

**ATKINSON  
ELEMENTARY**

**PARENT / STUDENT  
HANDBOOK**

**2023-24**

(Revised July 17, 2023)

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## **SCHOOL BOARD PHILOSOPHY**

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

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

## **SCHOOL DISTRICT MISSION STATEMENT**

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

## **DISTRICT GOALS**

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

1. Improving educational achievement by establishing clear standards, measuring performance, assisting educators and increasing opportunities for lifelong learning in an ever-changing society.

2. Promoting school spirit and enthusiasm so that all students, staff, and residents of the District feel connected and proud.

## **INDEPENDENT SCHOOL DISTRICT 146**

### **BOARD OF EDUCATION**

CRYSTAL HENDERSON    JACOB THOMPSON    ANDREW MAIER    MARLA FIELD  
DION BREDMAN (Chair)    RYAN LINDBOM    DAVE HERBRANSON

### **ADMINISTRATION**

DR. JON ELLERBUSCH	SUPERINTENDENT
TODD HENRICKSON	K-6 PRINCIPAL
BRYAN STRAND	7 - 12 PRINCIPAL
AARON SCHINDLER	ACTIVITIES/COMMUNITY ED DIRECTOR

## **SECRETARIES / OFFICE STAFF**

BROOKE FRADET	DISTRICT ADMINISTRATIVE ASSISTANT
KARI WILSON	ELEMENTARY ADMINISTRATIVE ASSISTANT
JULIE KUIK	ELEMENTARY ADMINISTRATIVE ASSISTANT
SHELLY KRUEGER	HIGH SCHOOL ADMINISTRATIVE ASSISTANT
MELISSA SOSSA	HIGH SCHOOL ADMINISTRATIVE ASSISTANT
CHRIS ELLEFSON	ACTIVITIES DIRECTOR/COMMUNITY ED ASSISTANT
JODI SAMUELSON	FINANCE OFFICER
SARA LIEN	PAYROLL / HR ASSISTANT

### **SCHOOL OFFICES**

**ELEMENTARY SCHOOL OFFICE**  
PO BOX 189  
BARNESVILLE MN 56514

**HIGH SCHOOL OFFICE**  
PO BOX 189  
BARNESVILLE MN 56514

(218) 354-2300  
(218) 354-7797 Fax

(218) 354-2228  
(218) 354-2305 Fax

**DISTRICT OFFICE**  
PO BOX 189  
BARNESVILLE MN 56514  
(218) 354-2217  
(218) 354-7260 Fax

This handbook and its contents were approved by the School Board at its meeting on **July 17, 2023**. This handbook may be changed or amended during the school year. Changes will be posted in the office of the principal and on the school's website. If you have any questions about a provision, contact the principal.

**Elementary Staff Directory**

**Administrative Assistants**

<b><i>Kari Wilson</i></b>	<b>405</b>
<b><i>Julie Kuik</i></b>	<b>409</b>

**Health Aid/Special Ed Paraprofessional**

Trisha O'Leary	444
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**Kindergarten**

Shari Grabow	415
Megan Martin	417
Christine Messer	416
Alison Willers	428

**Grade 1**

Chastity Justesen	419
Laura Jorud	427
Karie Martinson	420
Tori Olson	432

**Grade 2**

Lisa Forsgren	439
Carrie Jenkins	424
Sandy Meyer	436
<b><i>Samantha Borcharding</i></b>	<b>435</b>

**Grade 3**

Ryan Bomstad	434
George Haj	433
Michelle Tonsfeldt	418

**Grade 4**

Lisa Gilbertson	430
Tracy Hinsz	429
<b><i>Lynn Thorkildson</i></b>	<b>431</b>

**Grade 5**

Scott Amundson	421
Megan Askegaard	422
<b><i>Alissa Honrud</i></b>	<b>423</b>

<b>Grade 6</b>			
	Nicole Nelson		318
	McKinzie Solum		353
	Kailee Strand		500
<b>Title I Lead / Gifted &amp; Talented Teacher</b>			
	Patti Erlandson		442
<b>MTSS Coordinator</b>			
	Holly Inniger		354
<b>Special Education</b>			
	Sarah Poepping		408
	Mary Spillum		413
	Michelle Wander		414
	<i>Shadaisa Stalberger</i>		<b>426</b>
<b>Occupational Therapy</b>			
	<i>Amanda Watne</i>		<b>355</b>
<b>Speech Clinician</b>			
	Michelle Field		441
	Brittany Thompson		451
<b>Preschool</b>			
	Breanna Chuinard		456
	Laura Lempe		335
<b>Music</b>			
	Mariah Dant		443
<b>Physical Education</b>			
	Jacob Grosz		412
<b>Art</b>			
	Kelly Foss		453
<b>5<sup>th</sup> &amp; 6th Grade Band</b>			
	<i>Grace Tangen</i>		<b>334 - High School</b>
<b>Social Worker</b>			
	Jamie Skrove		450
<b>Behavior Paraprofessional</b>			
	<i>Micki Bang</i>		<b>369</b>
<b>Library Aide</b>			
	<i>Janet Rasmussen</i>		<b>411</b>
<b>Title I Paraprofessionals</b>			
	<i>Madelyn Anderson</i>	<b>654</b>	Betsy Ronsberg 458
	Jessi Haus	646	Ashley Schilling 655
	Joanne Herbranson	651	Chrissa Wolters 672
<b>Special Education Paraprofessionals</b>			
	Julia Bekkerus	643	<i>Colyn Gardner</i> <b>644</b>
	Chandra Buck	408	Brea Hauck 659
	Cheryl Carlton	655	Brittni Kern 667
	Amy Caruso	656	Ashley Schwartz 408
	Lesley Connelly	674	<i>Danielle Willert</i> <b>648</b>
	Michelle Zajac	368	
<b>Preschool Paraprofessionals</b>			



Cassandra Blomberg	674
Stacey Rotz	645
<b>Technology Coordinator</b>	
Casey Ehlert	338
<b>Technology Aid</b>	
Cary Zepper	649
<b>Kids Club</b>	
Phone	372
<b>Cooks</b>	
Sharon Braton	342
Nita Fenner	410
Tim Getz	410
Deborah Goeqren	410
Ruth Johnson	410
Chris Lien	410
<b>Custodian</b>	
Duane Duval	407
Laurie Haapala	407
Scott Odden	407
<i>Jamin Krause</i>	<i>340</i>

## **PART I - INFORMATION**

### **ELEMENTARY SCHOOL OFFICE**

The elementary school office can be accessed by entering the main doors at the south end of the building. The office staff includes the principal and two administrative assistants. The office hours are 7:30 a.m. until 4:00 p.m. during most regular working days. The principal's office may be reached by telephone at 354-2300. If we are not available to take your call, please leave a message on our voicemail.

### **ENROLLMENT REQUIREMENTS**

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

<b><u>Age/Grade Groupings</u></b>	<b><u>Vaccine Type and Number of Doses</u></b>
Kindergarten < 7 years	5 DTP, 4 polio, <b>2 MMR, 2 Chicken Pox</b>
7 years through grade 6	>3 DTP/Td, > 3 polio, 1 MMR

Grades 7 through 12	>3 DTP/Td(1 dose>11 years), >3 polio,2 MMR
Kindergarten	> 3 hepatitis B
K and grade 7	> 3 hepatitis B

2. **Transfer / New Student:** Any new student or student transferring to Barnesville Public Schools *will not* be permitted to register without official copies of the student's records/transcript and immunization records from the last school attended.

### SCHOOL PROPERTY

1. **Care of School Property:** The careful use of property and respect for the furniture and the building is indicative of responsible citizenship. The appearance of the building and grounds reflects on the entire community, the students and staff. It is expected that students will demonstrate appropriate care for school property.
2. **Hallway Lockers and desks:** Although students are assigned lockers and desks, they remain the property of Atkinson Elementary School and are subject to periodic search. At no time does the district relinquish its exclusive control of lockers and desks provided for the convenience of students. Inspection of the interior of lockers and desks may be conducted by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. Students are discouraged from keeping valuable possessions in the lockers or desks.
3. **Textbooks:** Textbooks for classes in the elementary school are provided to students at no charge. Students will be required to pay replacement cost related to lost or damaged books.

### INSTRUCTIONAL MATERIALS

The following is a list of supplies that each grade recommends for the start of the school year. A supply list is available at the Fargo and Moorhead Walmart and Target Stores.

**Art** – 100 page Sketch Book 5.5” x 8.5” **(New)**

**Music** – Kleenex (1)

**PE** - Non-marking tennis shoes.

**Kindergarten** – **Labeled with Name:** Bath or beach towel (no rugs or foam mats please), Backpack, (2) 2-pocket Vinyl folders, Headphones (no earbuds), (1) shoebox size plastic tote with lid

**Unlabeled:** (1) package of black dry erase markers, (2) Boxes of 24 count Crayola Crayons, (2) 10 count Crayola Classic Color Markers, (1) set of watercolor paints, (1) large pack Elmer's Glue sticks, (1) box of #2 yellow pencils, (3) small Elmer's Glue Bottles, (2) boxes of Kleenex, (1) box of colored pencils, (1) 1½” Binder, (1) Box Ziploc Bags – Quart or Gallon, Clorox Wipes.

**First Grade** – (2) Crayola Crayons (24) count pack only, (3) 2-pocket folders, (2) Crayola Washable Markers (classic colors), (1) Elmer's white glue bottle, (18) glue sticks, (24) Ticonderoga #2 yellow pencils, (2) spiral notebooks, scissors, (2) boxes of

Kleenex, Sterilite pencil box, 8-color watercolor paint set, (4) Black Expo Markers, (1) package of colored pencils, (2) highlighters, (1) pair of headphones, (1) Clorox wipes, (1) 1 1/2 inch binder.

**Second Grade** – (36) #2 Pencils – no decorative pencils please, (3) highlighters, (3) large erasers, scissors, 5 x 8 plastic pencil/crayon box( no pouches please), (2 boxes)24 count Crayola Crayons, 1 box BROAD tip classic colored markers, 1 box FINE tip classic colored markers, (1 box) colored pencils, (1) 24 water color Crayola or Prang paint set, (3) glue sticks, (2) wide spaced spiral notebooks, (2) 2-pocket folders, (1) glue bottle, (2) disinfecting wipes, (2 boxes) facial tissues, (2) individual Expo markers( any color), headphones, stylus.

**Third Grade** - 24 count Crayola crayons, 1 box classic colored markers, colored pencils, 5x8 pencil box, 24 pkg watercolor paint, (2) Kleenex, (8) glue sticks, (40) #2 Pencils– no decorative pencils please, (24) pencil top erasers, highlighter, (1 pk) expo markers, headphones, (2) wide-lined notebooks, (3) 2-pocket folders, (3) Clorox/Lysol disinfecting wipes, (2) black sharpies, scissors, elmer's glue bottle, personal pencil sharpener, mechanical pencils optional.

**Fourth Grade** – headphones for iPads, 12” ruler, crayons, scissors, (3) wide-lined spiral note books, white glue, (4) glue sticks, (5) 2-pocket folders, wide tip markers, (24) #2 pencils, pencil box/pouch (5”x8” no larger), colored pencils, watercolor paints, black sharpies (2), Clorox/Lysol disinfecting wipes, kleenex

**Fifth Grade** – crayons, scissors, (4) wide-lined spiral note books, (2) 2-pocket folders, (1) highlighter , (1) Kleenex, (1) white glue, glue sticks, markers, (2) Black Sharpies, pens, pencils, colored pencils, (1) Clorox/Lysol disinfecting wipes, ear buds or headphones, pencil box or pouch.

**Sixth Grade** - scissors, markers, colored pencils, pencils, (1) Kleenex, earbuds, (5) wide lined spiral notebooks, (2) Black Sharpie, red pens, crayons, (1) highlighter, (5) 2 pocket folders, (3) Clorox/Lysol disinfecting wipes, (1) white glue, (6-8) Expo Markers, pencil box or pouch.

**ALL BACKPACKS/BAGS MUST BE SMALL ENOUGH TO FIT IN A LOCKER.**

**FEEES**

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, paper, erasers, and notebooks. Students may be required to pay certain other fees or deposits, including but not limited to:

- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Field trips considered supplementary to the district’s educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay.

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## RELEASE TIME FOR RELIGIOUS CLASSES

Information regarding release time for religious instructions will be sent home to the parents during the first part of the school year. A note will then have to be signed by the parents requesting that their child be allowed to attend religious instruction during the week.

## PLEDGE OF ALLEGIANCE

Students will recite the Pledge of Allegiance to the flag of the United States of America. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

## LOST AND FOUND

Each year mittens, sweaters, caps, boots, and coats are turned into the Lost and Found and are never claimed. We urge that all pieces of clothing be marked with the child's name. Lost articles may be picked up at the two designated locations. Remind your child to report any lost article promptly. The school secretary will hold items of higher value. At the end of the school year, all items not claimed will be donated to the Dakota Boy's Ranch.

## FIRST DAY OF SCHOOL

**Tuesday, September 5<sup>th</sup>**, will be the first day of school for all children. Students should meet in the following areas as assigned to them:

- |                |                          |
|----------------|--------------------------|
| • Preschool    | Rooms 172, 176           |
| • Kindergarten | Rooms 105, 106, 107, 108 |
| • Grade 1      | Rooms 101, 102, 103, 104 |
| • Grade 2      | Rooms 167, 168, 171, 175 |
| • Grade 3      | Rooms 164, 165, 166      |
| • Grade 4      | Rooms 161, 162, 163      |
| • Grade 5      | Rooms 127, 128, 129      |
| • Grade 6      | Rooms 136, 137, 138      |

## SCHOOL HOURS

1. The School Breakfast Program begins at 8:00 am and will be served in two shifts:
  - a. 8:00 am - 8:15 am (all students report to the lunchroom)
  - b. 8:15 am - 8:30 am
  - c. Students walking or being dropped off have the option of either time.
2. The school day begins each morning at 8:30 a.m. Bells will sound at 8:15 and 8:25 to allow students time to prepare for class. Dismissal time is 3:10 p.m. There is **no supervision** on the school playground before or after school hours. The school office is open until 4:00 p.m.
3. Students in the building after 3:30 must be in an area that is under the supervision of a teacher or coach. Students not in an after school program or supervised activity, must leave

the building by 3:30. Failure to comply with this provision may result in disciplinary action.

### **BEFORE AND AFTER SCHOOL PROGRAM**

Barnesville Kids Club exists to provide a safe, supervised place for children enrolled in the Senior Preschool classes through sixth grade to learn new skills and develop resourcefulness, responsibility, and reliability. Information can be found on the School Website or by contacting the Community Education Office at 354-2638

### **SCHOOL BREAKFAST AND LUNCH PROGRAM**

We encourage all children who do not go home for lunch to take part in our hot lunch program. Breakfast and lunch prices are as follows:

	<b>Breakfast</b>	<b>Lunch</b>
Full school year - student	Free	Free
1 meal – includes 1 milk	Free	Free
1 adult meal – includes 1 milk	\$2.55	\$4.95
1 reduced meal-includes 1 milk	Free	Free

1. Meal payments will be made through the automated Lunch Cashier System which will be accessed by the student's personal identification number. One carton of milk will be furnished free of charge to all students eating hot lunch. Students who bring their lunch and want milk at noon can purchase it in the cafeteria through the Cashier System for the amount of **\$.45 per carton**.
2. Students who also wish to take part in the mid-morning or mid-afternoon milk break will be required to pay the amount of **\$26.00 for a half year or \$52.00 for the full year**. There is no charge for the kindergarten milk break due to action taken by our State Legislature.
3. The following procedures will be implemented to control negative family accounts in the Barnesville Public Schools Food Service Accounts:
  - a. Students in grades K-12 with a negative balance will not be allowed to participate in the breakfast program.
  - b. Students in grades K-12 with a negative balance will not be allowed to charge a regular noon lunch, but will be provided an alternative.
  - c. The District will continue to mail invoices to families with a negative balance.
  - d. **Policy 534** – Students have use of a meal account. When any meal account has a negative balance in any amount, the elementary office will send out an instant alert notification to parents. If a student's account has a negative balance of \$10 or more students will be individually notified by the school office and given a meal account statement or notice that indicates the amount of the negative balance. If a student's negative balance reaches \$20, a letter is sent home indicating balance due and methods of how to make payments. Parents may add money to their children's account by mail, sending lunch money designating to which account the funds are to

be applied, by personally delivering funds to the office, or by adding money to lunch accounts through PAY schools online.

Negative balances of more than \$35 a student or \$50 per family if not paid prior to a time frame as determined by administrations discretion (quarterly, semester, or end of the year) will be turned over to the superintendent or superintendent's designee for collection.

4. **Lunch periods for the children are as follows (tentative):**

Preschool (T-TH)	11:25 a.m. to 11:45 p.m. (In Classroom)
Grade K	10:55 a.m. to 11:20 a.m.
Grade 1	11:15 a.m. to 11:40 a.m.
Grade 2	11:45 a.m. to 12:10 p.m.
Grade 3	11:05 a.m. to 11:30 a.m.
Grade 4	11:35 a.m. to 12:00 p.m.
Grade 5	12:00 p.m. to 12:25 p.m.
Grade 6	12:10 p.m. to 12:35 p.m.

### **LEAVING THE SCHOOL GROUNDS**

Children, after arriving at the school, are not to leave the school grounds unless the teacher or office has received a note from home granting permission to the child to leave the school premises. Phone calls may be substituted for the note.

### **BUS STUDENTS IN GRADES K, 1, 2 & 3**

Bus students in grades K, 1, 2 & 3 must have a note from the parent if they are not to ride home on the bus after school. Without this note, the child will be sent on the bus. A phone call to the office may be substituted for the note.

### **HOME BAKED TREATS SERVED IN SCHOOL**

Due to Minnesota Department of Health regulations, *Treats prepared in individual homes are not allowed.* Commercially prepared, packaged or individually wrapped food items such as cookies, or other packaged baker items, (i.e. Twinkies), candies, or individually portioned ice cream novelties are allowed.

### **SENDING MONEY TO SCHOOL**

When sending money to school with small children (for lunches, etc.), put it in an envelope marked with the child's name, grade, teacher, amount, and purpose for which the money is sent.

### **SCHOOL VISITORS**

All visitors must report to Door #1 on the South End of the building during the school day.

### **PICK UP / DROP OFF STUDENTS**

- The bus loop on the south end of the school is not to be used between 8:00 am - 8:30 am and between 3:00 pm – 3:30 pm. Buses will be arriving during those times.
- Doors 1, 3, and 4 can be used for student drop off in the morning (8:15 am) and when the school day is done (3:10 pm).

- c. If using the drop-off loop on the west side of the building (Doors 4 & 5) enter on the south end and exit on the north end.

### **SAFETY PATROL**

Student safety patrol members are on duty at key crossings. The safety patrol's chief duty is to help school children to cross streets safely. **As parents, your attitude toward the school patrol will do much to add to its effectiveness.**

### **DISMISSAL DURING THE SCHOOL DAY**

When picking up children during school hours, parents are required to sign children out in the office and notify the secretary or principal. Always notify the teacher in advance, by note, of an early pick-up.

### **CLOSING OF SCHOOL DUE TO WEATHER CONDITIONS**

School will be closed by the Superintendent of Schools when, in his/her judgment, weather or road conditions are such that it would be unsafe for students to attend or remain in school. Dismissal times will be posted on all local TV and radio stations.

### **GYM SHOES**

Children are asked to have non-marking tennis shoes available for gym periods.

### **EXCUSES FROM PHYSICAL EDUCATION/RECESS**

If a child is well enough to attend school, they should be allowed to go outdoors or participate in physical education class. We are, therefore, requiring your child to participate unless a note from the physician states it would be detrimental for him/her to do so.

### **REPORTING TO PARENTS**

A progress report is sent to parents four times each year for students in grades Kindergarten through six. It reports your child's individual growth and development in all school activities. His/her growth in health, social adjustment, work habits and attitudes is considered, as well as his/her progress in reading, writing, math and other subjects.

1. Parent-Teacher Conferences are held in the fall and spring for all students. This conference gives parents and teachers a chance to discuss the child's growth plan cooperatively to meet his/her needs. Parents are encouraged to ask for additional conferences at any time. Conferences usually result in a better understanding and an improved relationship between home and school.

### **ELEMENTARY ACTIVITY TICKET**

Children will be able to purchase an Elementary Season Ticket that will admit them to all home athletic events. These tickets can be purchased in the office after the beginning of school. The prices are as follows:

1. **Athletic Events:**
  - a. Adult - \$6.00 / Student - \$4.00 / Senior Citizens (65) - Free
2. **Season Pass:**
  - a. Adult - \$55.00 / Student - \$35.00 / Senior Citizen (65) – Free
3. **Music Concerts – No Charge.**

### **CHILDREN VISITING SCHOOL**

Children visiting our school may spend up to a half-day with us. They should also be approximately the same age as the child they are visiting. The elementary principal **must** be called one day prior to sending the visitor to school.

### **ANIMALS IN SCHOOL**

Due to the unpredictable behavior of animals in strange situations, the school does not allow any animals on school grounds.

### **PROMOTION AND RETENTION**

All students are expected to achieve an acceptable level of proficiency. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year.

Retention of a student may be considered when professional staff and parents/guardians feel that it is in the best interest of the student. The superintendent's decision will be final. The district has a variety of services to help students succeed in school. For more information, contact the elementary school office.

### **STUDENT PICTURES & VIDEOS**

In various settings throughout the school year, teachers, paraprofessionals and other staff involved in your child's education may periodically take pictures/videos of him/her. The pictures/videos may be used for one or more of the following:

1. Classroom or Hallway Displays.
2. A record of student activities or accomplishments.
3. The local or regional newspapers (picture may be taken by newspaper staff).

***Your child's photo/videos will be used for Barnesville Public Schools publications (Facebook, Website, YouTube, newspaper, etc.). You MUST call the Elementary Office to opt out.***

### **TRANSPORTATION POLICY**

1. Philosophy:
  - a. The Barnesville Public Schools offer transportation to students of the district in an effort to assist with the educational process and facilitate orderly movement of students to and from the educational settings. The transportation of students is offered as a service to the residents of the school district.



- b. The provision of school transportation by the district does not endorse the transportation of students as a right held by the student. Transportation of students is a privilege and service offered by the district which may be revoked for appropriate and legitimate reasons.
  - c. Because transportation of students is a privilege rather than a right, it is the responsibility of the parents and/or guardians of the students transported to endorse, support, encourage, and uphold the general provisions for student safety and discipline as outlined in the district transportation policy.
2. General Transportation Guidelines
- a. Bus schedules will be filed in the office of the Superintendent and Principal prior to the beginning date of school. It will be the duty of the bus manager to establish bus routes and notify parents and guardians of the locations and time of the bus stops. Students not at the prescribed bus stops at the scheduled time will be left behind.
  - b. The bus driver will be in control of student discipline on the bus route or while students are loading or unloading at the bus stops.
  - c. Students will not be allowed to stand up and/or change seats while the bus is in motion. Students must remain in seats at all times while the bus is in motion.
  - d. Management of food and beverage issues on the school transportation is the responsibility of the bus manager. The guidelines developed by the bus management will be endorsed and enforced by the school district officials.
  - e. **Bus Discipline Policy:** The school district recognizes that students are expected to follow general standards of behavior on the buses which would be comparable to the expectations held in the school buildings. The general school behavior guidelines and expectations, as appropriate to the bus setting, are supported by the school district's transportation system.

The bus driver is recognized as the authority directly responsible for student discipline on the bus route or while students are loading or unloading at the bus stops. Students are expected to exhibit behavior on buses which reflects good judgment and common sense. Appropriate behavior promotes respect for self and others. Inappropriate behavior is that which displays a lack of good judgment and common sense.

3. **Category I Offenses:** These types of behavior are typically classified as disruptive behaviors which may interfere with the safe and efficient operation of the bus. Examples of this category of behaviors include, but are not limited to, unsafe behavior, interference or obstruction, swearing, willful disobedience, disruptive behavior, loud noises, insulting or abusive language, tardiness, etc. Students will not be allowed to stand up and/or change seats.
- a. Bus drivers are expected to record instances of and give a verbal warning to students in regard to this behavior. Drivers are expected to utilize logical consequences for instances of behavior, including assigning specific seats for students on the bus.
  - b. Upon the third, and each ensuing incident of this behavior during the school year, the bus driver will file a report with school administration for further disciplinary action.

- c. Appropriate and increasing consequences will be assigned by school administrators for each referral from bus drivers, including assigned bus seats, removal of riding privileges as outlined below, detention, in-school suspension, or out-of-school suspension.
- 4. **Category II Offenses**: These types of behavior are classified as gross disruptive behaviors, which create an oppressive, hostile, or dangerous environment. Examples of this category of behaviors include, but are not limited to, assault, fighting, harassment, theft, willful damage to property, defiance of authority, etc.
  - a. Incidents of Category II Offenses will be referred to the bus manager and school administrators immediately upon the return of the bus to the garage.
  - b. Category II Offenses may result in suspension from bus transportation according to the following schedule (although any and all actions may be taken at a given time if deemed appropriate):
    - i. Suspension from transportation for one day.
    - ii. Suspension from transportation for one week.
    - iii. Suspension from transportation until the next regularly scheduled board meeting, at which time it will be recommended that the student be removed for the remainder of the year.
  - c. Category II Offenses may result in concurrent consequences within the school building as well, should it be deemed appropriate by administrators.
  - d. Incidents of Category II Offenses will be recorded and records maintained for a period of a single school year. Increased levels of consequence will be enforced for incidents during the current school year only.

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

#### **STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS**

Policy #529 is available in the District Office. The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior in order to serve the student and protect students and staff members.

#### **TITLE IX**

The Barnesville Public Schools District Title IX officer is Megan Hoyer. Her office is located in the high school, and her phone number is 218-354-2228 ext. 311. Address is 302 3<sup>rd</sup> Street, Barnesville MN 56514. The alternate American Disabilities Act (ADA), 504 Compliance officer and Title IX coordinator is: Dr. Jon Ellerbusch, Superintendent, Barnesville Public Schools, 302 3<sup>rd</sup> Street, Barnesville MN 56514, and his phone number is 218-354-2217 ext. 363.

All Vocational opportunities at Barnesville Public Schools will be offered regardless of race, color, national origin, sex or disability. A brief summary of the vocational course offerings are as follows: Basic Foods, Global Foods, Wise Choices, Human Development and Parenting, Agriculture

Mechanics, Minnesota Wildlife, Animal Science, Welding, Ag Power, Vocational Job Placement, Entrepreneurship, Business law, Marketing, Accounting I and Accounting II.

A complete course description for the above courses can be found in our school course offerings book that the students get every year in the spring when we do scheduling and also placed on our school web site under the parent's link and labeled school course offerings.

**Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g. Regulations: 34 CFR part 99**

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

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

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

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

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

**DATA PRIVACY - PUPIL RECORDS**

Every district must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. Parents, guardians and eligible students are permitted to inspect and review educational records related to the student, which are collected, maintained, or used by the district without unnecessary delay.

The only time a parent can be denied access is when a divorce or separation agreement or court order has a clause denying said right. Also, upon request, a list of the types and locations of educational records collected, maintained, or used by the school district will be given. If there is incorrect, inaccurate or misleading information in a student's records, the parent, guardian or student has the right to challenge the content of the records and make a written request to the principal to have the material corrected or removed. The district will decide within a reasonable period of time, whether to

change the record in accordance with the request. If the district decides not to make changes, it will tell you, and advise you that you have the right to a hearing.

The school district may charge a fee for copies of records which they make for you if the fee does not prevent you from inspecting and reviewing the records. The district may not charge a fee to find the records for you. Records of sixth grade students will be transferred to the junior high school after the close of this school year. When transferring to another district, be sure to let the school know as soon as possible. We will send records to the receiving school as soon as we receive a records request.

Directory information will be released to authorized agencies unless you have registered an objection. Such information may include the following:

- Name
- Address
- Phone number
- Date and place of birth
- Dates of attendance
- The most recent previous education agency attended by the student and other similar information.

## **NUTRITIONAL GUIDELINES**

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

8. **Advertising/Marketing messages** – The district will encourage and support lifelong healthy eating by students and engage in nutrition promotion that is offered as part of the health and physical education curriculum designed to provide students with the knowledge and skills necessary to understand advertising and marketing messages.

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

## **STUDENT SURVEYS**

Occasionally, the school district utilizes surveys to obtain student opinions and information. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection and use of information for marketing purposes, and certain physical examinations, contact the elementary school office.

## **NOTICE OF MN STUDENT SURVEY AND PROTECTION RIGHTS AMENDMENT**

The Minnesota Department of Education in partnership with the Minnesota Departments of Health, Public Safety, and Human Services will be administering the Minnesota Student Survey. The MSS goes to all Minnesota 6<sup>th</sup>, 9<sup>th</sup> and 12<sup>th</sup> grade students and is administered every three years. The questions are designed around various patterns of youth behaviors related to personal health, school safety, drug use, and violence in schools.

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

## **PARENTS RIGHT TO KNOW**

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

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

degree or certificate held; d.) whether the child is provided services by paraprofessionals, and if so, their qualifications.

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

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

#### **NOTICE OF DISABILITY / NON-DISCRIMINATION POLICY**

- A. Purpose: This policy is to provide a fair employment setting and opportunities for all persons and in doing so comply with state and federal law.
- B. Statement: Barnesville Public Schools shall not discriminate against qualified individuals with disabilities because of disabilities in regard to an individual's job application, hiring, advancement, discharge, compensation, training, and / or other terms and conditions of employment.
  - a. District shall not engage in contractual or other type arrangements that subject qualified applicants or employees with disabilities to discrimination.
  - b. District shall not exclude nor deny equal jobs or benefits to qualified individuals because of a known disability.
  - c. District will make reasonable accommodations for a known physical or mental limiting factor of an otherwise qualified individual with a disability who is either an applicant or an employee unless the accommodation would impose a hardship on the operation of the business of the school district.
  - d. Any applicant or current employee wishing to discuss a need for a reasonable accommodation, application of this policy, or matters related to disability discrimination should contact the Superintendent of Schools or the following contacts:

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

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

#### **Legal References:**

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

## **PARENT TEACHER ASSOCIATION**

Parents/Guardians are encouraged to become actively involved in the PTO at their child's school. This organization provides opportunities for parents/guardians and school staff to work together for the betterment of the school and its students. PTO meetings are held regularly throughout the school year. Call the school office for meeting schedules.

## **BIRTHDAY PARTIES**

Our policy prohibits birthday party invitations from being distributed at school. Other students experience hurt feelings when not receiving an invitation. In addition, based on the limited seating capacity on our buses, parents must contact the bus company for prior approval if they want birthday party participants to ride the bus.

## **CLASSROOM INTERRUPTIONS**

**Students may not be interrupted during the school hours by outside calls and messages except in the case of an emergency.** If it is necessary to reach your child, dial 354-2300 ext. 405. The office will relay your message. It is suggested that parents wishing to contact a classroom teacher be prepared to leave a message requesting the teacher to contact them. Except during preparation time, teachers are not available to come to the telephone during the school day.

# **PART II – ACADEMICS**

## **DISTRICT GRADING SCALE**

The Barnesville Board of Education has approved a uniform grading policy to be used in Grades 3 – 12:

- |              |    |
|--------------|----|
| ● 100 – 94   | A  |
| ● 93 – 90    | A- |
| ● 89 – 87    | B+ |
| ● 86 – 84    | B  |
| ● 83 – 80    | B- |
| ● 79 – 77    | C+ |
| ● 76 – 74    | C  |
| ● 73 – 70    | C- |
| ● 69 – 67    | D+ |
| ● 66 – 64    | D  |
| ● 63 – 60    | D- |
| ● 59 & Below | F  |

## **LATE WORK POLICY**

Students who turn in late work will be subject to the following:

- 1 day late – Grade reduced 10%
- 2 days late – Grade reduced another 10%
- 3 days late – Grade reduce another 10%
- 4<sup>th</sup> day – No Credit

Students who miss school due to illness or other will have the same number of days missed to make up their work. Example: Student is home sick for 2 days. That student will have 2 days to get all makeup work in.

### **FIELD TRIPS**

Class trips are valuable because they provide concrete learning experiences, provide opportunity for training in courtesy, safety and good citizenship and help stimulate children's interest in the community. When your child's class is planning a trip, you will be notified. Upon notification, you will be asked to give your permission for your son/daughter to go with the group and to pay any fees that may be associated with the trip itself.

### **SECTION 504 EDUCATION STATEMENT OF NON-DISCRIMINATION ON THE BASIS OF DISABILITY**

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

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

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

### **SECTION 504 STUDENT AND PARENTAL RIGHTS**

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



child's educational records if you feel the information in the records is inaccurate. In the event the school district refuses to amend said records upon request, you have a right to file a student grievance on your child's behalf.

#### SECTION 504 Sample Accommodation Plan (abbreviated)

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

## **PART III – RULES & DISCIPLINE**

### **CONDUCT**

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

### **GENERAL CLASSROOM GUIDELINES**

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

### **ATTENDANCE POLICY**

#### **Compulsory Attendance Law:**

Minnesota Statute 120.10 states, "Every child between 7 and 16 years of age shall attend a public school, or a private school, during the entire time that the school is in session during the school year." This law will be enforced.

The administration and faculty of Barnesville Elementary School believe that regular attendance is a significant and valuable component of a student's education. Regular

attendance is essential to successful academic achievement. Consistent school attendance is one means by which a student develops responsibility and self-discipline. To be present, on time, and in condition for the day's work is a habit that should be developed by all concerned. Parent and student cooperation in this matter is strongly urged and expected.

A complete set of records of all absences and tardies are kept in the office. **Attendance will be taken at 9:00 A.M. Any student arriving between 8:30 – 8:35 will be considered tardy.**

#### **ABSENCE:**

**Definition:** A student will be considered absent when he/she is missing from school for any day or part of a day. Half days are determined as (1) the time school starts in the morning to dismissal for lunch: and (2) resumption of classes after noon lunch to dismissal time. If a child is ill, it is better to remain at home than to expose others.

**Reporting:** Parents shall call the elementary school office when their child will be absent or tardy for school. If an extended absence is anticipated, parents should notify the office well in advance so that arrangements for make-up work can be made if necessary. If you do not call the office, we will call you to verify the absence or tardiness. Parents should be specific as to the type of illness.

**Excused Absences:** To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.

- **The following reasons shall be sufficient to constitute excused absences:**
  - Medical or medically related to appointments to include doctors, dentists, chiropractors, etc.
  - Professional appointments to include psychologists, county workers, other professional therapists, etc.
  - Illnesses with appropriate notification from the parent or guardian.
  - Personal family emergencies.
  - Family vacations: Family vacations are strongly encouraged during the regular school vacation periods. The school must be notified prior to any vacation.
  - Legal proceedings.

#### **Unexcused Absences:**

- **The following are examples of absences which will not be excused:**
  - Hair appointments, shopping, babysitting, working at home, oversleeping, student did not feel like going to school, not knowing school schedule, running late.

#### **Consequences of Unexcused Absences:**

- o Students with unexcused absences shall be subject to discipline in the following manner:
  - Letters will be sent to the family and Clay County Social Services after the third, fifth, and seventh unexcused absences.
  - After subsequent notifications, the school will request a conference with the parent(s) or guardian(s) to discuss the student's absences. The parent or guardian may also request a conference with the school officials to discuss the student's absences.

### **Tardiness**

- Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.
- Procedures for Reporting Tardiness
  - o Students tardy at the start of school must report to the school office.
- Excused Tardiness - Valid excuses are:
  - o Medical or medically related to appointments to include doctors, dentists, chiropractors, etc.
  - o Professional appointments to include psychologists, county workers, other professional therapists, etc.
  - o Illnesses with appropriate notification from the parent or guardian.
  - o Personal family emergencies.
  - o Legal proceedings.

### **Homework:**

- Homework requests for absent students should be made early in the school day to allow the teacher(s) adequate time to put together books, worksheets, instruction, etc.
- Students who miss school will have the same number of days missed to make up their work. Example: Student is home sick for 2 days. That student will have 2 days to get all makeup work in.

## **STUDENT DRESS**

**School Dress Code:** The school administration and teachers will continue to encourage all students to dress in a fashion that reflects good taste and a style appropriate for a school day. Dress code is the responsibility of the students and their parents. Personal appearance and dress should meet reasonable safety, health and decency standards so as not to cause a disturbance in the educational process. Although a formal dress code is not a part of the school guidelines, the following standards of appropriate dress are expected.

1. Articles of clothing, hats, shirts, jackets, etc. that promote drugs, alcohol, tobacco, and /or are obscene, suggestive, or indecent will not be permitted. Short shorts, short skirts, skimpy tank tops and tops that expose the midriff are not allowed.
2. Tennis shoes must be worn for physical education class, whether class is inside or outside. They must also be worn for all outside recess activities.
3. Skirts and shorts must meet the fingertip test with arms at full extension.
4. Tops may expose the shoulders; however, a one inch thick strap will be required on all tops. No spaghetti straps allowed.
5. Any apparel or footwear (Heelies) that could damage school property, are not allowed at any time during the school day or during after school activities.
6. Belts must be the appropriate length and secured in belt loops.
7. Clothing must fit appropriately at the waist.
8. Any clothing or attire that interferes with or disrupts the normal educational environment is not appropriate for the school setting.
9. Students are not permitted to wear headgear (caps, bandanas, hoods, etc.) in the building, once they have entered the building, during the normal school hours.
10. Students are not permitted to wear gloves around the building, or anything else on their hands that one may be able to hid or conceal something.
11. Students will be directed to change, remove, or cover the inappropriate clothing and not wear the clothing in the school environment again. Failure to comply may result in the appropriate disciplinary action.

#### **CELL PHONES, PDAs, ETC.**

**Students may not bring any electronic devices to school (cell phone, MP3, PDA, laptops, etc) for the purpose of playing games.** Should these devices become visible or audible during class they will be taken from the student. For the first offense, the device will be taken and given back to the student at the end of the school day. For the second offense, the student's parent/guardian will have to come to the office to pick up the device. These devices are also subject to search by school administration should reasonable cause be determined.

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

#### **BULLYING 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 on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies

and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

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

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

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

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

### **III. DEFINITIONS**

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

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

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

- B. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
  2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
  3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- F. “Prohibited conduct” means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

- G. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. “Student” means a student enrolled in a public school or a charter school.

#### **IV. REPORTING PROCEDURE**

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

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

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other



prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

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

## **V. SCHOOL DISTRICT ACTION**

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. Of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining

agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## **VI. RETALIATION OR REPRISAL**

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

## **VII. TRAINING AND EDUCATION**

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall

be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
  - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
  - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
  - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
  - 4. The incidence and nature of cyberbullying; and
  - 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

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

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

## **VIII. NOTICE**

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

- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

## **IX. POLICY REVIEW**

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

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

***Cross References:*** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 423 (Employee-Student Relationships)  
MSBA/MASA Model Policy 501 (School Weapons Policy)  
MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 507 (Corporal Punishment)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)  
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)  
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 526 (Hazing Prohibition)  
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

## **SEXUAL HARASSMENT AND SEXUAL VIOLENCE**

Sexual harassment is a form of sex discrimination which violates the United States Civil Rights Act and the Minnesota Human Rights Act. Sexual violence is a physical act of aggression that includes a sexual act or sexual purpose.

It is the policy of Independent School District 146 to maintain a learning and working environment free from sexual harassment and sexual violence. It shall be a violation of this policy for any District 146 employee or student to harass an employee, student, visitor or other person through conduct or communication of a sexual nature. It shall be a violation of this policy for any District 146 employee or student to be sexually violent to an employee, student, visitor, or other person.

District 146 shall establish written procedures for reporting and investigating all complaints of sexual harassment or sexual violence, shall provide for appropriate disciplinary action based on results of the investigation and shall communicate these procedures to District 146 employees and students.

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

Under certain circumstances, sexual harassment or sexual violence may constitute sexual abuse under M.S. 09.341, subd. 10 through 609.345; M.S. 609.321 through .324; or M.S. 626.556, Reporting of Maltreatment of Minors. Nothing in this policy shall prohibit the district from taking action to protect victims pursuant to its legal obligations under these statutes.

### ***DEFINITION***

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:

Submission to that conduct or communication is made a term or condition, explicitly or implicitly, or obtaining or retaining employment, or of obtaining an education; or

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

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

Sexual harassment may include, but is not limited to: Verbal harassment or abuse; Subtle pressure of sexual activity; Inappropriate patting or pinching; Intentional brushing against an individual's body; Demanding sexual favors accompanied by implied or over threats concerning an individual's employment or educational status; Demanding sexual favors accompanied by implied or overt promises of preferential treatment regarding an individual's employment or educational status; or Any sexually-motivated, unwelcome touching, or Sexual violence which is a physical act of aggression that includes a sexual act or sexual purpose.

#### *FILING A COMPLAINT*

Any person who believes he or she has been the victim of sexual harassment or sexual violence by a District 146 student, or employee, or any third person with knowledge or belief of sexual harassment or sexual violence by a District 146 student, or employee, shall immediately report the alleged harassment to the appropriate District 146 official verbally or in writing.

Alleged sexual harassment or sexual violence of a student, employee or visitor shall be reported to the principal, student services coordinator, crisis counselor, sociologist, or a teacher, or may be reported directly to the District Title IX officers.

It is suggested that one officer should be male and one female and both should be designated by the Board of Education. The crisis counselor, sociologist, student services coordinator, or teacher shall immediately report such knowledge to the principal.

Upon receipt of a report of alleged harassment or violence by a student, the principal shall immediately notify the superintendent. A written report shall be forwarded by the principal to the superintendent within 24 hours of receipt of the complaint. Failure of employees to forward any sexual harassment or sexual violence report or complaint to one of the appropriate designated persons and the appropriate social service agency shall result in disciplinary action.

Submission of a complaint or report of sexual harassment or sexual violence shall not affect the present or future employment, grades or work assignment of the person making the complaint or report.

The district shall respect the confidentiality of the complainant and the accused as much as possible, consistent with district legal obligations, necessity to investigate harassment allegations and necessity to take disciplinary action, in accordance with state statutes, district policies, and the master agreement.

#### *INVESTIGATION OF COMPLAINT*

Upon receipt of a report or complaint of alleged sexual harassment or sexual violence, the principal or Title IX officer shall immediately authorize an investigation. The investigation may be conducted by district officials or by a third party chosen by the district.

In determining whether the alleged conduct constitutes sexual harassment or sexual violence, the district shall consider: the surrounding circumstances, the nature of the sexual advances, the relationship between the parties involved and the context in which the alleged incidents occurred.

The investigation may consist of: personal interviews with the complainant, personal interviews with the individual(s) against whom the complaint is filed, personal interviews with others who may have knowledge of the alleged incident(s) or circumstances which led to the complaint and any other methods and documents deemed pertinent by the investigator. Any employee interviewed shall have the right to have a selected representative present during the interview.

The district may, at its discretion, take immediate steps to protect the complainant, students, and/or employees pending completion of the investigation.

#### *REPORTING*

The investigator shall provide a written report on the status of the investigation to the superintendent within 10 working days of receipt of the complaint.

The principal shall submit a report on alleged harassment or violence by a student to the superintendent once the investigation is completed. The results of the investigation shall be summarized in writing to the complainant by the district, including documentation of any disciplinary action taken as a result of the complaint.

District Action: Upon receipt of a report that the complaint is valid, the district shall take such action as appropriate based on the results of the investigation. The district shall discipline any student or employee who retaliates against any person who reports alleged sexual harassment or sexual violence, or against any person who participates in or assists in the investigation. The district will take action it deems necessary and appropriate to end sexual harassment or sexual violence, and prevent its recurrence, including warning, contacting the student's parents, suspension or expulsion. Any district action shall be consistent with requirements of state statutes, district policies, and the Master Agreement.

#### *STAFF AND STUDENT KNOWLEDGE OF THIS POLICY*

Publications and posters should be distributed and displayed to convey the message that District 146 is serious in its approach to Sexual Harassment/Violence. Each principal and district administrator shall review this policy and regulation with their staff annually. The district shall make information about this policy and regulation available to students and parents annually. Sexual harassment and violence will be a component of the curriculum K-12.

#### **DRUG FREE/WEAPON FREE POLICY**



Effective August 1, 1991, a Weapon Free provision was added to Minnesota Statute 152.021, 152.023, and 609.66 which address Drug Free Zones in schools, parks, and in public housing zones. It shall be the policy of ISD #146, Barnesville Public School, to subscribe to Minnesota State Law regarding its Drug Free/Weapon Free Policy. This law has provisions that address persons caught possessing, using, or selling drugs or anyone caught possessing, using, or recklessly handling a dangerous weapon, may be subject to increased penalties. The Drug Free/Weapon Free Zone is defined as being within the confines of and distances within one city block or 300' of any Minnesota school, park, public housing project, or school bus carrying students. Drugs are defined as any illegal substance as identified by law. Weapons are defined as any firearm or dangerous weapon that can be used to inflict a wound and/or harm to another person or to inflict damage to property.

Juveniles who are convicted of violating the Drug Free/Weapon Free Zone and who are at least fourteen years old can be treated as an adult and sentenced in an adult court. Students who violate the above may be immediately suspended out of school, may be referred to law enforcement officials, and may be submitted to the school board for expulsion.

Students who bring firearms to school or school property are required to be expelled from school for a period of not less than one year under the Gun-Free Schools Act of March 31, 1994. The local education agency's chief administrating officer may modify the expulsion requirement of a case-by-case basis for students with disabilities in accordance with the requirement of Part B of the individuals with disabilities act (IDEA) and Section 504 of the Rehabilitation Act. While the minimum sanction of a one year expulsion from the school of attendance is required, it does not preclude enrollment by the students in an alternative education program. Said programs are offered in Fergus Falls, MN and by the Y.E.S. program in Moorhead, MN.

## **STUDENT GRIEVANCE PROCEDURE**

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

### **Non-Discrimination**

Title VII and Title IV, Civil Rights Act of 1964 and Age Discrimination in Employment Act of 1967  
Title IX of the Education Amendments of 1972

Section 503 and 504 of the Rehabilitation Act of 1973

Section 402 of the Vietnam Veterans Readjustment Act of 1974

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

The Board of Education as required by law under the names, titles, and sections above assures that no person shall on the basis of race, color, age, religion, sex, handicap, or national origin, be excluded from participation in, denied benefits of, or otherwise be subjected to any degree discrimination in activities and programs und the control of the Board of Education. The Board of Education appoints the Superintendent as its Equal Opportunity Officer for the titles and sections listed above. The Superintendent is responsible that a program is in place for the school district to establish necessary

procedures for effective, uniform, unbiased, and judicious enforcement of equal opportunity standards. The Superintendent or designee shall make available to all participants and other interested persons information regarding the provisions of the above named titles and sections and their application to the school district.

#### *STUDENT PROCEDURE*

- Definition: A “grievance” shall mean a complaint which has been filed by a student or by a student’s parent on the student’s behalf dealing specifically with various civil rights and nondiscrimination laws listed in the above statements. This specific grievance procedure does not apply to other situations for which other appeals and adjudication procedures are provided by State laws or in which the School Board does not have the authority in which to legally act. Normal lines of communication, though a normal chain of command such student to teacher-to counselor- to administrator, etc shall be used, when feasible in seeking answers and / or clarification regarding student concern. This should be attempted before the grievance procedure is initiated. First discussions with building principals do no necessary require the complaint to be presented in writing as an initial step.
- Purpose: The student grievance procedure has as its most salient purpose to identify at the earliest level possible equitable solutions to a complaint or a claim. If the complaint is justifiable all proceedings shall be kept to the strictest levels of confidentiality at each phase of this grievance procedure.
- Timeframe: The number of days as indicated in the procedures outlined shall be regarded as the maximum and every effort should be made by all parties to accelerate the process. Time limits, if applicable, can be extended if agreed upon mutually by the complainant and district administration.
- Level One: Students with a complaint shall present it first to their respective building principal- high school or elementary. At this juncture the District Equal Opportunity Officer is to be notified. If the concern / complaint cannot be resolved at this meeting, the student may then present a formal claim in writing. This documentation should include all supporting statements and any other evidence and present this information to his / her building principal. Upon receipt of this information, the school district will have 5 days to state its decision regarding the complaint. The district’s decision shall be in writing that includes supporting reasons related to the final decision.
- Level Two: If the complainant determines it necessary to carry this complaint forward and beyond the Level One procedures, he/she may within ten school days submit his / her complaint to the Superintendent. The Superintendent of Schools shall evaluate the evidence and produce his / her own decision within ten days of receiving the complaint.
- Level Three: If the complainant still maintains a concern he / she may submit in writing within tens of the Superintendent’s decision the complaint with the School Board and upon receiving the complaint it shall be placed on the next school board agenda for consideration. A final determination shall be made thirty calendar days after the conclusion of this school board meeting.

- Withdrawal: Without prejudice or record a complaint may be withdrawn at any level of the grievance procedure.
- Hearings/ Decisions: At each level in the process the complainant shall be given full and complete opportunity to be heard and present information. Decisions reached in Levels 2, 3, and 4 shall be in writing with the lone exception to this requirement being that of Level 1 resolution.
- Recrimination / Reprisals: None shall be taken by or against any party of interest in the grievance procedure by reasons associated with participating in this process.
- Record Keeping: All proceedings external to that of the School Board will be destroyed. Should any complainant wish to have his / her own complaint added to or placed in their file/school records they may do so by requesting this action in writing.

## **PROCEDURES RESOLVING CITIZEN COMPLAINTS POLICY**

### **SECTION I.**

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

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

## **PROCEDURE FOR REVIEW OF CURRICULUM CONTENT AND ALTERNATIVE INSTRUCTION**

## STATEMENT OF INTENT

The Barnesville School District believes in the principles of intellectual freedom. Members of the community are welcome to review curriculum and instructional materials. Any parent, guardian, or adult student in District 146 may express concerns about the content of instructional materials in the district's educational program. Whenever a concern is expressed, the district will respond in accordance with the procedures described herein.

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

1. PROCEDURE: When a parent, guardian, or adult student (hereafter referred to as "person") indicates a concern regarding the content of instructional materials, this procedure will be followed:
  - a. Request for review of material.
    - i. Each request for review of material will be directed to the building principal.
    - ii. The principal will:
      1. treat each concerned person's request with confidentiality;
      2. try to resolve the questions of the concerned person(s) during the initial contact;
      3. provide and explain the Minnesota state statute and the school district's policy and procedure;
      4. inform the concerned person(s) that the student is not required to be exposed to the questioned material but will be required to meet the essential learner outcome;
      5. Inform the classroom instructor(s) and the affected department, if appropriate, of the materials in question.
  - b. Opportunity to review materials.
    - i. School responsibility:
      1. All adopted curricular and instructional materials (including adopted learner outcomes, print material and film/video with descriptive narrative) will be available for review:
        - a. by appointment with the principal;
        - b. in the principal's office (or other reasonably private location);
        - c. and for checkout through the principal's office personnel for one week.
      2. Outside speakers, spontaneous classroom discussion, and current events materials are not considered part of the planned content of instruction. These curriculum areas, therefore, are exempt from the requirement for prior review.
    - ii. Parent, guardian or adult student responsibility:
      1. Review materials during designated times.

2. If a concern is identified, the person(s) will complete the “Statement of Concern Regarding Instructional Content” form specifically detailing the portion of instructional content to which objection is made.
- c. Alternative instruction
  - i. School responsibility:
    1. Upon receipt of a statement of concern, school personnel may propose one alternative form of instruction in place of the material in question.
    2. The building principal will facilitate a meeting among the concerned parties and, if appropriate, present the school proposal for alternative instruction as described in the “Alternative Instruction Contract” form.
  - ii. Parent, guardian or adult student responsibility:
    1. The person(s) will respond to the school proposal for alternative instruction.
    2. If the school proposal is rejected, the person(s) will develop an alternative plan at no cost to the district.
    3. The proposed plan must address the district learner outcomes.
- d. Assessment procedures
  - i. School responsibility:
    1. School personnel will determine an appropriate assessment.
    2. The school district and its instructors will not impose academic or social penalties as a result of alternative assessment.
  - ii. Student responsibility:
    1. The student will complete the appropriate assessment in accordance with the agreed upon alternative instructional contract.
    2. When the contract is completed and the specified outcome met, the student will be granted completion credit or a grade for the work.

## **EMPLOYEE DISCIPLINE POLICY**

SECTION 1. The purpose of this article is to provide direction in regard to employee discipline to ensure standards of professional behavior within the district.

SECTION 2. Any disciplinary action will comply with law and regulation, will be fair and equitable and will be consistent with the principle of progressive discipline. At the discretion of the supervisor, any or all of the following steps may be waived due to the nature of the incident.

SECTION 3. The supervisor will discuss with the employee, on an informal basis, any concern which may lead to a disciplinary action and will offer constructive suggestions for correction before any disciplinary action is initiated. This action and results will be noted in the supervisor’s log.

SECTION 4. If the concern is not resolved after the informal discussion, then a formal verbal reprimand may be given by the supervisor. This will be noted in the supervisor’s log.

SECTION 5. If the concern is not resolved after the formal verbal reprimand, a written reprimand shall be placed on file. A copy of which will be given to the employee and the Board Chair.

SECTION 6. A teacher will be entitled to have a representative of the Association present in the event he/she is being disciplined for any infraction of rules and delinquency in professional performance. If a teacher requests representation, no action will be taken with respect to the matter until a representative of the Association is present, provided that such representative shall be made available by the Association within forty-eight (48) hours of the time the District proposed to meet with the employee to discuss the disciplinary action.

SECTION 7. If preliminary discipline action fails to correct the problem, then termination of the employee will be proposed and followed as outlined by Minnesota State Law.

## **SCHOOL DISCIPLINE**

**Reasonable Force.** Allows the use of reasonable force by a teacher, school employee, bus driver, or other agent of a school district when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another. This does not authorize corporal punishment, which is prohibited by M.S. 121A.58, nor aversive and deprivation procedures, which are prohibited by M.S. 121A.67.

## **DISCIPLINE POLICY - ATKINSON ELEMENTARY SCHOOL**

1. PREFACE
2. STUDENT RESPONSIBILITIES
3. PARENT/GUARDIAN RESPONSIBILITIES
4. TEACHER RESPONSIBILITIES
5. BUILDING PRINCIPAL RESPONSIBILITIES
6. ALL OTHER SCHOOL PERSONS RESPONSIBILITIES
7. CORRECTIVE ACTIONS
8. SCHOOL WIDE DISCIPLINE PLAN GUIDELINES

### **1. PREFACE**

The most appropriate discipline plan does not focus on eliminating misbehavior, but on fostering positive attitudes that promote both self-discipline and responsibility. It is the position of the Atkinson Elementary School that learning can best take place in an environment which is orderly, safe, stimulating and which enables all students to develop to their fullest potential. The atmosphere of the school must promote fairness, courtesy, honesty and respect among students, school personnel and community members. While the Discipline Policy will relate to activities within the school setting, the eventual responsibility for growth in self-discipline is a cooperative effort of students, school personnel, home and community.

### **2. STUDENT RESPONSIBILITIES**

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Every student has the responsibility:

- a. To assist in efforts to establish and maintain a safe, stimulating, and productive learning environment in the democratic school society.

- b. To abide by accepted standards of good conduct and discipline while participating in any school function or activity and while going to and from school, whether riding on public or private conveyance, or walking.
  - c. To refrain from disruptive behavior which may interfere with a teacher's right to teach and a student's right to learn.
  - d. To bring to class materials required for daily classroom use.
  - e. To complete assigned class work on time and according to instructions given by the teacher.
  - f. To obey all safety regulations in the educational setting.
  - g. To use appropriate language avoiding cursing, using profanity, or vulgar language.
3. **PARENT/GUARDIAN RESPONSIBILITIES**

School discipline policies are more effective with support from the home. Every parent/guardian has the responsibility:

- a. To assume the legal responsibility for the behavior of their son/daughter.
  - b. To teach the student self-discipline and respect for authority.
  - c. To familiarize themselves and their children with the School Discipline Policy.
  - d. To see that the student is ready to learn and has the necessary supplies.
  - e. To see that the student attends school regularly at the appointed time and to notify the school whenever their child is or will be absent.
  - f. To help maintain communication with the school by bringing matters of concern to the attention of the principal, the teacher or other appropriate school personnel.
  - g. To provide the school with a current telephone number and address through which the parent/guardian can be reached during the school day.
  - h. To cooperate with the school for the benefit of the student and to be available to meet with school officials when requested.
4. **TEACHER RESPONSIBILITIES**

All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct. The teacher has the responsibility:

- a. To encourage students to develop self-discipline and respect for authority.
- b. To treat students with dignity.
- c. To recognize individual differences among students.
- d. To prepare a written plan for discipline that meets his/her needs and confer with the principal regarding the acceptability of the plan. These rules shall be posted in the classroom and given to students.
- e. To ensure the enforcement of school rules as listed in the parent handbook.
- f. To exercise restraint, good taste in their expression and refrain from the use of inappropriate expressions.
- g. To use such reasonable measures as may be necessary to maintain a safe and orderly environment in the classroom, in the school building, on school property and at school functions.
- h. To record and report classroom discipline problems to the building principal.
- i. To confer with support personnel for possible solutions to discipline problems.

- j. To establish behavior/discipline guidelines for all students on field trips.
5. **BUILDING PRINCIPAL RESPONSIBILITIES**
- The building principal is given the responsibility to formulate building rules and regulations necessary to maintain a safe and productive learning environment. The principal has the responsibility:
- a. To establish and implement rules and regulations governing conduct of students which are consistent with the Minnesota Statutes and school board policies.
  - b. To be readily available to handle discipline in an emergency or appoint a designee from the certified staff to assume authority in the building principal's absence.
  - c. To be responsible for informing students, parents or guardians, and community groups of the current rules and regulations.
  - d. To assure that all system wide regulations and school rules regarding discipline are applied consistently.
  - e. To take prompt corrective action for referred violations of discipline regulations.
  - f. To inform the parent/guardian and involved staff member, when appropriate, of actions taken for referred violations.
  - g. To report all illegal activities to appropriate authority, as required by law, or as necessary to maintain school discipline and order.
6. **ALL OTHER SCHOOL PERSONS WITH RESPONSIBILITY FOR STUDENT CONDUCT**
- All other classified personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. They have the responsibility:
- a. To maintain discipline according to all rules and regulations as outlined in the Parent Handbook.
  - b. To communicate or confer with teachers or the principal regarding discipline problems.
  - c. To deal with students in a firm, fair and consistent fashion.
7. **CORRECTIVE ACTIONS**
- The staff, under proper circumstances, may use several forms of corrective actions, including the following:
- a. **WARNING** - Depending upon the violation and the seriousness of the action, a student may be given a warning that if a violation occurs again, the student's parents or guardians will be notified.
  - b. **REMOVAL FROM CLASS** - Removal from class is an action taken to prohibit a student from attending class for a period of time not to exceed one hour.
  - c. **STUDENT REMOVAL** - If a student has been removed from class and displays defiant behavior, parents may be called to come and pick up their child for the remainder of the day. The student will not be allowed back to school until a conference with the parents and principal has occurred.
  - d. **PARENT CONFERENCE** - If a student violates a rule, the parent or guardian may be notified and a conference may be required.
  - e. **AFTER-SCHOOL DETENTION** - Teachers have the authority to detain students after school for disciplinary reasons. When a student is detained at school beyond



the normal dismissal time, the teacher shall give appropriate consideration to weather and other extenuating circumstances. In determining the length of time a student may be detained under the control of the teacher, the age and grade level of the student shall be considered. The student will be given 24 hours notice as to the time and date of detention. Parents or guardians of these students will be notified as soon as practical. Transportation will be the responsibility of the parent for after-school detention students. Failure to serve the assigned detention will result in additional disciplinary action as appropriate including principal's detention, parent conference, or in-school suspension.

- f. **VERBAL OR WRITTEN THREATS** - Any verbal or written threat towards hurting another student, school shootings, gun threats, and general communication of harming another person through the use of violence will be subject to disciplinary action.
    - i. The first offense will fall under administrative discretion based on severity. A second offense will result in a penalty that will range from a 1 day to 10 day suspension depending on severity.
  - g. **IN OR OUT-OF-SCHOOL SUSPENSION** - Students may be assigned to an in or out-of-school suspension for disciplinary reasons. The number of days and the length of time will be determined by the principal. Assignments will be obtained from the teachers to enable the student to keep up with his/her class work. Parents or guardians will be notified of all suspensions. Provisions under MN Statute 121A.41 Subd. 10. Suspension will be followed.
  - h. **EXPULSION** - Expulsion is the action taken by the school board to prohibit an enrolled student from further attendance for a period that shall not extend beyond the school year.
  - i. **REASONABLE RESTRAINT** - Pursuant to Minn. Stat. 609.06, reasonable force may be used upon or toward a student by a teacher or other proper school district employee to restrain or correct the student as necessary for protection of the student, other persons or property. The use of physical force to restrain a student shall be "reasonable" considering the age, size, sex and general physical strength of the student.
  - j. **CORPORAL PUNISHMENT** - of students is prohibited. Corporal punishment is the use of physical force as a consequence of or in order to correct student behavior.
8. **SCHOOL-WIDE DISCIPLINE PLAN GUIDELINES**  
On the first day of school each fall, the staff will discuss with their students the discipline plan for their grade level. The students will also be given a copy of the plan to take home to give to their parents/guardians for future reference.

## **Discipline/Classroom Behavior Plan**

### **Kindergarten – Grade 2**

The discipline plan that we will be using in kindergarten through second grade is an individual "fix-it" plan using the flip card system.

Each class will make a list of appropriate behaviors (Above the Line) and a list of inappropriate behaviors (Below the Line). The class will discuss the behavior list so that everyone understands what is expected during school. This plan will also be shared with the other teachers the children work with during the day.

1. As with any discipline plan, our plan takes into account our knowing of the child and what is best for that particular child.
2. Our behavior plan will use a “flip card system,” which is used *as needed* on an individual basis. Each child will get a verbal warning for a “below the line” behavior such as talking out of turn, not following directions, etc. (*please see that classroom list of appropriate/inappropriate behaviors*) before having to turn their card, or having the teacher turn it. The next verbal warning after that will result in turning their card from green color to another color. The following verbal warning will result in turning their card to another color and
3. The last warning will be turning their card to red. Each student starts over each day with a green card.
  - a. Each time a card is turned the classroom teacher will record why the card is turned in a register, such as their grade book, before the school day ends. If a red card is turned – a “fix-it” plan will be sent home that afternoon.
  - b. Children may receive a “fix-it” plan immediately for more serious offenses such as hitting, swearing, talking back to the teacher, etc.
  - c. “Fix-it plans that are **not** returned the next school day will be followed with a phone call home. A copy of the “fix it” plan and checklist are attached.
  - d. Classroom rewards/goals (such as a special party) can be earned when cards are not turned. Rewards/goals will be determined by the individual classroom.
  - e. Catch Them Being Good Awards and individual notes may be given to the girls and boys to take home as a reward.

Our discipline plan is successful most of the time because the children create the behavior lists and are able to have some ownership in how their class is run. If you have any questions, please let your child’s teacher know.

## **Discipline/Classroom Behavior Plan**

### **Grade 3 – Grade 6**

Each class will make a list of appropriate behaviors (Above the Line) and a list of inappropriate behaviors (Below the Line). The class will discuss the behavior list so that everyone understands what is expected during school. These lists will center on our “Code of Conduct” which are:

1. **Commitment** – Be loyal and dedicated to your school and community.
2. **Honesty** – Be truthful in all that you say and do.
3. **Respect** – Be considerate of self, others, their beliefs, and their property.
4. **Responsibility** – Be accountable in words and actions.

5. **Safety** – Be safe in words, actions, and choices.

### **Merit System:**

1. Students will begin each quarter with 15 Points.
2. The students will be given a **verbal warning**.
3. If the behavior continues, the teacher will discuss the situation privately with the student.
4. If improvement does not occur, the student will lose points.
5. If a student loses points, a Behavior Slip will be sent home describing the incident.
6. When a student accumulates 4 Behavior Slips, A Behavior Referral Report will be sent home and a conference with the principal will take place.
  - a. Any time a student accumulates 4 Behavior Slips thereafter, a 30 minute after-school detention will be issued.
7. Students who have points remaining at the end of any one quarter will be eligible to participate in a class reward.
8. Students will have a chance to “start fresh” and get their 15 points back at the beginning of each quarter.

<b>Behavior Incident</b>	<b>Points</b>
<i>*Behavior Slip</i>	<i>1</i>
<i>*Student Behavior Referral Report</i>	<i>2</i>
<i>*School Suspension</i>	<i>3</i>

## **PART IV – HEALTH & SAFETY**

### **STUDENT MEDICATION – POLICY 516**

- A. **PURPOSE** - The purpose of this policy is to set forth the provisions that must be followed when administering non-emergency medication to students.
- B. **GENERAL STATEMENT OF POLICY** - The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district’s licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications in accordance with school district procedures.
- C. **REQUIREMENTS**
  - a. No prescription medication or medicine that may be purchased without a prescription will be administered during the school day by school personnel unless prescribed by a licensed prescriber and an Authorization Form is signed by the student’s parent/guardian.
  - b. An “Administration Prescription Medications” form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs.

- c. Prescription medication must come to school in a container appropriately labeled for the student by the pharmacy.
- d. Nonprescription medications must come in the original container. This must be accompanied with a licensed prescriber's written order and signature when being administered by the school district.
- e. Prescription medications are not to be carried by the student unless there is a written agreement between the school district and the parent. Medications will be left with the appropriate school district personnel, except as noted in a written agreement between the school district and the parent or as specified in an IEP (individual education plan) or IHP (individual health plan).
- f. The school must be notified immediately by the parent or student over 18 in writing of any change in the student's medication or if the medication is no longer required. A new container label with new pharmacy instructions shall be required within two days of the change.
- g. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
- h. The school nurse, or other designated person, shall be responsible for the filing of Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designed person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
- i. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization (if appropriately contracted by the school district under private health organization (if appropriately contracted by the school district under Minn. Stat. 123.35, subd.17(2) or (3)). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

**D. NOT COVERED BY THIS POLICY:**

- a. Special health treatments such as catheterization, tracheotomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine.
- b. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy.
- c. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy.
- d. This policy does not apply to drugs or medicines used at school in connection with services for which a minor may give effective consent.
- e. The provisions of this policy do not apply to medications:
  - i. that are used off school grounds.
  - ii. that are used in connection with athletics or extracurricular activities; or

- iii. that are used in connection with activities that occur before or after the regular school day.
- iv. “Parent” for students over 18 is the student.

### **VISION SCREENING PROGRAM**

This program begins with the preschool child and continues each year in grades K-6. It is also done with new pupils and on teacher recommendation. This consists of the use of the LEA Chart for Pre-School – Grade 1, Color Vision for Kindergarten, and HVOT for Grades 2-6.

### **HEARING SCREENING PROGRAM**

This program also begins with the preschool child and continues each year in grades K-6. The pure-tone audiometer is used to determine whether or not the child has a hearing defect. Good vision and hearing are directly related to a child’s achievement in the classroom.

### **POLICY CONCERNING ACCIDENTS AND ILLNESS**

If your child has had an accident in school and needs immediate medical attention, the school will attempt to notify you and then take him/her to the nearest physician. There have been, and will continue to be, instances where parents were unable to be contacted. The school will continue to use the same procedure unless we are notified otherwise. This means that if your child needs urgent medical attention and you cannot be reached by telephone, the school will take him/her to the nearest physician.

1. THE SCHOOL DOES NOT HAVE AN ACCIDENT INSURANCE PROGRAM TO COVER ACCIDENTS THAT MAY HAPPEN IN SCHOOL.
2. All accidents must be reported to the principal’s office immediately. Students who are ill during the day should report to the principal’s office.
3. With your cooperation, illness at school can be kept at a minimum. Many diseases start with symptoms similar to those of a common cold. If your child is not feeling well, we request you keep him/her home. Certain symptoms in children may suggest the presence of a communicable disease. Excluding an ill child may decrease the spread of the disease to others. Recommended exclusion varies by the disease or infectious agent and will be decided on a case by case basis. Children with symptoms listed below should be excluded until symptoms improve or a Physician has determined the child can return.
  - a. **Illness:** Unable to participate in routine activities or needs more care than can be provided by the school staff.
  - b. **Fever:** A fever of 100<sup>0</sup> F or higher. Measure the temperature before giving medications to reduce fever. Child needs to be fever free for 24 hours without the use of fever reducing medications before returning to school. If your child’s fever spikes at any time during the school day the parent/guardian or emergency contact will be contacted and will be responsible for coming to get the child.
  - c. **Vomiting/Diarrhea:** Exclusion until 24 hours after the vomiting and diarrhea has subsided. If your child vomits or has at least 2 episodes of diarrhea while attending school the parent/guardian or emergency contact will be contacted and will be responsible for coming to get the child.

- d. **Rash with a fever:** A rash with a fever that has been undiagnosed.  
(Recommendations taken from the Minnesota Department of Health)

### **ASTHMA INHALERS**

Minnesota state statute 121A.22, subdivision 2 states that prescriptive asthma or reactive airway disease medications may be self-administered by a pupil with an asthma inhaler if the district has received a written authorization from the pupil's parent permitting the pupil to self-administer the medication and the inhaler is properly labeled for that student. The nursing services provider must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's health record a plan to implement safe possession and use of the asthma inhaler.

### **HEAD LICE**

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

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

### **GENERAL PESTICIDE NOTICE FOR PARENTS/GUARDIANS**

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

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

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

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

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

## **ASBESTOS NOTICE AND INFORMATION**

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

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

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

## **INDOOR AIR QUALITY PARENT NOTIFICATION**

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

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

The District's response to parental inquiries will be timely and direct. Questions are always welcome and should be directed to Don Sweduik at 354-2217. ISD 3146 accepts the responsibility for monitoring the IAQ and will / has conducted teacher surveys, non-certified support staff surveys, walk-throughs, building maintenance surveys, ventilation checks.

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

**MINNESOTA CARE PROVISION 2008**

Does your child have health insurance? If not, Minnesota Health Care Programs have free or reduced cost health insurance for children and families who qualify. Minnesota Care has a monthly premium based on household income and Medical Assistance has no monthly premium. Household income requirements and applications may be found on the Internet at [www.dhs.state.mn.us/healthcare](http://www.dhs.state.mn.us/healthcare) or call 1- 877-KIDS-NOW or the following County Social Service agencies Clay @ 218-299-5200 or 1-800-757-3880, Ottertail @ 218-998-8230, or Wilkin @ 218-643-7161. Household income limits are valid until June 30, 2010.

**Barnesville E-Learning Day**

In the 2017 legislative session, legislators passed a law allowing Minnesota Public Schools to hold E-Learning days on inclement weather days. This means students will receive learning activities and assignments provided by their classroom teachers that students would complete at home or wherever they go on a snow day. Students would receive instruction in each of their classes on an E-Learning day. Therefore, even though the weather may prevent staff and students from being together in the school building, students can have a school day, and the school calendar does not have to be changed to make up the day. The staff at Barnesville School believe students will have a meaningful, relevant learning day with continuity of education that is better for student achievement than a make-up day at the end of the school year.



# Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

## Why statewide testing?

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

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

## Why does participation matter?

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

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and will be counted as "not proficient" for the purpose of school and district accountability, including opportunities for support and recognition.
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

## Academic Standards and Assessments

### What are academic standards?

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

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

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

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

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

#### ACCESS and Alternate ACCESS for English Learners

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

## Why are these assessments effective?

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

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

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

## Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

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

## What if I choose not to have my student participate?

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

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

## When do students take the assessments?

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

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

## When do I receive my student's results?

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

## How much time is spent on testing?

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

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

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

## Where do I get more information?

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

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

## Parent/Guardian Refusal for Student Participation in Statewide Assessments

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

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

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

Student's Legal First Name \_\_\_\_\_ Student's Legal Middle Initial \_\_\_\_\_

Student's Legal Last Name \_\_\_\_\_ Student's Date of Birth \_\_\_\_\_

Student's District/School \_\_\_\_\_ Grade \_\_\_\_\_

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

\_\_\_\_\_ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](#) (Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

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

\_\_\_\_\_ MCA/MTAS Reading

\_\_\_\_\_ MCA/MTAS Science

\_\_\_\_\_ MCA/MTAS Mathematics

\_\_\_\_\_ ACCESS or Alternate ACCESS for ELLs

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

**I understand that by signing this form, my student will lose one opportunity to receive a qualifying score that could potentially save him/her time and money by not having to take remedial, non-credit courses at a Minnesota State college or university. My student will not receive an individual score and will be counted as "not proficient" for the purpose of school and district accountability. My school and I may lose valuable information about how well my student is progressing academically. In addition, refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning.**

Parent/Guardian Name (print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

To be completed by school or district staff only.

Student ID or MARSS Number \_\_\_\_\_

