

Glenville-Emmons High School Student Handbook

Updated and Approved: 9/19/22



Glenville-Emmons School District Mission Statement

“Develop responsible and confident individuals who will succeed in and contribute to a changing world.”

Glenville-Emmons School District Vision Statements

Involvement: Strive for 100% of students, staff, parents, and communities in our school

Leadership: Cultivate leadership that includes modeling, teamwork, accountability, and support within the system

Success: Encourage and support doing one’s best

Social Skills: Acquire and practice positive social skills toward others

Financial Resources: Maximize the district’s resources of time, talent, and finances

Academics: Strive for high test scores in context of every student’s individual abilities and personal goals

Life Ready: Ready for work and further education in all aspects of today’s society

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School Hours and Emergency Procedures

School Hours*

High School: 8:10 AM – 2:58 PM

**These hours are subject to change*

School Closings

Announcements relating to a change in school start time, release time or cancelling will be made via:

- email to parent/guardian email addresses that are on file with the office
- announcements on KAAL-TV, KTTC-TV, KARE-TV, and KATE 1450 AM
- notices on the Glenville-Emmons website
- postings on Glenville-Emmons social media

Emergency Procedures

Bus Evacuation Drills – conducted on an annual basis, usually in early fall

Fire Drills – indicated by a continuous ringing of a fire alarm buzzer. At the sound of the alarm, students are to follow the instructions of the classroom teacher. Floor plans showing escape routes are posted in each classroom. Students are to become familiar with each route depending on which room they are in.

Tornado Drills – indicated by instructions from the office. Once the office has indicated a tornado drill, students are to follow the instructions of the classroom teacher. Floor plans showing escape routes are posted in each classroom. Students are to become familiar with each route depending on which room they are in.

Lockdown/School Evacuation Drills – procedures and precautions for various emergencies will be discussed and practiced throughout the school year.

Closed Campus*

Glenville-Emmons High School is a closed campus.

Once students arrive on school grounds, they may not leave the school building or grounds at any time of the day without permission from the office.

Students leaving the building must have approval from a parent and acquire a slip from the building administrator's office prior to leaving. Upon return to school, students must sign back in at the office.

**Students in 11th and 12th grade who live in town, with a signed parent permission slip may go home for lunch. See more details in the Food Service/Cafeteria Section page 3.*

Procedures and Policies

Accidents

All accidents in the school building, on school grounds, at practice sessions, or at any athletic event sponsored by District 2886 must be reported immediately to the person in charge and to the school office.

Announcements

Daily announcements will be read to students and posted to the Glenville-Emmons website.

Any activity group wishing to add to the announcements are urged to submit them well in advance.

Assemblies

All teachers, staff members, and students are required to attend lyceum programs, pep rallies, and school assemblies.

Backpacks

Any bag a student brings to school must remain in the student's locker during the school day.

Small cinch bags or a small purse may be brought to class to hold personal items.

The bag/purse must fit under the seat/chair of the desk and cannot block the aisle.

The bag/purse being brought into the classroom is subject to being searched by school personnel.

Coming Early/Staying After School

Any teacher may require a student to come in early/stay after school to complete course work.

Any student coming in early/staying late must be supervised by a district employee

All students must be out of the building by 3:30 PM*

**Exceptions: An extracurricular practice/gathering or request by teacher or building administrator.*

Fees

School equipment, books, or other materials that are destroyed, broke, or unduly damaged through carelessness or failure to follow instructions will be paid for by the student(s). Fees that are owed to the school will be posted on your son/daughter's portal and reminders will be emailed to parents.

A deposit may be required in a course involving laboratory or shop work. The deposit for lab or shop breakage will be returned at the end of the school year if a student has not damaged any materials.

If a student elects to do a project that is in excess of the material requirement of the minimum course, the cost of such project must be paid as the material is used. Students may provide their own materials for such projects. All projects must meet the approval of the classroom teacher.

Yearbooks, graduation announcements, and/or class rings are available for purchase by students.

Food Service/Cafeteria

Complete, nutritional breakfasts and lunches are available daily at the high school. Ala-carte items are available for purchase each day. Students may purchase extra food items each day if they are available. Students can only purchase ala-carte items and extra items if they have a positive account balance.

In an effort to maintain a clean school, we ask that food remain in the cafeteria.

Prices are subject to change.

The food service money program is computerized. Students are assigned an identification number that will be used throughout their years in the school district.

Students or the lunchroom supervisor will enter their identification number to purchase food, including ala carte items.

All food service money received goes into an individual student account.

Food service money can be brought to the school office or deposited directly via Infinite Campus.

Students are not allowed to use other student's identification numbers. This will be monitored by the lunchroom supervisor.

Students who use another student's identification number may receive a detention and/or loss of privileges.

Parents/guardians will receive a statement about the status of student food service accounts when the account reaches a balance of \$5.00. Information regarding the food service account may be requested at anytime.

11th and 12th grade students who live in town may go home for lunch, with a parent/guardian signed permission slip. A student who is tardy upon returning home from lunch will receive one (1) warning and then a loss of home lunch privilege.

Requests to go home for lunch must be made for at least one (1) quarter at a time and be approved by the office.

Students **may not** ride with another student home for lunch, unless students are from the same household, and students must drive their vehicles in a proper and safe manner. Failure to do so will result in loss of home lunch privileges.

Fundraising

All fundraising activities must be approved by the office on a case-by-case basis. Activity advisors are responsible for filling out paperwork and getting approval.

Health/Medical Policies

Communicable Disease – in an effort to prevent further spread of illness to the student body, parents/guardians are requested to immediately report knowledge of a communicable disease to the school.

Immunizations – No student may be enrolled or remain enrolled in any educational program within the school district, on a full-time, part-time, or shared-time basis, until the student or the student's parent/guardian has submitted the required proof of immunization or appropriate documentation exempting the student from immunization to the school office.

Medication – school staff are not allowed to provide students with medication of any kind. If a student is to take medication during the school day, it is to be left in the school office. All medication must be in the original container. Medication will only be dispensed to students at the office. The office must have a medication request and authorization form on file. All medicine not registered in the school office will be considered an illegal drug and dealt with accordingly.

Internet/iPad/Technology

School board policy requires all students and a parent to sign an agreement of the approved uses of the internet/iPad during the school day.

Each student will be provided with a copy of the policy.

Students using computers will be under the supervision of school staff.

Depending on the nature of the offense, students who do not follow the policy could be denied access for up to one (1) years' time.

Personal electronic devices are discouraged in the school because of their potential to disrupt the learning environment and the difficulty in keeping them secure.

Personal electronic devices will only be allowed at the individual teacher's discretion.

Any use of an electronic device(s) that is not aligned with the classroom teacher's policy and/or school policy will result in the device being confiscated (see details on page 16).

Parents/guardians are asked not to call/text their student's cell phone during the school day. Please call the school office and the information will be given to the student.

Library

The library/media lab is open to all students before/after school and during lunchtime as long as there is a staff member supervising. Books should be checked out of library by a supervisor.

Reference books must be used in the library.

Lockers

Lockers are part of the school building, and as such are under the supervision and jurisdiction of school officials.

Lockers (continued)

Lockers should not contain unsealed food or beverages.

Student lockers may be searched by school officials at any time.

If a student is available in school, the student may be asked to be present along with a third party of legal age while a search is conducted. A record of the locker contents will be made.

If a student is not available, or refuses to open the locker, a school official and third party of legal age may conduct a search. A record of the locker contents will be made.

Security of items in a locker is not guaranteed.

Student Vehicles

Students who drive to school understand that this is a privilege and agree to obey the following rules:

Vehicles are to be parked in the parking lot on the west side of the school in the marked stalls or along designated city streets (angle parking is available on the street to the north of the school building). Park in an orderly manner

Do not park in emergency lanes, designated handicap areas, fire lanes, bus lanes, unmarked area, or on the grass. Violations will result in disciplinary action.

Students are not allowed in their vehicles at any time during the day without permission from the office.

Car trouble, weather conditions, waiting for trains, road conditions are not excuses for being late or absent from school.

The office may grant a student permission to leave school for a legitimate reason but needs a phone call approval from a parent.

A student involved in the peer tutoring program at the elementary school must complete a parent permission form for automobile usage before the student can drive to and from the elementary school. Inappropriate driving or unapproved destinations will result in disciplinary action and/or loss of the driving privileges and/or tutoring opportunity.

Telephone

The school telephones are business telephones.

The office reserves the right to limit all telephone use during the school day.

If a student is using a personal cell phone to contact a parent/guardian, they are still required to ask permission from their teacher/office and make the call in the office area.

Visitors

All visitors must check in at the office.

The office will give the visitor a pass to wear while on school grounds.

Attendance Policy

The School District expects and requires full time attendance. Every child between the ages of 7 and 16 shall receive instruction for at least the time required under Minnesota Statutes 120A.22. Any child under 18 years of age who is habitually truant from one or more class periods or seven school days will be referred to the County Department of Social Services or other appropriate agency.

Reporting Absences

Parents/guardians have a responsibility to call the high school office at (507) 448-2889 by 8:30 AM to report an absence. Parents/guardians can leave a voice mail during non school hours. Messages will be checked first thing in the morning by the office

An attempt will be made at the beginning of the day to notify parents/guardians if no call has been received and a student is not in the first class of the day.

Attendance will be monitored each class period.

Excused Absences

Each student has up to twelve (12) absences per school year that are reported by a parent/guardian.

Funerals, medical, and dental appointments with an excused note from your doctor DO NOT count against your 12 excuses.

A student arriving to a class 10 or more minutes late will be considered absent from that class.

A student whose absence(s) is excused are required to make up all assignments missed, or complete alternative assignments as deemed appropriate by the classroom teacher.

A student who knows about absences in advance needs to acquire homework from all classroom teachers prior to the absence. The due dates of these assignments will be determined by each individual classroom teacher and falls outside of the district's missing/late work policy.

Missing assignments due to excused absences must be completed in accordance with the individual teacher's policy and/or the school district's missing work policy – whichever grants the student more days to complete the assignments.

The office or a classroom teacher may extend the time allowed for the completion of makeup work in the case of extenuating circumstances.

Students who are absent excused for more than one-half day (periods 1, 2, 3, and 4) are not allowed to participate in school activities that day/evening without the permission of the office.

Unexcused Absences

Any absence exceeding the twelve (12) allotted excused absences, regardless of parent/guardian report is considered unexcused.

Seven (7) tardies in one (1) class is equal to one (1) unexcused absence from that class.

If a student arriving to a class 10 or more minutes late and has no excuse from a parent, the student will be considered unexcused absent from that class.

Four (4) unexcused absences from classes will equal one (1) day of unexcused absence from school.

A student is not eligible to receive credit for assignments, quizzes, and/or tests due the day of the unexcused absence.

A student is not eligible for school-sponsored events or practices on the day(s) they are unexcused from any class periods.

All absences beyond the allotted twelve (12) days for the school year and all unexcused absences will be acted upon as truancy. Truancy is defined as any student absence which was not approved by the parent/guardian and/or the school district.

Additional Absence Notes

Any absence that is accompanied by a doctor's note does not count towards a student's twelve (12) allotted excused absences.

Absences due to a school activity (field trip, extracurricular competition, band lesson, etc.) are excused absences. **Homework due to these absences must be obtained and turned in prior to the absence and/or on time with the rest of the class.** Failure to do so will result in the student no longer being able to participate in the school activity.

Teachers/advisors taking a group of students for a day activity/event will have students get the assignment record (salmon colored) sheet from the office. Students will have to have this signed and approved by their teachers and then given back to the teacher/advisor before they leave for the day in order to be able to participate in the activity/event.

Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act.

The school district has the final authority in determining if an absence is deemed excused or unexcused.

Re-Admittance Procedure

A student returning to school for any reason, must report to the office with a note from a parent/guardian to receive an admit slip. This must be done prior to returning to class.

All absences must be reported to the office no later than the second day after the student has returned to school. Failure to do so will result in the absence being unexcused.

A student's admittance slip will indicate date, duration, reason for absence, and if the absence is/was excused or unexcused.

The admittance slip must be presented to each teacher after an absence.

Parents/guardians will be notified when a student has been absent eight (8) times and then again at the twelfth (12th) time. More than twelve (12) absences will be considered unexcused, and truancy papers will be filed if the appeal process is not followed and approved.

Tardies

Any student that arrives to school or a class after the bell rings to signal the start of the school day or class period.

Students tardy at the start of the school day must report to the office for an admittance slip.

Teachers will handle reporting tardiness after the first class period. 1st hour tardies will be handled by the office.

Every three (3) tardies from one (1) class period in a quarter that a student receives will earn the student 30 minutes of detention.

Academics

Grading Scale

| | | | | | | | | | |
|----|--------|----|-------|----|-------|----|-------|---|-----------|
| A | 96-100 | B+ | 87-89 | C+ | 77-79 | D+ | 68-89 | F | Below 60% |
| A- | 90-95 | B | 83-86 | C | 73-76 | D | 66-67 | | |
| | | B- | 80-82 | C- | 70-72 | D- | 60-65 | | |

Grading Policy

Students are expected to complete their work on time as set by the individual classroom teacher. Work turned in after the deadline is considered late work. Each classroom teacher has their own late work policy. Please see their syllabi for further information.

Excused absences – the student has the number of school days absent plus 1 day to complete and turn in work for full credit. After that number of days has passed, the assignment is late and will receive 50% credit.

Unexcused absences – the student will receive 0% credit for assignments, quizzes, and/or tests due on the day(s) of the unexcused absence.

GPA

Will be computed using Infinite Campus.

| | | | | | | | | | |
|----|------|----|------|----|------|----|------|---|------|
| A | 4.00 | B+ | 3.33 | C+ | 2.33 | D+ | 1.33 | F | 0.00 |
| A- | 3.67 | B | 3.00 | C | 2.00 | D | 1.00 | | |
| | | B- | 2.67 | C- | 1.67 | D- | 0.67 | | |

Academic Recognition/Honor Roll

All courses in which a letter grade is given will be considered honor roll courses.

An honor roll will be published at the end of each reporting period

To qualify for the honor roll, a student must earn at least a 3.00 GPA and not receive any grade lower than a C for that grading period.

At graduation students will be recognized as honor students if they have maintained a cumulative GPA as follows: 3.00-3.499 = B or 3.50-4.00 = A

Students who have maintained a 4.00 in high school will be honored as high distinction graduates.

Cheating

Plagiarism – “an act or instance of using or closely imitating the language and thoughts of another author without authorization and the representation of that author’s work as one’s own, as by not crediting the original author.” – dictionary.com

Students found providing answers and/or taking answers from another student on any form of school work will lose credit for that particular assignment.

Students who plagiarize the work of other students, performers, authors, magazine and newspaper articles, other printed materials, or content found on the internet or iPad/phone apps will lose credit for the assignment.

| Consequences of Cheating/Plagiarism | |
|--|--|
| 1 st offense | Loss of credit for the assignment |
| 2 nd offense | Loss of credit for the assignment + 1 day of ISS |
| 3 rd offense | Loss of credit for the class, student may appeal to the school board for re-admittance |

Promotion/Retention/Credit Recovery

Promotion – students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

Retention – 7th and 8th grade students who do not achieve at the minimum of 60% for a year-long grade in a core class (English, Math, Science, and/or Social Studies) shall be retained in that class the following year unless the student successfully completes the district’s approved summer school remediation plan.

Credit Recovery – 9th-12th grade students who are not on track to graduate may enroll in a credit recovery program from an Alternative Learning Center (ALC) or through our SMEC program.

Report Cards

A report card will be sent home at the end of each quarter and will be posted electronically on the Infinite Campus Portal.

Parent-Teacher Conferences

Parent-teacher conferences will be held twice throughout the school year.

Parents/guardians may request a conference at any time with an individual teacher and/or the building administrator.

Teachers and/or the building administrator may request that a parent/guardian come at any time during the year.

Eligibility

The district eligibility policy includes all of the following events: competitions, games, performances, and/or the senior class trip.

Any student receiving one (1) F at the end of a quarter will be ineligible for the next 4 ½ weeks. When receiving an F at mid-quarter, students will be ineligible until they can prove, through teacher documentation, that ALL grades are passing. Parents will receive notification of failing grades at mid-quarter encouraging them to contact the school to discuss the grade.

Fourth quarter ineligibles

Academic ineligibles WILL carry over to the next competition year.

Fall Ineligibility Policy

Students will be ineligible to participate in extra-curricular activities in the fall **IF** they received a failing grade during the fourth quarter of the previous spring. The ineligibility time frame is 4 ½ weeks and begins the first day of practice. Since classes are not in session for the majority of the time frame, ineligible students will be required to obtain confirmation of passing grades for ALL classes from current teachers as soon as the 4 ½ weeks has elapsed. The form to be used can be obtained in the main office. If at the end of the 4 ½ weeks the student is not passing ALL classes, they will remain ineligible with the next possible chance to become eligible being mid-first quarter.

If a student receives a passing grade for a summer school class they can become eligible for fall activities. These classes need to be the same or similar to the class that a failing grade was earned. ALL summer school classes used to obtain academic eligibility must be pre-approved prior to taking the class.

Extra Credit

Extra Credit **CANNOT** be used/requested to bring a failing grade up to a passing grade.

Online Class Ineligibility Policy

Students enrolled in online classes are held to the same eligibility standards as all other students. If grading periods do not coincide with Glenville-Emmons dates, an online student's ineligibility will begin as soon as we are notified of a failing grade. The time frame will still be 4 ½ weeks with eligibility being earned by having passing grades for both regular and online classes.

PSEO Academic Eligibility Requirements

Eligibility for students taking PSEO courses will be determined as follows:

Quarter 1 and Quarter 3: Grade verification forms, provided by the high school, must be

submitted to the counselor within one week of the end of Quarter 1 and Quarter 3. If a student does not submit a completed grade verification form, they will be **ACADEMICALLY INELIGIBLE** until the completed form is submitted to the counselor verifying all grades are a C- or higher*.

Quarter 2 and Quarter 4: Semester grades provided by the college will be used to determine eligibility.

In order to remain academically eligible at the end of each quarter, students enrolled in PSEO courses are required to maintain grades of C- or higher at the end of each quarter.

PSEO students who are academically ineligible will be assigned to Study Hall at the High School during any open hours. This applies to high school and PSEO classes.

Scholastically ineligible students may not perform in school activities but are expected to continue attending and taking part in all practices. Below is a list of activities that are affected by this policy:

| | |
|-------------------|--------------------------|
| Football | Student Council |
| Volleyball | NHS |
| Girls' Basketball | FFA |
| Boys' Basketball | Drama Activities |
| Wrestling | Solo Ensemble |
| Softball | Clay Target Team |
| Baseball | TAG |
| Golf | Senior Class Trip |
| | *Other school activities |

*As new activities are added or removed, the list of activities stated above may not be all inclusive.

Graduation Requirements

Seniors who have not completed all requirements will not receive a signed diploma until they have fulfilled their responsibilities.

This includes academic and behavioral requirements.

Student Conduct

It is the philosophy and practice of The Board of Education to establish and maintain an orderly school environment that allows teachers to teach and students to learn. The purpose of a conduct code is to maintain a safe and orderly environment for all students who are engaging in purposeful learning and participating in a variety of activities. Overall decorum affects student attitude and influences student behavior.

Students are entitled to learn and develop in a setting which promotes respect of self, others, and property. It is the goal of the district to require students to demonstrate growth toward good citizenship. Good citizenship is demonstrated in the following ways:

- *Courtesy toward staff members, fellow students, and officials of school events*
- *Pride in everything our school endeavors to accomplish*
- *Sportsmanship, which involves the ability to win and lose gracefully*
- *Loyalty demonstrated by students who support their school functions and do their utmost to keep their scholastic and activity standards at their highest possible level*

Please note – since it is impossible for a handbook to cover all situations or behavioral acts by students, the principal does have the jurisdiction and responsibility to handle any situations not cited in this handbook. Please see the Administrative Alternatives section on page 16 for more details.

General School Rules

- Students are to respect each other and all property.
- Students will talk and walk in a reasonable and respectful manner.
- Students are not allowed in another student's locker, desk, or other possessions.
- Students are not to leave their classroom without permission by the classroom teacher.
- Students are not allowed to wear offensive attire in the school building.
- The allowance of food/drink will be on a teacher-to-teacher basis. Students will be expected to clean up after themselves.
- Students are to behave in a manner that is safe for themselves and others.

Indiscreet Behavior

Public displays of affection are considered inappropriate and disrespectful behaviors on school grounds, in school vehicles, or at school-sponsored activities.

Teachers/staff will intervene when this behavior is observed.

Repeated inappropriate behavior will be reported to the office and disciplinary action may be taken.

Corridor Use During Class Periods

Students are held responsible for being in their assigned locations at all times and are to be supervised by district staff.

If a student wishes to speak with another teacher during a class period, the student must obtain permission from the current teacher they are with. That teacher will make contact with the teacher the student wishes to visit.

Bathroom/water breaks and trips to lockers are at the discretion of the classroom teacher.

If a student wants to leave the building, permission must be obtained by the office.

Failure to follow these procedures may result in loss of pass privileges and/or disciplinary action.

Student Dress

Personal grooming should reflect the values of both the community and the school.

- Students not adhering to the following list of dress codes, will be asked to change:
- No clothing referencing alcohol, tobacco, gangs, sex, offensive language, or pictures
- Shorts must cover the buttocks and be visible when the student is standing or sitting.
- No midriffs, completely bare shoulders, and/or tops that show undergarments, breasts, or pectorals.
- Pants must cover all undergarments at all times.
- Shoes must be worn at all times.
- No caps, hats, hoods, chains, or sunglasses are permitted to be worn in the building from 8:10AM – 2:58 PM.

**Students who continue to disregard the dress code will be referred to the Discipline Procedure, Section 4 of the handbook.*

Cafeteria Conduct

An efficient cafeteria requires everyone to follow directions of the cooks, servers, and lunchroom staff.

Students are expected to behave in an orderly manner, eat only in the cafeteria, and clean up after themselves.

Substitute Teachers

Students are expected to be respectful and cooperative with all substitute teachers.

Disciplinary action will be taken with students who are not respectful of these guests in our school.

Bus Rules - Riding the bus is a privilege. Failure to follow bus rules will result in disciplinary action.

- Always follow the directions of the driver.
- Sit in your seat facing forward.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep your arms, legs, and belongings to yourself.
- Fighting, harassment, intimidation, horseplay is forbidden.
- Throwing objects of any kind is forbidden.
- Eating, drinking, using tobacco or drugs is forbidden.
- Weapons or dangerous objects of any kind are not allowed.
- Vandalism to the school bus is forbidden.

Dances

Students are expected to behave and dance in a tastefully school appropriate manner.

Students who leave the dance early will not be permitted re-entry, and their parent/guardian will be notified.

If a student needs to go to their vehicle during the dance, the student will be accompanied by a chaperone.

Gambling

There will be no gambling on school grounds.

Discipline Procedures

All segments of society have a set of rules, regulations, or laws by which the members must abide and conduct their activities. Glenville-Emmons High School is no exception. Recognizing that individual responsibility and mutual respect are essential components of the education process. The school board of District 2886 has approved a policy in accordance with the Pupil Fair Dismissal Act. The board members, together with the superintendent, building administrators, teachers and other school personnel, parents or legal guardians, students, and community members bear a responsibility to see that order is maintained in the school district.

Consequences are the natural result of actions which defy the rules, regulations, or laws of society. Discipline and punishment for violations shall in every instance be considered and administered fairly, equally, and swiftly by the staff person who has the authority and responsibility to do so. While the policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures.

Removal from Class

Students removed from class for disciplinary reason will report to the office

Teachers/Staff will notify office personnel of a student being sent to the office. A brief description of the event may be given if the situation allows.

Students that are sent to the office need to turn their phones/iPad in while they are in the office.

School staff and building administration will determine if the student's behavior requires further disciplinary action.

Students will be sent to their next class, unless instructed differently by administration. Phones/iPads will then be given back to student, unless the removal from class was due to phone/iPad issues.

Detention

Teachers are responsible for supervising their own detentions.

Detentions must be served within **five (5) school days** of receiving it.

If a detention is not served within the five (5) days allotted, the detention time will double, and the student has an additional five (5) days to complete the new amount of detention time. The 2nd notice for a detention not served will be mailed home from the office.

Electronic Device Confiscation

| | |
|------------------------------|---|
| 1 st offense | Student is warned and device is turned into the office for the remainder of the school day. |
| 2 nd offense | Device is turned into the office and a parent/guardian is required to pick up the device at the end of the school day. |
| 3 rd offense | Device is turned into the office, a parent/guardian is required to pick up the device at the end of the day, and the student will receive a 30 minute detention. |
| 4 th + offense(s) | Device is turned into the office, a parent/guardian is required to pick up the device at the end of the day, and the student will receive a one (1) hour detention. |

Administrative Alternatives

The following is a list of alternative disciplinary actions the administration may take. They are not listed in order of implementation.

- Parent contact or conference
- Suspension from co-curricular activities
- Restriction of privileges
- In-school monitoring or revised class schedule
- Saturday school or Saturday/vacation day detention
- Financial restitution
- Removal from class
- Referral to law enforcement agencies, department of health and human services, or other appropriate authorities
- In school suspension (ISS)/Out of school suspension (OSS) under the Pupil Fair Dismissal Act
- Petition county court for juvenile delinquency adjudication
- Preparation of an admission/re-admission plan

Suspension/Expulsion

The following is a list of guidelines that could constitute suspension and/or expulsion. The principal and/or superintendent will determine the final consequence. School board action is required to expel a student from school.

All suspensions listed are minimums.

Parents/guardians will be contacted in every case

If the offense committed is a crime, law enforcement will be notified

In cases involving chemical abuse, an evaluation and follow-up is required.

All schoolwork due during the suspension must be handed in on the day it is due.

Suspension/Expulsion (continued)

Extra time will be added after school (3:00 PM-4:00 PM) if the student is off-task during an in-school suspension.

ISS = in school suspension; student sits in the office and completes schoolwork. Student is not allowed to have their phone, ear buds, or iPad. If a teacher needs the student to use their iPad for an assignment during this time they need to let the office know.

OSS = out of school suspension; student is not allowed in the school, parents/guardians are responsible for obtaining homework and returning completed work.

| Action | 1 st Consequence | 2 nd Consequence | 3 rd Consequence |
|---|---------------------------------------|---------------------------------------|--|
| Possession or use of tobacco, alcohol, or drugs | 1 day of ISS | 3 days of ISS | Board Action |
| Possession or use of weapon or dangerous instrument | Principal/Superintendent/Board Action | Principal/Superintendent/Board Action | Principal/Superintendent/Board Action |
| Physical assault of another student | Principal/Superintendent/Board Action | Principal/Superintendent/Board Action | Principal/Superintendent/Board Action |
| Physical assault of a staff member | Principal/Superintendent/Board Action | Principal/Superintendent/Board Action | Principal/Superintendent/Board Action |
| Destruction of property or vandalism | 1 day of ISS | 3 days of ISS | 3 days of OSS |
| Disruption of school | 1 day of ISS | 3 days of ISS | 3 days of OSS |
| Insubordination | 1 day of ISS | 3 days of ISS | 3 days of OSS |
| Immoral behavior | Principal/Superintendent/Board Action | Principal/Superintendent/Board Action | Principal/Superintendent/Board Action |
| Theft | 1 day of ISS | 3 days of ISS | 3 days of OSS |
| Harassment or threat to student or staff member | 1 day of ISS | 3 days of OSS | Board Action |
| Disrespect to a staff member | 1 day of ISS | 3 days of ISS | 3 days of OSS |
| Disruption at away school activities | 1 day of ISS | 3 days of ISS | 3 days of OSS and loss of privileges for 2 weeks |

School Board Alternatives

The following is a list of alternative disciplinary actions the school board may take. They are not listed in order of implementation.

- Exclusion from a specific class for a term, session, or year
- Alternate program
- Exclusion under the Pupil Fair Dismissal Act
- Expulsion under the Pupil Fair Dismissal Act

Special Education Students

Discipline for special education students may vary in certain cases.

The discipline will align and will be in appropriate context of the student's Individual Education Plan and the student's needs and capabilities.

The building administration and staff will work with the special education department to administer appropriate behavioral consequences.

Activities

Glenville-Emmons High School has a number of co-curricular activities, organizations, and traditions. Students are invited and encouraged to take part in all of them. Participation in any extracurricular activity carries a responsibility to participate in all functions of that activity, be in good academic standing, and be a good representative of the school

Fees*

All sports and activity fees must be paid prior to the first game/competition. If the fee is not paid prior to the first competition the student will be unable to participate until the fee is paid. FFA, band, etc. fees can be paid at registration or in a timely manner. Fees not paid will be posted to your son/daughter's portal and a reminder will be emailed to you.

**Fees unpaid after 30 days of the end of the school year may be collected through action in a small claims court or other appropriate means. These procedures are in accordance with and governed by the Minnesota Public School Fee Law*

Field Trips

Field trips are opportunities for students to have learning experiences which go beyond the traditional educational process.

Teaching staff may provide students with occasional field trips to enhance the learning in various subject areas.

If a field trip is not a required component of a class, the students will pay the costs associated with the trip.

Student participation on the field trip may be limited by the building administrator or classroom teacher based on student behavior and/or academic standing.

All assignments missed because to the field trip are due according to each individual teacher's due date. Assignments not turned in in accordance with each teacher's due date will be counted as missing and will receive a late work deduction.

Co-Curricular Activities

Athletics – Football (paired with Alden-Conger), Volleyball, Boys Basketball, Girls Basketball (paired with Alden-Conger), Wrestling (at Albert Lea), Cheerleading, Baseball, Softball (paired with Alden-Conger), and Boys & Girls Golf, Trap, Clay Target.

Drama – Students may try out and be selected for the school play and participate in other creative activities during the year.

FFA – This national vocational organization of, by, and for youth studying vocational agriculture in the public schools. Membership is voluntary. There is a membership fee for FFA. There are several degrees or grades of active membership: Green Hand, State Farmer, and American Farmer. The motto of FFA consists of four lines packed with practical philosophy reflecting the spirit of our farm youth: "Learning to do – Doing to Learn – Learning to Live – Living to Serve."

National Honor Society – Juniors and seniors who have a cumulative grade point average of 3.40 or above are eligible for consideration. The NHS Faculty Council selects students based on excellence in four criteria: Scholarship, Character, Leadership, and Service. Students may be placed on membership probation and/or dismissed from membership under conditions outlined by the Constitution of the Society.

Student Council – Through its activities, Student Council fosters leadership development, school spirit, cooperation among students, faculty, and the administration. Students in grades 7 – 12 have elected representation. Homecoming is a major responsibility for this organization.

Teen Advocate Group (TAG) – TAG's mission is to increase student awareness of social issues that affect teen social-emotional development and academic performance inside and outside of school. TAG strives to cultivate a student body that has the leadership to teacher others, create camaraderie, connect to the community, and promote a positive school culture. TAG consists of 20 or fewer students in grades 9-12. Students must apply and/or reapply annually and are chosen by the current student members and advisors. This group aims to put on four education events and one community outreach event throughout the school year either in the high school, elementary school, or both.

Yearbook – Students who are members of the yearbook staff have opportunities to work in various areas: sales, advertising, copy writing and keyboarding, layout and design, and photography.

Traditions

Athletic Awards – Presentations are made at the end of each sports season.

Awards Day – An assembly will be held to recognize students for scholarships, attendance, co-curricular involvement, and other special honors.

Class Rings – 9th grade students and older may order class rings in the fall.

Commencement – Students who have completed the required academic achievements or will be within one (1) credit of the required twenty-four (24) credits and fulfill all expectations of the attendance and discipline policies are eligible to participate in the ceremony at the end of their senior year.

Concerts/Lyceums – the school district provides a variety of assemblies, plays, concerts, and other entertainment throughout the school year.

Dances and Parties – each class or organization may sponsor a dance during the school year. Dances are to be held on Friday or Saturday nights, or the night preceding a school holiday between the hours of 7:00 PM and midnight. No dance will be allowed the week preceding Winter Break. 7th and 8th grade students may be allowed to attend and may have separate times for attendance. School conduct expectations apply regardless of the time of day. All dances and parties must be approved by the school administrator. The approval process needs to be completed by the activity advisor. Out of town guests are permitted with the proper registration. Doors will be locked approximately thirty (30) minutes after the dance has started. Students who wish to leave early will not be permitted back to the dance and the parents/guardians of the student will be notified.

Homecoming – A spirit-filled week featuring Spirit Day, parade, pep fest, football game, other activities and the coronation of our homecoming queen and king. The senior class selects their classmates by

voting for their classmates to be candidates for homecoming court. The student body then votes on those candidates to select your homecoming queen and king.

Prom – The junior class is responsible for planning, financing, and decorating for prom. A prom king and queen are elected by the students attending prom. All seniors attending prom are candidates for prom king and queen. The sophomore class is responsible for providing/financing/serving snacks and beverages during the dance. The sophomore is responsible for cleaning up the decor the Tuesday morning following prom along with their advisors supervision.

Senior Tea – On the Monday after prom, seniors, a parent/guardian, and their advisor(s) are honored by the junior class. The junior class officers and their parent/guardian plan and finance a light luncheon and ceremony. The junior class officers are the Masters of Ceremony. Information regarding the senior tea is mailed/sent to the senior and their parent/guardian by the junior class officers. The junior class advisor/advisors are to oversee all of these decisions/arrangements.

Tickets

Students pay admission fees for concerts, plays, athletic events, or any other optional program.

Activity passes* for students and adults are available for football, volleyball, and girls and boys basketballs games. These may be purchased during registration or at the high school office during school hours.

**These passes do not cover tournament or playoff games*

Individual game student and adult tickets can be purchased at the gate for football, volleyball, and girls and boys basketball games.

Church Night*

Glenville-Emmons School District recognizes Wednesday evenings as church night.

School activities are not to be scheduled after 6:00 PM, and any group traveling on Wednesday's must return by 6:00 PM.

**Exception to the recognition of Church Night is end-of season tournament schedules, as the district has little or no control over*

DISTRICT POLICIES, STATE AND FEDERAL LAWS*

Attendance Policy: The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important common actions between teachers and students and establishes regular habits of dependability important to the future of the students. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.

Research indicates that one of the major reasons for poor achievement in school is poor attendance. Students are expected to attend classes regularly and to be on time in order to receive maximum benefit from the school's instructional program. Habits of punctuality, self-discipline and responsibility are characteristics of successful people of all ages and in all walks of life. Moreover, disruption of the educational program must be kept to a minimum. There is no way to compensate for absence from classes. It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes every day that school is in session and to be aware of and follow correct procedures when absent from an assigned class. Finally, it is the student's responsibility to request any missed assignments due to an absence. Late assignments will result in loss of credit as determined by the teacher

BULLYING PROHIBITION POLICY

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' 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, it is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline 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, and other similar disruptive 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 district property or at school-related functions. 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 that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
- 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 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, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with school district's policies and procedures. The school district may take into account the following factors:
 - 1. The developmental and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

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

III. DEFINITIONS

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

- A. "Bullying" means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance. Bullying includes, but is not limited to, conduct by a student against another student that a reasonable person under the circumstances knows or should know has the effect of:
1. harming a student;
 2. damaging a student's property;
 3. placing a student in reasonable fear of harm to his or her person or property; or
 4. creating a hostile educational environment for a student.
- B. "Immediately" means as soon as possible but in no event longer than 24 hours.
- C. "On school district property or at school-related functions" 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.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to an appropriate school district official designated by this policy. A student may report bullying anonymously. However, the school district's ability to take action against an alleged perpetrator based solely on an anonymous report may be limited.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. The building principal or the principal's designee or the building supervisor is the person responsible for receiving reports of bullying at the building level. Any person may report bullying directly to a school district human rights officer or the superintendent.
- 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 receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building principal immediately.
- E. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- F. Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or 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. Upon receipt of a complaint or report of bullying, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of bullying, consistent with applicable law.
- C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; school district policies; and regulations.
- D. 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 involved in a bullying incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

VI. REPRISAL

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

VII. TRAINING AND EDUCATION

- A. The school district annually will provide information and any applicable training to school district staff regarding this policy.
- B. 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.
- C. 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 victim, and to make resources or referrals to resources available to victims of bullying.
- D. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

Equal Education Opportunity Policy: - It is the School District's policy to provide equal educational opportunity for all students.

The School District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The School District also makes reasonable accommodations for disabled students.

Family Educational Rights and Privacy Act (FERPA) Policy: - The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the

hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920

Harassment and Violence Policy:

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.
- B. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel includes school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)
- C. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

III. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

- A. Sexual Harassment; Definition
 - 1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.
- 2. Sexual harassment may include but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of gender.

B. Racial Harassment; Definition

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

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

C. Religious Harassment; Definition

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

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

D. Sexual Violence; Definition

- 1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - b. coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

E. Racial Violence; Definition

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

F. Religious Violence; Definition

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

G. Assault; Definition

Assault is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;
2. the intentional infliction of or attempt to inflict bodily harm upon another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

IV. REPORTING PROCEDURES

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

B. In Each School Building. The building principal is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence at the building level. Any adult school district personnel who receives a report of religious, racial or sexual harassment or violence shall inform the building principal immediately.

C. Upon receipt of a report, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

D. In the District. The school board hereby designates an administrator as the school district human rights officer(s) to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.¹

E. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

F. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.

G. Use of formal reporting forms is not mandatory.

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

V. INVESTIGATION

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

- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

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

VII. REPRISAL

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

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

IX. HARASSMENT OR VIOLENCE AS ABUSE

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

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
- B. This policy shall be given to each school district employee and independent contractor at the time of entering into the person's employment contract.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Hazing Policy:

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
- C. Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of,

observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.

- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

V. SCHOOL DISTRICT ACTION

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

VI. REPRISAL

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

VII. DISSEMINATION OF POLICY

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

Internet Policy: The technology resources and capabilities in District 2886 must be used in an ethical and lawful manner. Violations of district computer/tablet policies, Internet etiquette, or violations of the laws of Minnesota and the United States can result in disciplinary action by building administrators, the superintendent and the school board and or prosecution by legal authorities. Access and use of a computer systems/tablet and the Internet are a privilege. All network users are expected to abide by the generally accepted rules of a computer/tablet and network etiquette. All students will be asked to sign a contract countersigned by their parents or guardians before they are eligible to use the Internet for any reason. Loss of access to e-mail privileges or Internet use will be a logical consequence for not abiding by the contract, which is a legally binding document. A full copy of the Internet guidelines and a new contract is given to each student at the beginning of each school year.

Pledge of Allegiance Policy:

I. PURPOSE

The school board recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag. The purpose of this policy is to provide for recitation of the pledge of allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT OF POLICY

Students in this school district shall recite the pledge of allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

- A. By each individual classroom teacher or the teacher's surrogate; or
- B. Over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

III. EXCEPTIONS

Anyone who does not wish to participate in reciting the pledge of allegiance for any personal reasons may elect not to do so. Students and school personnel must respect another person's right to make that choice.

IV. INSTRUCTION

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.

Protection of Pupil Rights (PPRA) Amendment Policy: The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED). PPRA is intended to protect the rights of parents and students in two ways:

- It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with an ED-funded survey, analysis, or evaluation in which their children participate; and
- It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any ED-funded survey, analysis, or evaluation that reveals information concerning:
 1. Political affiliations;
 2. Mental and psychological problems potentially embarrassing to the student and his/her family;
 3. Sex behavior and attitudes;
 4. Illegal, anti-social, self-incriminating and demeaning behavior;
 5. Critical appraisals of other individuals with whom respondents have close family relationships;
 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
 7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated may file a complaint with ED by writing the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339. Or you may contact us at the following address:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920**

Pupil Fair Dismissal Act Policy:

Pupils Suspension, Exclusion and Expulsion

Revised 2005121A.40 Citation

Sections 121A.40 to 121A.56 may be cited as “The Pupil Fair Dismissal Act.”

121A.41 Definitions

Subdivision 1. “Applicability” As used in sections 121A.40 to 121A.56, the terms defined in this section shall have the meanings assigned to them.

Subd. 2. “Dismissal” means the denial of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class.

Subd. 3. “District” means any school district.

Subd. 4. “Exclusion” means an action taken by the school board to prevent enrollment or reenrollment of a pupil for a period that shall not extend beyond the school year.

Subd. 5. “Expulsion” means a school board action to prohibit an enrolled pupil from further attendance for up to 12 months from the date the pupil is expelled.

Subd. 6. “Parent” means (a) one of the pupil’s parents, (b) in the case of divorce or legal separation, the parent or parents with physical custody of the pupil, including a noncustodial parent with legal custody who has provided the district with a current address and telephone number, or (c) a legally appointed guardian. In the case of a pupil with a disability under the age of 18, parent may include a district-appointed surrogate parent.

Subd. 7. “Pupil” means any student:

(1) without a disability under 21 years of age; or

(2) with a disability until September 1 after the child with a disability becomes 22 years of age;

(3) and who remains eligible to attend a public elementary or secondary school.

Subd. 8. “School” means any school defined in section 120A.05, subdivisions 9, 11, 13 and 17.

Subd. 9. “School board” means the governing body of any school district.

Subd. 10. “Suspension” means an action by the school administration, under rules promulgated by the school board, prohibiting a pupil from attending school for a period of no more than ten school days. If a suspension is longer than five days, the suspending administrator must provide the superintendent with a reason for the longer suspension. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability. Each suspension action may include a readmission plan. The readmission plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. Consistent with section 125A.091, subdivision 5, the readmission plan must not obligate a parent to provide a sympathomimetic medication for the parent’s child as a condition of readmission. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an

expulsion, in which case the school administration may extend the suspension to a total of 15 days. In the case of a student with a disability, the student's individual education plan team must meet immediately but not more than ten school days after the date on which the decision to remove the student from the student's current education placement is made. The individual education plan team, and other qualified personnel, shall at that meeting: conduct a review of the relationship between the child's disability and the behavior subject to disciplinary action; and determine the appropriateness of the child's education plan.

The requirements of the individual education plan team meeting apply when:

- (1) the parent requests a meeting;
- (2) the student is removed from the student's current placement for five or more consecutive days; or
- (3) the student's total days of removal from the student's placement during the school year exceed ten cumulative days in a school year. The school administration shall implement alternative educational services when the suspension exceeds five days. A separate administrative conference is required for each period of suspension.

Subd. 11. "Alternative educational services" may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under section 123A.05 selected to allow the pupil to progress toward meeting graduation standards under section 120B.02, although in a different setting.

121A.42 Policy

No public school shall deny due process or equal protection of the law to any public school pupil involved in a dismissal proceeding which may result in suspension, exclusion, or expulsion.

121A.43 Exclusion and Expulsion of Pupils with a Disability

When a pupil who has an individual education plan is excluded or expelled under sections 121A.40 to 121A.56 for misbehavior that is not a manifestation of the pupil's disability, the district shall continue to provide special education and related services after a period of suspension, if suspension is imposed. The district shall initiate a review of the pupil's individual education plan and conduct a review of the relationship between the pupil's disability and the behavior subject to disciplinary action and determine the appropriateness of the pupil's education plan before commencing an expulsion or exclusion.

121A.44 Expulsion for possession of firearm

(a) Notwithstanding the time limitation in section 121A.41, subdivision 5, a school board must expel for a period of at least one year a pupil who is determined to have brought a firearm to school except the board may modify this expulsion requirement for a pupil on a case-by-case basis. For the purposes of this section, firearm is as defined in United States Code, title 18, section 921.

(b) Notwithstanding chapter 13, a student's expulsion or withdrawal or transfer from a school after an expulsion action is initiated against the student for a weapons violation under paragraph (a) may be disclosed by the school district initiating the expulsion proceeding. Unless the information is otherwise public, the disclosure may be made only to another school district in connection with the possible admission of the student to the other district.

121A.45 Grounds for dismissal

Subdivision 1. Provision of Alternative Programs. No school shall dismiss any pupil without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property.

Subd. 2. Grounds for Dismissal. A pupil may be dismissed on any of the following grounds:

- (a) willful violation of any reasonable school board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements;
- (b) willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
- (c) willful conduct that endangers the pupil or other pupils, or surrounding persons, including school district employees, or property of the school.

Subd. 3. Parent Notification and Meeting. If a pupil's total days of removal from school exceeds ten cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the pupil and the pupil's parent or guardian before subsequently removing the pupil from school and, with the permission of the parent or guardian, arrange for a mental health screening for the pupil. The district is not required to pay for the mental health screening. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the pupil assessed or diagnosed to determine whether the pupil needs treatment for a mental health disorder.

121A.46 Suspension procedures

Subdivision 1. Informal Administrative Conference Before Suspension. The school administration shall not suspend a pupil from school without an informal administrative conference with the pupil. The informal administrative conference shall take place before the suspension, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension.

Subd. 2. Administrator Notifies Pupil of Grounds for Suspension. At the informal administrative conference, a school administrator shall notify the pupil of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the pupil may present the pupil's version of the facts.

Subd. 3. Written Notice of Grounds for Suspension. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of sections 121A.40 to 121A.56, shall be personally served upon the pupil at or before the time the suspension is to take effect, and upon the pupil's parent or guardian by mail within 48 hours of the conference. The district shall make reasonable efforts to notify the parents of the suspension by telephone as soon as possible following suspension. In the event a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the pupil and the pupil's parent or guardian within 48 hours of suspension. Service by mail is complete upon mailing.

Subd. 4. Suspension Pending Expulsion or Exclusion Hearing. Notwithstanding the provisions of subdivisions 1 and 3, the pupil may be suspended pending the school board's decision in the expulsion or exclusion hearing; provided that alternative educational services are implemented to the extent that suspension exceeds five days.

121A.47 Exclusion and expulsion procedures

Subdivision 1. Requiring a Hearing; Pupil May Waive Hearing.

No exclusion or expulsion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the pupil and parent or guardian. The action shall be initiated by the school board or its agent.

Subd. 2. Written notice. Written notice of intent to take action shall:

- (a) be served upon the pupil and the pupil's parent or guardian personally or by mail;
- (b) contain a complete statement of the facts, a list of the witnesses and a description of their testimony;
- (c) state the date, time and place of the hearing;
- (d) be accompanied by a copy of sections 121A.40 to 121A.56;
- (e) describe alternative educational services accorded the pupil in an attempt to avoid the expulsion proceedings; and
- (f) inform the pupil and parent or guardian of the right to:
 - (1) have a representative of the pupil's own choosing, including legal counsel, at the hearing. The district shall advise the pupil's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the department of Education;
 - (2) examine the pupil's records before the hearing;
 - (3) present evidence; and
 - (4) confront and cross-examine witnesses.

Subd. 3. Hearing Schedule. The hearing shall be scheduled within ten days of the service of the written notice unless an extension, not to exceed five days, is requested for good cause by the school board, pupil, parent or guardian.

Subd. 4. Convenient Time and Place of Hearing. The hearing shall be at a time and place reasonably convenient to pupil, parent or guardian.

Subd. 5. Closed or Open Hearing. The hearing shall be closed unless the pupil, parent or guardian requests an open hearing.

Subd. 6. Impartial Hearer. The hearing shall take place before:

- (1) an independent hearing officer;
- (2) a member of the school board;
- (3) a committee of the school board, or
- (4) the full school board;

as determined by the school board. The hearing shall be conducted in a fair and impartial manner.

Subd. 7. Creating Hearing Record. The school board shall record the hearing proceedings at district's expense, and a party may obtain a transcript at its own expense. Testimony shall be given under oath. The hearing officer or a member of the school board shall have the power to issue subpoenas and administer oaths.

Subd. 8. Access to Pupil's Records. At a reasonable time prior to the hearing, the pupil, parent or guardian, or representative, shall be given access to all public school system records pertaining to the pupil, including any tests or reports upon which the proposed action may be based.

Subd. 9. Pupil's Right to Compel Testimony. The pupil, parent or guardian, or representative, shall have the right to compel the attendance of any official employee or agent of the public school system or any public employee or any other person who may have evidence upon which the proposed action may be based, and to confront and to cross-examine any witness testifying for the public school system.

Subd. 10. Pupil's Right to Present Evidence and Testimony. The pupil, parent or guardian, or representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

Subd. 11. Pupil Not Compelled to Testify. The pupil cannot be compelled to testify in the dismissal proceedings.

Subd. 12. Hearer's Recommendation Limited to Evidence at Hearing; Service Within Two Days. The recommendation of the hearing officer or school board member or committee shall be based solely upon substantial evidence presented at the hearing and must be made to the school board and served upon the parties within two days of the end of the hearing.

Subd. 13. Basis of School Board Decision; Opportunity for Comment. The school board shall base its decision upon the recommendation of the hearing officer or school board member or committee and shall render its decision at a meeting held within five days after receiving the recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's recommendations provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the commissioner of education of the basis and reason for the decision.

Subd. 14. Admission or readmission plan.

(a) A school administrator shall prepare and enforce an admission or readmission plan for any pupil who is excluded or expelled from school. The plan may include measures to improve the pupil's behavior, including completing a character education program, consistent with section 120B.225, subdivision 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the pupil of not improving the pupil's behavior.

(b) The definition of suspension under section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. A readmission plan must provide, where appropriate, alternative education services, which must not be used to extend the student's current suspension period. Consistent with section 125A.091, subdivision 5, a readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School officials must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect or medical or educational neglect.

Effective Date. This section is effective the day following final enactment.

121A.48 Good faith exception

A violation of the technical provisions of the pupil fair dismissal act, made in good faith, is not a defense to a disciplinary procedure under the act unless the pupil can demonstrate actual prejudice as a result of the violation.

121A.49 Appeal

A party to an exclusion or expulsion decision made under sections 121A.40 to 121A.56 may appeal the decision to the commissioner of education within 21 calendar days of the school board action. Upon being served with a notice of appeal, the district shall provide the commissioner and the parent or guardian with a complete copy of the hearing record within five days of its receipt of the notice of appeal. All written submissions by the appellant must be submitted and served on the respondent within ten days of its actual receipt of the transcript. All written submissions by the respondent must be submitted and served on the appellant within ten days of its actual receipt of the written submissions of the appellant. The decision of the school board must be implemented during the appeal to the commissioner.

In an appeal under this section, the commissioner may affirm the decision of the agency, may remand the decision for additional findings, or may reverse or modify the decision if the substantial rights of the petitioners have been prejudiced because the administrative findings, inferences, conclusions, or decisions are:

- (1) in violation of constitutional provisions;
- (2) in excess of the statutory authority or jurisdiction of the school district;
- (3) made upon unlawful procedure, except as provided in section 121A.48;
- (4) affected by other error of law;
- (5) unsupported by substantial evidence in view of the entire record submitted; or
- (6) arbitrary or capricious.

The commissioner or the commissioner's representative shall make a final decision based upon the record. The commissioner shall issue a decision within 30 calendar days of receiving the entire record and the parties' written submission on appeal. The commissioner's decision shall be final and binding upon the parties after the time for appeal expires under section 121A.50.

121A.50 Judicial review

The decision of the commissioner of education made under sections 121A.40 to 121A.56 is subject to judicial review under sections 14.63 to 14.69. The decision of the commissioner is stayed pending an appeal under this section.

121A.51 Reports to Service Agency

The school board shall report any action taken pursuant to sections 121.40 to 121A.56 to the appropriate public service agency, when the pupil is under the supervision of such agency.

121A.52 Nonapplication of Compulsory Attendance Law

The provisions of section 120A.22, subdivision 5, shall not apply to any pupil during a dismissal pursuant to sections 121A.40 to 121A.56

121A.53 Report to Commissioner of Education

Subdivision 1. Exclusions and Expulsions. The school board must report through the department electronic reporting system each exclusion or expulsion within 30 days of the effective date of the action to the commissioner of education. This report must include a statement of alternative educational services given the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status.

Subd. 2. Report. The school board must include state student identification numbers of affected pupils on all dismissal reports required by the department. The department must report annually to the commissioner summary data on the number of dismissals by age, grade, gender, race, and special education status of the affected pupils. All dismissal reports must be submitted through the department electronic reporting system.

121A.54 Notice of Right to be Reinstated

Whenever a pupil fails to return to school within ten school days of the termination of dismissal, a school administrator shall inform the pupil and the pupil's parents by mail of the pupil's right to attend and to be reinstated in the public school.

121A.55 Policies to be Established

(a) The commissioner of education shall promulgate guidelines to assist each school board. Each school board shall establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of sections 121A.40 to 121A.56. The policies shall emphasize preventing dismissals through early detection of problems and shall be designed to address students' inappropriate behavior from recurring. The policies shall recognize the continuing responsibility of the school for the education of the pupil during the dismissal period. The alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress towards meeting the graduation standards adopted under section 120B.02, and help prepare the pupil for readmission.

(b) An area learning center under section 123A.05 may not prohibit an expelled or excluded pupil from enrolling solely because a district expelled or excluded the pupil. The board of the area learning center may use the provisions of the Pupil Fair Dismissal Act to exclude a pupil or to require an admission plan.

(c) Each school district shall develop a policy, and report it to the commissioner, on the appropriate use of peace officers and crisis teams to remove students who have an individualized education plan from school grounds.

121A.56 Application

Subdivision 1. Prohibition Against Discrimination Remains in Effect. Sections 121.40 to 121A.56 shall not be deemed to amend or otherwise affect or change section 363.03, subdivision 5, clause (2).

Subd. 2. Portions of School Program for Credit.

Sections 121A.40 to 121A.56 shall apply only to those portions of the school program for which credit is granted.

Student Disability Nondiscrimination Policy:

I. PURPOSE

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. Disabled students are protected from discrimination on the basis of a disability.
- B. It is the responsibility of the school district to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more major life activities, including learning; or
 - 2. has a record of such impairment; or
 - 3. is regarded as having such impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions, comments, or complaints should contact the School District's ADA/504 Coordinator regarding grievances or hearing requests regarding disability issues.

Student Sex Nondiscrimination (Title IX) Policy:

I. PURPOSE

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. It is the responsibility of every school district employee to comply with this policy.
- C. The school board hereby designates David R. Vik, Superintendent as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- D. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

III. REPORTING GRIEVANCE PROCEDURES

- A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.
- B. In Each School Building. The building principal is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal immediately.
- C. Upon receipt of a report or grievance, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. The school board hereby designates David R. Vik, Superintendent as the school district human rights officer(s) to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- E. The school district shall conspicuously post the name of the Title IX coordinator and human rights officer(s), including office mailing addresses and telephone numbers.
- F. Submission of a good faith complaint, grievance or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

IV. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report, complaint or grievance alleging unlawful sex discrimination toward a student shall promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

V. SCHOOL DISTRICT ACTION

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

VI. REPRISAL

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

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

VIII. DISSEMINATION OF POLICY AND EVALUATION

- A. This policy shall be made available to all students, parents/guardians of students, staff members, employee unions and organizations.
- B. The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

GLENVILLE-EMMONS

Inclusive Education Plan

The Glenville-Emmons School Board believes that public education must be philosophically committed to the values identified in the Inclusive Education Rule (MR3500.0550). The board sees these as significant values in our American way of life.

Therefore, Glenville-Emmons affirms their commitment to provide equal educational opportunities to all students attending district schools regardless of their sex, race, disability or socio-economic background.

The school board and administration will continually work with district staff, community members, and others to develop a written plan to assure that curriculum developed for use within the district is done in conjunction with the State Board of Education so that students and staff gain an understanding and appreciation of:

- 1. the cultural diversity of the United States with special emphasis on African Americans, American Indians/Alaskan Natives, Asian/Pacific Americans, and Hispanic Americans.
- 2. the historical and contemporary contributions of, and roles open to, women and men in society; and
- 3. the historical and contemporary contributions, and roles to, persons with disabilities.

The curriculum developed provides learning experiences in inter-group, appreciation of all cultural heritages, human dignity, cultural pluralism, and the development of individual self-worth for students and staff; and provides experiences in multicultural, gender-fair activities which prepare the students to live productively in a multicultural pluralistic society.

SCHOOL DISTRICT'S PHILOSOPHY STATEMENT

The school board is committed to providing equal educational opportunities to all students in the district. No challenge is more urgent than the leadership role of the boards administration that the necessity of assuring the fullest possible education for all students, regardless of their sex, race, disability, or socio-economic background.

The board and administration propose to develop and implement new policies and design new programs that will provide all students with educational opportunities commensurate with today's challenges.

The board believes that public education must be philosophically committed to gender-fairness, respect for cultural and racial plurality, and sensitivity to people with disabilities, as significant values in our American way of life. It is not enough to have such a commitment in theory; however, it must be accompanied by a greater commitment in practice. The board will continually develop and implement an Inclusive Education Plan designed to assist students in the development of respect and appreciation for gender-fairness, disability sensitivity, and the diversity which our cultural and racial groups represent.

DETERMINATION OF NEEDS

Lack of Student Preparedness in Multicultural and Gender-Fair Education.

Since this is a rural community, most of the students leaving school will seek employment in the large urban areas of the state or other states. This new environment will usually be of a multi-racial, multi-ethnic composition much different from that familiar to our students. We know from past experience that our school have failed to prepare students to function effectively and comfortably in a multi-racial gender-fair society.

The Inclusive Education Plan provides students the opportunity to become sensitive to persons with disabilities and acquainted with the various racial and ethnic groups and their cultures. The goal is to help students understand and appreciate all Americans whether or not they have different racial and cultural heritages than themselves. Learning experiences will assist students in the elimination of hatred, prejudice, and discrimination so that they can live and function in a disability-sensitive, gender-fair, multi-racial, multi-ethnic society.

RATIONALE

The board believes as does Minnesota's State Board of Education that schools must create an atmosphere of learning which is devoid of harmful and dehumanizing prejudice, discrimination on any basis, and separatism. Knowledge of the complex causes and consequences of prejudice and discrimination must supplant existing myths and misconceptions. We believe that the stability of our nation depends, in large measure, on the understanding and respect which is derived from a common educational experiences for both men and women and among diverse racial, socio-economic, and disability groups.

One of our responsibilities in public education is to prepare young people to live and work in a multi-racial, multi-ethnic, gender-fair, and disability sensitive society. The board and administration recognize that a program in multicultural and gender-fair education is important for all students regardless of race or gender.

The lack of minority group representation in the community and/or school is not a valid reason for the exclusion of and inclusive education program. The board and administration are taking affirmative action to ensure that our schools do a better job in helping students understand and appreciate all Americans whether or not they are of different racial and cultural heritage. We also realize that we have an obligation and responsibility to assist minority group students in their efforts to find their cultural identity.

The fact that half our population is female does not mean we have provided the kind of opportunities, encouragement, and role modeling necessary to ensure the full participation of our female students in the society in which they will graduate. The board and administration encourage males and females in our educational program to understand the importance of the full utilization of all human resources in our society.

Until we accept the responsibility of preparing students to live and function in a disability-sensitive, multi-racial, multi-ethnic, gender-fair society, our schools will continue to do injustice to both minority and majority group students.

GOALS

Glenville-Emmons Schools will prepare students who are culturally literate, who accept and appreciate human diversity as a source of strength and enrichment, and who are able to actively participate and to function effectively in a changing multicultural society.