

**NORTH BRANCH INDEPENDENT SCHOOL DISTRICT NO. 138
SUNRISE RIVER ELEMENTARY SCHOOL, MEDIA CENTER
37775 GRAND AVE
NORTH BRANCH, MN 55056
SCHOOL BOARD WORK SESSION
FEBRUARY 22, 2024
5:30 PM**

AGENDA

I.	Call to Order	
II.	Roll Call	
III.	Pledge of Allegiance	
IV.	Superintendent's Report	2
V.	Work Session Topics	
	A. School Spotlight - Sunrise River Elementary School	12
	B. Shared Response to Challenging Behaviors	21
	1. Policy 514 - Bullying Prohibition Policy (MSBA changes)	35
	2. School Response Protocols	
	C. Discuss Last Week of School for Seniors	44
VI.	Adjournment	

Superintendent Update

February 22, 2024

2



At the forefront of educational excellence



WHAT WE INTEND TO CREATE

*Inspire dreams,
build integrity and
instill hope*

3

in our students, our staff, our families and our communities.

OUR PURPOSE

Partner with students, staff, families and communities
to challenge all students
to achieve their greatest potential and
become informed and engaged citizens.

Virtual Listening Sessions: Viking Support Stars



Positives

- Have felt welcomed
- “Preferred Sub Status” lets me know I am a Viking Support Star
- Office staff is amazingly supportive

Ideas and Feedback to Consider

- Cell phones are a major distraction
- Provide laptops to substitutes so they can access attendance, google classroom, and teachers could provide more consistency of sub plans
- After school training sessions would be appreciated
- Appreciate when the sub plan calls for an interactive role, not rote instruction and learning
- Offer opportunity for new substitutes to job shadow before first day



Registered Apprenticeship Update

- Viking Apprenticeship Committee
 - Two meetings with the Department of Labor and Industry
 - Exploring collaboration opportunities with other districts
 - Finalizing Partnerships
 - Early Learning Birth-Grade 3 Licensure
 - Academic and Behavior Strategist Special Education License
 - Other high needs Licensure Areas
 - Have conducted information sessions followed by individual meetings with interested apprentices
 - Providing exposure opportunities for interested Apprentices

Take the Alexis Challenge



- Reminder...
 - Take the Alexis Challenge!

Two ways to donate:

- Lenten Fish Fry fundraiser at Trinity Lutheran Church, ⁶ happening every Friday, Feb. 16 through March 22, 5 - 7 p.m. Adults admission is \$15, kids ages 5 - 10 are \$5, and kids under 5 eat free!
- Or, stop by the Viking Vittles GoFundMe page and donate directly:
<https://gofund.me/defc8072>.

Hmong Family Engagement Night

- Hmong Family Engagement Night on Tuesday, Feb. 13, from 6 - 7:30 pm.
 - Over 50 in attendance
- Cultural humility modeled by David Treichel
- Ideas from students and parents for cultural affirming events and activities
- Barriers to participation
- Interest from parents in Apprenticeship programs



American Indian Parent Advisory



- Meeting held last night
- Ideas from parents for additional cultural affirming events and activities
- Barriers to participation identified

Latino family engagement night coming up in March



SKOL to Parent Volunteers

Youth Basketball Tournament held at the high school last weekend

Dozens of parent volunteers

- Basketball logistics
- Ticket Sales
- Awards
- Concessions
- Giving siblings a chance to be involved
- Coaching

So well orchestrated and well run

Your efforts do not go unnoticed. Thank you!!



9



A picture is worth a 1000 words.

8

Community Service Day - May 23



- NBAPS annual Community Service Day is scheduled for Thursday, May 23.
 - Staff and students will be out in our communities performing a wide variety of community service projects. 10
 - If you have a family member, friend, or neighbor who could use a little help with spring chores due to age or illness, or know of other service project ideas, please contact Pat Tepoorten at 651-674-1018 or ptepoorten@isd138.org.





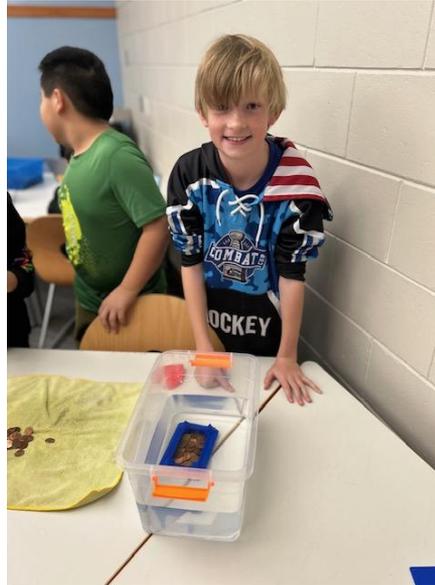
Spotlight Presentation: Sunrise River School

12

February
2024

The Sunrise Experience

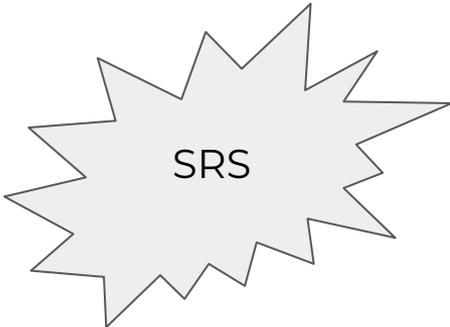
- Grade 5 - Attend JA Biztown next week!
- Grade 2 - Wild River State Park
- Music and Art Performances
- Makerspace Clubs
- The Sunrise Way!
- SKOL Slip Store



MIDYEAR UPDATE: LIFE SKILLS GOAL



Throughout the 2023-24 school year, **90% of Sunrise students** will display respectful, responsible, ready to learn behaviors (0-1 referrals); and 100% students with two or more referrals will have a personalized intervention to support an increase of desired behaviors.



Year Long Data:

0-1 referrals = 87.58%

2 or more referrals = 12.42%

January Data:

- 0-1 referrals = 96.3%

- 2 or more referrals = 3.7%

100% students with two or more referrals will have a personalized intervention to support an increase of desired behaviors.



- **Students identified as having 2 or more referrals:**
 - ADSIS Programming
 - Behavior Support Plans
 - Social groups
 - Check in/Check out Plans
 - Parent communication and partnership
- **Problem-solving team:**
 - School Support Staff
 - Behavior Interventionists
 - Administration
 - TSA
 - Teaching Staff
- **Behavior Processing Adjustments**
 - Additional “BI”
 - Intensive Teaching



MIDYEAR UPDATE: ACADEMIC GOAL



By June 1, 2024, when given formative classroom assessments, **at least 80% of students** will be at grade level standards; students yet to demonstrate evidence of meeting learning goal targets will have a personalized learning path showing growth to proficiency.

16

Based on the completed classroom formative assessments to this date, **60%** of students are displaying proficiency on grade level standards.

A grey, multi-pointed starburst shape with a white outline, containing the text "SRS" in a bold, black, sans-serif font.

SRS

Evidence of Early Literacy Gains



Grade 1		
	Fall	Winter
Letter Names - lowercase	59%	90%
Consonant Sounds	62%	93%
Digraphs	36%	86%
Short Vowel Sounds	31%	81%

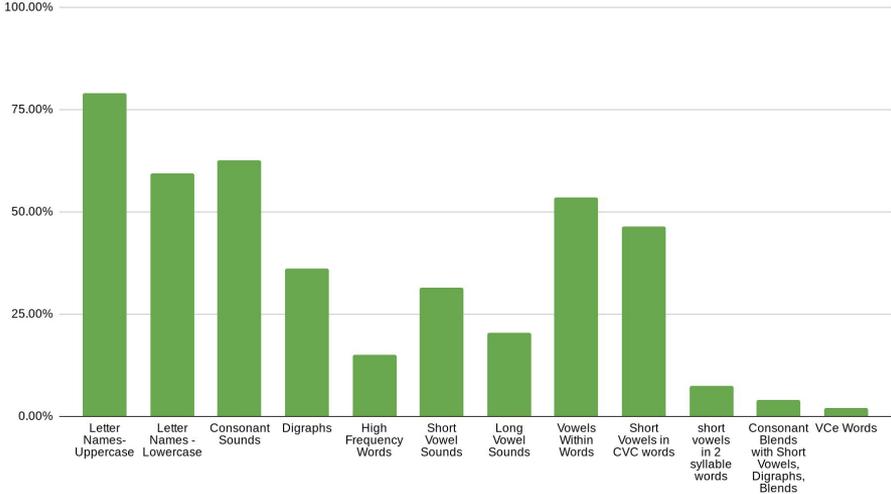
Grade 2		
	Fall	Winter
CVC - Vowels	79%	91%
2 Syllable - Vowels	39%	57%
Blends with short vowels/digraphs	37%	63%
VCE Words	34%	61%



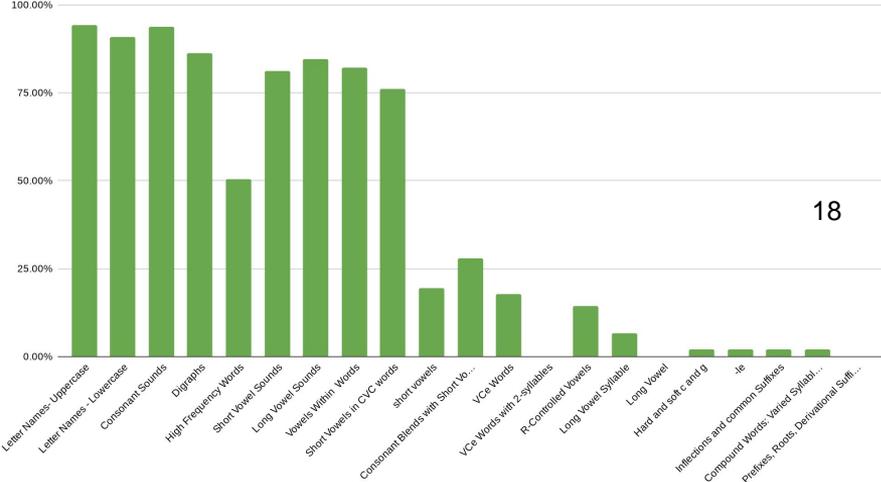
Evidence of Early Literacy Gains



Grade 1 Phonics - Fall % at Learning Target



Grade 1 Phonics - Winter % at Learning Target



18



Academic Goal: What's Next?



Mid-Year Strategic Adjustments:

- Intervention Changes
- Winter Team Data Meetings
- Ongoing Professional Development
 - Classroom Management Strategies
 - Read Act and Science of Reading
- Observational Tool for Instructional Supports and Systems (OTISS)
 - Partner with the Minnesota Department of Education and University of Minnesota Center for Applied Research and Educational Improvement (CAREI)
- Math Genius Support Groups



Skol Vikings!



Aligning Policy and Practice

Addressing Challenging Student Behaviors

Policy 514 Review: Bullying Prohibition Policy, “Prohibited Behaviors Policy”

This policy applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, or other students, or materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. 22

PD day- build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address challenging student behaviors

Strategies for creating a positive school climate using evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

Message from the Superintendent

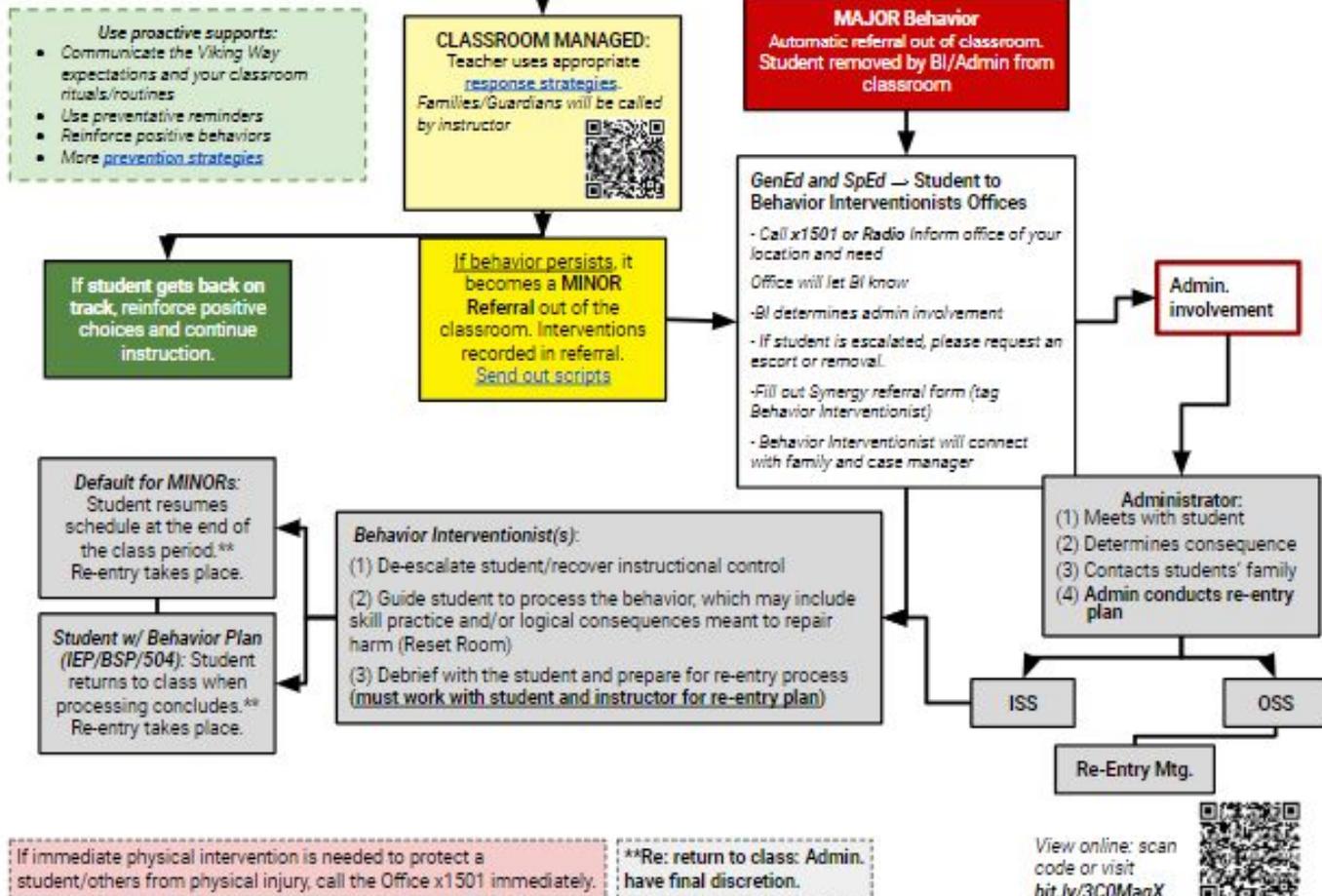
High School Session

CLASSROOM MANAGED	MAJOR Referrals
<p><u>If the behavior persists, it becomes a MINOR Referral</u> Student is then sent out for processing (see flowchart)</p>	<p>Automatic out behaviors. Student is sent out for processing (see flowchart)</p>
<p>Disorderly/Insubordination- Examples:</p> <ul style="list-style-type: none"> • Arguing / “talking back” • Talking too loudly • Interrupting / side conversations • Running/shouting in the hallway • Not following instructions • Refusal/defiance • Ignoring the teacher • Teasing or name calling • Inappropriate language or topics • Inappropriate displays of affection <p>Technology- Failure to follow school electronic device policies and procedures.</p> <p>Attendance-</p> <ul style="list-style-type: none"> • Leaving class without permission • Tardies: Student arrives late → <u>record on attendance log</u>. Two tardies in a quarter = attendance referral. <p>Physical Contact- Intentional or unintentional physical contact that is not age-appropriate and may or may not involve harm. This is distinct from actual fighting. Examples:</p> <ul style="list-style-type: none"> • Pushing/shoving (non-age appropriate) • Horseplay/hitting (non-age appropriate) • Play fighting (non-age appropriate) <p>Academic Dishonesty- Intentional behavior including, but not limited to, plagiarism, copying another’s work, cheating, or altering records.</p>	<p>Verbal Abuse- Using words/gestures to degrade someone (e.g., malicious use of racial/sexual slurs). This is more intense than “Disorderly/ Insubordination.”</p> <p>Threat/Intimidation- E.g., “I’m gonna beat you up.” “Get out of my way or else.”</p> <p>Bullying/Harassment (includes Cyber Bullying)- Refer to the statutory definition of bullying (i.e., ongoing behavior, power imbalance). This is not “teasing.”</p> <p>Terroristic Threats- E.g., “I’m going to blow this place up.”</p> <p>Fighting- More intense than roughhousing/play fighting, but not as intense as “Assault.”</p> <p>Assault- Physical assault (intended to inflict bodily harm) or sexual assault.</p> <p>Vandalism/Property Related - Willful or malicious destruction or damage of school or personal property (e.g., throwing a laptop).</p> <p>----- Additional MAJOR behaviors -----</p> <p>Violence: Bomb, Bomb Threat, Hazing, Homicide, Robbery (using force), Weapon</p> <p>Contraband: Alcohol, Controlled Substances (prescription), Illegal Drugs, Over-the-Counter Medications against School policy, Pyrotechnics, Tobacco</p> <p>Other: Arson, Extortion, Gang Activity, On School Property w/out Permission, Theft</p>

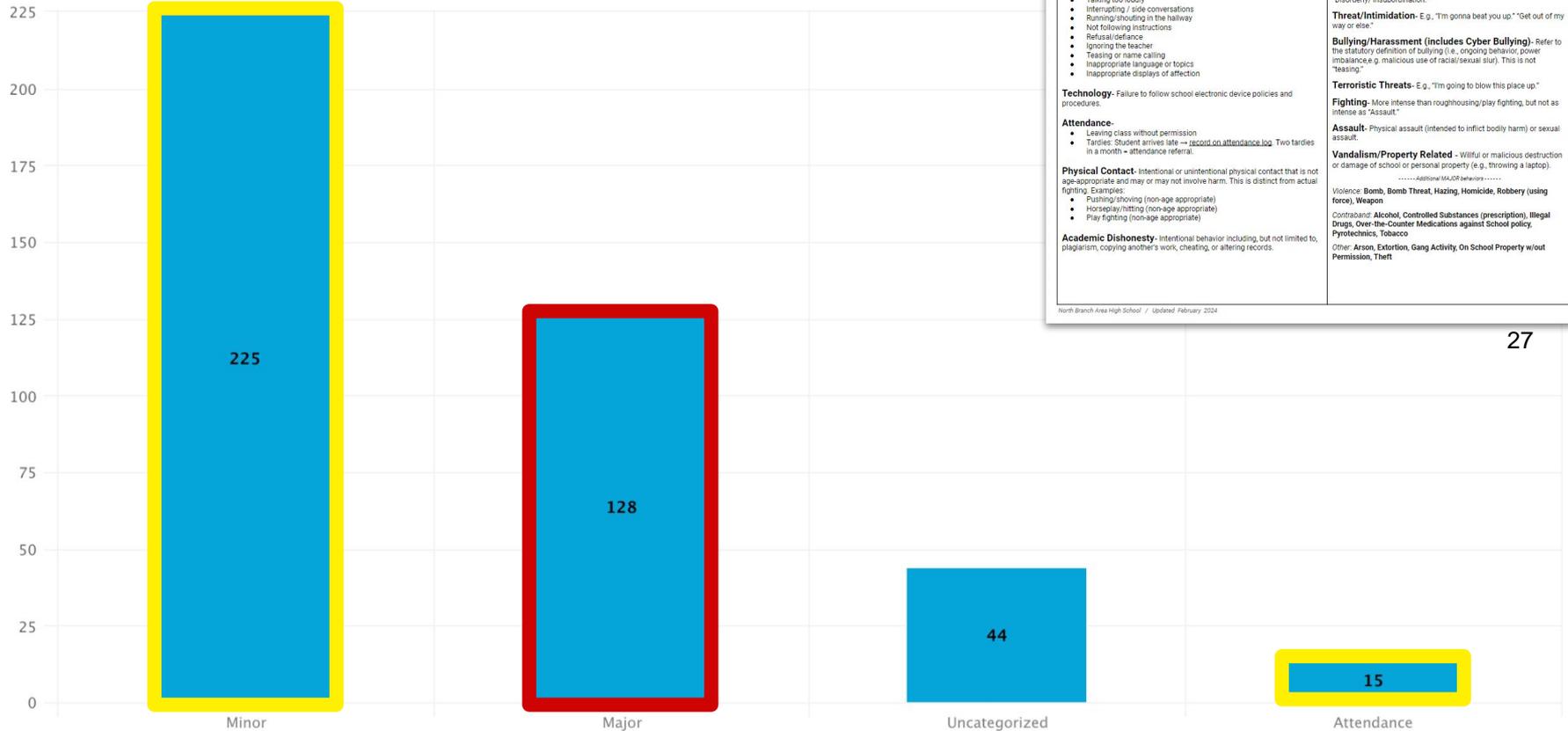


Behavior Referral Flow Chart

North Branch Area High School | Updated February 2024



Types of incidents



CLASSROOM MANAGED	MAJOR Referrals
If the behavior persists, it becomes a MINOR Referral <small>Student is then sent to Behavior Interventional Processing (see flowchart)</small>	<small>Automatic out behaviors Student removed by SA/Admin from classroom</small>
Disorderly/Insubordination- Examples: <ul style="list-style-type: none"> Arguing / "talking back" Talking too loudly Interrupting / side conversations Running/shouting in the hallway Not following instructions Refusal/defiance Ignoring the teacher Teasing or name calling Inappropriate language or topics Inappropriate displays of affection 	Verbal Abuse- Using words/gestures to degrade someone (e.g. inappropriate language directed at individuals) This is more intense than "Disorderly/ Insubordination." Threat/Intimidation- E.g., "I'm gonna beat you up." "Get out of my way or else." Bullying/Harassment (includes Cyber Bullying)- Refer to the statutory definition of bullying (i.e., ongoing behavior, power imbalance, e.g. malicious use of racial/sexual slur). This is not "teasing." Terroristic Threats- E.g., "I'm going to blow this place up." Fighting- More intense than roughhousing/play fighting, but not as intense as "Assault." Assault- Physical assault (intended to inflict bodily harm) or sexual assault.
Technology- Failure to follow school electronic device policies and procedures. Attendance- <ul style="list-style-type: none"> Leaving class without permission Tardies: Student arrives late → <u>record on attendance log</u>. Two tardies in a month → attendance referral. 	Vandalism/Property Related - Willful or malicious destruction or damage of school or personal property (e.g., throwing a laptop). <small>..... Additional MAJOR behaviors</small> Violence: Bomb, Bomb Threat, Hazing, Homicide, Robbery (using force), Weapon Contraband: Alcohol, Controlled Substances (prescription), Illegal Drugs, Over-the-Counter Medications against School policy, Pyrotechnics, Tobacco Other: Arson, Extortion, Gang Activity, On School Property w/out Permission, Theft
Physical Contact- Intentional or unintentional physical contact that is not age-appropriate and may or may not involve harm. This is distinct from actual fighting. Examples: <ul style="list-style-type: none"> Pushing/shoving (non-age appropriate) Horseyplay/ hitting (non-age appropriate) Play fighting (non-age appropriate) 	
Academic Dishonesty- Intentional behavior including, but not limited to, plagiarism, copying another's work, cheating, or altering records.	

North Branch Area High School / Updated February 2024

Scenarios were
presented with table
discussions followed
by group share out

Elementary Session

Message from the Superintendent

CLASSROOM MANAGED

If the behavior persists, it becomes a MINOR Referral.

Student is then sent to the Focus Room (reference flowchart)

Disorderly/Insubordination- Examples:

- Arguing / "talking back"
- Talking too loudly
- Interrupting / side conversations
- Running/shouting in the hallway
- Not following instructions
- Refusal/defiance
- Ignoring the teacher
- Teasing or name calling
- Inappropriate language or topics
- Property misuse

Technology- Failure to follow school electronic device policies and procedures.

Attendance-

- Leaving class without permission
- Tardies: Student arrives late → [record on attendance log](#).

Physical Contact- Intentional or unintentional physical contact that is not age-appropriate and may or may not involve harm. This is distinct from actual fighting. Examples:

- Pushing/shoving (non-age appropriate)
- Horseplay/hitting (non-age appropriate)
- Knocking other individuals over (non-age appropriate)
- Play fighting (non-age appropriate)

Dishonesty: Deliberately lying or otherwise concealing the truth.

Academic Dishonesty- Intentional behavior including, but not limited to, plagiarism, copying another's work, cheating, or altering records.

MAJOR Referrals (reference flowchart)

Automatic out behaviors. Student is sent to Focus Room.

Verbal Abuse- Using words/gestures to degrade someone (e.g., malicious use of racial/sexual slurs). This is more intense than "Disorderly/Insubordination"

Threat/Intimidation- E.g., "I'm gonna beat you up." "Get out of my way or else."

Bullying/Harassment (includes Cyber Bullying)- Refer to the statutory definition of bullying (i.e., ongoing behavior, power imbalance). This is not "teasing."

Terroristic Threats- E.g., "I'm going to blow this place up."

Fighting- More intense than roughhousing/play fighting, but not as intense as "Assault."

Assault- Physical assault (intended to inflict bodily harm) or sexual assault.

Vandalism/Property Related - Willful or malicious destruction or damage of school or personal property (e.g., throwing a laptop).

----- Additional MAJOR behaviors -----

Violence: Weapon

Contraband: Controlled Substances (prescription), Over-the-Counter Medications against School policy, Pyrotechnics, Tobacco

Other: Arson, On School Property w/out Permission, Theft

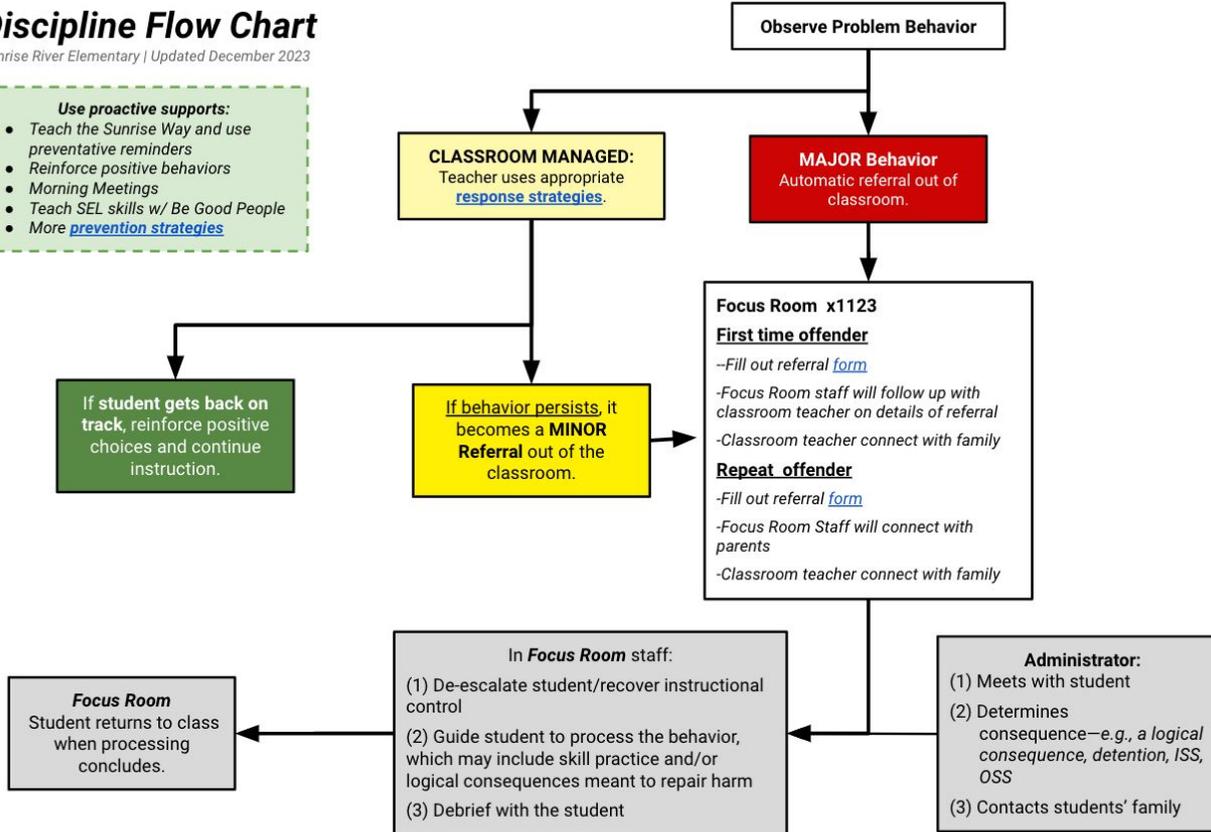


Discipline Flow Chart

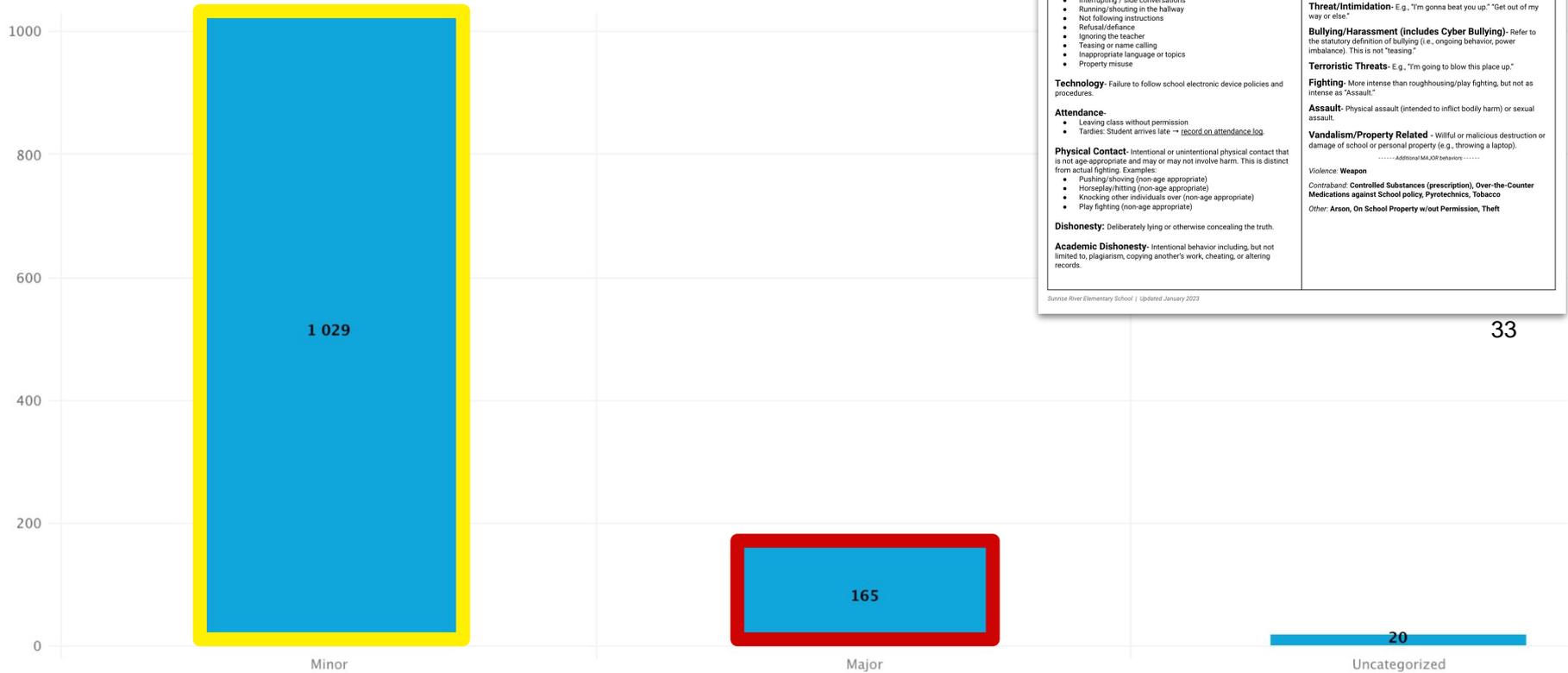
Sunrise River Elementary | Updated December 2023

Use proactive supports:

- Teach the Sunrise Way and use preventative reminders
- Reinforce positive behaviors
- Morning Meetings
- Teach SEL skills w/ Be Good People
- More [prevention strategies](#)



Types of incidents (SUNRISE)



CLASSROOM MANAGED	MAJOR Referrals (reference flowchart)
<p>If the behavior persists, it becomes a MINOR Referral. Student is then sent to the Focus Room (reference flowchart)</p> <p>Disorderly/Insubordination- Examples:</p> <ul style="list-style-type: none"> Arguing / "talking back" Talking too loudly Interrupting / side conversations Running/shouting in the hallway Not following instructions Refusal/defiance Ignoring the teacher Teasing or name calling Inappropriate language or topics Property misuse <p>Technology: Failure to follow school electronic device policies and procedures.</p> <p>Attendance-</p> <ul style="list-style-type: none"> Leaving class without permission Tardies: Student arrives late → record on attendance log <p>Physical Contact- intentional or unintentional physical contact that is not age appropriate and may or may not involve harm. This is distinct from actual fighting. Examples:</p> <ul style="list-style-type: none"> Pushing/shoving (non-age appropriate) Horseplay/hitting (non-age appropriate) Knocking other individuals over (non-age appropriate) Play fighting (non-age appropriate) <p>Dishonesty: Deliberately lying or otherwise concealing the truth.</p> <p>Academic Dishonesty: Intentional behavior including, but not limited to, plagiarism, copying another's work, cheating, or altering records.</p>	<p>Verbal Abuse- Using words/gestures to degrade someone (e.g., malicious use of racial/sexual slurs). This is more intense than "Disorderly/Insubordination"</p> <p>Threat/Intimidation- E.g., "I'm gonna beat you up." "Get out of my way or else."</p> <p>Bullying/Harassment (includes Cyber Bullying)- Refer to the statutory definition of bullying (i.e., ongoing behavior, power imbalance). This is not "teasing."</p> <p>Terroristic Threats- E.g., "I'm going to blow this place up."</p> <p>Fighting- More intense than roughhousing/play fighting, but not as intense as "Assault."</p> <p>Assault- Physical assault (intended to inflict bodily harm) or sexual assault.</p> <p>Vandalism/Property Related - Willful or malicious destruction or damage of school or personal property (e.g., throwing a laptop). -----Additional MAJOR behaviors -----</p> <p>Violence: Weapon</p> <p>Contraband/ Controlled Substances (prescription), Over-the-Counter Medications against School policy, Pyrotechnics, Tobacco</p> <p>Other: Arson, On School Property w/out Permission, Theft</p>

33

*Data from Sept - February 13

Scenarios were
presented with table
discussions followed
by group share out

Adopted: _____

MSBA/MASA Model Policy 514

Orig. 2003

Revised: _____

Rev. 2023~~2~~

514 BULLYING PROHIBITION POLICY

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
1. on the school premises, at the school functions or activities, on the school transportation;
 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
 3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also

applies to sexual exploitation.

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

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

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

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

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

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

I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:

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

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

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

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

J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher,

administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

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

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

The term "bullying" specifically includes cyberbullying, malicious and sadistic conduct as defined in this policy, and sexual exploitation.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

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

- F.** “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- G.** “Prohibited conduct” means bullying, ~~or cyberbullying as defined in this policy, malicious and sadistic conduct, sexual exploitation,~~ or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct, bullying.
- H.** “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- I.** “Student” means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

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

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

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

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

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

V. SCHOOL DISTRICT ACTION

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

are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

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

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;

4. The incidence and nature of cyberbullying; and
 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

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

1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may

have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy ~~or a summary thereof~~ must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.
- C. This policy must be ~~distributed~~given to each school district or school employee and independent contractor at the time of hiring or contracting. ~~who regularly interacts with students at the time of initial employment with the school district.~~
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.
- G. The school district shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes, sections 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School

District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

NBAHS Last Week for Seniors

2024



44



What we are proposing

Monday, June 3rd	Tuesday, June 4th	Wednesday, June 5th	Thursday June 6th	Friday June 7th
2nd to the last day for Seniors	Last Day for Seniors	Practice, Breakfast, walkthroughs	No School for Seniors	Teacher Workshop

Shorten school year for Seniors by 1 day:

- Commencement Practice and Graduation Walk Throughs scheduled for Wednesday, June 5th
- No School for Seniors on Thursday, June 6th

45



Why we are proposing this

- Allows more staff to support 9-11 students the last day of school
- Seniors have submitted all assignments and graduation bulletin is off to print; this is not a school day that impacts graduation
- Having senior in school that have completed graduation requirements can create more distractions for 9-11 students that are finishing up the semester

46



Early Graduation

Early Graduation:

- **Minnesota Statutes 120B.07** allows students to graduate before the school year ends, **provided they fulfill all graduation requirements** with approval from the student, parent/guardian, and local school officials.

Early Release:

- **There are no specific laws or regulations governing early release for seniors** before graduation in Minnesota.⁴⁷
This means **individual school districts have discretion** in determining their policies and procedures.

2023 Minnesota Statutes

120B.07 EARLY GRADUATION.

Notwithstanding any law to the contrary, any secondary school student who has completed all required courses or standards may, with the approval of the student, the student's parent or guardian, and local school officials, graduate before the completion of the school year.

History: [1974 c 521 s 7](#); [1975 c 432 s 12](#); [1979 c 334 art 1 s 1](#); [1983 c 216 art 1 s 24](#); [1983 c 314 art 1 s 22](#); [1985 c 248 s 70](#); [1986 c 444](#); [1988 c 486 s 7](#); [1998 c 397 art 2 s 73,164](#); [1Sp2001 c 6 art 1 s 4](#); [1Sp2011 c 11 art 1 s 4](#); [2012 c 239 art 1 s 7](#)



Communications and Next Steps



Important end of the year events for seniors

- Cap and Gown Orders Due - March 1st
- Senior All Night Party Early Bird Pricing \$60 - May 15th
- Local Scholarship Awards Night - May 15th
- Graduation Fee Due \$30 - May 31st
- Baccalaureate - June 5th 7pm

What are the expectations of students on June 6

- Return any school property that remains (Extracurricular, books, Chromebooks, Uniforms etc)
- Pay and fines or fees still due
- Pick Up Graduation tickets at school if you were on the bubble to graduate
- Prepare for graduation ceremony, party preparation, thank yous, ect

48

Communications will go out to families

- Graduation letter to be sent home to families with tickets on May 1st.
- Students who are still in credit recovery or in danger of not pass required courses will receive notice
- Fines and Fees notification will accompany this letter

FORWARD

Together

