

Hastings Area Public Schools - ISD 200
School Board Meeting Agenda

Tuesday, September 10, 2024
Work Session
Middle School Media Center

- I. **Items for Discussion**
- a. Gymnastics Discussion
 - b. Draft Board 3-Year Workplan
 - c. Revisit Strategic Work Plan
 - d. MSHL and 9th Grade Discussion
 - e. Superintendent Goals
 - f. Additional SRO Discussion
 - g. Homecoming
 - h. Procedures and Policies for Review
 - 220.1PR Student School Board Committee (SSBC) Procedure
 - 514 Bullying Prohibition Policy
 - 520 Student Surveys
 - 526 Hazing Prohibition
 - 531 The Pledge of Allegiance



**School Board Governance Work Plan
August 2022**

Key Roles	2022/23 SY	2023/24 SY	2024/25 SY
District Policy	<ul style="list-style-type: none"> ● 1/3 District Policy Review ● Graduation Requirement Policy 	<ul style="list-style-type: none"> ● 1/3 District Policy Review + Annual Policy Review 	<ul style="list-style-type: none"> ● 1/3 District Policy Review + Annual Policy Review
Operations Oversight and Long- Range Planning	<ul style="list-style-type: none"> ● Budget Approval ● District Long Range Model / Goals ● Operational Plan Monitoring Reports ● District Sizing to Enrollment and Trends ● ALC ● Secondary (Gr 5-12) Programmatic Review ● Bond Expenditures Completed 	<ul style="list-style-type: none"> ● Budget Approval ● District Long Range Model / Goals ● Operational Plan Monitoring Reports ● District Sizing to Enrollment and Trends ● Supporting culture/climate for learning success (mental health and behavior) 	<ul style="list-style-type: none"> ● Budget Approval ● District Long Range Model / Goals ● Operational Plan Monitoring Reports ● District Sizing to Enrollment and Trends ● Supporting culture/climate for learning success (mental health and behavior)
Board Operations and Development	<ul style="list-style-type: none"> ● School Board Annual Evaluation (Design)/Include committees ● Board 3 Year Governance Work Plan ● Board Candidate Recruitment ● Board Member Deep Learning ● One board Seat ● Board Election Schedule ● Staff engagement design 	<ul style="list-style-type: none"> ● School Board Annual Evaluation ● Board 3 Year Governance Work Plan ● 4 Board Seats ● New Board Member Training ● Board Member Deep Learning ● Staff engagement 	<ul style="list-style-type: none"> ● School Board Annual Evaluation ● Board 3 Year Governance Work Plan ● Board Candidate Recruitment ● Board Member Deep Learning ● Staff engagement
Superintendent Relations and Development	<ul style="list-style-type: none"> ● Superintendent Evaluation ● District Quarterly Benchmark Reports ● Superintendent Agreement 	<ul style="list-style-type: none"> ● Superintendent Evaluation ● District Quarterly Benchmark Reports 	<ul style="list-style-type: none"> ● Superintendent Evaluation ● District Quarterly Benchmark Reports
Public Engagement	<ul style="list-style-type: none"> ● Legislative Engagement Process ● Community Communications ● Addressing enrollment choice, decline, and engagement ● Levy Renewal/all options ● Schedule/Transportation/ Budget Options ● Student Board representatives ● Staff engagement design 	<ul style="list-style-type: none"> ● Legislative Engagement Process ● Community Communications ● Addressing enrollment choice, decline, and engagement ● Staff engagement 	<ul style="list-style-type: none"> ● Legislative Action Committee ● Community Communications ● Addressing enrollment choice, decline, and engagement ● Staff engagement



Superintendent Update- Strategic Planning

February 23, 2022

Timeline

Sept 2020	Discussions and preparations for Strategic Planning
April 2021	Began Strategic Planning work
June 2021	School Board Strategic Planning, Mission, Vision, and Core Values
July 2021	School Board approved Strategic Plan components and 3 year work plan
July-August 2021	Administration solidified first Action Plans
October 2021	Superintendent evaluation including goal from Strategic Plan
November 2021	First board update as per the superintendent evaluation timeline
February 2022	Second board update as per the superintendent evaluation timeline





Our Vision of Desired Daily Experiences for Students, Families, and Staff

I am valued, respected, and accepted for who I am

- I feel safe physically and emotionally at school, and my gender, race, and language are accepted
- I have a voice and some choice in my learning and am listened to by adults and my peers
- My learning, mental health, emotional, and physical needs are known and supported in school
- I have good friends at school, and we have time to be together during the school day
- I am engaged in my learning and I enjoy it

I have opportunities to engage in real and relevant learning for me

- I have a wide array of academic, activities, arts, athletics, and career choices, in a variety of learning venues,
- I am challenged in my learning and development as an individual, and supported to succeed
- I can take reasonable risks and use my mistakes and disappointments to learn
- I collaborate with others in projects and learning opportunities
- I feel ready and prepared for each next step in my learning at each grade, college, career, and life
- I have time and space to reflect, relax, and able to manage the stress of school and learning

I am recognized and celebrated for my accomplishments in and out of school

- The staff know me, care about me, and easily interact with me
- School is fun, with recognition for both hard work and learning
- I have opportunities for involvement in my community

I am valued, respected, and accepted for who I am

- I feel safe physically and emotionally at work
- I make a positive difference everyday in the lives of students and families
- I have the drive and tools to connect and guide every student with what they need
- I have time to collaborate with my colleagues and am prepared to do my work

My work and development is real and relevant for me

- I have the needed resources and development to do my job well
- I feel empowered to take reasonable risks in innovation and improvement
- I'm a learner and am provided honest, effective, and consistent feedback
- I work within my circle of influence and circle of control.

I feel that I am supported to do well and recognized for my contributions and gifts I bring

- I feel supported by colleagues, administration, and families
- I feel informed about my work and district and have easy, consistent access to information where and when I need it
- I feel empowered to take risks for innovation and continuous improvement
- My voice and input matters and is valued
- My work and contributions are recognized and celebrated



I am valued, respected, and accepted for who I am

- I trust the people who are responsible for my child's learning
- I feel listened to, respected and safe when I interact with the school as a partner in my child's learning
- I am confident that my child's diversity and uniqueness is valued

I am engaged in my child's learning and know my roles, expectations, and how to navigate the school district and its processes

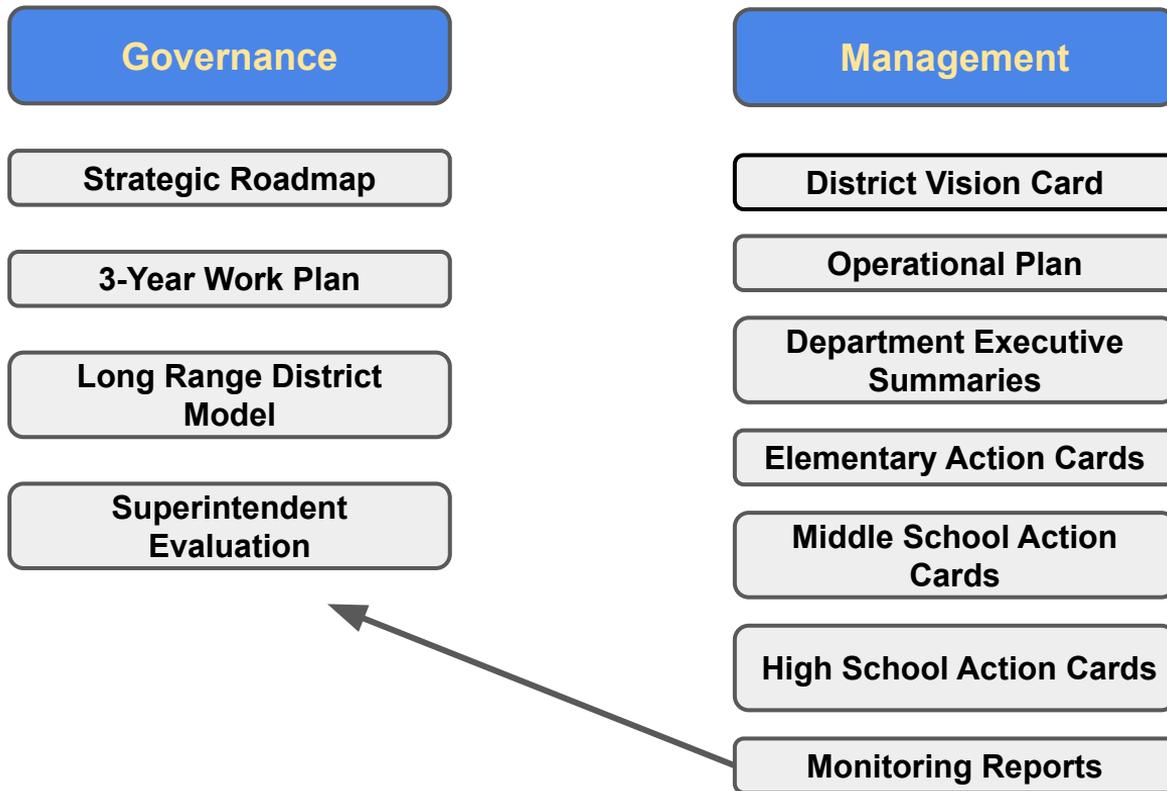
- I am invited to participate and welcomed
- I have a voice and my input is valued
- I am well informed about what's going on in my child's classroom and school, as well as the district with easy, consistent access to information
- I have a voice and choice in my child's learning options and venues
- I hear consistent messages from the staff, the school, and the district
- I feel supported and know how to access resources and information

I am confident my child is safe, accepted, valued, cared for, and supported academically, socially, and emotionally by all staff in the district

- My child is safe, respected, and accepted
- I am confident that my child's teacher knows and cares about my child and supports their growth as a learner.
- My child's emotional, mental health, physical, and learning needs are known, supported, and addressed by staff and district services
- My student will be prepared and ready for each step in their learning
- My child is celebrated as an individual and for her/his accomplishments
- My child is excited about school on most days



How Everything Fits Together...





**INDEPENDENT
SCHOOL
DISTRICT 200**

STRATEGIC PLAN

ONE MISSION. SEVEN CORE VALUES. ALL LEARNERS.



MISSION

Our Core Purpose

**We Care
We Empower
We Achieve**

Students are the heart of all we do

OUR CORE VALUES

Drivers of Our Words and Actions

- 1 **Student-Centered** - Students at the heart of our words, actions, and decisions
- 2 **Compassion and Respect** - How we treat each other daily
- 3 **Agility** - Building capacity and skill to proactively respond to the signs of the times, the conditions, and the needs of oneself and others
- 4 **Innovation** - Constantly striving to improve and to creatively address challenges and opportunities
- 5 **Voice and Choice** - Expressing one's experiences and pursue one's passions
- 6 **Partnership** - Seeking to connect, to engage, to leverage the assets and interests of others to improve our students, schools, and communities
- 7 **Empathy** - Aspiring to understand and share the feelings of another

VISION

What We Intend to Create

Hastings Public Schools is The Choice of Families for:

A Caring and Inclusive Culture for All

- Safe, accepting, and respectful schools where individual uniqueness, talents, and interests are nurtured
- One's voice is expressed, heard, and valued
- A united and resilient culture of family and community

That Empowers Students, Families, and Staff

- Opportunities and choices are accessible and diverse
- Community collaborations and connections are abundant, robust, and engaging
- Service and support to school and community is energized, recognized, and celebrated

Focused on Achievement and Engagement in All We Do

- All students and staff realize the depth and breadth of their passions and are supported academically, socially, and emotionally to achieve
- Learning and development as a whole person is energizing, empowering, engaging, and excelling for students and staff

STRATEGIC ANCHORS

Drivers of Our Continuous Improvement

- A. Engaged Learners**
- B. Effective Operations**
- C. Communication and Collaboration**



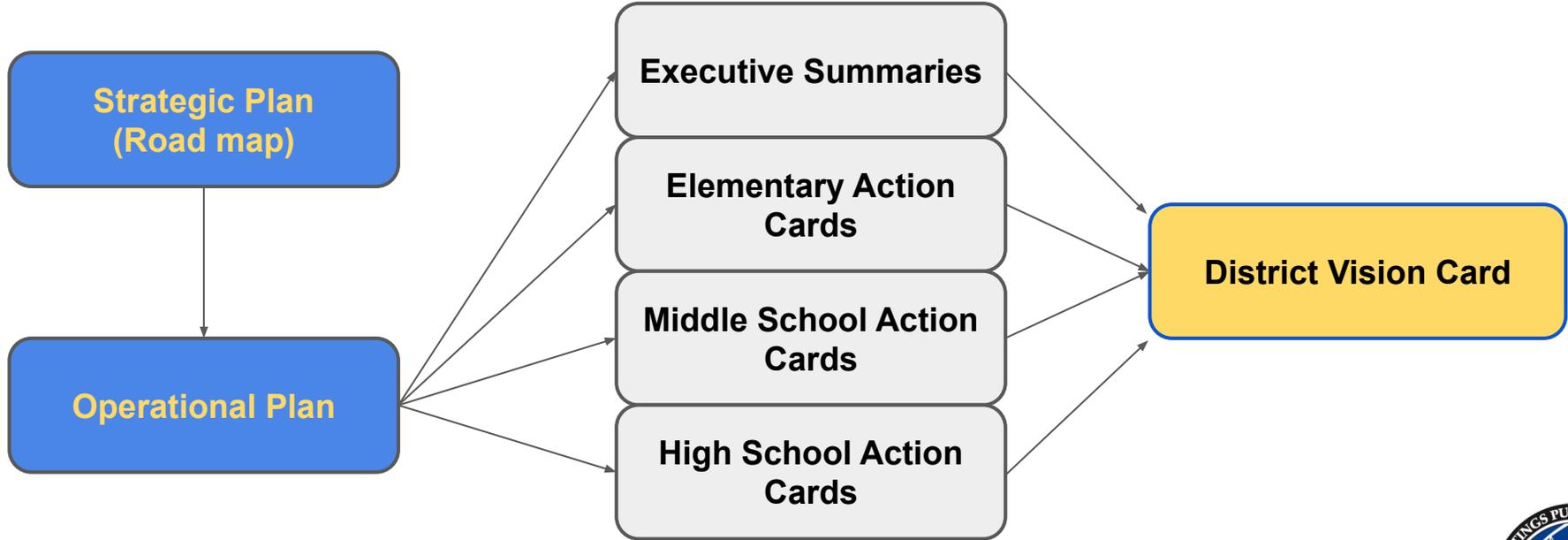


School Board Governance Workplan July 2021

Key Roles	2021/22 SY	2022/23 SY	2023/24 SY
District Policy	<ul style="list-style-type: none"> • 1/3 District Policy Review • Discipline Policy 	<ul style="list-style-type: none"> • 1/3 District Policy Review • Graduation Requirement Policy 	<ul style="list-style-type: none"> • 1/3 District Policy Review
Operations Oversight and Long- Range Planning	<ul style="list-style-type: none"> • Budget Approval • District Long Range Model / Goals • Operational Plan Monitoring Reports • District Sizing to Enrollment and Trends • Student / Staff Mental Health Resourcing • Secondary (Gr 5-12) Programmatic Review 	<ul style="list-style-type: none"> • Budget Approval • District Long Range Model / Goals • Operational Plan Monitoring Reports • District Sizing to Enrollment and Trends • ALC • Secondary (Gr 5-12) Programmatic Review • Bond Expenditures Completed • Facilities Building with City 	<ul style="list-style-type: none"> • Budget Approval • District Long Range Model / Goals • Operational Plan Monitoring Reports • District Sizing to Enrollment and Trends • Todd Field and Hwy 55 Planning Starts
Board Operations and Development	<ul style="list-style-type: none"> • School Board Annual Evaluation (Design) • Board 3 Year Governance Workplan • 3 Board Seats • New Board Member Training • Board Election Schedule 	<ul style="list-style-type: none"> • School Board Annual Evaluation • Board 3 Year Governance Workplan • Board Candidate Recruitment • Board Member Deep Learning 	<ul style="list-style-type: none"> • School Board Annual Evaluation • Board 3 Year Governance Workplan • 4 Board Seats • New Board Member Training • Board Member Deep Learning
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Public Engagement	<ul style="list-style-type: none"> • Legislative Action Committee (Design) • Community Communications • Choice Enrollment Engagement and Learning • Technology Levy Option 	<ul style="list-style-type: none"> • Legislative Action Committee • Community Communications • Choice Enrollment Engagement • Levy Renewal • Schedule/Transportation/Budget Options 	<ul style="list-style-type: none"> • Legislative Action Committee • Community Communications • Choice Enrollment Engagement



How Everything Fits Together...



Internal Components

Operational Plan

- Strategic Anchors
 - Engaged Learners
 - Effective Operations
 - Communication and Collaboration

Executive Summaries

- Each Director
 - Past 12 months
 - Next 90 days
 - Next 12-15 months

Elementary Action Cards

- Literacy
- Social Emotional Learning
- Student Engagement

Middle School Action Cards

- On Track Academically
- Student Engagement
- Clarity of Direction

High School Action Cards

- Relationships with Adults
- 9th Grade Success
- Student Engagement





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STRATEGIC ANCHORS

Drivers of Our Continuous Improvement

- A. Engaged Learners**
- B. Effective Operations**
- C. Communication and Collaboration**



OPERATIONAL PLAN – Responsive by Design

We will strive to create an inclusive culture for all that empowers our students, families and staff in order to optimize options for student success, lean into creativity and innovation, and increase the district's ability to be nimble in response to emerging influences while aligning to our district mission.

STRATEGIC ANCHOR – Engaged Learners

We will align the World's Best Workforce, TDE, departmental executive summaries, and school improvement plans, to guide instructional practices and learning outcomes. We will also work to develop the mindsets of adults in our system to raise levels of engagement of students, as well as personalization, and responsiveness to students through:

- Mental Health** – Continue to align support for both students and staff. Continue to work with community agencies to strengthen prevention of, and response to, the social emotional/mental/chemical health needs of our students.
- Literacy** – Continue to strengthen alignment and practices in literacy curriculum and instruction.
- Culturally Responsive Classroom and Curriculum** – Continue to train our staff to be culturally responsive to the learning needs of our students while developing a focus on anti-racism and equity for all.
- Student Engagement** – Create accessible, flexible, and rigorous classroom experiences to meet the varied needs and learning styles of students throughout their journey from pre-k to career and college readiness.
- Access to Effective Instruction** – Develop and improve our learning and assessment practices through alignment of Teacher Development and Evaluation, coaching practices, and a focus on Professional Learning Communities.
- Aligned Continuum of Services** - Develop a strong multi-tiered system of tier I, II, and III supports preK-12 as well as positive behavioral support

STRATEGIC ANCHOR – Effective Operations

We will improve the effective management and alignment of human, financial, and physical resources through:

- Program Alignment** - Develop K-12 alignments of content areas. Coordinate and align educational experiences between early childhood services and elementary schools.
- Teacher Recruitment and Retainment** – Design and develop innovative ways to attract excellent candidates. Focus on recruiting a diverse staff.
- Resource Alignment with Programs** – Find efficiencies in and develop systemic alignment between resources and program design, curriculum, instruction, and assessment.
- Technology and Design** - Improve desirable utilization of technologies for learning in a sustainable manner. Support technology for learning, while promoting just-in-time accessibility for all. Define LMS and Data warehousing.
- Access to Professional Development** - Design timely and innovative professional development with a focus for continuous improvement.
- Facilities** - Ensure facilities and grounds reflect the level of care and attention we have for learning.

STRATEGIC ANCHOR – Communication and Collaboration

We will expand and strengthen connections with our community and families, as a means to support the engagement of students in an equitable experience through:

- Social Media** - Expand outreach opportunities to the community while positively promoting the district.
- Communications Alignment** - Improve communication at all levels with stakeholders, and expand to those who are typically untapped in our community.
- Community Engagement** - Investigate and develop strategies for outreach. Expand opportunities for the community to engage in conversations with district leaders and staff around the challenges and opportunities facing our schools. Expand translation services for families.
- Networked Improvement Communities** - Actively engage in collaboration as an internal leadership team and with leading local and national school districts and organizations, to continuously improve the student experience.

Internal Components

Operational Plan

- Strategic Anchors
 - Engaged Learners
 - Effective Operations
 - Communication and Collaboration

Executive Summaries

- Each Director
 - Past 12 months
 - Next 90 days
 - Next 12-15 months

Elementary Action Cards

- Literacy
- Social Emotional Learning
- Student Engagement

Middle School Action Cards

- On Track Academically
- Student Engagement
- Clarity of Direction

High School Action Cards

- Relationships with Adults
- 9th Grade Success
- Student Engagement





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Teacher Recruitment and Retainment – Design and develop innovative ways to attract excellent candidates. Focus on recruiting a diverse staff.

Resource Alignment with Programs – Find efficiencies in and develop systemic alignment between resources and program design, curriculum, instruction, and assessment.

Technology and Design - Improve desirable utilization of technologies for learning in a sustainable manner. Support technology for learning, while promoting just-in-time accessibility for all. Define LMS and Data warehousing.

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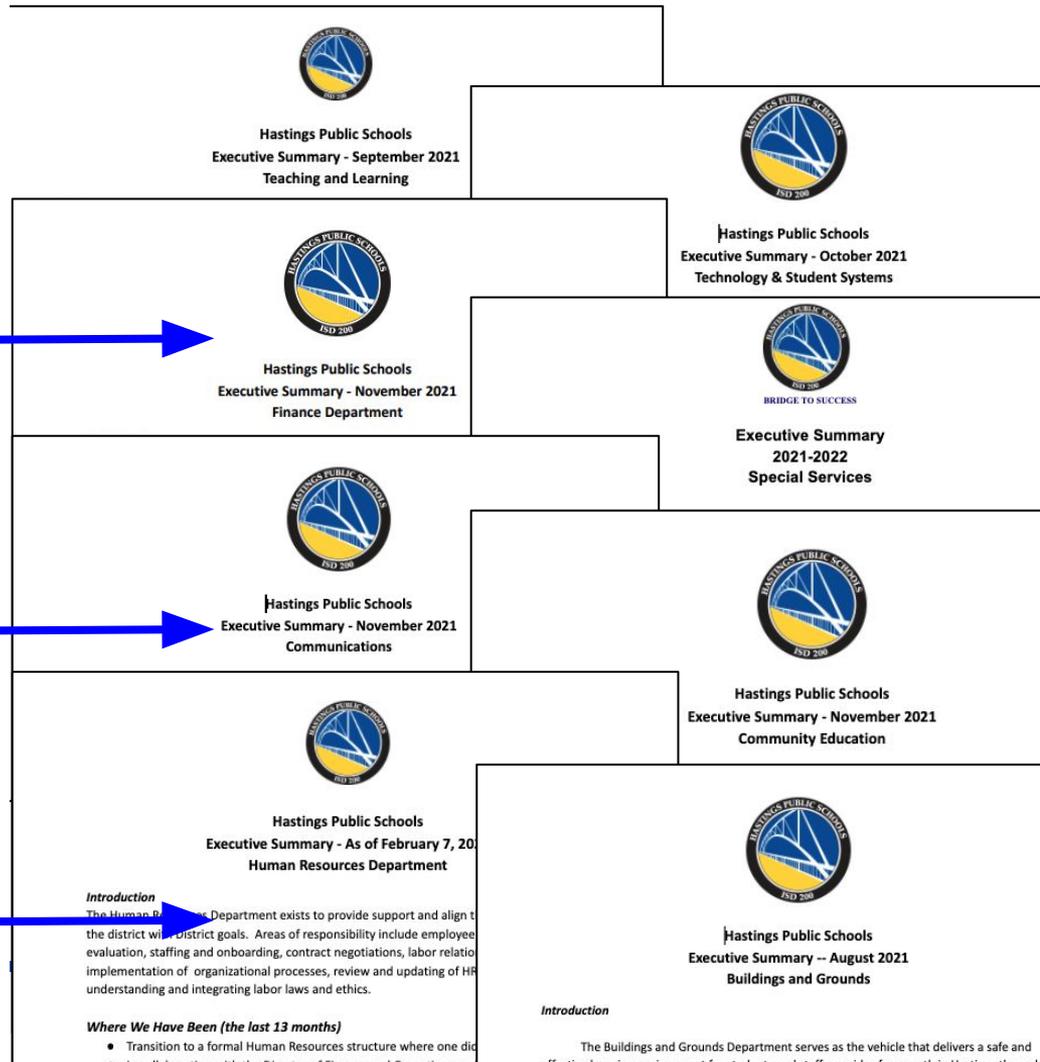
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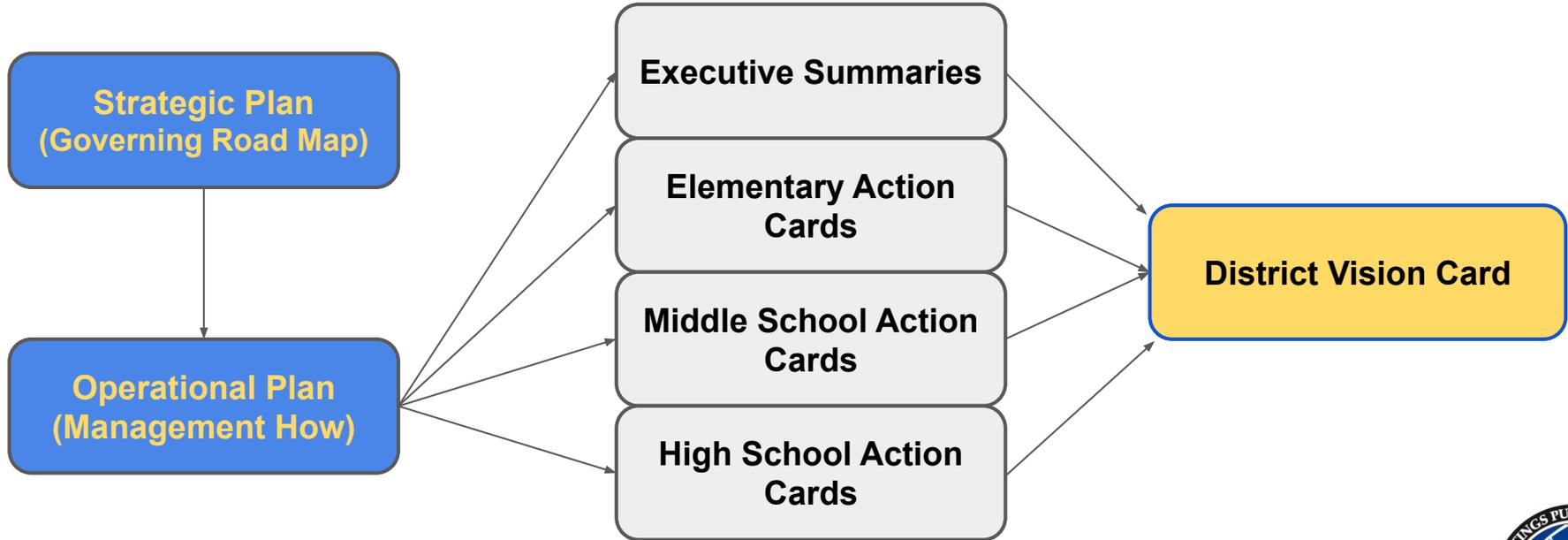
School or Department Name: Pinecrest Elementary School	
ACTIONCARD for Key Strategic Initiatives	
Step 1: Name of Initiative / Project: Literacy Owner:	
Step 3: Vision at Completion of Initiative / Project (Narrative and Numbers)	Behaviors, practices, language, beliefs, assumptions that need to change for implementation success
<ul style="list-style-type: none"> Teachers have a clear vision of what is expected/best practice in whole-group instruction, guided reading time, word study time, and for foundational skills. Students are highly engaged in literacy activities throughout the school day that meet their needs and keep them moving forward in reading. Closure of the achievement gap Increased percentage of on-grade level reading performance on common assessments, MCAs, BAS, FastBridge, etc. Students love reading - read for enjoyment successfully! Literacy environment 	<ol style="list-style-type: none"> It's another grade's problem. Not using just a curriculum to teach *Making Meaning does not hit all of the standards Reading/Writing is stand alone-not a part of everything Growth is based on starting point, not believing student growth can be accelerated. Not all students can read at grade level. We just need the right resources and everything will be fine.

School or Department Name: Hastings Middle School	
ACTIONCARD for Key Strategic Initiatives	
Name of Initiative / Project: <u>Students On-Track Academically (aligns with Vision Card item #1)</u>	
Owner: <u>HMS Admin Team and HMS Leadership Team</u>	
Step 3: Vision at Completion of Initiative / Project (Narrative and Numbers)	Behaviors, practices, language, beliefs, assumptions that need to change for implementation success
<ul style="list-style-type: none"> 95% of our students at HMS are passing all of their classes. 	<ol style="list-style-type: none"> What does a grade mean? Changing the percentage instead of the practice.
Step 4: Key Steps	Who
When	Speed Bumps and Contradictions

School or Department Name: HHS	
ACTIONCARD for Key Strategic Initiatives	
Step 1: Name of Initiative / Project: 9th Grade Success Owner: Mike Johnson, Site Leadership Team & Goals Team at strategic planning	
Step 3: Vision at Completion of Initiative / Project (Narrative and Numbers)	Behaviors, practices, language, beliefs, assumptions that need to change for implementation success
<ul style="list-style-type: none"> Reduction in grades of No Credit and missing work More engagement in academics, athletics, activities, clubs Better attendance, increased grades More students in higher level classes Students “know how” to do school Students have confidence in college/career readiness 	<ul style="list-style-type: none"> 9th teachers “all in” and together Planner, focused notes, organization, etc. not optional Use common AVID and WICOR strategies Owning data of student work - completion/performance Staff collaboration not optional Students and parents orientation together to learn how to do school at HHS
Step 4: Key Steps	Who
When	Speed Bumps and Contradictions
Increase capacity of Raider Study Center	Mike J & Anne S
Summer vision group of staff to plan	Goals Team
Fall training	Mike, SD Team
ID 9th grade teachers	Paul, Jodi
PLC and collaboration structure	SD Team, new T&L director, admin
Why to staff	Mike, 9th team
Shift from skill acquisition to higher level thinking and WICOR use	9th team and SD team
Gather data - NC's attendance for 2020-21	Mike, admin, Julie
Develop efficacy student survey	9th team
Step 2: Current Reality	Narrative and Numbers
<i>FrameWork</i>	<i>Use the Whole System View</i>



How Everything Fits Together...



	What We Are Tracking	How We Are Measuring	Data Reports Available	Baseline (2021-22)	Trend Line
Success With Students	Percent Of K-12 Students "On-Track To Graduation"	MCA Reading Grades 3-10	Summer		
		NWEA Reading Grades 5-8	Spring		
		PSAT Grade 11	Summer		
		ACT Grades 11 and 12	Summer		
		Graduation Rate	Summer		
		Passing/Failure Rates Grades 5 - 9	Spring		
	Achievement Gap	MCA Math, Reading, Science	Summer		
		Secondary Credit Recovery	Summer		
		Student Enrollment: College In the Schools, Career & Tech, Advanced Placement	Spring		
	Student Attendance	Chronic Absences	Spring		
Read Well By 3rd Grade	Benchmark Assessment System	Spring			
Student Engagement	Annual Survey and Walk-through Longitudinal Data	Spring			
Mental Health	Students Accessing Recurrent Support Services, Depression Screener	Spring			
Student Participation In Activities/Athletics	Percentage of Student Participation	Spring			
Success With Staff	Staff Satisfaction	Annual Staff Survey	Spring		
	Staff Attendance	Measurement of Absenteeism- (certified and non-certified)	Spring		
	Highly Trained Staff	Percentage of Highly Trained Staff	Spring		
Success With Families	Family Engagement / Untapped Families	Annual Family Survey, Yearly Points of Contact, Engagement in School Activities	Spring		

Kennedy, McAuliffe, Pinecrest Elementary Action Card Update

1. Literacy - Read Well by 3rd Grade and Achievement Gap
 - a. Curriculum alignment
 - b. Word study
 - c. Whole group instructional practices
 - d. Small group instructional practices

2. Social/Emotional Learning - Mental Health
 - a. Second Step Social/Emotional curriculum
 - b. School-wide behavior expectations

3. Student Engagement
 - a. Districtwide walkthroughs using 5D+ Rubric



Hastings Middle School Action Card Update

1. Students academically on track—On Track to Graduation
 - a. Students earning passing grades in all their classes
 - b. Recovery Services for students behind
 - c. Revisiting & clarifying our pyramid of interventions

2. Student Engagement
 - a. Districtwide walkthroughs using 5D+ Rubric

3. Clarity of communication/direction (Stakeholders, staff, HMS community)--Staff Satisfaction, Family Engagement
 - a. HMS Happenings newsletter to families
 - b. Staff Raider Wrap newsletter
 - c. Focus on most effective ways to communicate with students and families



Hastings High School Action Card Updates

1. 9th Grade Success - College-Career Ready - On Track to Graduation and Achievement Gap
 - a. 9th Grade Success - reduced failure rates
 - b. Secondary Credit Recovery options
 - c. Raider Connect Time - flexibility for student agency

2. Advisory - Connecting Students and Adults - Mental Health and Student Participation in Activities/Athletics
 - a. Daily advisory time and activities
 - b. Students as role models and leaders
 - c. Activities Fair and promotion of all student organizations and sports

3. Student Engagement
 - a. Districtwide walkthroughs using 5D+ Rubric
 - b. AVID program implementation and training of staff members



Next Steps

1. Data collection
2. Action Card and goal reflections
3. Operational Plan reflections and adjustments
4. Vision Card reflections and adjustments
5. 2022-2023 goal establishment



Questions?





**INDEPENDENT
SCHOOL
DISTRICT 200**

STRATEGIC PLAN

ONE MISSION. SEVEN CORE VALUES. ALL LEARNERS.



MISSION

Our Core Purpose

We Care
We Empower
We Achieve

Students are the heart of all we do

OUR CORE VALUES

Drivers of Our Words and Actions

- 1 Student-Centered** - Students at the heart of our words, actions, and decisions
- 2 Compassion and Respect** - How we treat each other daily
- 3 Agility** - Building capacity and skill to proactively respond to the signs of the times, the conditions, and the needs of oneself and others
- 4 Innovation** - Constantly striving to improve and to creatively address challenges and opportunities
- 5 Voice and Choice** - Expressing one's experiences and pursue one's passions
- 6 Partnership** - Seeking to connect, to engage, to leverage the assets and interests of others to improve our students, schools, and communities
- 7 Empathy** - Aspiring to understand and share the feelings of another

VISION

What We Intend to Create

Hastings Public Schools is The Choice of Families for:

A **Caring** and Inclusive Culture for All

- Safe, accepting, and respectful schools where individual uniqueness, talents, and interests are nurtured
- One's voice is expressed, heard, and valued
- A united and resilient culture of family and community

That **Empowers** Students, Families, and Staff

- Opportunities and choices are accessible and diverse
- Community collaborations and connections are abundant, robust, and engaging
- Service and support to school and community is energized, recognized, and celebrated

Focused on **Achievement** and Engagement in All We Do

- All students and staff realize the depth and breadth of their passions and are supported academically, socially, and emotionally to achieve
- Learning and development as a whole person is energizing, empowering, engaging, and excelling for students and staff

STRATEGIC ANCHORS

Drivers of Our Continuous Improvement

- A. Engaged Learners**
- B. Effective Operations**
- C. Communication and Collaboration**



220.1PR STUDENT SCHOOL BOARD COMMITTEE (SSBC) PROCEDURES

I. COMMITTEE

A. Membership and Goal

1. January: school board chair appoints three members of the school board and designate the committee chair for the Student School Board Committee (SSBC);
2. Goal: identify up to four (4) students (two sophomores and two juniors) to serve a one year term as student representatives during the subsequent academic year.
3. To achieve this goal, the committee will:
 - a) Review applications and supporting documents;
 - b) Establish interviewing team, two committee members & high school principal to conduct interviews;
 - c) Use the established rating system and interview guide;
 - d) Committee will announce the recommendations to the board during the regular board meeting in May; and
 - e) Committee members will protect the identity of student candidates throughout the entire process.

B. Meetings

1. The committee members will set a schedule for one (1) meeting per month from February to May and one additional meeting during the summer months;
2. The committee chair is responsible for creating and providing a meeting agenda prior to each meeting and also for creating a meeting summary after each meeting;
3. Meeting summaries will be shared with the board at each regular board meeting; and
4. SSBC shared Google Drive Folder will be maintained as a record of the committee's work, all committee members shall have access to the shared folder, and at a minimum the folder will contain meeting agendas, meeting summaries, selection procedure and appointment process documents.

C. Mentorship

1. School board members will be assigned by the board's chair to mentor student representatives;
2. Mentorship begins in May and will continue until the end of the student's term; and
3. Mentors will provide onboarding using the School Board Member Handbook during the summer preceding the academic year of the student school board member(s) term.

II. APPLICATION

A. Application

1. Application questions will remain the same each year, until or unless new questions are recommended;
2. ~~The committee will work~~Work with administrative assistant to ensure the application is posted to the district website;
3. Applications will open on March 1 and close at 5 PM on March 31; and
4. ~~Announcements~~“Application is Now Open” messaging should be sent to the high school principal, school board members, superintendent, and administrative assistant for district announcements (board members utilize social media to help spread the word).

B. Qualifications

1. ~~Candidates m~~Must submit an application, permission slip signed by a parent/guardian, and a recommendation letter from an educator within the district (if the application is missing any of these 3 documents, the applicant is disqualified and will not be interviewed);
2. ~~Candidates m~~Must be a sophomore or junior at Hastings High School or Hastings Alternative Learning Program and must be enrolled for the upcoming school year;
3. ~~Candidates m~~Must be making satisfactory progress towards graduation to be considered for an interview (Hastings High School principal or designee will determine whether a candidate meets this criteria); and
4. ~~Candidates m~~Must have a desire and willingness to represent all students in the district.

C. Application Review

1. Committee members will review applications and recommendation letters from

April 1 to the school board's scheduled work session in April (students must be making satisfactory progress towards graduation);

2. All students meeting the four qualifications listed above will be offered an interview. Candidate list will be sent to the high school principal and/or designee, the day after the April work session; and
3. During the April work session, the committee will confirm the number of students that will be offered interviews.

III. INTERVIEW

A. Notification

1. High school administration will send candidates an email invitation to schedule an interview. (If student is unavailable to interview in person, a zoom interview will be offered); and
2. All communications will be sent to the students' ISD 200 email account.

B. Time, Place, and Location

1. Interviews will be scheduled between mid-April and mid-May. Interviews will be conducted during the school day at Hastings High School (location will be communicated within the invitation email);
2. Interviewing team includes the high school principal and two school board members from the Student School Board Representative Committee; and
3. Interviews will last approximately 20 minutes.

C. Selection

1. Each member of the interviewing team will complete the "Interview Guide" document for each student, and rate each students' answers using the 1-4 rating scale;
2. After all students are interviewed, each student will have three "Interview Guide" scores;
3. The interviewing team will create a combined total score for each student, by combining the scores from all three "Interview Guides";
4. Using the combined total scores, the committee will identify the top two scoring sophomores and the top two scoring juniors;

5. During the May working session, the committee will update the board to indicate if four students have been identified to serve; and
6. The committee will contact students by phone call offering them the position and invite them to the May Regular Board meeting for official announcement and introduction to the school board.

IV. ONBOARDING

- A. The committee will provide one onboarding opportunity for student representatives during August.

Cross References: ISD 200 Policy 220
Interview Guide

Reviewed: 09/06/2024



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

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
1. on school premises, on school district property, at school functions or activities, or on school transportation;
 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on 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 co-curricular 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, 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 ISD 200 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, and sexual exploitation.

- B. "Civil Discourse" refers to respectful conversation and constructive communications where individuals have different perspectives.

- C. “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 social media 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.
- D. “Immediately” means as soon as possible but in no event longer than 24 hours.
- E. “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.
- F. “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.
- G. “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.

- H. “Prohibited conduct” means bullying or cyberbullying , 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.
- I. “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.

~~“Student” means a student enrolled in a public 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 school 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 (ISD 200 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. ~~Consistent with its applicable policies and practices~~, the school district ~~must shall~~ discuss this policy with ~~students~~, school personnel and volunteers and provide appropriate training ~~for all~~ to school district personnel ~~to prevent, identify, and respond to prohibited conduct.~~ 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 ~~will 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, ~~the~~ value of 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 ~~methods~~ social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration ~~will 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 ISD 200 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. ~~Article II, paragraph D, regarding malicious and sadistic conduct~~ ~~This policy~~ must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.
- C. ~~This policy shall be conspicuously posted in the administrative offices of the school and school district in summary form.~~
- D. This policy must be distributed to each school district or school employee and independent contractor, ~~if the contractor regularly interacts with students, at the time of employment with the district or the school. at the time of hiring or~~ ~~contracting.~~
- E. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (ISD 200 Policy 506) distributed to parents at the beginning of each school year.
- F. 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, ~~consistent with the district policies and practices.~~

~~Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.~~

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

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes section 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.032 (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.0312 (Malicious and Sadistic Conduct)
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:

ISD 200 Policy 413 (Harassment and Violence)
ISD 200 Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
ISD 200 Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
ISD 200 Policy 423 (Employee-Student Relationships)
ISD 200 Policy 501 (School Weapons Policy) ISD 200 Policy 506 (Student Discipline)
ISD 200 Policy 507 (Corporal Punishment and Prone Restraint)
ISD 200 Policy 515 (Protection and Privacy of Pupil Records)
ISD 200 Policy 521 (Student Disability Nondiscrimination)
ISD 200 Policy 522 (Title IX Sex Nondiscrimination Policy)
ISD 200 Policy 524 (Internet Acceptable Use and Safety Policy)
ISD 200 Policy 526 (Hazing Prohibition)
ISD 200 Policy 529 (Staff Notification of Violent Behavior by Students)
ISD 200 Policy 709 (Student Transportation Safety Policy)
ISD 200 Policy 712 (Video Surveillance Other Than on Buses)

Policy Reviewed: 02.08.2022
Policy Adopted: 07.28.2021
Policy Revised: 07.27.2023



520 STUDENT SURVEYS

I. PURPOSE

Occasionally the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses and evaluations conducted as part of any program funded through the U.S. Department Of Education must comply with 20 United States Code section 1232h.

III. DEFINITIONS

- A. “Instructional material” means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.
- B. “Invasive physical examination” means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.
- C. “Parent” means a legal guardian or other person acting in loco parentis (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.
- D. “Personal information” means individually identifiable information including a student or parent’s first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

IV. STUDENT SURVEYS IN GENERAL

- A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. ~~There will be a~~ No requirement that the student return the survey shall exist, and

no record of the student's returning a survey will be maintained.

- B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.
- C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate ~~by or the opportunity to opt into~~ ~~out of the survey depending upon how the survey is funded.~~ Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.
- D. Although the survey is conducted anonymously, potential exists for personally
- E. identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act), 20 United States Code section 1232g (Family Educational Rights and Privacy Act) and 34 Code of Federal Regulations Part 99.
- F. **The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.**

V. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

- A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.
- B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that

reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;
2. mental and psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, antisocial, self-incriminating, or 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;
7. religious practices, affiliations, or beliefs of the student or the student's parent;
or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

C. ~~This policy exists because a~~ school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following ~~practices policies~~ are to be adopted in consultation with parents:
 - a) The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

~~“Parent” means a legal guardian or other person acting in loco parentis (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.~~

- b) Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains one or more of the items listed in Section IV.B., above, including

the right of a parent of a student to inspect, on request, any such survey.

- c) The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.

~~“Instructional material” means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.~~

- d) The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 United States Code section 1400, et seq.).
- e) The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

~~“Personal information” means individually identifiable information including a student or parent’s first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.~~

(1) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

- (a) college or other postsecondary education recruitment or military;
- (b) book clubs, magazines, and programs providing access to low cost literary products;
- (c) curriculum and instructional materials used by elementary and secondary schools;
- (d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical,

aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;

- (e) the sale by students of products or services to raise funds for school-related or education-related activities; and
- (f) student recognition programs.

(2) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The ~~practices~~~~policies~~ adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such ~~practices~~~~policies~~ directly to parents of students enrolled in or served by the school district.
- a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.
 - b. The notice will provide parents with an opportunity to opt out of participation in the following activities:
 - (1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.
 - (2) The administration of any third-party survey (non- Department of Education funded) containing one or more of the items contained in Section IV.B., above.
 - (3) Any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

~~“Invasive physical examination” means any medical examination that~~

~~involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.~~

- c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.
- d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

VI. NOTICE

- A. The school district must give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.~~The school district shall give parents and students notice of their rights under this section.~~
- B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.
- C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

Legal References: *Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)*
Minn. Stat. § 121A.065 (District Surveys to Collect Student Information; Parent Notice and Opportunity for Opting Out)
20 U.S.C. 1232g (Family Educational Rights and Privacy Act)
-20 U.S.C. 1232h (Protection of Pupil Rights)
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act Regulations)
Gonzaga University v. Doe, 536 U.S. 273 (2002)
C.N. v. Ridgewood Bd. of Educ., 430 F.3d. 159 (3rd Cir. 2005)
Fields v. Palmdale School Dist., 427 F.3d. 1197 (9th Cir. 2005)

Cross References: *ISD 200 Policy 515 (Protection and Privacy of Pupil Records)*
ISD 200 Policy 521 (Student Disability Nondiscrimination)
ISD 200 Policy 522 (Student Sex Nondiscrimination, Title IX Grievance)

Procedure and Process)

Policy Reviewed: 09.06.2024~~2.08.2022~~

Policy Adopted: 11.15.2006

Policy Revised: 02.23.2022



526 HAZING PROHIBITION

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

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

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

~~school hours:~~

- H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. “Immediately” means as soon as possible but in no event longer than 24 hours.
- C. “On school premises or school district property, or at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from

school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- D. “Remedial response” means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- E. “Student” means a student enrolled in a public school or a charter school.
- F. “Student organization” means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to 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 a primary contact on policy and procedural matters

- C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable

efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action. ~~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.~~

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

V. SCHOOL DISTRICT ACTION

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.
- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines hazing has occurred, the school

district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.

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

~~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.¶¶~~

~~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.¶¶~~

~~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. 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 hazing, who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

~~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

- A. This policy shall appear in ~~the district~~~~each school~~'s student handbook and in each school's building and staff handbooks.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: *Minn. Stat. § 121A.031 (School Student Bullying Policy)*
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. § 121A.40-121A.56 (Pupil Fair Dismissal Act)*~~

Cross References: ~~*MSBA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)*~~
ISD 200 Policy 413 (Harassment and Violence)
ISD 200 Policy 506 (Student Discipline)
ISD 200 Policy 514 (Bullying Prohibition Policy)
~~*MSBA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])*~~

Reviewed: 09.06.2024

Adopted: 11.04.1997

Revised: 10.25.2006



531 THE PLEDGE OF ALLEGIANCE

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. (Note: This statement is to be placed in student handbooks.)

IV. INSTRUCTION

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

Legal References: Minn. Stat. § 121A.11, Subd. 3 and Subd. 4 (United States Flag)

Cross References: None

Reviewed: 09.06.2024

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