ubah Newsletters and robocalls prior to conferences being held. For more information, contact the school administration.

Interviews of Students by Outside Agencies

Students may not be interviewed during the school day by persons other than a student's parents/guardians or school district officials, employees, and/or agents, except as provided by law and/or school policy.

Students Experiencing Homelessness

The McKinney-Vento Homeless Assistance Act, part of the federal Every Student Succeeds Act (ESSA), ensures educational rights and protections for children and youth experiencing homelessness. To ensure that these children have access to educational programs, school districts are required to implement transportation provisions. School districts must within reason provide students experiencing homelessness with transportation to and from their school of origin. If you have questions about the McKinney-Vento Homeless Assistance Act, contact our liaison, Mr. Ismail Haji at (612)735-1565.

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Drills

UBAH is required by law to conduct different drills throughout the year including: armed intruder, fire, and tornado drills. Emergency signs will be posted in each room and the teacher will give safety instructions to the class in each scenario.

Crisis Management

Ubah Academy has developed a “Crisis Management” plan. Students and parents will be provided with information as to district and school-specific plans. The “Crisis Management” policy addresses a range of potential crisis situations in the school. The school has developed general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The school will conduct lock-down drills, fire drills, and a tornado drill.

Evacuations/Reunification

In the event school leaders make the determination to evacuate a school to another location due to a severe fire or other inhibiting emergency, school leaders will communicate the evacuation plans and options families have for their student’s safe release home. Photo IDs will be checked and only adults previously listed as emergency contacts will be allowed to take students from the evacuation areas. Students will only be released to a non-family member with approval by a parent/guardian.

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Lunch

Lunch Prices

Breakfast and lunch are free for all students. All families are encouraged to complete an Educational Benefits Application, formerly the free and reduced-price meals application. *A new application must be submitted each year.*

Lunchroom Rules

A few hints to make your meals more enjoyable for you and your classmates.

- Use good eating manners.
- Talk quietly with classmates. Don’t shout.
- Students are not permitted to use their personal electronic devices in the lunchroom.

- One person per seat, students should stay seated once in the lunchroom.
- Clear table of all garbage and food/liquids when directed by staff.
- All students are responsible for cleaning their table spot at the end of lunch.
- Running, shoving, and crowding is not permitted.
- Pay attention to designated serving lines; different menus are served in different lines.
- Students who abuse lunchroom rules and regulations will be assigned to eat in an area supervised by a member of the staff or asked to clean the cafeteria tables.

***Outside Deliveries are NOT permitted.**

Food and Beverages

***FOOD DELIVERIES TO THE UBAH CAMPUS ARE NOT ALLOWED BY STUDENTS, INCLUDING UBER EATS, GRUBHUB, DOORDASH, PIZZA DELIVERIES, ETC.** Food Delivery drivers will be refused by Ubah staff. Consumption of food is confined to the cafeteria. NO FOOD IS ALLOWED IN THE HALLWAY OR CLASSROOMS.

Those caught breaking this rule are subject to having the food confiscated by an Ubah staff member.

Water bottles

Students are allowed to have a non-squirt top water bottle in class. All water fountains have a filtered water bottle filler.

Food in the Classrooms

Students should not bring food or drinks to classrooms unless they are specifically authorized by the teacher. Many teachers allow water bottles, but not pop or other beverages. Be sure to check with your teacher on this issue.

Ubah Academic Calendar: To view the calendar online, please visit: [2025-2026 School Year Calendar](#)

Daily School Schedule

Monday-Thursday Friday

Class Time / Minutes Class Time / Minutes

Breakfast 7:00 - 7:25 (25 mins) **Breakfast** 7:00-7:25 (25 mins) **Advisory** 7:30 - 7:58 (28 mins)

Period 1 7:30-8:11 (41 mins) **Period 1** 8:03 - 8:59 (56 mins) **Period 2** 8:14-8:55 (41 mins) **Period 2**

9:04 - 10:00 (56 mins) **Period 3** 8:58-9:39 (41 mins) **Period 3** 10:05 - 11:01 (56 mins) **Period 4**

10:02-10:23 (41 mins) **Lunch A** 11:06 - 11:26 (20 mins) **Period 5** 10:26-11:07 (41 mins)

Period 4A 11:31 - 12:27 (56 mins) **Lunch** (East Hallway) 11:10-11:30 (20 mins)

Period 4B 11:06-12:02 (56 mins) **Period 6** (East Hallway) 11:30-12:15 (45 mins)

Lunch B 12:07-12:27 (20 mins) **Period 6** (West Hallway) 11:10-11:55 (45 mins)

Period 5 12:32-1:28 (56 mins) **Lunch** (West Hallway) 11:55-12:15 (20 mins) **Period 6** 1:33 - 2:30 (57 mins)

Dismissal 12:15 Dismissal 2:30

Grading Scale and GPA

Percent	Letter Grade GPA Points Weighted GPA Points
93%	A 4.000 4.300
90%-92%	A- 3.667 3.967
87%-89%	B+ 3.333 3.633
83%-86%	B 3.000 3.300
80%-82%	B- 2.667 2.967
77%-79%	C+ 2.333 2.633
73%-76%	C 2.000 2.300
70%-72%	C- 1.667 1.967
67%-69%	D+ 1.333 1.633
63%-66%	D 1.000 1.300
60%-62%	D- 0.667 0.967
59% or less	F 0.000 0.000

Student's Grade Composition

A student's grade at Ubah Academy is composed of two categories: formative and summative assessments. These categories are weighted in the Synergy gradebook according to the percentages below. All classes at Ubah will adhere to the following grading criteria to provide consistency across all departments and grade levels.

Formative Assessments: 30% of overall grade

A portion of a student's grade reflects their growth in and development of the process of learning through formative assessments. Teachers use their professional judgment and knowledge of their discipline to determine how a student enrolled in their class demonstrates growth. Examples of formative assessments might include, but are not limited to, drafts, discussions, group work, class work, homework, small quizzes, and daily notebooks.

Summative Assessments: 70% of overall grade

Students at Ubah Academy demonstrate they have mastered skills and content through summative assessments. Examples of summative assessments include, but are not limited to, tests, projects, essays, presentations, and portfolios. The summative assessment category includes a quarter final; all classes give a quarter final which is weighted at a minimum of 10% and a maximum of 20%.

Extra credit

- The purpose of extra credit is to provide additional academic work in order to enhance the learning of course standards.
- Extra credit, if used at all, should not exceed 5% of the Academic Practice grade. Every student should have an equal opportunity to earn the credit.
- In the event that student performance changes significantly, and the teacher does not believe that the calculated grade fairly represents the student's performance, a teacher may include additional assessments (either formative or summative) in order to have a more accurate description of student achievement and record the grade accordingly.

Summative Retakes:

- **All students** are allowed a minimum of one retake on each summative assessment.
- The highest assessment score will be recorded. Students who earned a grade of a "D" or an "F" on any assessment will be highly encouraged to retest in order to show additional learning and understanding of the state outcomes.
- Students are allowed to earn a score up to 100% on the first retake for their grade to accurately reflect what the student knows and can do.
 - Students will be provided the opportunity to retake only if they have completed their relearning plan (as defined by the classroom teacher) prior to the date of the retake. *Retakes will resemble the original assessment in content and rigor.
- Teachers may also offer the opportunity for test corrections for any student, regardless of score, in addition to the opportunity for a retake, for partial credit.
 - Students are expected to initiate any retake they choose to complete.
 - Retakes must be completed within two weeks of the grade being posted unless otherwise arranged and approved by the teacher/administration.
- Teachers will determine and communicate to students the days and times available to

complete a retake. • The summative assessment process will be in each course syllabus or course folder in Schoology. • Students having difficulty arranging a retake may make an appeal to building administration.

End of Quarter 4 summative retakes will only be offered to students in the following scenarios: • Students receiving an "F" on the final summative assessment (taken within the final two weeks of the school year), and which would result in failing the course, or

- Students who received a grade on the summative assessment that would not be adequate to earn a passing grade for the course.

- Reassessment of formative assessments, as in the cases of quizzes and projects, etc., are left to the discretion of the teacher.

- If a student has an extenuating circumstance, teachers will consult with school Administration and/or counseling staff related to this homework procedure.

- Students will have two weeks to complete the reassessment, starting from when feedback was given on the original assessment.

- Students may reassess each summative assessment one time. There is no "retake of the retake."

- **Student behavior counts as 0% of overall course grade.**

- The higher score goes into the gradebook: the reassessment score or the original score.

Mid-term reports are available to view via Parent Portal before conferences each quarter.

Teachers may send periodic reports or call parents if a student is receiving a failing or near failing grade in their respective courses. If a student is failing after mid-term, the teacher must notify the parents by mail or phone call.

**Grades are final and not subject to revision 10 days from the last day of the quarter or semester with the exception of extenuating circumstances approved by administration.*

What is GPA?

GPA stands for **grade point average**, and it is typically how your academic performance and progress is measured. Students earn a new GPA for each quarter of school they complete, and you can estimate your GPA as you see your grades change throughout the quarter. Your **cumulative GPA** is the average GPA of all of your grades over all of the quarters of high school you have completed, usually from 9th through 12th grade.

Your GPA is a key indicator of your effort and academic success in high school; thus, it is used in decisions about college admissions, scholarships, class ranking, and various academic honors you might qualify for. GPA is used by high schools to help measure the achievement of students. Colleges also use this information to determine if a student could be successful or a good fit for their school. Typically, a student with a higher GPA is seen as someone who is prepared to be successful in college because of their effort in high school.

How High School GPA Impacts College

Let's look into one example of how your GPA could be used by a college. Some students are interested in attending the University of Minnesota, Twin Cities. The average GPA of students attending the school is 3.83. With a GPA of 3.83, the University of Minnesota, Twin Cities, requires you to be near the top of your class and well above average in your academic achievement. Your transcript, or the official record of your grades throughout high school,

should show mostly A's. Ideally, you will also have taken several AP or CIS classes to show that you can handle academics at a college level. If you are currently a junior or senior, your GPA is hard to change in time for college applications. For the U of M, if your GPA is at or below the school's average of 3.83, you will need a higher SAT or ACT test score to compensate for a lower GPA score. This will help you compete effectively against other applicants who have higher GPAs than you.

Remember, the University of Minnesota is not the only great college. Other schools like Augsburg University have an average of 3.17 GPA for students attending their school, and many community colleges do not require a minimum GPA to attend.

How to Find your GPA

Your **quarter GPA** can be viewed on your student PowerSchool account. It is different from your cumulative GPA. Your quarter GPA reflects your grades for just the current quarter, rather than your overall grades. Your **cumulative GPA** can be found on your high school transcript. To request an official or unofficial copy of your transcript, go to the [Parchment](#) website and order your transcript to be sent to your email (or select unofficial self-view). Your GPA will be listed at the bottom of your transcript with other cumulative information. Your transcript and GPA will update after grades are finalized each quarter, so you'll need to request it again for an updated copy at the end of the quarter.

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Difference Between GPA and Weighted GPA

GPA: Each final grade earned signifies points to calculate your GPA. An "A" is 4 points, "B" is 3 points, "C" is 2 points, "D" is 1 point, and an "F" is 0 points. The sum of the final grade points divided by the number of courses determines the cumulative grade point average (GPA).

Weighted GPA: For a weighted GPA, an "A" or a "B" in an Honors or advanced class earns additional points, as does a "C" in an advanced class. These increased points result in a "weighted" grade. The sum of the final grade points, including those "weighted" for Honors and advanced classes divided by the number of courses, is a cumulative, weighted grade point average (WGPA). A profile of grades by class is provided to colleges, also known as your transcript.

Weighted Classes

Weighted classes are worth 0.3 more GPA points for the grade you earn. Honors classes, Advanced Placement (AP) classes, concurrent enrollment classes and Post-Secondary Enrollment Options (PSEO) are weighted.

Examples of Weighted Classes at UBAH

Honors and AP classes: Honors English 9 Honors English 10 Honors Chemistry AP World History AP US History	College in the Schools (CIS) Normandale College Math concurrent enrollment classes: CIS Anatomy & Physiology College Algebra CIS Education College Trigonometry CIS Literature College Pre-Calculus CIS Microeconomics College Calculus CIS Writing
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***Please read that additional information on concurrent enrollment classes on the next page.

Concurrent Enrollment Classes at UBAH

UBAH teachers offer concurrent enrollment classes where students can earn college credit along with high school credit. The table below shows UBAH's requirements for enrollment in these courses. If you are an underclassman, make note of the prerequisites and set your goals!

College Course	College Credit	Length	Available To	Prerequisites
College Algebra	4 credits	1 semester	Juniors and Seniors	B average in HS Math classes; 1 year of <u>Algebra 2</u> ; Pass MCA-Math & Reading
College Trigonometry	4 credits	1 semester	Juniors and Seniors	B average in HS Math classes; 1 year of <u>Algebra 2</u> ; Pass MCA-Math & Reading

College Pre-Calculus	5 credits	1 year	Juniors and Seniors	B average in HS Math classes; 1 year of <u>Algebra 2</u> ; Pass MCA-Math & Reading
College Calculus	5 credits	1 year	Seniors	B average in HS math classes; 1 year of <u>Algebra 2 & Pre-Calc</u> ; Pass MCA-Math & Reading

UBAH Credit Requirements for Graduation

Course Category	Number of Required Credits	Credits per Year	Total Years
Language Arts	8	2	4
Mathematics	8	2	4
Science	6-8*	2	3-4
Social Studies	7	2	3.5
Health	2	2	1
Business/Careers	2	2	1
Fine Arts	2	2	1
Physical Education	2	2	1
World Language	2-4**	2	1-2
Electives	3-6	2	1.5-3

* 8 credits of science recommended if you plan to attend a 4-year college.

**** 4 credits of the same World Language recommended if you plan to attend a 4-year college. (Some colleges like the University of Minnesota require this if your native language is English.)**

How to Earn Credits

- Every time you pass a class for the **quarter** you earn a 0.5 credit.
 - *Exception:* Advisory is worth 0.25 credits per quarter.
- Therefore, every **semester** you can earn up to 6.5 credits if you pass all of your classes.
- Students can earn up to 13 credits per **year** at UBAH.
- **The total number of credits needed for graduation is 46 credits.**

***Important Reminder:** To be eligible to graduate you need 46 credits **AND** enough credits per course category. Refer to the chart above or this [Credit Check sheet](#).

Required Classes to Graduate in Minnesota

- Algebra II • Geography
- Geometry • English
- US History • Biology
- World History • Chemistry or Physics
- Government • Economics



PSEO (Post Secondary Education Option) - Q & A

Who can take PSEO classes?

- 10th grade students who score an 850 or better on their 8th grade Reading MCA are eligible for PSEO in their 2nd semester.
- 11th grade students who have a 3.0 GPA prior to applying for PSEO are eligible.
- 12th grade students who have a 2.5 GPA prior to applying for PSEO are eligible.

What colleges or universities offer PSEO?

Many colleges in Minnesota offer PSEO including community colleges, universities, and private colleges. To view a list of participating colleges and universities, please visit the [PSEO webpage on the MDE website](#).

Is there a limit to the number of PSEO classes I can take?

A college can limit the number of credits you can take in a quarter or semester.

A part-time student needs to be careful about what courses they are taking to make sure that the credits are transferable later if they want to attend a different college or university.

If I have PSEO classes and Ubah classes, where can I be if I want to be on the Ubah campus during the school day?

You can be in the designated PSEO/study hall room in the media center to work quietly on your PSEO coursework. You will need to have a pass from **an Ubah Staff Member** if you need to be out of this classroom during this time.

If I have more questions about PSEO, who can I ask?

Please set up an appointment with Ms. Elisha Schaibley, School Counselor, by emailing her at:

elisha.schaibley@ubahacademymn.org

PSEO Course Withdrawals("W"s)

Students must maintain a certain course completion rate. Each college has different requirements that students must meet. "W"s go on a **high school and college transcript**. As a result of a "W", a student can be suspended from PSEO or put on Academic Probation.

Your Transcript: What Credits are Colleges Looking for?

A **transcript** is a record of all courses taken in high school, the level of the courses, and the final grade earned in each course. Usually, colleges and even employers want to review a student transcript before accepting a student into a college or a job. You can request a copy of your transcript from UBAH using this [link](#).

The following high school credit counts are generally accepted as universal requirements for college entrance and are examples of admissions requirements for the University of Minnesota and Minnesota State Universities. Please check specific colleges for their detailed requirements.

Years	Course	High School Credit Requirement	Notes
4	Language Arts	8 Semester Credits	Emphasis on writing, reading and speaking skills, along with a study of American and World Literature
4	Mathematics	8 Semester Credits	Includes one year of the following courses: Algebra I, Geometry, and Algebra II
3	Science	6 Semester Credits	Includes one year of biological science and one year of physical science that involves laboratory experience
3.5	Social Studies	7 Semester Credits	Includes Geography, Government, U.S. History, World History, and Economics
2	Single Second Language	4 Semester Credits	Some colleges require 2 years of the same world language if your native language is English

1	Visual and/or Performing Arts	2 Semester Credits	Includes instruction in the history and interpretation of the art form (e.g. theater arts, music, band, chorus, orchestra, drawing, painting, photography, or graphic design
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Other College Requirements

College Admissions Tests (ACT and SAT)

The two tests that may be required for college admission are the ACT and the SAT, although the ACT is most commonly used in the Midwest. Students may take the ACT and SAT as juniors or seniors. ACT tests are given in October, April and June. Juniors should wait until second semester to take the ACT.

Community Colleges (2-year colleges) and Vocational-Technical Schools Community colleges require no tests for admission except for specific fields of study (e.g. Nursing). These colleges generally use a placement test for all incoming freshmen such as the [ACCUPLACER](#).

If you plan to attend a Vocational-Technical College, the following suggestions may be helpful:

- Select high school courses that will give you a basic background in your area of interest.
- Maintain good grades and attendance in high school.

- Entrance requirements may be based on achievement, aptitude, interest and attendance.

UBAH Course Changes and Withdrawals

First Semester Policy

Once the school year begins, course changes will be limited to placement issues or schedule conflicts. All student-initiated changes must occur within the first five days of the course for semester one. **All class change, add and drop requests must be submitted through the online form on the UBAH website or via a paper schedule change request form.** The deadline to submit this form is the first five days of semester one. Students may not stop by the counselor or an administrator's office to request schedule changes.

No changes after the first week will be considered without extenuating circumstances and the approval of the teacher of that course, parent, administrator and counselor. Students will need to turn in a permission form signed by each of the four people listed above in order to receive permission. New students will have a three day period to add or drop a course after their first day and they will also need to turn in a signed form. A student that gains permission to drop a course after the allowed period may have the following listed on their transcript for Semester 1: "as withdraw failing," "withdraw passing," or "withdraw." These terms on your transcript will be seen by the colleges you apply to, and can indicate that you were not doing well in the course and dropped after the allowed period. Individual circumstances will determine which of the above terminology is listed on the transcript. **Seniors should check with the college(s) they plan to attend before changing or dropping classes.** Colleges may adjust admissions decisions based on courses taken in senior year.

Second Semester Policy

Second Semester courses may only be changed during the three-day add and drop period at the beginning of the second semester. Please note that this is the only time students are able to have three days to add or drop second semester courses. All class change requests must be submitted through the online form on the UBAH

website. No changes will be considered without extenuating circumstances and with the approval of the teacher of the course, parent, administrator and counselor. A student that gains permission to drop a course after the allowed period may have the following listed on their transcript for Semester 1: “as withdraw failing,” “withdraw passing,” or “withdraw.” These terms on your transcript will be seen by the colleges you apply to, and can indicate that you were not doing well in the course and dropped after the allowed period.

Required and Year-Long Classes

Students will not be allowed to drop required classes. In addition, students who are registered in a year long class must complete the full year.

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Senior Early Release

Seniors who have earned at least **40 credits** at the end of quarter 1 may qualify for early release in semester 2. Early release is considered a privilege and is meant only for responsible students who need the time for work or other outside responsibilities. **Parental approval must be obtained before any permission is granted. The Administrative team reserves the right to revoke privileges at any time.**

Students can drop up to two consecutive periods at the end of the day (5th and 6th period) if they qualify. However, students cannot have a free period in the middle of the day (e.g. a student could not drop 5th hour only) and **UBAH will not be moving courses around on students' schedules**. Students are only eligible if they are scheduled for semester-long courses that aren't needed for graduation in periods 5-6. Yearlong courses cannot be dropped.

Early release students must have their own transportation and cannot stay at school longer than 15 minutes after their last class of the day.

Requirements for Senior Early Release

1. A parent/guardian application form signed and submitted by the deadline
2. Caregiver permission (parent/guardian meeting with the school counselor, or Student Dean, or by phone call, **AND** a signature on the application form)
3. 40 credits at the end of quarter one
4. Flexibility in schedule (semester-long courses not needed for graduation in periods 5-6)
5. Students need to have their own form of reliable transportation to and from school
6. Students must sign out and notify an Ubah Staff member that they are leaving the building

Losing Senior Early Release Privileges

Students are subject to lose early release privileges if they:

- Are failing one or more classes
- Are violating the basic Ubah behavior expectations
- Bring food or drinks to other students in the building from outside
- Aren't attending their classes consistently/are truant (more than 3 unexcused absences in a quarter)
- Are on the Ubah campus more than 15 minutes after their last class on their schedule.
- Return to Ubah at the end of the day to take the bus home (Students must have their own transportation to

qualify!)

Options for Life After UBAH

Military

The military can be a good option for young adults who thrive on structure and physical activity. Training involves a lot of practice and repetition. Service in the armed forces can lead to a job or to college-level education. You can learn about your chances for success in the military by taking the [Armed Services Vocational Aptitude Battery](#) (ASVAB) exam. This test is given at local high schools free of charge.

Men and women may enlist in all branches of the military. Enlistment procedures are similar, but the services differ in length of enlistment and opportunities for specific training. Active military enlistments are available in the U.S. Army, Navy, Air Force, Marine Corps, and Coast Guard.

Apprenticeship Program

An apprentice is a person who is being trained in a particular trade by a skilled worker under a planned program on the job. Typically, the apprenticeship involves classroom instruction through adult education, at a community college, or in regular school if in a part-time job. The training can last anywhere from one to six years depending upon the trade—averaging three to four years. An example of an apprenticeship program is [Lineman Central](#).

Trade and Technical Schools

Trade or vocational programs offer a direct path toward specific jobs. Many young people prefer this type of hands-on learning. There are programs in a wide range of areas, including careers in robotics, web design, construction, electronics, automotives, and medical assistance. Many colleges offer certificate programs, too.

Programs tend to provide more supervision to help students keep up with their work. Many also offer internships or apprenticeships that help young people move into the workforce. Examples of Trade and Technical Schools are: Anoka County Technical College, Dakota County Technical College and Dunwoody College of Technology.

College or University

There are several types of colleges and universities. The career center at your school and your counselors will have additional resources to help you choose the right school to pursue your career interests.

2-Year College, with potential to Transfer to a 4-Year College or University

A two-year college can be a great option if you are unsure about your career path or aren't ready for a four year college. Two-year colleges can also be a way to save money on tuition for your first two years of college. These programs give students the option to move on to a four-year school and transfer in the credits you have completed at the two-year program. They can also strengthen skills and prepare you for careers.

Two-year colleges may offer tutoring and training to help students move into adult life. They can help students build time management and study skills and get used to college life while still living at home. Examples of 2-year colleges are: Normandale Community College, North Hennepin Community College and Inver Hills Community College.

4-Year College or University

A traditional four-year college or university can prepare you for a wide range of professional careers. College can be a challenge for any student. It requires hard work without a lot of structure or support.

Before high school graduation, make sure to discuss what type of college is the right choice. Students, families, and school staff should be part of this conversation. Smaller schools may offer more attention. Larger ones may have more resources. Some colleges have special programs that offer extra services and support to students with learning differences. Examples of 4-year colleges or universities are: University of Minnesota, University of Wisconsin, Mankato State University and North Dakota State University.

Gap Year

Some teens don't feel ready for college directly after high school. One option is a "gap year." A gap year is the term for when students take time off between high school and college. Though it's typically called a gap year, some students take more or less time off in between high school and college. Some students just take a semester before starting college, while others take a couple of years before starting their higher education journey.

A gap year can be planned and on purpose for students who may want to travel or do internships. It can also be unplanned if a student has an unexpected health issue or family emergency they need to deal with that prohibits them from attending college right away. Some gap years will involve religious, volunteer, or military service while others involve a job or internship. Some students will spend time traveling to learn a language or work in a foreign country, while other students may opt to stay at home and work to earn money during their gap year. A gap year is becoming more common among American students and many colleges will now allow students to defer enrollment for a year.

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Colleges and Universities UBAH Students have attended in the past:

Anoka-Ramsey Community College
Augsburg University
College of Saint Benedict
Concordia University, St. Paul
Dougherty Family College
The George Washington University, Washington DC
Gustavus Adolphus College
Hamline University
Hennepin Technical College

Macalester College
Metropolitan State University
Minneapolis College (Minneapolis Community and Technical College)
Minnesota State University, Mankato
Normandale College
North Dakota State University
North Hennepin Community College
Rasmussen University
South Dakota State University
St. Paul College
St. Catherine University
St. Cloud State University
University of Chicago
University of Minnesota, Twin Cities
University of St. Thomas
University of Wisconsin, Madison

Scholarships

Lists of Scholarships

Going Merry – App with thousands of scholarships [link](#)
Scoir – Scholarship information and ways to apply [link](#)
Ms. Elisha’s Scholarship List [link](#)

Specific Scholarship Links

Act Six [link](#)
Horatio Alger [link](#)
Page Grant [link](#)
Wallin Partners [link](#)
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College & Career Planning

Freshmen

Explore Careers	Get Involved	Look Ahead
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• Meet with your counselor. • Explore your interests and strengths, and how they could turn into careers.	• Participate in extracurriculars • Volunteer • Get a job • Apply to summer programs or internships	• Take Pre-ACT • Explore post-high school options • Save for college
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Sophomores

Explore Careers	Get Involved	Look Ahead
• Meet with your counselor. • Explore your interests and strengths, and how they could turn into careers. • Research college majors.	• Participate in extracurriculars • Volunteer • Get a job • Apply to summer programs or internships	• Take ACT and/or SAT • Explore post-high school options • Explore the Scoir and Going Merry apps • Save for college • Research financial aid • Go on campus visits

Juniors

Explore Careers	Get Involved	Look Ahead
• Meet with your counselor. • Explore your interests and strengths, and how they could turn into careers. • Research college majors.	• Participate in extracurriculars • Volunteer • Get a job • Apply to summer programs or internships	• Take ACT and/or SAT • Complete profile on Scoir and Going Merry apps • Save for college • Research financial aid • Go on campus visits • Apply for scholarships

Seniors

Explore Careers	Get Involved	Look Ahead
• Meet with your counselor.	• Participate in extracurriculars • Volunteer • Get a job	• Take ACT and/or SAT • Update profile on Scoir and Going Merry apps

• Explore your interests and strengths, and how they could turn into careers. • Research college majors.	• Apply to summer programs or internships	• Save for college • Research financial aid • Go on campus visits • Apply for scholarships • Apply to colleges
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Extracurricular Activities at UBAH

Details on After School Programming

UBAH after school programs are held twice a week on Tuesdays and Thursdays from 2:25pm to 3:30pm. Students can get homework help with an UBAH staff member, join a club or try out for a sports team. Students will follow the expectations of the UBAH staff member running their activity or sport in order to continue attending the after-school program. Bus transportation will be provided and drop off sites will be pre-determined in relation to the proximity of the students who are riding the bus. Students will have to arrange details from the bus drop off site with their family member(s). Students who do not notify the office of their transportation needs will be responsible for their own transportation. Students waiting for rides after 4pm will have to wait outside of the school for pickup.

Previous After School Programs

ACT Prep Chess Club Reading Club

Art Club Girls Wellness Club Soccer Club

Boys Basketball/Girls Basketball Homework Help Ukelele-Making Club Cooking Club Math Club

Starting Your Own Club or Organization

Looking to start your own club? Have an idea for a club that is not on this list? Connect with an UBAH staff member to sponsor the club!

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Enrichment and Internship Opportunities

Make sure to ask your school counselor for opportunities or internships you may be interested in that are not on this list!

<u>Opportunity</u>	<u>Grades</u>	<u>Time of Year</u>	<u>Description</u>	<u>Applicati on Due Date</u>	<u>Link</u>
Abbott Northwestern Hospital High School Volunteer	Ages 15-18	All Year Round	Healthcare Minimum 60 hours volunteering at a hospital.	Anytime	<u>Link</u>
Carleton College Summer Camps	Entering 11 or 12	Summer Program	Many Different Courses So many different options! You'll need to commute, but they do offer financial aid for classes.	March	<u>Link</u>
College Dollars and Sense	9-12	Summer Program	Finance You could earn \$100! Learn personal finance skills and college preparation skills.	May	<u>Link</u>
College Possible	Apply in 10 th grade	After school at Ubah 11-12 grades	College Prep Monitoring Meet with a college prep coach who will support you in high school and beyond.	April	<u>Link</u>
Discover STEM	Entering 11 or 12	Summer Program	Science, Technology, Engineering, and Math Women only. Explore the fields of STEM	January	<u>Link</u>
Expand Your Mind	Entering 9-12	Summer Programs	Many Different Courses Summer learning options at Macalester College	January 1	<u>Link</u>
Fashion Summer Workshop (St. Kate's)	Entering 10-12	Summer Program	Fashion Women only. Explore the world of fashion from designing and styling to merchandising.	April	<u>Link</u>
Genesys Works	Apply in 11 th grade	During the school year in 12 th grade	Internships Gain experience by working for local businesses during school hours.	March	<u>Link</u>
Minnesota Business Venture	9-12	Summer Program	Business Like watching Shark Tank? Go compete in a real-life competition where money will be given to the winner to start a business! Learn business, leadership, and financial literacy skills.	April	<u>Link</u>

M-ASCEND High School Program	9-11	During the school year	Science and Healthcare Get paid to gain experience in the science of cancer and career development opportunities.	May	Link
Prepare2Nspire	9-12	After school at UMN campus	Math Math tutoring and ACT prep from the UMN tutors.	Anytime	Link
Right Track (St. Paul Residents)	9-12	Summer Internships	Internships Work at many places in St. Paul in the summer. Very popular and well run.	February	Link
Scrubs Camp	9-12	Summer Programs	Healthcare Experience what life would be like in the healthcare field.	Check in February	Link
Step Up (Minneapolis Residents)	9-12	Summer Internships	Internships Work at many places in Minneapolis in the summer. Very popular and well run.	March	Link
ThreeSixty Journalism	Entering 10-12	Summer Programs	Writing and Journalism Gain writing skills while learning from professionals in a college setting.	March	Link
Tusaalo Mentoring Program	9-10	During the school year	College Prep Mentoring Connects students with leaders and mentors in the community.	October	Link
Lead and Influence Business Summer Camp: Entrepreneurship (St. Kate's)	Entering 11-12	Summer Program	Business Learn about careers in marketing, management, sales, accounting and finance.	May	Link
Young Women's Wellness and Leadership Initiative	9-12	During the school year	Wellness & Leadership Teaches women about wellness topics, provides mentorship and leadership opportunities.	February	Link

Student Writing Center

Become a Writing Coach!

- It looks great on your transcript for college or resume for a future job
- Excellent experience if you are thinking of a career where you work with people (healthcare, education, social worker, tech help, service industry, etc.)
- Coaches earn a 0.5 credit during Advisory (rather than the 0.25 for "normal" Advisory) • If a coach is also enrolled in CIS Education, hours in the writing center count towards service hours required for course credit
- Writing coaches will get a certificate for volunteer hours; volunteer hours can turn into earning a scholarship, and some colleges require volunteer hours for admission

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UBAH Culture and Climate

Creating a culture and climate of learning is our top priority at Ubah. Our school culture focuses on engaging

students in academic learning to fully prepare them for college. Ubah creates a culture that limits distractions, provides resources for learning, and holds students accountable in a culturally sensitive environment.

The following policies align with the culture and climate expectations at Ubah. These policies were created to limit distractions, ensure accountability, and foster an environment where students are prepared to learn in class on a daily basis.

UBAH Policies and Procedures

Equal Opportunity Policy

It is the policy of Ubah Academy not to discriminate on the basis of gender, race, color, creed, religion, national origin, sexual orientation, marital status, disability, age, or status with regards to public assistance in all areas including recruitment, enrollment, access to course offerings, and curriculum content.

Title IX

UBAH does not discriminate on the basis of race, color, religion, national origin, sex, and/or marital status. Title IX of the 1972 Educational Amendments of MN Statute 363.03 requires this policy.

Pledge of Allegiance - Minn Statute 121A.11

Per UBAH approved policy, in lieu of the requirement for reciting the Pledge of Allegiance weekly, students receive instruction regarding the Pledge of Allegiance in Social Studies courses.

Academic Integrity

Plagiarism, including the use of AI-generated content without proper attribution, is a serious violation of academic integrity. If a teacher determines that a student has submitted plagiarized work, including AI generated content, the following steps will be taken:

Alternative Assessment/Assignment:

- The student will be required to complete an alternative assessment or assignment to demonstrate mastery of the content in question. This ensures that the student understands the material and can produce work that reflects their own understanding.
- Students will receive guidance on maintaining academic integrity in the future.
- The student's parent or legal guardian will be contacted to inform them of the situation and to involve them in the resolution process.
- Student will have a conference with an administrator to discuss the incident
- If the student repeats the offense, they may face the **LOSS of GRADE** for the assignment or course, depending on the severity and frequency of the infractions.

Alcohol, Tobacco and Other Drugs

- Knowing that they are harmful; possession and/or use of alcohol, tobacco, electronic smoking devices, THC edibles or beverages, or any illegal substances is prohibited at Ubah Academy High School.
Use of these will result in the following consequences:
 - Immediate police notification, 5-day suspension, conference with parent/guardian, and recommendation for community-based evaluation.
 - A vaping e-cigarettes violation consequence may include completion of a drug and alcohol prevention course and/or suspension.

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- Sale or buying of alcohol, tobacco, electronic smoking devices, controlled substances, mood altering substances, THC edibles or beverages, or misuse of prescription drugs will result in the following consequences:
 - Immediate police notification, 5-day suspension conference with the parent/guardian, and recommendation for community-based evaluation.
 - The administration may recommend expulsion to the UBAH board.

Student Personal Electronic Device Policy & Guidelines

Students are not permitted to use their phones during school hours, from 7:00 AM to 2:30 PM. The use of phones during these hours is strictly prohibited to ensure that all students are focused on their academic and extracurricular activities.

Storage upon Arrival: Upon arrival at school, students must immediately put their phones and electronic devices away or place them in their assigned lockers. Devices should remain there until the end of the school day.

Consequences for Electronic Device Policy & Guidelines Violations

- **First Offense:** The device will be confiscated and returned at the end of the school day. The student will receive a warning, and parents will be notified.
- **Second Offense:** The device will be confiscated and returned only to a parent or guardian or their permission.
- **Third Offense:** On the third offense, the student will be required to bring their phone to the office at the start of each school day and pick it up at the end of the day.
- **Fourth Offense:** On the fourth offense, the school administration will handle the situation on a

case by case basis.

Exceptions

- Exceptions to this policy may be granted by school administration for specific educational purposes or emergency situations. These exceptions must be approved in advance.

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Attendance Guidelines

Because being present and engaged in the classroom will lead to better student learning outcomes and more robust social-emotional learning and executive function skills, Ubah Academy has put the following attendance guidelines into place:

Students can have up to 7 absences in a class period per quarter. More than 7 absences in a class puts them at risk of potentially losing credit for that class.

Absences that do NOT count toward the total of 7 include:

- Hospitalizations
- Religious holidays
- Death of an immediate family member
- In-school meetings with school support staff (*counselors, social workers, deans, Special Education, school nurse, etc.*)
- IEP or 504 Meetings
- In-school/Out-of-School Suspension (OSS)

Excused Absences:

- Illness
- USCIS, court, or any mandatory appointments
- Family Emergency
- In order for an absence to be considered excused for any of the above reasons, **the parent/guardian must call Ubah Academy within 48 hours to report the reason for the absence.**
- Additionally, on the day a student returns to school, she/he **must** bring a written note or documentation from the parent/guardian indicating the reason for absence.
- The administration reserves the right to determine if an absence is legitimate and excusable.
- It is the responsibility of the student/family to notify the school of an absence and if the student does not provide a written excuse or documentation within 24 hours after their return to school, the absence will be considered unexcused.
- For every class period that a student misses due to an excused absence, the teacher will allow for 1.5 times the amount of time the student was absent to make up any missed work.

Unexcused Absences

- Unexcused absences are absences that do not fall in one of the categories listed above under excused absences.

- Failure to provide a phone call and written note or documentation for an excused absence will result in an unexcused absence.
- The administration reserves the right to determine whether or not an absence is excused or unexcused.
- If a student or parent/guardian is unsure if an absence will be considered excused or unexcused, check with the administration prior to the absence.
- *If a student has an unexcused absence for a class, it is the student's responsibility (choice) to make up any assignment, project, quiz, test, etc. that was missed due to their absence.*

If a student has been skipping class, ubah staff will be notified and pursue the student's absence from class. When the student has been caught skipping class, the following consequences will follow:

- 1st Offense-Teacher consequence
- 2nd Offense- Warning from School Administration
- 3rd Offense: Parent Notification of Skipping Class
- 4th Offense: Parent Conference and/or Suspension from school.

Habitually Truant

A habitual truant is a child under the age of 16 years who is absent from attendance at school without lawful excuse for seven school days or for one or more class periods on seven school days. A school district attendance officer shall refer a habitual truant child and the child's parent(s) or legal guardian to appropriate services and procedures, under Minnesota Statute §260A.03. The school truancy coordinator will work with students with attendance issues.

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15 Day Drop

According to Minnesota State Statute 126C.05, "a pupil, regardless of age, who has been absent from school for 15 consecutive school days during the regular school year...without receiving instruction in the home or hospital shall be dropped from the roll and classified as withdrawn." Students at Ubah Academy High School who have reached 15 consecutive days of absence, regardless of type of absence unless prior notice and approval has been granted by school Administration, will be withdrawn from enrollment in Ubah Academy High School.

Appeals for Loss of Credit (LOC)

The Student Support Team (SST) will review the appeal and make a decision. A student wishing to appeal must complete the attendance appeal form and visit the Main Office with supporting documentation no later than five school days following the notification of a potential loss of credit from a course. The student should continue in the course until the outcome of the appeal is determined.

What happens when a student's absence is recorded as excused?

A student's absence is recorded in Infinite Campus. Excused absences do not impact a student's grades unless they exceed the attendance policy.

Required Reporting

A habitual truant is a child under the age of 18 years who is absent from school without lawful excuse for **one or more class periods on seven school days** if the child is in high school. A school district official shall refer a habitual truant child and the child's parent(s) or legal

guardian to appropriate services and procedures under Minnesota Statute Chapter 260A.

Tardiness

Students are expected to be in class on time. Students arriving late will be marked tardy.

- **1-3 Tardies** = Consequence from the teacher. Examples of possible consequences include: No bathroom privileges, phone call home, written assignment, last to leave the classroom, physical activity, loss of daily points, and others as appropriate.
- **4 Tardies** = Teacher notifies Dean of Students and phone call to parents/guardians may be made
- **5+ Tardies** = “No Pass List” and/or a parent conference. (A new “No-Pass List” will begin every two weeks.) ● A “T” tardy is given when a student is late without a pass.

Bathroom and Hallway Passes

- Students are not allowed to leave class for the first 15 minutes and last 15 minutes of each class period. Only one student at-a-time may leave the classroom to use the restroom during the remaining time. In the case of emergencies, students should be sent to the office with a note from their teacher.
- In accordance with the Personal Electronic Device Policy, students are not permitted to use a personal electronic device in route to and from the bathroom during class time.
- Students who are in the hallway during class will be checked by UBAH staff for a hallway pass. Only students with valid passes are allowed to be in the hallways during classes. Violation of this rule will lead to disciplinary consequences.
- The staff bathrooms are off limits to UBAH students at all times unless a staff person has granted special permission in the case of an emergency. Unauthorized use of a staff bathroom is subject to a consequence.

A student who engages in the counterfeit production of student passes, knowingly distributes counterfeit student passes, or uses a counterfeit or forged student pass shall be subject to a consequence from school administration.

- Students are not allowed to spend an excessive amount of time in the restroom.

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Before and After School Program

- Students who wish to stay before school for academic reasons, or participate in a school-led extracurricular activity, may do so only on the designated days.
- Students must have written approval from a teacher or coach to stay before school from 7:00am-7:15am or after school until 4:00pm.
- All students in the before and after school program must have arranged their transportation two days in advance of their scheduled extracurricular activity.
- Students must stay with their teacher/coach until they are dismissed.
- No student may be in the building later than 4:00pm.
- Students who stay in the building after 4:00pm or engage in unacceptable behavior during an after-school activity may be subject to consequences including disciplinary action.

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Behavior Expectations

We expect that all students are coming to school to learn as much as they can without unnecessary distractions from their learning. We expect to see all students exhibiting positive behavior towards staff and students while at UBAH.

UBAH will use the following as a guideline for acceptable and unacceptable behaviors.

Acceptable Behavior:

*Respectful *Hard-working *On Time
*Cooperative *Polite *On Task
*Responsible *Appropriate Conduct *Appropriate Language
*Ready to Learn *Safe

Unacceptable Behavior:

Any behavior demonstrated that is not on the list of acceptable behaviors is unacceptable.

Bullying, Harassment, Intimidation, Sexual Harassment

Everyone at UBAH has the right to feel safe and respected.

Harassment, intimidation, and bullying are prohibited at Ubah Academy.

Harassment, intimidation or bullying means any intentional written, verbal, or physical act, when the intentional written, verbal, physical, or online act that:

- Physically harms a student or damages the student's property; or
- Has the effect of substantially interfering with a student's education; or
- Is severe, persistent, or pervasive and creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school
- Includes **playfighting. With playfighting, both offenders may be subject to a consequence.**
- Incites, encourages, or foment others to fight.
- Causes online harm to a student.
- A student or an adult can commit harassment. Harassment may include the following when related to religion, race, color, national origin, sex, sexual orientation, disability, or age: a. Name calling, jokes, rumors slurs, demeaning comments, innuendos
- b. Gestures
- c. Pranks
- d. Physical attacks, threats (written or oral)

- e. Graffiti
- f. Notes or cartoons
- g. Unwelcome touching of a person or clothing
- h. Offensive or graphic posters, book covers

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i. Any words or actions that make someone feel uncomfortable, embarrassed, have hurt feelings or feel bad

- If any words or actions make a student feel uncomfortable or fearful, a student can tell a teacher, administrator or any other school staff.
- Students may also make a written report to an administrator, teacher or any other school staff.
- A students' right to privacy will be respected as much as possible.
- UBAH considers all reports of harassment or violence as a serious matter and will take appropriate actions based on reports received.
- UBAH administrators will also take action if anyone tries to intimidate a student or take action to harm them because a report was made.

Harassment, intimidation or bullying can take many forms including but not limited to: slurs, rumors, jokes, innuendo's, demeaning comments, threatening text messages, drawing cartoons, pranks, gestures, physical attacks, threats, or damage to someone's property.

Violation of this rule will lead to disciplinary action with possible expulsion. For more information, please read the full version of policies 514 and 413 located in the Appendix section of this handbook. You may also visit the school office or refer to policies [514 – Bullying Prohibition](#) and [413 – Harassment and Violence](#).

Assault, Aggravated Assault, Disorderly Conduct, Terroristic Threats

- Assault is committing an act, verbal or physical, with the intent of causing fear in another person of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another.
- Aggravated assault is committing assault on another person with use of a dangerous weapon or an assault that inflicts substantial bodily harm.
- Disorderly Conduct is engaging in brawling or fighting; disturbing a lawful assembly or meeting; **engaging in offensive, obscene, abusive, boisterous or noisy conduct, or abusive language**, when the student reasonably knows that such conduct will or will tend to: alarm, anger, disturb others, provoke an assault, or result in a breach of peace. Stalking a school official to get a personal electronic device could possibly qualify as disorderly conduct as well. Disorderly Conduct can result in a misdemeanor ticket from a law enforcement official. Being charged with Disorderly Conduct can mean a fine of \$175 and taking a 10-week class with your parent(s) in order to clear your name.
- Terroristic Threats is threatening, directly or indirectly, to commit any crime of violence with intent to terrorize another or to cause evacuation of a building, place of assembly, or vehicle or otherwise to cause serious public inconvenience, or in reckless disregard of the risk of causing such terror or inconvenience.
- **All offenses in this category may result in police notification, an initial suspension of at least 5 days and referral for expulsion.**

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Bus Discipline

- Riding the bus to and from school is considered an extension of the school day and all provisions of UBAH's student handbook will be enforced.
- Breaking school bus rules will result in the following consequences:
 - **First Offense:** Parent notification, student warning
 - **Second Offense:** Parent notification and a 2-day bus suspension.
 - **Third Offense:** Parent notification, a 10-day bus suspension and a parent conference with the administration.
 - **Fourth Offense:** Parent notification and student will be removed from the bus for the remainder of the academic school year.
- While on the bus, students must refrain from fighting or horseplay, throwing objects, leaving their seat while the bus is in motion, throwing objects out of the window or around the bus, using inappropriate language, eating, drinking or defacing the bus or the bus stop in any way.
- Students should be at the bus stop prior to the arrival of their bus. Bus drivers will not wait for more than one minute and UBAH staff will not pick up late students.
- At the bus stop, students must treat others respectfully, use appropriate language, and stay away from the street, road or highway while waiting. Students must also wait until the bus completely stops before approaching the door to board.
- When exiting the bus, students should move away from the bus to the bus stop as quickly as safety permits. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal before crossing the street.
- Refrain from yelling and loud talking on the bus.
- Do not tease, pull hair, fight, use foul language, throw things or do other disruptive things on the bus. • Damage should be reported to the driver. Any student vandalizing a bus will be • Visitors will not be allowed to ride a school bus.
- Bus conduct rules apply to all school sponsored events.

For transportation concerns from 3:45 to 6:00 p.m. please call 612-229-1591 ?

Video and Audio Taping School Buses

All school buses used by the school may be equipped for the placement and operation of a video camera. The school will post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The school district may use a videotape of the actions of student passengers as evidence in any disciplinary action arising from the students' misconduct on the bus.

Closed Campus

Ubah Academy has a closed campus protocol in order to create and sustain an atmosphere conducive to learning. Students are not allowed to leave the school/campus during school hours or they may face consequences.

Ubah students are allowed to enter and exit the building through Door A. All other exits from the building are prohibited during school hours and are alarmed.

Students who arrive late must come through the main entrance and visit the office prior to going to other areas of the building.

The UBAH gymnasium will be open during breakfast and lunch times with a UBAH staff member. Otherwise, only students who are in a physical education class with a teacher will be allowed in the gymnasium during the school day. The gymnasium may be used by UBAH staff or students for an assembly arranged by the UBAH school administration.

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PSEO students who are entering or leaving the building must do so out Door A at any time during the school day. PSEO students must check in/out with the front office. Use of door B or door C is not permitted.

Outside Activities and Field Trips

Outside activities and field trips are privileges, not rights, which can be withdrawn if students don't meet behavior expectations. Students are expected to follow school rules and act appropriately on outside activities or field trips.

Passes Outside of the Building

If a student needs to leave school during the day, a call or note from home is required. Please clear it with the office at least one hour prior to leaving and a pass will be issued. Students are required to sign out before they leave and sign back in, if they return to school.

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Computers and Internet Acceptable Use Policy

- All students are required to sign and follow Ubah's Technology Acceptable Use Policy prior to being issued a Chromebook for use.
- Once a student has signed the Ubah Technology Acceptable Use Policy, the signing student is held responsible for the operation of the Chromebook.
- Students who lose an issued Chromebook or Chromebook charger will be charged a replacement fee.
- Students who damage a Chromebook will be charged a fix-it or replacement fee.
- Students are not to share their Chromebook with another student.
- Inappropriate or irresponsible use of computers and/or the Internet will result in appropriate disciplinary action.

Chromebook Distribution

Chromebook will be distributed each fall to all students who would like one. Chromebook will be returned in May. If a student terminates enrollment for any reason, the Chromebook must be returned to the school immediately. Failure to return the laptop results in an issuance of invoice to the family. Chromebooks will be labeled and identified by the serial number and school label.

Chromebook Care

- Students are responsible for the general care of the Chromebook they have been issued.
- Broken or faulty Chromebook should be returned to the technology department.

- Chromebook should not be left unsupervised.
- The Chromebook should be stored in a protective case that is provided.
- The Chromebook screen can be cleaned with a soft dry cloth or an anti-static cloth.
- Students are responsible for all damages. Fines will be assessed according to damage; the student is responsible to pay these fines. Fines will be assessed due to broken screens, cracked plastic, inoperability, sleeves, cases and cables/chargers. Should the cost to repair exceed the cost of purchasing a new device, the student will pay the full replacement value: Chromebook normally costs about \$300, and chargers \$30.

Technology Orientation

All Ubah students are expected to complete the UBAH Technology Orientation before the start of your first quarter at Ubah.

In Tech Orientation, you will:

1. Using Schoology Learning Management System:

- Navigating the platform
- Submitting assignments
- Participating in discussions

2. School Email:

- Accessing and using your school email account
- Email etiquette

3. Chromebook Care:

- Proper handling and maintenance of your Chromebook
- Troubleshooting common issues

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4. Tech Support:

- How to get technical assistance
- Contacting the tech support team

5. Communicating with Teachers:

- Best practices for reaching out to your teachers
- Using various communication tools effectively

Disclosure of Student Information and Records

- The records that UBAH maintains in its files which identify a student or discuss his/her needs as a student or accomplishments are private data under the MN Government Data Practices Act [MN Statute 13.32 and the Family Educational Rights and Privacy Act [20 U.S.C. 1232 [g], 34. C.F.R. part 99]]
- This means that members of the public and UBAH employees whose duties do not require that they have access to this information may not see these records unless a student or a student's parents/guardians gives consent or a law or a court order authorizes access.
- Certain kinds of information have been categorized by UBAH as directory information. Directory information, even though it identifies a student, can be released to the public. At

UBAH, directory information consists of the following:

- Names of recipient and name of awarded scholarship
- Names of participants in officially recognized school activity
- Names of students receiving recognition by UBAH as the result of positive accomplishments for academic achievement, good citizenship, and adherence to the standards of conduct of UBAH, as well as a description of the accomplishment, grade, achievement, and/or award.
- If a student and their parents do not want information to be made public that falls into one or more of the categories above regarded as directory information, the student's parents should notify the school administration.
- If an emergency occurs and knowledge of the information is necessary to protect a student's health and safety or that of other individuals, UBAH can release information about a student to appropriate parties such as a hospital, police department, or emergency squad.
- In the event that a student transfers to or applies for admission to another school, including postsecondary schools, UBAH will transfer a student's records if it receives a request to do so.

Discipline Policies and Procedures

- Students have the right to a free public education, but they are responsible for complying with the rules and regulations of the school district and the instructions of all school district personnel. Students are also responsible for accepting authority of the faculty and school officials on school property and at school-sponsored, off-campus activities. Failure to meet these responsibilities will be cause for disciplinary action.
- UBAH Academy will not deny due process or equal protection of law to any student involved in a dismissal proceeding which may result in suspension, exclusion, or expulsion. The Minnesota Pupil Fair Dismissal Act, Minn Statute 121.40 to 121A.56 shall be followed in all student dismissal proceedings. In addition, disciplinary procedures for children with disabilities will be addressed pursuant to the federal Individuals with Disabilities Education Act [IDEA] law and regulations.
- All discipline issues will be handled by the administration. The Dean of Students will handle discipline issues with support from the administrative team.

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Dress Code

The goal of the UBAH dress code is to ensure that a student's dress does not distract from academic work in the classroom. If clothing is deemed unacceptable by the administration, parent liaison or staff, the student will be asked to change or be sent home.

All Students:

- No offensive language or pictures on any piece of clothing
- No gang-related clothes or messages on articles of clothing
- No drug or alcohol references on any pieces of clothing
- No tied or banded pants
- No sweatbands.
- No sunglasses without a prescription.
- No bandanas.
- No dew rags.
- No blankets, pajamas, or slippers of any kind.
- No visible underwear

No coats indoors
No shirt that leaves the stomach/midriff/chest area exposed
No clothing in disrepair
No shorts
No large chains or other distracting jewelry
No “sagging” pants

- Consequences for violating dress code will include the following:
 - Students will be asked to change
 - Students who are not appropriately dressed will not be allowed to attend classes.

Lockers and Locks

Every student is assigned a locker. **Lockers are not meant to be shared with another student.** Students must only use their lockers to hold their belongings before or after school. **Students must put their personal electronic device(s) in their locker prior to attending class.** Students are responsible for safeguarding their clothing, books, supplies and equipment. A locker and combination lock provides safety for students, but students are also an important part of providing that safety for their items. If your locker is unlocked, you are responsible for any item(s) that are removed from that locker. Please lock your locker everytime you use it.

DO NOT GIVE YOUR COMBINATION TO ANY PERSON—EVEN CLOSE FRIENDS.

Also, make sure your locker is closed and that you turn the dial ONE FULL TURN before giving the handle a test pull to ensure it is locked before leaving your locker. For security reasons, only school issued combination locks are allowed to be used on school lockers. **Students are not to share a locker with anyone else for health reasons.**

A student's rights to privacy for their school locker will be maintained. However, the locks and lockers are the property of the school, and the administration reserves the right to inspect any school locker when necessary to maintain the safety and security of the school environment. It is a student's responsibility to keep their locker clean. If a locker becomes broken, students need to remove their valuables and either carry them to their classes, or bring them to the office for safekeeping. Any damage or trouble with a lock or locker should be reported to the office as soon as possible.

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Lost Items

Schools cannot be responsible for lost or stolen items. Students should leave cash and expensive items at home. **This includes expensive cell phones or electronic devices.** If an electronic device is lost or stolen, the school does not have to make accommodations to help a student find their lost device. We will not authorize a student to miss class time to look for it, nor will we necessarily use UBAH staff to help a student look for it. If we run across it, we will notify the student and return it to their parents.

Searches

- School officials may search students for items that may be harmful to themselves or to others and to detect items that are prohibited from being on school grounds or other places under supervision of school personnel (i.e. buses, field trips).
- Consent of the student is not required prior to the search.
- All searches will be based on reasonable suspicion. This is in accordance with the New Jersey vs. TLO 1985 Supreme Court decision.

Medications

ANY medication administered to a student during the school day will require the following:

1. A current school year written physician order and written parent/guardian permission ("Administration of Medication in the School" form). This includes permission for both over-the-counter or non-prescription medications **and** prescription medications.
2. Prescription medication must be brought to school in its original bottle or container with the student's name, medication name and dose, and physician's name printed on the label. The container or medication must be unopened. Upon request, the pharmacy will divide the medication in two bottles – one for home and one for school.
3. Parents must notify school administration when a medication is discontinued, if the dosage amount has changed, or if there is a new time to administer. A new physician's order/guardian signature, and completed permission form will be required at that time of change.
4. Over-the-counter medication must come to school in its original container, unopened.
5. Medication will be kept in a locked cabinet in the specified medicine area and will be administered by designated school staff.
6. **ANY** medication your student carries and self-administers (including, but not limited to inhalers for asthma, epi-pens, Tylenol, Advil) will require a **written physician order/signature and parent/guardian permission/signature ("Administration of Medication" form).**

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Retake Policy

All UBAH classes allow students to retake a test or quiz when they receive a D or an F. In order to retake a test or quiz, a student must ask the teacher to assign them review material that needs to be completed satisfactorily prior to retaking the assessment. There is a 10-school day window for students to complete review work and retake the assessment. After 10 school days past the initial assessment date, there will no longer be an opportunity for retaking that particular assessment. The maximum assessment grade that has been retaken is 100%.

Hazing

Hazing activities of any type are inconsistent with the educational goals of UBAH and are prohibited. No student, teacher, administrator, volunteer, contractor or other employee of the

district shall plan, direct, encourage, aid or engage in hazing. For more information, please read the full version of this policy located in the Appendix section of this handbook. You may also visit the school office or refer to policy [526 – Hazing Prohibition Policy](#).

School or Personal Property Damage, Theft, Arson

- Students will be suspended for at least 3 days.
- The student will be referred to appropriate authorities and will be held responsible for payment of damages as determined by the administration and/or a court of law.
- The parent/guardian shall be liable for all damages caused by the student.
- Students may be referred for expulsion.

*Any theft of school property by any student will result in parents/guardians being notified and consequences.

Weapons

- According to United States Code, Title 18, Section 930, Subsection [g] Paragraph [2] the term “dangerous weapon” means a weapon, device, instrument, material or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury.
- Some examples of dangerous weapons are: guns [including pellet guns, look-alike guns, and non functioning guns that could be used to threaten others], ammunition and mace. This includes water guns.
- A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the director’s or assistant director’s office shall not be considered in possession of a weapon.
- Possession of a dangerous weapon will result in:
 - confiscation of the weapon
 - an initial suspension for 5 days
 - notification of the police
 - a recommendation to the UBAH school board that the student be expelled.
- Possession refers to having a weapon on one’s person or in an area subject to one’s control on school property or at a school activity.

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Suspension

- Suspension means an action taken by the school administration, under rules promulgated by the school board, **prohibiting a student from attending school for a period of no more than 10 school days.**
- Each suspension will include a readmission conference with the parent/guardian and administration unless there is a pending exclusion or expulsion.
- The readmission plan shall include, where appropriate, a provision for implementing alternative educational services and may not be used to extend the current suspension.
- UBAH administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property. An exception will also be made when UBAH is in the process of initiating an expulsion, in which case the school administration may **extend the suspension to a total of 15 days.**
- In the case of a student with a disability, the student’s IEP team must meet immediately,

meaning not more than 10 school days after the date on which the decision to remove the student from their current educational placement is made.

- The IEP team shall, at that meeting, conduct a review of the relationship between the student's disability and the behavior subject to disciplinary action and to determine the appropriateness of the student's IEP.
- The requirements of the IEP team meeting apply when:
 - The parent requests a meeting.
 - The student is removed from their current educational placement for 5 or more consecutive days.
 - The student's total days of removal from their current educational placement exceeds 10 cumulative days in a school year.
- The administration shall implement **alternative educational services for all students when the suspension exceeds 5 consecutive days.**
- In addition, for students with disabilities, alternative educational services must also be provided when a student has been suspended for more than 10 cumulative days in an academic year.

Exclusion

Exclusion means an action taken by the school board to prevent enrollment or re-enrollment of a pupil for a period that shall **not extend beyond the school year.**

Expulsion

Expulsion means an action taken by the school board to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled. **Students with disabilities can only be expelled if the IEP team determines the student's conduct was not related to the student's disability.**

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Appendix

Adopted:

Reviewed: February 9, 2024

UBAH ACADEMY

Bullying Prohibition Policy (514)

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:

1. on school premises, on school district property, at school functions or activities, or on school transportation;
2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
3. by the use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.

C. 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

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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. The misuse of technology includes, but is not limited to, teasing, intimidating, defaming, threatening, or terrorizing another student, teacher, administrator, volunteer, contractor, or other employee of the school district by sending or posting e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs. This policy also applies to sexual exploitation.

D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article

II.A above is prohibited.

E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

H. False accusations or reports of bullying against another student are prohibited.

I. 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 (Student Discipline 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
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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 and/or termination of services and/or contracts.

J. 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, malicious and sadistic conduct, and sexual exploitation.

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.

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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. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

F. "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.

G. "Prohibited conduct" means bullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.

H. "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.

I. "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.

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B. The school district encourages the reporting party or complainant to use the report form available from the director or in the school district office, but oral reports shall be considered complaints as well.

C. The building director, or the director's designee, 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 the school board chair or other serving member. If the complaint involves the director or the director's designee, the complaint shall be made or filed directly with the school board chair by the reporting party or complainant.

The director or the director's designee 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 director or a third party designated by the school district shall be responsible for the investigation. The director 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 director immediately. School district personnel who fail to inform the director 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 director, 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 director or a third party designated by the school district.

B. The director 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 (Student Discipline 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.

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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.

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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 (Protection and Privacy of Pupil Records 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.

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B. This policy must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.

C. This policy must be distributed to each school district or school employee and independent contractor at the time of hiring or contracting

D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (Student Discipline 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. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.

G. 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. Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

MSBA/MASA Model Policy 514

Orig. 2003

Rev. 2023

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Adopted:

Reviewed: March 8, 2024

UBAH ACADEMY

Hazing Prohibition (526)

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.

C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.

E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.

F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.

H. 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.

I. 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.

III. DEFINITIONS

A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The 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. "Immediately" means as soon as possible but in no event longer than 24 hours.

C. "On school premises or school district property, or 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 hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these

locations and events.

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D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.

E. "Student" means a student enrolled in a public school or a charter school.

F. "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.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or 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. A person may report hazing 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 to use the report form available from the director or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building director, the director's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer. If the complaint involves the building report taker, the complaint shall be made or filed directly with the director or the school board chair by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

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

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, or educational or work environment.

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as

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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 hazing and the record of any resulting investigation.

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

V. SCHOOL DISTRICT ACTION

A. Within three (3) days of the 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 building report taker or other appropriate school district officials may take immediate steps, at its discretion, to protect the target or victim of hazing, the complainant, the reporter, students, or others pending completion of an investigation of alleged hazing prohibited by this policy.

C. The alleged perpetrator of the hazing 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 hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, and applicable school district policies, and 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 or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and

confirmed hazing incident and the remedial action taken, to the extent permitted by law.

F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) 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 hazing.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher,
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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 hazing, who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or 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, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct.

Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. DISSEMINATION OF POLICY

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

B. The school district will develop a method of discussing this policy with students and employees.

MSBA/MASA Model Policy 526

Orig. 1997

Rev. 2014

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Adopted: _____

Reviewed: January 12, 2024

UBAH ACADEMY

Harassment and Violence Policy (413)

PURPOSE

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class).

I. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.

B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.

D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel found to have violated this policy.

II. DEFINITIONS

A. "Assault" is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;

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2. the intentional infliction of or attempt to inflict bodily harm upon another; or

3. the threat to do bodily harm to another with present ability to carry out the threat.

B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but

not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
3. otherwise adversely affects an individual's employment or academic opportunities. C.

"Immediately" means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications; Definitions

1. "Disability" means, with respect to an individual who:

- a. a physical, sensory or mental impairment that materially limits one or more major life activities of such individual;
- b. has a record of such an impairment; or
- c. is regarded as having such an impairment.

2. "Familial status" means the condition of one or more minors being domiciled with:

- a. their parent or parents or the minor's legal guardian; or
- b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

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4. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.

5. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

6. "Sexual orientation" means to whom someone is, or is perceived of being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgenous, or have other gender identities.

7. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. "Remedial response" means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.

F. Sexual Harassment: Definition

1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or

b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or

c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

a. unwelcome verbal harassment or abuse;

b. unwelcome pressure for sexual activity;

c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;

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d. unwelcome sexual behavior or words, including demands for

sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;

e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or

f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence: Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.

2. Sexual violence may include, but is not limited to:

a. touching, patting, grabbing, or pinching another person's intimate parts;

b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;

c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or

d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence: Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to an individual's Protected Class.

III. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official

designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the director or school district office, but oral reports shall be considered complaints as well.

C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to the director. If the complaint involves the director, the complaint shall be made or filed directly with the school board chair.

D. In Each School Building. The building director, or the director's designee, is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the director immediately. If the complaint involves the director, the complaint shall be made or filed directly with the school board chair by the reporting party or complainant. The director and school board shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the director immediately. School district personnel who fail to inform the director of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

F. Upon receipt of a report, the director must notify the school board chair immediately, without screening or investigating the report. The director may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the director to the school board chair. If the report was given verbally, the director shall personally reduce it to written form within 24 hours and forward it to the school board chair. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the director.

G. In the District. The school board hereby designates the director as the school district human rights officer to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves the human rights officer/director, the complaint shall be filed directly with the school board chair.

H. The school district shall conspicuously post the name of the human rights officer/director, including mailing addresses and telephone numbers.

I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

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

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

N. False accusations or reports of violence or harassment against another person are prohibited.

O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

IV. INVESTIGATION

A. By authority of the school district, the director/human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

B. The investigation may consist of personal interviews with the complainant, the individual(s)

against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint.

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The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

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

D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.

E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

F. The investigation will be completed as soon as practicable. The director/human rights officer shall make a written report to the school board chair upon completion of the investigation. If the complaint involves the director, the report may be filed directly with the school board chair. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

V. SCHOOL DISTRICT ACTION

A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of Minnesota and federal law, and applicable school district policies and regulations.

B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.

C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

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VI. RETALIATION OR REPRISAL

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

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

VIII. HARASSMENT OR VIOLENCE AS ABUSE

A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Statutes Chapter 260E may be applicable.

B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

IX. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.

B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.

C. This policy shall appear in the student handbook.

D. The school district will develop a method of discussing this policy with students and

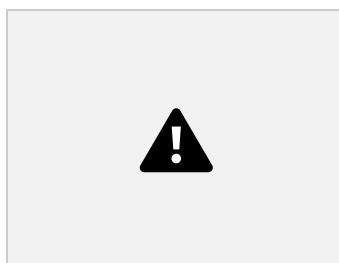
employees.

E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.

F. This policy shall be reviewed at least annually for compliance with state and federal law.

MSBA/MASA Model Policy 413 Orig. 1995 / Rev. 2021

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INDEPENDENT SCHOOL DISTRICT NO. 4121

HARASSMENT AND VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Harassment and Violence

Independent School District No. 4121 maintains a firm policy prohibiting all forms of discrimination. Harassment or violence against students or employees or groups of students or employees on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity and expression, or disability is strictly prohibited. All persons are to be treated with respect and dignity. Harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity and expression, or disability by any pupil, teacher, administrator, or other school personnel, which create an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Complainant

Home Address

Work Address

Home Phone Work Phone

Date of Alleged Incident(s)

Basis of Alleged Harassment/Violence - circle as appropriate:

race \ color \ creed \ religion \ national origin \ sex \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation, including gender identity

and expression \ disability

Name of person you believe harassed or was violent toward you or another person or group.

If the alleged harassment or violence was toward another person or group, identify that person or group.

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.)

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Where and when did the incident(s) occur?

List any witnesses that were present:

This complaint is filed based on my honest belief that has harassed or has been violent to me or to another person or group. I hereby certify that the information I have provided in this complaint is true, correct, and complete to the best of my knowledge and belief.

(Complainant Signature) (Date)

Received by
(Date)
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PESTICIDE RIGHT-TO-KNOW

Janet B. Johnson, Parents Right-To-Know Act, August 2003

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

Specifically, this law requires schools that apply these pesticides to maintain an estimated schedule of pesticide applications and to make the schedule available to employees and parents for review or copying at each school's office. Although not required by the law, schools may choose to include a copy of the estimated schedule of pesticide applications with this

general notice. The prospective dates for application are in early spring, mid-summer and late fall.

Pesticides and non-chemical treatments may be used in combination in and around the school for a variety of reasons, including the control of pests which have the potential to bite, sting, spread disease, cause asthma, and/or trigger an allergic reaction. Pesticides may also be used to prevent or control damage to materials within the school building or to the school building itself, or to control pests or weeds that are a nuisance.

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 have any questions or concerns, please contact the main office for more information.

LEAD IN SCHOOL DRINKING WATER

The MDE (Minnesota Department of Education) Commissioner's model LEAD (Lead in Drinking Water) plan is a guidance document for schools and childcare programs to identify and reduce lead in drinking water.

The plan includes:

1. Lead Testing: Test drinking water sources (faucets, fountains, etc.) for lead.
2. Identify Lead Sources: Determine if lead is coming from fixtures, pipes, or other sources.
3. Take Action: Remove or replace lead-containing fixtures, install filters, or use alternative water sources.
4. Communicate: Inform parents, staff, and students about lead testing and mitigation efforts.
5. Monitor and Maintain: Regularly test and maintain lead-free drinking water sources.
6. Training and Education: Provide training on lead safety and awareness for staff and students.
7. Record Keeping: Maintain records of testing, mitigation, and communication efforts.

The goal of the LEAD plan is to ensure safe drinking water for students and staff and to minimize lead exposure in schools and childcare programs.

Ubah Academy's plan regarding the management of lead in its water specifies that all drinking and cooking water tap locations be tested for the presence of lead at a minimum of every five (5) years.

All results are reviewed and action is taken on any fixture that is found to have the presence of more than 2 ppb (parts per billion) of lead as recommended by the Minnesota Department of Health and the Minnesota Department of Education.

Anyone interested in more information regarding Ubah's plan for managing the lead in its water is encouraged to contact the school director.

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121A.11 UNITED STATES FLAG.

Subdivision 1. **Displayed by schools.** Every public school in Minnesota must display an appropriate United States flag when in session. The flag shall be displayed upon the school grounds or outside the school building, on a proper staff, on every legal holiday occurring during the school term and at such other times as the board of the district may direct. The flag must be displayed within the principal rooms of the school building at all other times while school is in session.

Subd. 2. **School boards to provide flags and staffs.** The board must provide the flag for each of the school buildings in their districts, together with a suitable staff to display the flag outside of the school building and proper arrangement to display the flag in the building, and a suitable receptacle for the safekeeping of the flag when not in use.

Subd. 3. **Pledge of Allegiance.** (a) All public and charter school students shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

(1) by each individual classroom teacher or the teacher's surrogate; or

(2) over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

A local school board or a charter school board of directors may annually, by majority vote, waive this requirement.

(b) Any student or teacher may decline to participate in recitation of the pledge.

(c) A school district or charter school that has a student handbook or school policy guide must include a statement that anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so and that students must respect another person's right to make that choice.

(d) A local school board or a charter school board of directors that waives the requirement to recite the Pledge of Allegiance under paragraph (a) may adopt a district or school policy regarding the reciting of the Pledge of Allegiance. [Please refer to Ubah Academy's policy 531 - Pledge of Allegiance.](#)

Subd. 4. **Instruction.** Unless the requirement in subdivision 3 is waived by a majority vote of the school board, a school district must instruct students in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.

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