

SHAKOPEE PUBLIC SCHOOLS



SCHOOL BOARD AGENDA



Independent School District 720 – Shakopee Public Schools
Shakopee Public Schools District Office Board Room, 1200 Town Square, Shakopee, MN
55379

July 24, 2017
6:00 PM

Board of Education

1. 6:00PM CALL TO ORDER SPECIAL BOARD BUSINESS MEETING
AND ROLL CALL - CHAIR SWANSON
This meeting will be video recorded and posted on the district's website.
2. CONSIDERATION OF AGENDA AS PRESENTED
3. NEW BUSINESS ACTION ITEMS
 3. 1. Approval of the 2017-18 Student Handbooks 4
The 2017-18 Student Handbooks will be presented for Board review and approval.
Recommended Action
Approve the 2017-18 Student Handbooks as presented.
Presenter: Acting Interim Superintendent Kevin Bjerken
Time: 5 minutes
 3. 2. Discussion and Potential Hiring of Interim Superintendent
Personnel Chair Shawn Hallett will provide an update regarding the hiring of an Interim Superintendent for Board review and input. A potential resolution for the hiring of an Interim Superintendent may be presented for board review and approval.
Recommended Action
To be determined.
Presenter: Personnel Chair Shawn Hallett
Time: 10 minutes
4. ADJOURNMENT OF SPECIAL BUSINESS MEETING
5. 15 MINUTE BREAK
6. 6:30PM (APPROXIMATELY) CALL TO ORDER SCHOOL BOARD
LEARNING SESSION AND ROLL CALL - CHAIR SWANSON
This meeting will be video recorded and posted on the district's website.
7. CONSIDERATION OF AGENDA AS PRESENTED AND ADDITIONS
 7. 1. Education Forward: Strategic Plan Update 127
This presentation and Q & A will provide an overview of the planning and implementation of strategic directions related to academic programs in Shakopee Schools. It will highlight the recommendations of the Elementary and Middle School Core teams and a progress report on the High School Master plan.

Presenter: Director of Teaching & Learning Nancy Thul with Middle School & Elementary Principals
Time: 60 minutes

7. 2. 2018-19 Attendance Areas Continued Discussion

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Presenter: Data and Testing Administrator Dave Orlowsky
Time: 15 minutes

7. 3. Timeline for Budget Revisions Discussion

Director of Finance and Operations Suzanne Johnson will present a draft of a potential timeline for budget revisions for Board discussion and review.

Presenter: Director of Finance and Operations Suzanne Johnson
Time: 10 minutes

8. OTHER

9. UPCOMING MEETINGS AND IMPORTANT DATES

July 26, 2017 Bond Oversight Committee Meeting 5:00PM

August 9, 2017 Bond Oversight Committee Meeting 5:00PM

August 14, 2017 School Board Business Meeting 6:00PM

August 16, 2017 Bond Oversight Committee Meeting 5:00PM

August 30, 2017 Bond Oversight Committee Meeting 5:00PM

September 11, 2017 School Board Business Meeting 6:00PM

September 12, 2017 Citizens' Financial Advisory Committee Meeting 6:00PM

September 13, 2017 Bond Oversight Committee Meeting 5:00PM

September 14, 2017 2018-19 Attendance Area Listening Session #1 6:30-8:00PM

September 25, 2017 School Board Finance Committee Meeting 5:00PM

September 25, 2017 School Board Learning Session 6:00PM

10. ADJOURNMENT OF SCHOOL BOARD LEARNING SESSION

11. PERSONALIZED COMMUNITY ENGAGEMENT

The School Board will be available to answer questions for up to 30 minutes following the adjournment of the meeting.

2017-18
SHAKOPEE
HIGH SCHOOL
Student
Handbook



SHAKOPEE HIGH SCHOOL
100 17TH AVENUE WEST
SHAKOPEE, MN 55379
952-496-5152 952-496-5155 (fax)

**SHAKOPEE HIGH SCHOOL
STUDENT HANDBOOK 2017-2018**

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Dear Shakopee Students/Parents/Guardians:

Welcome to Shakopee High School! We are excited and look forward to the 2017-18 school year. There are many exciting changes ahead for the school community. All of the changes have one main purpose: to help all students grow and have a plan for their future. As part of this plan, we encourage students to become involved in the school, whether that is a club, a group, or a sport. High school is a time for students to explore different interests, discover new talents, and reach their goals both inside and outside the classroom.

We encourage parents and guardians to be a part of their student's education. Please continue to connect and communicate with your student, as well as, communicate with staff. Communicating with staff will help your student know that many individuals care and want them to succeed and be ready for life after high school.

*Please do not hesitate to contact the office with any questions, comments, or concerns.
Shakopee High School Administration*

Shakopee School Song

Fight, fight, fight, for Shak-o-high,
We're going to fight, fight, fight for fame.
Fight, fight, fight for Shak-o-high,
We're going to fight to win this game.

Glory and honor to our high school,
Shak-o-high we'll stay right with you while you
Fight, fight, fight for Shak-o-high,
We're going to fight, fight, fight, fight, fight!

SHAKOPEE HIGH SCHOOL MISSION STATEMENT:

At Shakopee High School we are committed to the life-long success of each member of our school community. We recognize that all of us are global citizens and that understanding is promoted through interpersonal communication skills and critical thinking. We will achieve success by providing a nurturing, academically challenging, and technologically advanced environment, characterized by the acceptance of individual differences and the promotion of individual responsibility and self-esteem.

Shakopee High School Helpful Phone Numbers

MAIN OFFICE:		(952)496-5152
PRINCIPAL:	Jeff Pawlicki	(952)496-5151
ASSISTANT PRINCIPALS:	Sarah Jordan: (A-G)	(952)496-5163
	Stuart Lang: (H-N)	(952)496-5159
	Scott Doran: (O-Z)	(952)496-5169
ACTIVITIES DIRECTOR:	John Janke	(952)496-5171
OFFICE STAFF:	Activities Office: Crissy Shoemaker	(952)496-5171
	Admin Assistant: Stephanie Janke	(952)496-5151
	Attendance: Sherry DeBehnke	(952)496-5153
	Counseling Office: Linda O'Connell	(952)496-5168
	Office Assistant: Melissa Olson	(952)496-5165
	Office Assistant: Anna Case	(952)496-5162
	Registrar: Ronda Dessin	(952)496-5173
	Special Ed Office: Lisa Gruetzmacher	(952)496-5185
STUDENT SUPPORT:	Counselor: Erica Lang (A-D)	(952)496-5187
	Counselor: Mike Jensen (E-Ji)	(952)496-5179
	Counselor: Beth Cordes (Jj-Mi)	(952)496-5196
	Counselor: Nicole Drangstveit (Mj-Sc)	(952)496-5164
	Counselor: Jennifer Severson (Sd-Z)	(952)496-5188
	SPED Coordinator: TBD	(952)496-5113
	Psychologist: Brenda Geraghty	(952)496-5137
	Psychologist: Leah Wheeler	(952)496-8720
	Social Worker: Heather Schroeder	(952)496-5156
	Evaluation Team: Mary Anderson	(952)496-5161
	Evaluation Team: Amy Raffelson	(952)496-8722
	Licensed School Nurse: Peggy Nerdahl	(952)496-5154
	School Nurse: TBD	(952)496-5199
CULTURAL LIAISONS:	Native American: Dee Buros	(952)496-5790
	Russian: Svetlana Mshar	(952)496-5094
	Somali: Ibrahim Mohamed	(952)496-5041
	Spanish: Yael Ripoll	(952)496-5813
MEDIA CENTER MAIN NUMBER:		(952)496-5152 ext. 4193

HEAD CUSTODIAN: Dave Hollar (952)496-5158
 HS RESOURCE OFFICERS: Michael McLain (952)496-5167
 Jaclyn Yzermans (952)496-5167

Shakopee High School
 100 17TH AVE. WEST
 SHAKOPEE, MN 55379
www.shakopee.k12.mn.us

HIGH SCHOOL HOURS

The High School office is open from 7:30 a.m. to 4:00 p.m. on school days. Voice messages may be left at any time. During the summer and on non-school days, the hours are 8:00 a.m. to 3:00 p.m.

<u>HOUR</u>	<u>START</u>	<u>END</u>
1st	8:20 AM	9:06 AM
2nd	9:11 AM	9:57 AM
3rd	10:02 AM	10:48 AM
4a	10:53 AM	11:13 AM
4b	11:13 AM	11:38 AM
4c	11:38 AM	12:03 PM
4d	12:03 PM	12:28 PM
5th	12:33 PM	1:19 PM
6th	1:24 PM	2:10 PM
7th	2:15 PM	3:00 PM

Because of our concern for student supervision and safety, students who are not being directly supervised by a coach, director, or teacher need to exit the high school building by 3:30 p.m. Students who stay after school to work with other students on projects or complete homework are welcome to meet in our commons area until 4:00.

Early Release Dates

Four Early Release days were added to the 2017-18 academic calendar. On these days, students are dismissed two hours early from school so that teachers and other educators may meet, collaborate, receive training, develop methods and programs to improve student academic achievement.

The dates are as follows:

- September 27, 2017
- November 29, 2017
- March 14, 2018
- April 25, 2018

Academics

ACADEMIC DISHONESTY (CHEATING AND PLAGIARISM)

All work submitted for credit in any class at SHS is expected to be produced by and be the original work of the student submitting it. Copying coursework in any form is prohibited and students who allow their work to be copied will receive the same penalties equal to those who do the copying.

Copying vs. Collaboration – At times students will work together on assignments. Understanding the distinction between copying another’s work and collaborating on an assignment is important. SHS teachers are responsible for informing their respective students as to the appropriate protocol regarding collaboration. Disclaimer: If a teacher does

not clearly state that an assignment is collaborative, all work that the student completes should be independently created and not obtained from any other source including, but not limited to classmates.

Definition of Cheating (includes but not limited to the following)

- Copying any portion of another student's homework with or without his/her permission
- Copying answers from another student's test or quiz
- Being responsible for or partakes in the transference of confidential information (i.e., test answers or test/quiz copies) from one class to another
- Illegally bringing to a testing situation or have open within his/her sight written or electronically stored information that is pertinent to a test, quiz or class activity
- Allowing one's work to be copied by another student
- Having someone else do your assignment that was meant to be done alone

In addition, teachers may define cheating as any situation where students are obviously looking at other student's papers during testing.

Definition of Plagiarism

The borrowing or restating of another's work or ideas and claiming them as one's own. The following examples may serve as a guide for determining whether a student has plagiarized work presented as his/her own:

- Have I copied, word for word, all or part on another writer's work without giving specific credit to the other other writer and using quotation marks?
- Have I copied the work of another writer, making changes here and there, but retaining the main thought and structure?
- In the case of fiction, have I used a plot invented by another writer, even though telling the story in my own words?

If the answer is "yes" to any of the above, the manuscript is plagiarized. Those who submit manuscripts found to have been plagiarized will be subject to penalties as prescribed by this policy.

Teachers who suspect cheating or plagiarism are expected to:

- Confront the student(s) with his/her evidence and confiscate the document(s) in question
- Report the situation to the appropriate administrator
- Contact the parent
- File notice of each policy violation, copying the parent, counselor and administrator

Consequences of Cheating/Plagiarism

Academic dishonesty will be considered a behavioral infraction. The following guidelines will be utilized when a violation of academic honesty occurs:

- The seriousness of the violation
- The frequency with which the student violated the rules
- The willingness of the student to correct the behavior and to act in a more positive manner
- The age of the student

Teacher documents the circumstances around the cheating and plagiarism infraction (e.g. letter or email) and will be communicated to the counselor and alphabet range administrator. The infraction will be documented in Infinite Campus. If the violation is found to be of a serious nature, student suspension or removal from the class is possible/likely.

ACADEMIC SUPPORTS DURING THE SCHOOL DAY

Academic support is available throughout the day to assist students in acquiring the content knowledge needed to be successful. Teachers are available before and after school. Students should communicate with their teachers to set up time to ask for help and get any questions answered related to assignments, quizzes, or getting assessments made up. For further information about what types of interventions and academic support options are available, students should contact their counselor.

ACADEMICALLY APPROPRIATE COURSES

All Shakopee students are encouraged to take courses that will provide them with the appropriate challenge for their future

education and career goals. Students and parents are encouraged to consider the most rigorous coursework available.

**Refer to the course registration guide found on the Shakopee High School website.

FINAL EXAM SCHEDULE

First Semester Final Dates: **Second Semester Final Dates:**

Jan. 17-19

May 29-31

****SENIORS last day of school: May 25, 2018**

Finals Schedule

Day One:

Period 1	8:20 - 8:57	
Period 5	9:02 – 9:39	
Period 2	9:44 – 10:21	
Period 3	10:26 – 11:03	
Period 4	11:08 – 12:43	
	A Lunch: 11:03 – 11:28	
	B Lunch: 11:28 – 11:53	
	C Lunch: 11:53 – 12:18	
	D Lunch: 12:18 – 12:43	
Period 6	12:48 – 1:25	
Period 7	1:30 – 3:00	90 Min. FINAL

Day Two:

Period 1	8:20 – 9:40	80 Min. FINAL
Period 2	9:45 – 11:05	80 Min. FINAL
Period 3	11:10 – 12:30	80 Min. FINAL
Lunch	12:30 – 1:30	

Day Three:

Period 4	8:20 – 9:40	80 Min. FINAL
Period 5	9:45 – 11:05	80 Min. FINAL
Period 6	11:10 – 12:30	80 Min. FINAL
Lunch	12:30 – 1:30	

GRADUATION - CLASS CREDIT REQUIREMENT

Students are responsible for keeping track of their credits and monitoring their status for graduation.

A semester long course that is successfully completed will yield one credit. Class of 2018 will follow the existing graduation requirements of 48 credits. Class of 2019 will be required to have 50 credits for graduation and Class of 2020 will be required to have 52 credits for graduation. Specifics regarding the changes in graduation requirements for each year through 2022 and beyond can be found: <http://www.shakopee.k12.mn.us/Page/8183>

GRADUATION – COMMENCEMENT CEREMONY PROCEDURES

All students participating in the graduation ceremony must wear the graduation attire (unaltered) selected by the class and school.

Students do not need to participate in the graduation ceremony to receive a diploma. Participation in the graduation ceremony is an honor. Students may lose this honor if their behavior during their last semester causes the administration to question their ability to behave appropriately in a public ceremony.

Students completing all the requirements of the district for graduation will be awarded a diploma. In order to participate in the graduation ceremony, students must be within 2 credits of meeting all graduation standards on the last day of attendance for seniors. (Board Policy 613)

INCOMPLETE GRADES

Students who receive an incomplete in a class must complete the class within two weeks from the end of that quarter. Failure to finish an incomplete within the allotted time may result in a failing grade and loss of credit.

INDEPENDENT STUDY POLICY

1. Students are not allowed to take a required course through Independent Study
2. Students must complete the required paperwork within ten days of the start of a semester.
3. Students will receive Pass/Fail grades on courses taken through Independent Study. The credit will count toward graduation requirements and the student's GPA will not be affected.
4. As a general rule, students will not be allowed to substitute an Independent Study class for a course already offered.
5. For more information about Independent Study options, students should see their counselor.

PARENT-TEACHER-STUDENT CONFERENCES

We structure conferences to provide you with an opportunity to meet and start a dialogue with teachers. An extended discussion is not possible, as we have asked parents and teachers to observe a five-minute time limit. If you would like to talk more in depth, it is always possible to schedule an appointment with the teacher for a different date. Conferences are held in the Commons or classrooms. Teachers are arranged in alphabetical order by department in the Commons. We encourage parents to bring students to conferences. The conference schedule can be found on the back inside cover of student planner and SHS website.

PASS/FAIL

Pass/fail grading may be assigned to a student by administrative action. These circumstances would include medical issues, hospitalizations and other situations deemed as appropriate by administration. A pass grade would be set at a D-.

POST-SECONDARY ENROLLMENT OPTIONS (PSEO)

Please visit: <http://education.state.mn.us/MDE/SchSup/SchFin/GenEd/PostSecEnroll/index.html>

REGISTRATION FOR CLASSES AND SCHEDULE CORRECTIONS

Students register for courses for the upcoming school year shortly after winter break. Classes are designed, scheduled, and teachers are hired based upon students' registration.

Schedules will not be changed once the school year begins. Students are provided their course requests in the spring to verify accuracy.

The criteria listed below are used to review any course request corrections in the spring and applied to any schedule corrections in the fall.

Schedule corrections will only be considered for the following reasons:

1. The student did not meet the prerequisite for the course.
2. The student has already completed the course.
3. The academic level of the course is inappropriate.
4. The student is a senior who needs the course for graduation.

Schedule corrections WILL NOT be considered for any of the following reasons:

1. Student no longer wants to take a course that was picked during registration.
2. Student wants to move a course to a different hour.
3. Student wants a different teacher.
4. Student wants a different lunch period.

We recommend that 10th and 11th graders register for a minimum of 6 credits each semester.

If a student drops a course after the first 10 days of a semester, they will receive a "WF" on their transcript.

REPEATING CREDITS

In order to graduate students must pass all required classes. If a student repeats a previously failed class, the "F" will stay on their transcript along with the passing grade earned when the course was re-taken.

REPORT CARDS

Report cards will be available online at the end of each semester. Progress reports will be available online at the end of the first and third quarter. Credits are earned at the end of the first and second semester. Cumulative Grade Point Averages are based on semester grades.

SHAKOPEE ACADEMIC RECOGNITION PROGRAM

Shakopee School District believes that students should be recognized for their hard work and academic success. The goal of the program is to encourage and recognize academic excellence within Shakopee Public Schools. The categories of recognition will be organized within SHARP Program- Shakopee Academic Recognition Plan/Program. Criteria for awards/recognition will be articulated for grades 6-8 (Middle Level) and separately for grades 9-12 (High School). Following are the different awards that recognize student academic achievements. GPAs are not rounded when determining awards. The weighted GPA is used to determine the awards.

Honor Roll

Shakopee High School will have an “**A**” honor roll for students with a semester grade average of **3.7 or higher**. Students who are on the A honor roll both 1st and 2nd semester will receive an All-Academic Award.

The “**B**” honor roll is based on a semester grade average of **2.7**.

All-Academic

The All-Academic Award recognizes students for continued excellence over an extended period of time. The criteria for the award is:

- o Students in grades 10-11: Achieving A-Honor Roll for two semesters in the same academic year (awarded in the Fall)
- o Students in grade 12: Achieving A-Honor Roll 1st semester (awarded in the Spring)

Academic Letters

Students in grades 9-12 who meet the grade point and course criteria listed below will be awarded an Academic Letter.

- o Grade point
 - For grades 9-11, a student must have a 3.85 or higher for school year
 - For grade 12, the student must have a 3.85 or higher for 1st semester
- o Course Criteria
 - Must have taken 2 or more advanced courses each year (AP, CIS, Honors, PLTW, college credit bearing courses, as noted in the Registration Guide)

First time letter winners receive a chenille letter S and chenille academic bar.

Students who have previously lettered in athletics or activities receive an academic chenille bar the first time they letter in academics.

Once students have received a chenille academic bar, they will each receive a gold bar in the succeeding year(s).

National Honor Society

National Honor Society (NHS) is a nationally recognized student recognition program. Students selected for NHS demonstrate achievement in scholarship, character, leadership and service. At Shakopee, juniors and seniors with a 3.3 GPA are eligible for NHS upon completion of an application form and selection into the organization. Eligible students are rated by the teachers on character, leadership and service. A faculty committee uses the teacher ratings to make the final decisions on membership. Students who meet the criteria are invited to join NHS.

Presidential Award (awarded spring of 12th grade)

Students will be awarded the Presidential Award if the 12th grade student has:

- o 3.5 or greater cumulative GPA through the fall of 12th grade
- o 90th percentile or greater on at least one state or national test taken during high school

Graduation Honors

Graduating seniors may be recognized as honor graduates by attaining one of three standards at the end of 7 semesters of high

school.

Students with a cumulative GPA between 3.3 and 3.59 are Commended Graduates.

Students with a cumulative GPA between 3.6 and 3.79 are Honor Graduates.

Students with a cumulative above 3.8 are High Honors Graduates.

All three groups of students receive honor cords.

National Merit Scholarship Program

High school juniors enter the National Merit Program by taking the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®). 50,000 students with the highest PSAT/NMSQT® Selection Index scores (calculated by doubling the sum of the Reading, Writing and Language, and Math Test scores) qualify for recognition in the National Merit® Scholarship Program. Students are notified starting in September if they qualify for recognition and the opportunity to continue in the National Merit Scholarship Competition.

National Commended Student

A student would be a National Commended Student by being in the top 50,000 high scores on the PSAT/NMSQT. These students do not continue in the competition to be a National Merit Scholar.

National Merit Semifinalists

A National Merit Semifinalist is one of the top 16,000 scores in the nation on the PSAT/NMSQT. Semifinalists are designated on a state representational basis.

National Merit Finalist

A Finalist is one of 15,000 students selected. Of these students, approximately half will qualify for one of three different types of merit scholarships.

National Merit Scholar

A National Merit Scholar is a student who wins one of the merit scholarships. All winners are chosen based on their abilities, skills, and accomplishments through an application process after being chosen as a National Merit Semi-finalist.

Advanced Placement Scholar Awards

The Advanced Placement (AP) Program offers four levels of AP Scholar Awards to recognize outstanding student performance on AP Exams. The AP Scholar Awards are based on the number of AP exams taken and the scores earned on those exams. The College Board uses the following criteria:

- AP Scholar qualifies by scoring 3 or higher on 3 or more AP exams.
- AP Scholar with Honors averages 3.25 or higher on 4 or more exams.
- AP Scholar with Distinction averages 3.5 or higher on 5 or more exams.
- National AP Scholar scores 4 or more on 8 or more exams.

STUDY HALLS

Study halls are a part of the students' learning experience. Students are expected to bring materials and use their time wisely. Attendance in study hall is required.

TECHNOLOGY

(The following was taken from the Digital Learning Handbook and Student Agreement. This can also be found online on the district website.)

Our goal in Shakopee Public Schools is to help students demonstrate digital responsibility, technological awareness and the ability to use technology to create, research, communicate and produce in the academic and professional setting. The goal of our digital initiative is to create engaging curriculum, dynamic learning environments and students who are better prepared for the world

beyond our school doors; it is not about the device, but rather how to use the device in education.

Shakopee Schools Expectations for Student Learning:

1. Engaging and relevant learning experiences and development of life skills
2. Learning experiences that encourage cooperation, collaboration, and innovation
3. Use emerging technology to create, research, communicate and produce academically sound products
4. Demonstrate respect, self-control, ethical behavior and empathy as classmates and members of our communities
5. Being responsible citizens in our schools and communities, as well as the digital world

Responsible Citizenship:

Being a responsible citizen in our schools, communities and the digital world requires responsibilities adapted for a changing world. We embrace the following conditions of being a digital citizen:

- ❖ *Respect yourself.* I will select names that are appropriate. I will carefully consider the information and images I post online. I will not post personal information about my life, experiences, experimentation, or relationships. I will not be obscene.
- ❖ *Protect yourself.* I will ensure that the information I post online will not put me at risk. I will not publish details about myself, my contact information, or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me. I will protect passwords, accounts, and resources.
- ❖ *Respect others.* I will show respect to others. I will not use technology to bully, harass, tease, or stalk other people. I will show respect for others through my choice of websites. I will not visit sites or display images that are inappropriate or disrespectful. I will not abuse my rights of access.
- ❖ *Protect others.* I will protect others by reporting abuse and not forwarding inappropriate or hurtful materials or communications and not visiting sites that are inappropriate or disrespectful.
- ❖ *Respect & protect intellectual property.* I will suitably use and cite any and all content (websites, books, media, etc.) according to copyright or creative commons licensing. I will request to use the software and media that others produce.

Access to Shakopee Schools' owned technology is a privilege and not a right. At any point access to devices, internet and the like can be revoked.

Student Digital Responsibility includes, but is not limited to:

Personal Safety

Do not send any message that includes your personal information such as: home address, personal phone numbers and/or last name for yourself or any other person. Do not send information regarding your schedule (where you are/will be, timings, dates, etc).

Password Protection

The student or family should secure the digital learning device with a passcode and it is the responsibility of the student and family to remember the passcode. Digital learning devices with forgotten or lost passcodes will be reset to the district default image. Never share your passcode, steal or use another person's passcode.

Privacy

Students and families need to know that files stored on school computers (including digital learning devices) are not private. Network and Internet access is provided as a tool for educational purposes only. Shakopee Public Schools has the right to monitor, inspect, copy, review, and store at any time, without prior notice, any and all usage of the computer network and Internet access including transmitted and received information. All information files are the property of ISD 720 and no user shall have any expectations of privacy regarding such files. Students may be selected, at any time, to provide their digital learning device for inspection.

Online Etiquette

Follow the guidelines of accepted behaviors within the Shakopee Guidelines for Secondary Student Behavioral Expectations handbook. Students must follow the policies outlined in that document at all times. Do not use technology, including this device to make, distribute or redistribute jokes, stories, to bully anyone, or pass along obscene material or material which is based on slurs or stereotypes relating to race, gender, ethnicity, nationality, religion or sexual orientation.

Blogging and/or Podcasting

Use of blogs, podcasts, emails, texting or other Web 2.0 tools are considered an extension of the classroom. Whether at

home, or in school, any speech that is considered inappropriate in the classroom is also inappropriate in all uses of blogs, podcasts or other Web 2.0 tools.

Plagiarism/Copyright/Licensing

Plagiarism is the act of representing or using someone else's words or ideas as your own. Students are required to give proper credit to all Internet sources used in academic assignments, whether quoted, paraphrased, or summarized. This includes all forms of media on the Internet, such as graphics, movies, music and text. Plagiarism of Internet resources will be treated in the same manner as any other incidences of plagiarism, as stated in your school's handbook. In addition, students must adhere to the copyright laws of the United States (P.L. 94-553) and the Congressional Guidelines that delineate it regarding software, authorship and copying information. All students should also adhere to the Creative Commons licenses where the author/artist denotes what media may be shared, remixed or reused.

Proxies

The use of anonymous proxies to get around content filtering is strictly prohibited and is a direct violation of this agreement.

Accessing/Posting Inappropriate Material

Accessing, submitting, posting, publishing, forwarding, downloading, scanning or displaying materials (including photos of students and staff) that are defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing and/or illegal is a violation of this agreement.

Photos and Video

Students are not to take pictures or videos of staff or students without staff permission. Any student use of cameras in Shakopee Schools should be part of a class or club activity. Unapproved camera use is a violation of this agreement.

Malicious Use/Vandalism

Any malicious use, disruption or harm to the school unit's technology, networks and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses, is a violation of this agreement. No student shall obtain or try to obtain other students' accounts, files, and/or data. Students are NOT to manipulate the operating system or remove or attempt to remove or circumvent the management system installed on each digital learning device. Using or possessing hacking software is a violation of this agreement. Students who attempt to hack or "jailbreak" any Shakopee Schools digital learning device will be in violation of this agreement.

Classroom Expectations

Failure to follow teacher direction in regards to the use of devices/tools/websites during class is a violation of this agreement. If students leave their digital learning device at home they are responsible for getting the coursework completed as if they had their digital learning device present.

Tech Support

If technical difficulties arise with a digital learning device, or non-conforming content is discovered, the device will be restored by Tech staff. If the Technology staff needs to restore the digital learning device, the District is not responsible for the loss of content put on the device by the student.

Information Regarding Digital Learning Devices in Shakopee Public Schools

Digital Learning Device General Precautions

- The digital learning device is Shakopee Schools' property.
- The digital learning device must remain free of any writing, drawing, stickers, or labels that are not issued and placed onto the device by ISD 720 staff.
- Cords and cables must be inserted carefully into the device to prevent damage.
- Never expose a device to extreme temperatures, direct sunlight, or prolonged periods of time in rooms that are not at a normal room temperature.
- Digital learning devices must be kept in a secure location at all times; it is the student's responsibility to know where their device is at all times. Do NOT leave unsupervised, or lend to friends or family members outside of your home. During classes or lunch periods when the device is not needed, place the device in your locker or in a locked classroom. DO NOT SHARE YOUR LOCKER COMBINATION WITH ANYONE. Do NOT place your device on the BOTTOM of your locker, but rather on top of all other materials.
- The use of or access to the digital learning device in any unauthorized area (i.e. locker rooms, restrooms) is prohibited.
- If your digital learning device is either lost or stolen students should report that information to the front office as soon as possible. The digital learning devices contain software that can be activated to track and possibly recover missing

devices. This software needs to be activated by the student/family. The District will coordinate with law enforcement to track missing or lost devices in partnership with the student/family. Ultimately, the family is responsible for any lost or stolen device if unrecovered or damaged.

Device Cases: Transporting To & From School

Acknowledging the importance of a protective case for the device, Shakopee Schools invested in purchasing protective cases for all of the devices. Learning devices need to be in the Shakopee Public Schools issued protective case.

- The device should ALWAYS be in its protective case.
- The device should be charged (Shakopee Public Schools provides a charger) and brought to school ready to use each day.
- Do NOT place your device in a book bag that contains food, liquids, heavy or sharp objects.

Digital Learning Device Screen & Cleaning

- The screens are sensitive to pressure and therefore can be damaged; they are scratch *resistant*, not scratch proof.
- The screens are made of glass and can either break or shatter.
- Do NOT use liquids to clean the device. This includes, but is not limited to: window cleaners, household cleaners, aerosol sprays, solvents, alcohol, ammonia, or abrasives.
- PLEASE USE: A soft, dry cloth or anti-static cloth.

Digital Learning Device Care

- Never leave a device unattended. It is your responsibility to keep your device stored in a safe, secure, temperature appropriate space.
- Do NOT attempt to try to repair the internal workings of any digital learning device yourself.
- If your device is not working take your device to the Media Center as soon as possible and have a Shakopee technology support specialist examine it. If your device needs to be worked on for an extended period of time, you will be issued a temporary device until yours is working properly. For cases of hardware failure or accidental damage, a loaner will be provided for the student throughout the repair/replacement process. There may be a delay if there are no more loaners available.
- Each digital learning device has identifying labels, which must not be removed or altered in any fashion.

Earphones and Audio

Shakopee Public Schools did not purchase earphones. If a student wishes to purchase his/her own earphones then:

- Earphones shall not be used within or on school property unless a teacher specifically requests or allows students to do so.
- If allowed to use earphones, the appropriate level is when only the person wearing the earphones can hear the sound.

Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.

Storing Documents

There will be limited storage on the device and academic files take priority over personal. Several backup options exist to cloud storage or personal computers. Students should backup their files. The District is not responsible for saving, restoring or backing up documents, music, or photos that students may be storing on the digital learning device.

Apple ID

Each student with an assigned device may be required to have an Apple ID. Our requirement is that each student has his/her own ID that is created with the student's ID number (123456). They should share this with their parent and/or guardian. It is important that the parents also know the password and keep that information. Information on creating an Apple ID is provided to parents before the start of the school year.

Applications and Content

Students may install apps made available to them through Shakopee's Self Service App Store. Students may load music and photos on their District-owned digital learning device as long as all content complies with the Acceptable Use Policy. Applications or content that does not have an educational purpose, is not in compliance with the Acceptable Use Policy, or is disruptive to the educational process or at home may be removed from the device. If technical difficulties arise with a device, or non-conforming content is discovered, the device will be restored by tech staff. If the tech staff need to restore a digital learning device, the District is not responsible for any content put on the device by the student.

Student Discipline

If a student violates any part of the above policy, he/she will be subject to disciplinary action. The disciplinary action for a violation will range from the student needing to check his or her digital learning device in and out of school each day for a period of time, to

having all digital learning device privileges revoked. The student may also be subject to other disciplinary action as outlined in the Shakopee Guidelines for Secondary Student Behavioral Expectations handbook.

Turn In

Student digital learning devices and accessories will be checked in at the end of each school year at a date and time determined by the Administration. Exceptions to the requirement for turning in a device may be available at the district's discretion. Students who graduate early, transfer, withdraw or are expelled will return the device and accessories at the time of withdrawal. Failure to return the property in a timely fashion may result in the involvement of law enforcement.

Board Policy

Consent to the digital device agreement also includes adherence to Board Policy 524: Internet Acceptable Use and Safety Policy.

In instances where the student has put his/her own safety or the safety of others at risk (i.e. sexting or bullying), digital learning device privileges will be revoked immediately.

Use of online educational applications

The Children's Online Privacy Protection Act (COPPA) requires that parents and guardians of children under the age of 13 provide written consent for the accessing and use of many online services, including academic applications that will be used at school.

The District reviews the use of online services to ensure that student data is maintained in a secure manner, that personally identifiable student data is not shared with third parties, and that our use is compliant with district policies related to student privacy and records.

A compiled list of online services is available for review on the district website or by request from the school office.

TECHNOLOGY – CELL PHONES AND OTHER ELECTRONICS

Information is readily available and accessible through many different forms of technology. During class time, teachers may ask the students to take out an electronic device to enhance and/or aid in the lessons. The use of any electronic devices not provided by the school district in the classroom would be for educational purposes only, as determined by the teacher. Electronic devices can't be used in the bathrooms or locker rooms of the school at any time. Students may use electronic devices during passing times and while at lunch.

Electronic devices include, but are not limited to: iPads, iPods, laptops, cell phones, Kindles, e-books, tablets.

Students are not allowed to use their electronic devices for personal reasons during class time.

WEIGHTED GRADES

Grades will be weighted for nationally recognized programs such as College in the Schools and Advanced Placement Courses, and for comparable classes taken through the PSEO program. Present courses include Advanced Placement classes and CIS classes. A student taking an AP course must take the AP exam to receive a weighted grade. Grades will be weighted in the following way:

Any "A" Grade, add 0.6 (A= 4 + 0.6= 4.6) **No additions** for D and F grades

Any "B" Grade, add 0.4

Any "C" Grade, add 0.2

Grade Points for all other courses: **A** = 4 **A-** = 3.7 **B+** = 3.3 **B** = 3.0 **B-** = 2.7

C+ = 2.3 **C** = 2 **C-** = 1.7 **D+** = 1.3 **D** = 1

D- = 0.7 **F** = 0

WITHDRAWAL PROCEDURES

If you are moving out of the district and will be attending a different school, the school office should be informed as early as possible. Prior to withdrawing students are required to return books and materials to their teachers and the media center, pay accumulated fees, clean out their lockers and complete the withdrawal form provided by his/her counselor. For more information please contact the High School Registrar, Ronda Dessin, at (952)496-5173.

Did you know that there are more options for your child other than traditional public school? In Minnesota, parents have a wide range of meaningful school options for their children. Approximately thirty percent of Minnesota's K-12 public school students access some form of school choice, including Open Enrollment, Charter Schools, Magnet Schools, Online Learning or State-Approved Alternative Programs. For school choice options please visit: <http://education.state.mn.us/MDE/JustParent/SchChoice/index.html>

Attendance

Our school is committed to the philosophy that every student should attend every class every day. Regular attendance and promptness are expected in all classes, and are essential for success in school. Learning to participate in group discussions, developing an appreciation for the views and abilities of other students, and forming the habits of regular attendance are legitimate objectives for any course, and learning that is lost due to absence can never be adequately replaced.

Education is more than reading and writing. The classroom contact with teachers and other students is vital to the development of critical thinking and evaluative processes.

Learning is enhanced by regular attendance. Students will learn the most and reach the highest level of achievement through regular attendance. Every absence stops the educational process for that day, and the information and interaction missed can never be made up. This is a well-established principle of education that underlies and gives purpose to the requirements of compulsory education in Minnesota.

Following this principle and our need to prepare students to be productive employees and citizens, we have established a policy of excused absences and unexcused absences. Family emergencies may be excused by the principal. It is our intention to be strong advocates for education. People want the education system to be accountable for the achievement of students. We cannot meet these expectations if students are not in attendance.

ADMINISTRATIVE RESPONSIBILITY

The attendance office and respective administrator(s) will inform parents when their son or daughter has reached five, eight and eleven total absences. If a student accumulates eleven total absences in a class, an administrator will inform the student and the student's parent(s) that he/she may be required to attend an attendance meeting where a contract may be drafted. Failure to abide by the attendance contract may result in a loss of credit.

The administration shall maintain accurate records on student attendance. The administration shall meet with students and parents as requested by the counselors or members of the administrative team. Attendance meetings will be facilitated by a member of the administrative team.

PARENT RESPONSIBILITY

When a student is absent from school the parent/guardian must call the school attendance line (952-496-5153). The parent/guardian will be asked to give a reason for the absence.

If a family trip is planned during school time, the parent/guardian is asked to call the school at least 24 hours before the first day of absence and an Extended Leave Absence form should be filled out for your student. This form can be found online or picked up in the main office.

Parents/guardians are encouraged to take an active role in promoting good attendance. They can do this by calling the school whenever there is an absence, calling the attendance secretary for information on the student's attendance record, calling individual teachers and counselors, looking over the attendance records available online, and noting attendance figures on report cards.

Parents will receive a computer generated phone call if their student is absent without any explanation. Students should come into the office the next day to clear the absence and/or receive more information.

If parents receive an attendance letter indicating their student has missed five or eight classes, the parent should call the student's assistant principal found at the bottom of the attendance letter. Parents who receive a third attendance letter stating that their student violated the attendance procedures and will be dropped from class should call an assistant principal (952-496-5152) to schedule an attendance hearing.

When a student has an extended absence due to medical problems the student may be eligible for additional services. Call the appropriate assistant principal for information on additional services.

STUDENT RESPONSIBILITY

It is the student's responsibility to attend all classes and study halls every day. Educational progress is undoubtedly tied to attendance. A day of school missed can never truly be made up. If the parent/guardian has failed to call in, an unexcused absence will be issued. The parent/guardian will have 24 hours in which to call in and change this to an excused absence.

It is the responsibility of the student to secure missed assignments. Students will be given until 4:00 p.m. on the next school day to take care of pending absences. If a pending absence is not cleared, it becomes an unexcused absence (see section on unexcused absences).

Any student leaving the building during the day must come to the office to receive a blue pass. Failure to follow this procedure will result in an unexcused absence. Students must report to the office with the blue pass upon returning to the school.

TEACHER RESPONSIBILITY

Each teacher is required to take daily attendance and maintain his or her own attendance records for each class and study hall.

The teacher shall provide any student who is marked absent with all assignments that can be completed outside the classroom.

EXCESSIVE ABSENCES

Parents/guardians will be notified when students reach five, eight and eleven total absences. Each notification will include student, parent, and school responsibilities and/or consequences.

EXCUSED ABSENCES

Parents must call within 24 hours in order for absences to be excused. Schoolwork may be completed for full credit following these absences if completed in reasonable amount of time. (See class rules handed out by the teachers on the first day.)

Students who need to leave school because they are ill must report to the nurse's office before any calls are made. Students will not be sent to the office to make phone calls during class time.

Students absent for doctor or dental appointments **must** bring a note from the doctor or dentist during final's week.

The following school sponsored events are considered excused and DO NOT need a parent phone call.

1. Field Trips
2. Support Groups
3. Fine Arts Activities
4. Athletic Activities
5. Academic Contests
6. Suspensions

FAMILY TRIPS OR EXTENDED ABSENCES

Students who plan to go on a **family trip** must have a parent call the main office at least 24 hours in advance. Students can pick up the Extended Leave Absence Form in the main office which they will use to notify teachers of absence and collect assignments. Students must make up as much assigned schoolwork in advance as possible.

Extended Absence – If a family is taking an extended family trip, exceeding 10 consecutive days of absence, we recommend the student make arrangements to meet with his/her assistant principal at least one week prior to leaving.

GENERAL INFORMATION RELATED TO ATTENDANCE/ATTENDANCE ISSUES

Corridor Passes: Students who wish to move from one area of the building to another when classes are in session must have a hall pass. Students are expected to be considerate of others who are studying and in class by passing quietly. If you have been detained in the office or by a teacher, ask for a pass from the person who detained you before going to your next class.

Lunch Period: Shakopee High School has a closed lunch period. Please do not call in to excuse your student during lunch.

Make-Up Work Following an Absence: **Students will be required to work with their teacher to make up missing work.**

Students Outside: Students are not allowed to leave the building without permission during the school day. Parents will be contacted when students are leaving the building without permission.

PARTICIPATION IN ACTIVITIES AND ATHLETICS RELATING TO ATTENDANCE

Student activity participation on the day of an absence is governed by the following rules:

1. Students may participate with an excused absence, except those students who are ill and do not arrive before the start of third period. Parents are encouraged to keep students at home when they are ill and to forgo activity in the best interest of the student and the health of the other students participating in the activity.
2. Students may not participate if they have an unexcused absence during the day.
3. Students may not participate in or attend activities on the days that they are suspended, either in-school or out-of-school.

Activity Participation and Appointments-Parents should attempt to schedule doctor and dental appointments after school, or during study halls. Students who miss a practice due to a doctor or dental appointment will be excused from practice with no penalty.

Absences and Activity Membership-Students may not be dismissed from a squad for absences that the school has excused. Playing time is a separate issue and is up to the discretion of the coach/director.

PROCESS FOR ATTENDANCE MEETINGS

All students will receive written notification when they have had five, eight and eleven absences in a course. When students have exceeded ten absences they may be required to participate in an attendance meeting arranged by their administrator. At that meeting, a panel may include the administrator teachers and the student's counselor. The team will work with the student and his/her family to develop an attendance support plan if one is not already in place. If the attendance support plan is violated the student may lose credit in one or more of his/her classes and truancy may be filed with the county.

TARDY PROCESS

Once a student has been tardy to class 3 times, the teacher will address the matter with the student as well as making a contact home to discuss the importance of arriving to class on time. Recurring patterns will be examined and may result in further consequences. Once a student reaches 5 cumulative tardies they will automatically receive a lunch detention and will continue to

receive consequences for every 5 thereafter. First period attendance will be taken at 8:30a.m. Students arriving to school after 8:30a.m. must check in at the main office.

UNEXCUSED ABSENCES

A student is considered unexcused from school when he/she:

1. Has an all day absence that is not approved by the parent/guardian and the school.
2. Leaves the school building at any time for any reason without checking out or notifying the Principal, Assistant Principal, Attendance Office or Health Office.
3. Reports to class after the first 10 minutes of class without a signed pass from the Attendance Office or Administrator.
4. Does not report to a class and has not been previously excused by both a parent/guardian and the school.
5. Reports to a class but leaves without permission.

Parents will be notified of repeated unexcused absences. School may assign consequences such as detention, parent conference, suspension of hall pass privileges and/or parking permit. Continued unexcused absences will result in a referral to the Scott County Court Services. Students will be automatically dropped from enrollment if they exceed 15 consecutive absences.

A large part of what happens in the classroom cannot be replicated and is lost whether the absence is excused or unexcused. It is always in the student's best interest to make up missing work, regardless of the credit he/she will receive, so that he/she will not be missing knowledge and information that they will be held accountable, for the duration of the class.

Parents will receive an automated phone call and should call the school if they have concerns.

Students are considered truant from school under the following conditions:

1. A student under the age of sixteen who is absent from school without a lawful excuse
2. A student between the ages of sixteen and eighteen who is absent from school without a lawful excuse and does not have permission from their parents to quit attending school

Any student in these categories who accumulates seven or more full or partial days of unexcused absences is considered to be legally truant. The school may file truancy referrals in such circumstances with Scott County Court Services.

Students may be dropped from classes if they have accumulated more than ten absences, including both excused and unexcused.

Students will be automatically dropped from enrollment if they exceed 15 consecutive absences.

Once a student reaches 3 cumulative unexcused absences they will be called to the office to have a discussion with an administrator and will receive a phone call home. Students who reach 5 cumulative unexcused absences will automatically receive one hour of after-school detention and will continue to receive consequences for every 5 thereafter.

Behavior Guidelines & Policies

Discipline Continued – Additional information and terminologies

CLOTHING: Clothing may not include words that are lewd, obscene, disruptive, abusive, or discriminatory or which create a safety hazard, or which promotes products or activities that are illegal for minors. Dress or grooming which is disruptive to the classroom or school atmosphere is not allowed. Shoes must be worn at all times for health and safety reasons. Students may NOT wear hats or head coverings (except for religious reasons). Students may not wear facemasks that would prevent the student from being identified. Students must cover their midriff, upper body (no bra straps showing) and shorts may not be shorter than arm length at their sides.

CORPORAL PUNISHMENT: The state law strictly prohibits corporal punishment. Corporal punishment involves the hitting or spanking of a student with or without an object or any unreasonable force that causes bodily harm or substantial emotional harm.

LOCKER POLICY: It is the policy of District 720 and the state of Minnesota (MS127.47) that school lockers, desks and other areas assigned to a student are the property of the school. At no time does the school relinquish its exclusive control of lockers provided for the convenience of students. Inspection of lockers may be conducted by school authorities for any reason at anytime, without notice, without student consent and without a search warrant. The personal possessions of a student within a locker may be searched only when school authorities have reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school must provide notice of the search to the student whose locker was searched unless such disclosure would impede an ongoing investigation by police or school officials.

MODIFICATION OF CONSEQUENCES: Consequences for a specific violation may be adjusted on an individual basis.

PARENTAL QUESTIONS ABOUT DISCIPLINE: Parents may contact building administrators to discuss an infraction and/or consequence assigned if they have questions regarding the situation.

PHYSICAL RESTRAINT: Physical restraint may be used by administrators, teachers and/or other staff only where it is necessary to

use reasonable force to keep a student from injuring himself or herself, others, or property.

POLICE LIAISON OFFICER: Police liaison officers work as school agents. When an offense is committed they may interview a student before calling a parent or legal guardian.

RECOMMENDATION FOR EXPULSION: Expulsion is a legal act which may be taken by the school board, not principals. That is why a meeting is held at the district level before such action is taken by the school board.

SCHOOL LOCATION: Includes a school building, school grounds, school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the areas of entrance or departure from school premises or events, and all school related functions.

SCHOOL PERSONNEL: Any person employed or under the direction/assignment of school personnel and who is acting within the scope of their assignment.

SCHOOL ORGANIZATION: A group, club organization having students as its primary members or participants.

SCHOOL TRANSFER: Transfer from the student's home school to another similar district school.

SCHOOL ZONE: (MN Statute 152.01 Subd 14a.) – (1) any property owned, leased, or controlled by a school district or an organization operating a nonpublic school, as defined in section 123B.41, subdivision 9, where an elementary, middle, secondary school, secondary vocational center or other school providing educational services in grade one through grade twelve is located, or used for education purposes, or where extracurricular or co-curricular activities are regularly provided; (2) the area surrounding school property as described in clause (1) to a distance of 300 feet or one city block, whichever distance is greater, beyond the school property; and (3) the area within a school bus when the bus is being used to transport one or more elementary or secondary school students.

SEARCH AND SEIZURE: Our goal is to maintain a safe environment for students, one that is free of drugs and weapons. To accomplish this goal we must, when given cause, search students, lockers and vehicles on the school grounds. School officials may conduct the search or the school may use drug sniffing dogs to conduct the search. ***Students are advised that cameras provide video surveillance in the building and the parking lot.***

School lockers remain the property of the school and may be inspected at any time without notice, without student consent, and without a search warrant. Personal possessions within the locker may be searched only when school officials have a suspicion that the search will uncover evidence of a violation of law or a school rule. Students will be notified of a search of their personal possessions as soon as possible following a search. In most cases, contraband will be turned over to the police.

Student vehicles may be searched based on observation of contraband in the vehicle or suspicion that the search will uncover evidence of a violation of law or a school rule. The student who drove the vehicle to school will be held responsible for the contraband and face school disciplinary action. In most cases, contraband will be turned over to the police.

When a student's locker or vehicle is searched, the parent/guardian of the student will be contacted.

Under the threat of immediate danger, locker(s) and other areas will be searched immediately.

SEARCH OF VEHICLES: By entering the school parking lot, the person driving any vehicle is deemed to consent to a complete search of the vehicle for any reason. Such search may be conducted by school officials including the school custodian or by law enforcement officers at the school's request. The area of search will include the entire passenger compartment, engine compartment, trunk and undercarriage, and all containers therein, locked or unlocked.

SPECIAL EDUCATION/STUDENTS WITH DISABILITIES: Consequences for students with disabilities will be adjusted, as required by federal and state laws and regulations, and the student's individual education plan (IEP) or 504 Plan.

UNDER THE INFLUENCE: The following behaviors would indicate that a student is "under the influence": smells of alcohol or drugs, physical appearance (red eyes), incoherent, staggering or unsteady walk, slurred speech or comatose. A school authority will check for signs.

COMPLIANCE STATEMENT

Shakopee High School complies with all federal and state laws prohibiting discrimination on the grounds of race, color, national origin, creed, religion, sex, marital status and age.

Any person who feels that his/her rights under these policies have been violated should report the circumstances to the building principal.

PUPIL FAIR DISMISSAL ACT

See "Suspension and Expulsion Procedures" listed below.

SUSPENSION AND EXPULSION PROCEDURES

I. The staff shall recognize its continuing responsibility for the education of the pupil during the dismissal period to help prepare him/her for readmission.

II. **Definitions**

Adopted from the Pupil Fair Dismissal Act. (MS 121A.40-121A.56)

- A. Dismissal. "Dismissal" means the denial of the appropriate educational program to any pupil, including exclusion, expulsion, a suspension.
 - B. District. "District" Independent School District No. 720.
 - C. Exclusion. "Exclusion" means an action taken by a school board to prevent enrollment or re-enrollment of a pupil for a period that shall not extend beyond the school year.
 - D. Expulsion. "Expulsion" means an action taken by a school board to prohibit an enrolled pupil from further attendance for a period that shall not extend beyond the school year.
 - E. Parent. "Parent" means (a) one of the pupil's parents, or (b) in the case of divorce, legal separation or illegitimacy, the custodial parent.
 - F. Pupil. "Pupil" means any handicapped or non-handicapped student under 21 years of age eligible to attend a public elementary or secondary school within the district.
 - G. School. "School" means any school as defined in Minnesota Statutes, Section 120A.05.
 - H. School Board. "School board" means the governing body of the school district.
 - I. Suspension. "Suspension" means an action taken by the school administration, under rules promulgated by the school board, prohibiting a pupil from attending school for a period of no more than five days. This definition does not apply to dismissal from school for one school day or less. Each suspension action shall include a readmission plan. The readmission shall include, where appropriate, a provision for alternative programs to be implemented upon readmission. Suspension may be consecutively imposed against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to persons or property around him/her. In no event shall suspension exceed 15 school days, provided that a suspension exceeds five days.
- III. Pre-Condition to Dismissal (Suspension exceeding 5 days, exclusion or expulsion.)
 No school shall dismiss any pupil without attempting to provide alternative programs or education prior to dismissal proceedings. Such programs may include special tutoring, modification of the curriculum for the pupil, placement in a special class or assistance from other agencies.
- IV. Grounds for Dismissal.
- A. Statutory Grounds. A student may be dismissed on the following grounds:
 - 1. Willful violation of any reasonable school board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements;
 - 2. School Board Regulation.
 - a. Incorporation of conduct regulation. The School Board of Independent School District No. 720, in adopting this policy, hereby adopts and incorporates into the policy the following school board regulation relative to student behavior.
 - b. Forbidden Conduct. Any pupil who willfully engages in any of the following conduct at school, at school activities, on a school bus, or on school grounds shall be subject to discipline including dismissal from school.
 - i. Possesses, sells, consumes or is under the influence of alcohol or unauthorized drugs or controlled substances or possesses or sells equipment intended for use in connection with consumption of the same;
 - ii. Uses smoking materials; engages in the illegal possession, sale or consumption of tobacco; or otherwise violates a school rule with respect to smoking tobacco;
 - iii. Is absent without excuse from school or class with or without the knowledge of any parent or guardian.
 - iv. Destroys or damages the property of another;
 - v. Takes or keeps the property of another;
 - vi. Refuses to obey a school or school district regulation, or a directive of any person in a position of authority;
 - vii. Physically or verbally abuses another person;
 - viii. Possesses a weapon as defined by law;
 - ix. Extorts, or attempts to extort, threatens to extort, harass or terrorize another person;
 - x. Violates a state or federal statute; or local ordinance;
 - xi. Engages in conduct that materially and substantially disrupts the education process;
 - xii. Engages in conduct that endangers the pupil or another person, or the property of the school or of another person;
 - xiii. Violates any other rules or regulations of the school district.
- V. Suspension
- A. Pre-Condition
 No suspension from school shall be imposed without an informal administrative conference with the pupil, except where it appears that the pupil will create an immediate and substantial danger to persons or property around him/her.
 - B. Procedures

1. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of this Act, shall be personally served upon the pupil at or before the time the suspension is to take effect, and upon his/her parent or guardian by the certified mail within 48 hours of the conference. In the event the pupil is suspended without an informal administrative conference on the ground that the pupil will create an immediate and substantial danger to persons or property around him/her, the written notice shall be served either personally or by certified mail upon the pupil and his/her parent or guardian within 48 hours of the suspension. Service by certified mail is complete upon mailing.
2. Notwithstanding the provisions of Part V, A and B, the pupil may be suspended pending the school board's decision in the expulsion hearing; provided that an alternative program shall be implemented to the extent that suspension exceeds five days.
3. A student will be readmitted to school following the expiration of the suspension, unless expulsion proceedings have been commenced.

VI. Expulsion

A. Pre-Condition

No exclusion or expulsion shall be imposed without a hearing unless the pupil and parent or guardian waives the right to a hearing in writing. The school board or its agent shall initiate the action.

B. Notice. Written notice of intent to exclude or expel shall:

- a. Be served upon the pupil and his/her parent or guardian by certified mail;
- b. Contain a complete statement of the facts, a list of the witnesses and a description of their testimony;
- c. State the date, time and place of the hearing;
- d. Be accompanied by a copy of the Pupil Fair Dismissal Act;
- e. Describe alternative educational programs afforded the pupil prior to the commencement of the expulsion or exclusion proceedings; and
- f. Inform the pupil and parent or guardian of the right to:
 1. have legal counsel at the hearing;
 2. examine the pupil's records before the hearing;
 3. present evidence; and
 4. confront and cross-examine witnesses.

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

D. Hearings: Open or Closed. The hearing shall be closed unless the pupil, parent, or guardian requests an open hearing.

E. Hearing: Time and Place. The hearing shall be at a time and place reasonably convenient to pupil, parent or guardian.

F. Right of Representation. The pupil shall have the right to a representative of his/her own choosing, including legal counsel. If a pupil is financially unable to retain counsel, the school board shall advise the pupil's parent or guardian of available legal assistance.

G. Hearing: By Whom. The hearing shall take place before:

- a. An independent hearing officer;
- b. A member of the school board;
- c. A committee of the school board; or
- d. The full school board; as determined by the board.

H. Proceedings Recorded. The proceedings of the hearing shall be recorded and preserved, at the expense of the school district, pending ultimate disposition of the action. Testimony shall be given under oath. The hearing officer or a member of the school board shall have the power to issue subpoenas and administer oaths.

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

J. Witnesses, Confrontation, Cross-Examination. The pupil, parent or guardian or his/her representative shall have the right to compel the attendance of any official employee or agent of the public system or any public employee or any other person who may have evidence upon which the proposed action may be based, and to confront and cross-examine any witnesses testifying for the public school system.

K. Right to Present Evidence. The pupil, parent or guardian or his/her representative shall have the right to present evidence

and testimony, including expert psychological or educational testimony.

- L. Not Compelled to Testify. The pupil cannot be compelled to testify in the dismissal proceedings.
- M. Substantial Evidence. The recommendation of the hearing officer or school board member or committee shall be based solely upon substantial evidence presented at the hearing and be made to the school board within two days of the end of the hearing.
- N. Decision. The decision by the school board shall be based upon the recommendation of the hearing officer or the school board member or committee and shall be rendered at a special meeting within five days after receipt of the recommendation. The decision shall be in writing and the controlling facts found upon which the decision is made shall be stated in sufficient detail to apprise the parties and the Commissioner of Education of the basis and reason for the decision.

VII. Other Reports and Notice Requirements

A. Report to Service Agency

The school board shall report any action taken pursuant to this Act to the appropriate public service agency, when the pupil is under the supervision of such agency.

B. Report to Commissioner of Education

The school board shall report each exclusion or expulsion within 30 days of the effective date of the action to the commissioner of education. The report shall include a statement of alternative programs of education accorded the pupil prior to the commencement of exclusion or expulsion proceedings.

C. Notice of Right to be Reinstated

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

VIII. Non-Credit Programs

The procedure required by this policy need not be observed in connection with discipline related solely to school programs and activities for which no credit is granted.

IX. Responsibilities

A. Evaluation

1. The Board of Education will periodically review and consider changes in the specific regulation submitted by each school or department.
2. Prior to submission to the board and superintendent, the building principal or department head, in cooperation with staff and students, will review rules and regulations.

B. Enforcement

1. All the adult building personnel are responsible for the consistent enforcement of school rules and regulations.
2. The building principal will suspend and only the principal will initiate expulsion or exclusions.

C. Communication

1. It will be the responsibility of the principal to see that each student is given a copy of the building rules and regulations.
2. All rules and regulations will be reviewed with students as to their content and intent.
3. A copy of each building's rules and regulations will be provided to parents.

X. Incorporation of Dismissal Act: Controlling Effect

The Pupil Fair Dismissal Act, M.S. 121A.40-56 is attached to and made a part of this policy. To the extent this policy is inconsistent with the Pupil Fair Dismissal Act, the Act is controlling.

TENNESSEN WARNING

The Minnesota Government Data Practices Act (Minn. Stat. 13.01 et seq.) provides that an individual asked to supply private or confidential data concerning the individual has the right to be informed of the following:

1. The purpose and intended use of the requested data;
2. Whether the individual may refuse or is legally required to supply the requested data;
3. Any known consequence of supplying or refusing to supply the private or confidential data; and
4. The identity of persons or entities authorized by state or federal~ law to receive the data. Minn. Stat. 13.04, subd. 2. This notice is commonly called a Tennesen warning.

USE OF REASONABLE FORCE

"A teacher, school employee, school bus driver or other agent of a district may use reasonable force in compliance with Minnesota Statutes §121A.582 and other laws."

Extra-Curricular Activities & Athletics

ACADEMIC POLICY FOR ELIGIBILITY

It shall be the policy of Independent School District No. 720 to encourage its students to participate in co-curricular activities in order to enhance their total education. Keeping in mind, however, that their academic progress toward graduation is of the prime interest, any student of Shakopee High School desiring to participate in a co-curricular activity must be making satisfactory progress toward graduation in order to be eligible for such participation.

Freshmen:

4 credits at the end of the first semester* 10 credits at the end of the second semester (to be eligible as a sophomore)

Sophomores:

15 credits at the end of the first semester 20 credits at the end of the second semester (to be eligible as junior)

Juniors:

27 credits at the end of the first semester 34 credits at the end of the second semester (to be eligible as a senior)

Seniors:

41 credits at the end of the first semester.

*After the first semester of the freshmen year, a student may have his/her eligibility restored after a two-week period of ineligibility (practices and contests) **IF** the student earned at least three credits during the first semester and is passing all of his/her classes each week during the second semester.

Any junior or senior who has not met the minimum credit requirements as stated above, but has exhibited a desire to improve his/her academic standing by obtaining passing marks in a minimum of ten subjects over the previous two consecutive semesters (including summer school) may be declared eligible by meeting guidelines laid out in this handbook. A student/athlete may also be declared eligible after one semester if s/he has achieved a GPA of 2.0 or better and passes a minimum of six classes.

Any student who does not have a cumulative grade point average of 1.7 (C-) shall be monitored by the Activities Office. The student's weekly eligibility (for both practice and events) will be determined on weekly progress reports turned into the Activities Office.

Should a semester end while an activity is in progress, the academic eligibility of a student shall be upgraded or downgraded as applicable.

ACTIVITIES – GENERAL INFORMATION

Shakopee High School has an extensive activities program. This includes athletics, band and vocal groups, clubs, drama, yearbook, speech, and academic competition teams. All students are encouraged to become involved in activities. Activities make high school both more enjoyable and more meaningful. All of these activities are under the direction of Mr. John Janke, Activities Director.

All activities, whether associated with the Minnesota State High School League (MSHSL) or not, will follow the rules for eligibility set down by the MSHSL. All activities will follow the rules for academic eligibility as set down by the school. Students wishing to become involved in an activity should listen for announcements, attend organization meetings and/or talk to the coach/director.

JOIN

Shakopee offers a variety of activities for High School students.

In order to participate in **athletics**, two things must be completed. The online registration must be submitted and the Activities Office must have a current sports physical on file for you. There is also a registration fee for 9-12th grade sports of \$150 that gets paid through the online registration system. Here is a list of all of our athletics-

Fall

Girls Volleyball
Boys & Girls Soccer
Girls Tennis
Girls Swim & Dive
Boys & Girls Cross Country
Football
Cheerleading
Adapted Soccer
Performance Dance

Winter

Boys Wrestling
Boys Swim & Dive
Boys & Girls Basketball
Boys & Girls Hockey
Dance
Cheerleading

Spring

Girls Softball
Boys Baseball
Boys & Girls Track & Field
Boys Tennis
Boys & Girls Golf
Boys & Girls Lacrosse
Adapted Softball

In order to participate in **Fine Arts or Instructional Competitive Activities**, only the online registration must be submitted. There is also a registration fee for these activities that gets paid through the online registration system. Here is a list of all of our activities that require registration along with their associated fees-

Band (\$40)
Choir (\$40)
Drama (\$40)

Knowledge Bowl (\$40)
Math League (\$40)
Robotics (\$150)
Speech (\$150)

HOSA-Health Occupations Students of America (\$40)

If a student participates in both Band and Choir, the \$40 is only paid once.

The Drama fee is paid by those only in on stage with speaking roles, although we do ask that everyone participating registers.

Drama participants must register for each production throughout the school year.

In order to participate in any other **activity or club**, no registration through the Activities Office is required. Here is a list of other activities available at Shakopee-

ACE-Architecture, Construction & Engineering
Bowling Club
Fishing Club
German Club
Mountain Bike Club
SADD-Students Against Destructive Decisions
Student Council
Youth in Government

ALAS
Climbing Club
GSA-Gay Straight Alliance
Leaders in Education & Diversity
National Honor Society
Spanish Trip
Trap Club

Amnesty International
Drama Club
German Amer. Partnership Prgm
Link Crew
Prom Committee
SUDS-Shako. Urban Dance Squad
World Languages Honor Society

SUPPORT

Shakopee also has free student admission to athletic and activity events! All students get into home events for free with a student ID. K-8th grade will need to attend with a paid adult, but 9-12th are allowed to come by themselves. Student IDs will be issued to every student in the district at the beginning of the school year. Until the current IDs come in, students may still get into games by using an ID from the previous year. Once all of the current IDs are in, they will be required for entry. As always, children below Kindergarten get in for free. This is a great opportunity for students to come to games to support Shakopee!

ACTIVITY PARTICIPATION AND ATTENDANCE

To participate in and/or attend school activities, students must be in regular attendance during the school day. (See the Attendance Procedures for Students. Students who have an unauthorized absence during the day may not participate in activities after school.)

Students who are in an in-school or out-of-school suspension may not attend or participate in activities on the day(s) of the suspension.

If you have a question on an absence and activity participation, see your counselor, the Activities Director, or the Principal.

SPECTATOR EXPECTATIONS AT CO-CURRICULAR EVENTS

- We welcome enthusiastic fans that come to watch the game/performance and encourage our team/performers. Good sportsmanship is our goal and our trademark.
- Please arrive at an appropriate time prior to the beginning of an auditorium event. If this is not possible, please enter quietly at an appropriate time, such as a scene change or after the first musical selection.
- Running, throwing candy, or horseplay, like grabbing hats or playing catch in crowded areas is both annoying and dangerous. Spectators that endanger themselves or others by their behavior will be ejected from the event.
- If you need to leave a performance, wait for an appropriate time and leave quietly using extreme care to not let the auditorium doors slam.
- We thank fans for patronizing our concession stand. Remember that rude behavior such as cutting in line or speaking rudely to those working there is not acceptable.
- Only **covered beverages** are allowed in the gymnasium. No food or beverages are allowed in the auditorium.
- Please refrain from loud behavior that would be distracting to the performers and the other audience members at fine arts activities.
- Applause is appropriate when music groups enter and exit the stage and after each selection during a musical performance. However, songs that have more than one movement do not require applause until the end of the final movement when the conductor steps off the podium. During theatrical performances, applause is appropriate at the end of scenes and acts, after songs (musical only), and at the end of the performance.
- Toys should be left at home. Game balls must be left at the gate.
- We expect spectators to address volunteers, supervisors and each other respectfully. Disruptive language has no place at Shakopee Saber activities.
- Firecrackers, smoke bombs or weapons of any kind are strictly prohibited at any District 720 activity. Violators may be subject to

state and/or federal law.

- Banners and signs are not permitted, except those done by cheerleaders or those otherwise approved by school officials. Signs are to be designed to promote positive, enthusiast support.
- Use of noisemakers, horns whistles or other artificial attention-getters is not permitted by the South Suburban Conference.

The Shakopee School District operates under a set of Community Values. Two of those values are responsibility and respect for others. We are asking that as a parent you review these values with your children before they attend any sports or fine arts activity.

SPORTSMANSHIP EXPECTATIONS

Shakopee School District students are expected to demonstrate socially accepted behavior. Student participants in co-curricular activities represent the school in a very public manner, and thus student conduct is under close scrutiny. Because of their visibility and status as role models for younger students, proper conduct and abiding by school rules, Minnesota State High School League rules and local and state laws is expected of all students involved in co-curricular activities.

Students representing Shakopee High School are expected to conduct themselves in a manner that will not cause the school, parents, our community, any team/group or coaches/advisors embarrassment. This applies whenever the student is part of any activity, either athletic or non-athletic, before or after a contest/performance or practice, in transit to and from activities, or at any function associated with the activity. Parents, who are role models for their children, are also expected to display positive sportsmanship at all athletic contests. The South Suburban Conference has established a sportsmanship credo which ALL individuals are expected to follow.

Any acts of student misconduct may result in disciplinary action whether or not this misconduct is directly involved with a school event or activity. Students will be disciplined for misbehavior at both home and away events. The Minnesota State High School League’s Code of Responsibility allows school authorities to discipline students for violation of League rules.

Disciplinary action may include: a conference with the coach/Activities Director/principal, a meeting with parents and possibly either suspension or dismissal from the team or activity. Other appropriate disciplinary action may be taken by the school administration. This could include detention, suspension, exclusion from school activities and/or expulsion.

In addition, coaches/advisors may establish their own specific policies. These policies should be presented to players and parents at the beginning of the season and are subject to the approval of the Activities Director.

Acceptable and Unacceptable Behavior Standards as Specified by the National Federation of State High School Associations

Acceptable	Unacceptable
Applause during introduction of players, coaches and officials.	Yelling or waving arms to distract or interfere, such as during an opponent’s free-throw attempt.
Players shaking hands with an opponent who leaves a contest while both sets of fans recognize player’s performance with applause	Disrespectful or derogatory yells, chants, songs, or gestures.
Accept all decisions of officials.	Booing or heckling an official’s decision.
Cheerleaders lead fans in positive school yells in positive manner.	Criticizing officials in any way; displays of temper with an official’s call.
Handshakes between participants and coaches at the end of a contest, regardless of outcome.	Yells that antagonize opponents.
Treat competition as a game, not war.	Refusing to shake hands or give recognition for good performances.
Coaches/players search out opposing participants to recognize them for an outstanding performance or coaching.	Blaming loss of game on officials, coaches, or participants.
Applause at the end of a contest for the performances of all participants.	Laughing, waving arms or name-calling to distract an opponent, which may lead to ejection and further action.
Everyone showing concern for injured players, regardless of the team.	Use of profanity or displays that draw attention away from the game.

Encourage surrounding people to display only sportsmanlike conduct.	Doing individual yells instead of following the lead of cheerleaders.
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STATE TOURNAMENT DISMISSAL (GENERAL GUIDELINES)

Students will be dismissed for state tournaments in which Shakopee teams or individuals participate. Parents must call in to excuse their child from school. Dismissal times and deadlines will depend on game times.

Student Rights

Harassment and Violence Policy

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

A. Sexual Harassment; Definition

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

B. Racial Harassment; Definition

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

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

C. Religious Harassment; Definition

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

1. has the purpose or effect of creating an intimidating, hostile or disruptive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance.

D. Sexual Violence: Definition

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

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

- a. Touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- b. Coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
- c. Coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another;
- d. Threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

E. Racial Violence: Definition

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

F. Religious Violence: Definition

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

G. Assault; Definition

Assault is:

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

IV. REPORTING PROCEDURES

- a. Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel, should report the alleged acts immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent.
- b. In each school building: The building principal is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence at the building level. Any adult school district personnel who receives a report of religious, racial or sexual harassment or violence shall inform the building principal immediately.
- c. Upon receipt of a report, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- d. In the District: The school board hereby designates the school district Human Resources Manager as the school district human rights officer(s) to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- e. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and

telephone numbers.

- f. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.
- g. Use of formal reporting forms is not mandatory.
- h. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

V. INVESTIGATION

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

VI. SCHOOL DISTRICT ACTION

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

VII. REPRISAL

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

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

IX. HARASSMENT OR VIOLENCE AS ABUSE

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

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be posted in each school building in an area accessible to pupils and staff members, and on the school district web site.
- B. This policy shall appear in the student handbook.
- C. The school district will develop a method of discussing this policy with students and employees.
- D. This policy shall be periodically reviewed for compliance with state and federal law.

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 -

- No student, teacher, administrator, volunteer, contractor or other employee of the Shakopee Public Schools shall plan, direct, encourage, aid or engage in hazing.
- No teacher, administrator, volunteer, contractor or other employee of the Shakopee Public Schools shall permit, condone or tolerate hazing.
- Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- This policy applies to behavior that occurs on or off school property and during and after school hours.
- A person who engages in an act that violates school policy or law in order to initiate into or affiliated with a student organization shall be subject to discipline for that act.
- 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”** - 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:

- Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
- 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.
- 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.
- 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.
- 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.

“Student organization” - A group, club or organization having students as its primary members or participants. It includes all 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

- 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 the School District Human Rights Officer(s) or building principal.
- 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(s) or the Superintendent.
- Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events that 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.
- Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

V. SCHOOL DISTRICT ACTION

- 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. REPRISAL

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

VII. DISSEMINATION OF POLICY

This policy shall appear in all staff, student and parent handbooks.

NOTICE OF NONDISCRIMINATION

Independent School District 720 is committed to a policy on nondiscrimination. The school district will not discriminate in any matters concerning staff, students, educational programs and services and persons with whom the board does business.

In addition to compliance with all federal and state laws, the school district shall consider discrimination to be an overt or covert behavior that excludes participation in or denies the benefits derived from any educational program or employment opportunity based on race, color, creed, religion, national origin, sex, sexual orientation, marital status, disability, status with regard to public assistance and age.

In keeping with the school district's commitment and the requirements of law, the school district will establish and maintain a program designed to identify, remediate and prevent discrimination in employment, assignment and promotion of personnel; in educational programs, services and opportunities offered students and staff; in location and use of facilities; and in educational materials.

RIGHTS REGARDING PUPIL RECORDS

Independent School District No. 720 gives notice to parents of students currently in attendance in the district, and eligible students currently in attendance in the district, of their rights regarding pupil records.

Independent School District No. 720 has adopted a board policy in order to comply with state and federal laws regarding education records. The policy does the following:

It classifies records as public, private or confidential.

It establishes procedures and regulations to permit parents or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.

It establishes procedures and regulations to allow parents or students to request the amendment of a student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

It establishes procedures and regulations for access to and disclosure of education records.

It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent or student when required prior to disclosure.

Copies of Board policy and accompanying procedures and regulations are available to parents and students upon written request to the Office of Superintendent of Schools.

- Pursuant to applicable law, Independent School District No. 720 gives notice to parents of students currently in attendance in the district, and eligible students currently in attendance in the district, of their rights regarding "Directory Information."
- "Directory information" includes the following information relating to a student: the student's name; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.
- The information listed above shall be public information which the school district may disclose from the education records of a student.
- Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.
- In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent or eligible student must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice. This written request must include the following information: name of student; home address; school presently attended by student; parent's legal relationship to student, if applicable; specific category or categories of directory information which is not to be made public without the parent's or eligible student's prior written consent.
- Complaints regarding alleged violations of rights accorded parents or eligible students by the federal law and the regulations

promulgated there under may be submitted in writing to the Student Family Education Rights and Privacy Office, U.S. Department of Education, Washington, DC 20202.

Student Services

BUSSES

Busses are provided for students who live more than two miles from the main entrance of the high school. Transportation questions can be directed to Palmer Bus, 952-445-1166. Consequences for violating transportation expectations are outlined in the **Behavior Guidelines** section of the handbook.

CAREER CENTER/STUDENT SUPPORT SERVICES

The Career Center/Student Support Services office is located off the Commons area. The following services are available in this office, or students may be referred to other services within the building or outside the building:

SCHOOL COUNSELORS: Counselors are available to help students with their high school academic program, post-high school planning, and personal counseling referrals. If students are experiencing any problems, they can consult their counselor for direction and help. Counselors can also assist students with the college selection, application, and scholarship process. They also help students to select and research possible careers as well as students interested in working with the Naviance/Family Connection system.

CHEMICAL HEALTH: Students concerned about their own chemical use, or a friend's chemical use, may contact their counselor in the Student Services office. Their counselor may make a referral to the Chemical Health Counselor at SHS. The Chemical Health Counselor is affiliated with Scott County. Students must have a parent/guardian sign a release before they can meet with the Chemical Health Counselor.

HIGH POTENTIAL COORDINATOR: A High Potential Coordinator is available to help students maximize their potential. This might include help with course selection, scheduling, selecting options, etc. Seniors may want to consult with the coordinator on college selection and admission.

MENTAL HEALTH COUNSELORS: Students experiencing emotional difficulties should contact their counselor for referral to the school psychologist or social worker. This includes students experiencing problems at home or outside of school; counselors have resources to help students.

POLICE RESOURCE OFFICER: A police resource officer is available for students when necessary. Contact the officer through the main office.

SCHOOL PSYCHOLOGIST: Provide consultation and conduct evaluations necessary for special education services.

SOCIAL WORKER: A social worker is available for students. Contact the social worker through your counselor.

FOOD SERVICE

Breakfast

Breakfast is \$1.65 for students and can be purchased directly out of your meal account. Please note that there are a la carte items to purchase at breakfast time in addition to the main breakfast. There must be money in your account for you to purchase a la carte breakfast items. All food items must be consumed in the Commons area. No food is allowed out of the Commons area.

Lunch

Lunch is \$2.65 for students and can be purchased directly out of your meal account. If you wish to purchase an extra entrée, side item or something from a la carte, there must be money in your account in order for you to purchase any extras. Sufficient money needs to be in your account to ensure that you will be able to purchase a lunch. When the account is in a negative status, the student will be offered a cheese sandwich and milk until the negative balance is paid.

After finishing your lunch, bus all your own dishes and silverware to the designated area. Abusing your lunchroom privileges will result in suspension from the lunchroom for various periods of time or other disciplinary actions. Please do not take any food out of the Commons. Students who bring their own lunch are asked to eat in the Commons. Food from restaurants may not be dropped off or delivered to a student at lunch. Students may not have guests that are not currently enrolled at SHS join them for lunch.

Shakopee High School has a closed campus. Students will not be excused to leave the building during their lunch period.

DEPOSITING MONEY INTO ACCOUNTS

Money may be deposited on line at www.shakopee.k12.mn.us. There is a \$1.75 fee. You can also send payment to Shakopee Food Service, 200 10th Ave E. Shakopee – Attention: Deb. You may also pay before meal time at the cashier station. We do not recommend paying money over serving time as this slows down the lunch line. Please make sure the student's first and last name is in the memo part of the check.

Any questions about food service or your meal account can be directed to Vicki in Food Service at 952-496-5141.

FUNDRAISING

All fundraising requests need to be associated with an active student organization and need to be approved through the Activities Office in advance.

HEALTH SERVICES

Health services are provided in the Shakopee School District to promote and maintain the health and safety of all students and staff. Healthy students are better learners.

The school district, in accordance with state law, will develop, maintain and monitor health records and statistics. Every effort will be made to safeguard the privacy of all health data that must be accumulated. Information in the pupil health record includes, but may not be limited to, immunizations and vision and hearing screening results.

ILLNESS AND INJURY

A Registered Nurse (Licensed School Nurse) and Licensed Practical Nurse (LPN) staff the school health office to administer medications, provide first aid for injuries and care for students who become ill at school. The Licensed School Nurse writes emergency care plans and individual health plans as needed and distributes them to staff who need to know.

Students exhibiting the following symptoms will be excluded from attending school at the discretion of the school nurse, principal, or designee:

- elevated temperature over 100 degrees
- vomiting and/or diarrhea
- suspected contagious disease such as chicken pox
- other circumstances as identified in consultation with the student's parent or guardian

Parents/ guardians are asked to contact the school nurse about new health problems that impact education, anytime a student is absent 3 or more days in a row or if an extended absence due to scheduled surgery or hospitalization is expected.

IMMUNIZATIONS

In accordance with Minnesota Statutes, section 121A.15 and 135A.14, all children who are enrolled in a Minnesota school must be immunized against diphtheria, tetanus, pertussis, polio, measles, mumps and rubella or submit signed exemption forms. Students entering Kindergarten and 7th grade must also be immunized against hepatitis B. Records of all children entering the Shakopee schools will be reviewed. No child, unless he/she meets allowable exemptions, will be allowed to attend school if those records are not up to date. Students who are not up to date on immunizations will not receive a schedule. Allowable exemptions include either (1) a medical exemption signed by a physician stating that the immunization is prohibited for medical reasons or because an adequate immunity already exists or (2) a conscientious exemption signed by the parent or legal guardian and notarized stating that the child has not been immunized because of conscientiously held beliefs of the parent or legal guardian.

LOCKERS

Each tenth and eleventh grade student will be assigned a locker with his/her new schedule at the start of the year. Seniors may request a locker through the main office. Combinations should be carefully guarded and not shared with other students to minimize the possibility of property loss. Locker problems should be reported to the main office. It is strongly recommended students not leave large amounts of money or valuables in lockers. The school will not pay for lost or stolen property. The cost of repairing damage to lockers may be charged to the student.

LOST AND FOUND

In the event that a student has misplaced a personal item, there are several places to check. If the item is an electronic device such as a cell phone, iPod or calculator, students should check in the main office or with the School Resource Officer. If the item is of lesser value, such as an article of clothing or book, students should check the lost and found box located next to the main entrance of the building or with the Greeter.

MEDIA CENTER

Students are encouraged to use the media center for class assignments, research work, and leisure reading. Reference books, magazines, computers for internet research, and fiction/non fiction books are available to the students. Different regulations apply to each type of material. Learn these rules quickly and take advantage of our fine media center facility. Students will be charged for any destroyed or lost media center materials. The media center specialist as well as the staff is available at all times to serve you between the hours of 7:45-4:00 Monday through Friday.

MEDICATIONS

Shakopee Schools maintain a safe, effective medication procedure that is current with accepted standards.

1. When medication is given by designated school personnel other than the school nurse, those staff are in-serviced yearly and supervised by the licensed school nurse.
2. Medication must be brought to school in an original container appropriately labeled by the pharmacy with date, student's name, dosage, time intervals and any other key instructions. Over-the-counter medication will be administered only when the medication comes in the original container.
3. The "Permission to Dispense Medication" form must be filled out completely and submitted in order for the school to administer medication to a student. The form needs to be signed by both the parent and the physician for all prescription medications. Only a parent signature is required for over-the-counter medication. These forms will not be carried over from one year to the

next and new forms must be submitted each year.

4. Students may carry inhalers for asthma or Epipen for allergies if their health care provider writes that the student may do so. Asthma Action Plan or Allergy Action Plan forms are completed by the health care provider at the beginning of the school year.
5. Whenever possible, the parent or guardian should make arrangements so that it is not necessary for school personnel to administer medication to a student during the school day.

SPECIAL EDUCATION SERVICES

Special Education services are available for SHS students meeting state and district criteria. Parents and students may access assessment/services by contacting their teacher, counselor or Special Education department chair.

STUDENT PARKING

Students driving to school must have a parking permit and must park in the student parking lot east of the high school. Students and parents will sign a Parking Permit Form. Fees will be \$100 a year with the exception of students who will receive their driver's license later in the school year. At that time, their fee will be prorated according to the portion of the year that they intend to park in the lot as determined by office staff. Permits are limited and may not be available for purchase later in the year. If the student is driving a different vehicle to school on any given day, it is their responsibility to transfer the removable parking permit to the vehicle they have driven to school. Lost decals can be replaced at a cost of \$10. Permits may not be given or sold to another student. Failure to follow the above rules may result in the student's vehicle being towed at owner expense. Students should be aware of the Search and Seizure policy outlined within the handbook.

Students with outstanding fines from the previous semester or school year will not be allowed to buy a permit for the current semester until the fine is paid. Vehicles that display references to alcohol, tobacco, drugs, or anything deemed disruptive to others including but not limited to swastikas, confederate flags, obscene bumper/window stickers, or other slogans or decorations not appropriate for school, will be banned from school grounds. Students who violate the agreement will have their parking privileges revoked.

The Parking Regulations and Application can be picked up in the main office or can be found online. The completed application form, proof of valid driver's licence, and full payment are required to purchase a permit.

SUPPLIES AND COPIES

Students need to check with their teachers to determine what supplies are needed for their classes and special class projects. Additionally, the Registration Handbook lists supplies required for classes. While the office does not have supplies for students, the Saber Shop located in the Commons does carry school supplies. When students need to have copies of classroom materials made or special projects, they can see Media Center Staff.

TEXTBOOKS

The school will charge an appropriate replacement fee for textbooks, workbooks, or library books lost or destroyed by students.

Miscellaneous

ANNOUNCEMENTS

Announcements for the student body are to be turned in to the office by 1:00 pm on the day before the announcement is to be made; they should be signed and approved by an advisor or coach. The announcements will be posted outside the main office; on the high school website; and will scroll across the television screens in the hallways. It is the responsibility of students who are attending classes outside of the high school to read the posted announcements.

DANCES

Dances at Shakopee High School are for students in grades 10 - 12. Junior high students will not be admitted to dances. Guests will be admitted to dances if they are registered in the office by 3:00pm the Wednesday before the dance.

The following rules will apply to all dances.

1. Any dance held at Shakopee High School and sponsored by a class or organization of the high school shall be for students of Shakopee High School and guests when permitted.
2. A student of SHS may invite a guest to the dance. The guest must be at least a sophomore in high school and under the age of 21. The guest must be registered in the office prior to the dance, and a Dance Registration Form must be filled out.
3. The hours for dances shall be 8:00 to 11:00 PM.
4. Students may not leave the dance and return.

5. Any student smoking will be removed and will face regular school and law enforcement disciplinary action.
6. Students not dressed properly will be refused admittance.
7. Students asked to leave the dance due to their actions will be referred to an Administrator and may lose the privilege to attend future dances for up to one calendar year.
8. Students under the influence of mood altering chemicals or alcohol will be detained and the parents or guardians and police will be called. Students will face regular school disciplinary action.
9. Groups sponsoring dances must complete a dance request form. These forms are in the principal's office.
10. Students must present a school ID and guests must present a photo ID to be admitted to dances.

EIGHTEEN-YEAR-OLD STUDENTS

Students who are eighteen years old may, with parent/guardian permission, assume responsibility for their own records and attendance. If a student and his/her family would like to allow him/her to have rights to attendance, records, or both, the student must go to the attendance secretary and request the 18+ Permission Form. Once the form is signed and returned, rights may be given to the student. School administration reserves the right to revoke the permission if it is being abused.

EMERGENCY PLANNING - Fire Drills and Tornado Drills

Posted in each room is a notice related to evacuation and shelter in the event of an emergency. FOLLOW THESE DIRECTIONS unless an emergency causes other directions to be given. When exiting the building, move promptly, but without running. Keep orderly lines. All students and all school employees are to leave the building and are not to return until the all clear is given. Those leaving the building first are to go 300 feet away from the building.

In the case of a tornado drill or warning, a steady bell will be heard. Teachers will direct students to follow the signs posted in each room.

EMERGENCY PLANNING - Lockdowns and emergencies within the building

It may become necessary to evacuate or lockdown the building because of an emergency. You will be notified of such an emergency over the P.A. or by your classroom teacher. All students are expected to follow the emergency directions given by adult supervisors. Emergency evacuation and lockdown procedures will be practiced.

EMERGENCY PLANNING - Weather Emergencies

Here in the upper Midwest from time to time we have weather conditions that cause school to begin late or to be cancelled completely for the day. The official radio station carrying such information is WCCO (830 AM). Please listen to this station, check the website, and DO NOT CALL THE SCHOOL. For most emergencies, an automated call will be sent to homes.

MONEY/VALUABLES

DO NOT bring excess money or valuables to school. The safety of these items can NOT be guaranteed. Also note - for security purposes, **the Main Office does NOT keep cash in the office.** Please bring exact amounts when paying classroom fees or one dollar bills or coins for vending machines.

MOVING

If at any time your address changes, please contact the school office as soon as possible so there is no interruption to your school correspondence. If you are moving out of the school district and will no longer be attending Shakopee schools, please allow at least 2 days advance notice whenever possible so your student can complete a Withdrawal Grades sheet to take to their new school. In the case of a withdrawal, please note expectations in **Academics** section of the handbook related to **Withdrawal Procedures**.

PARENTS AS PARTNERS

Volunteers are important partners in the education of our students and there are many times that we need parent volunteers. Please consider sharing your time with the students and staff. We realize that volunteering takes a different form at the High School level because of the unique characteristics of adolescent students. Be assured, though, that your participation is needed and benefits everyone - students, school, community and you.

There are many ways you can be involved at the Shakopee High School including the following volunteer opportunities:

- **Community Resource Speaker:** Add your name to our file of community members willing to speak to classes about their occupation, hobby, ethnic heritage or travel experience. Share your first-hand knowledge with students and enrich their learning.
- **Tutor:** Work with individual students, under the supervision of a teacher, to reinforce math, spelling, reading or writing skills.
- **Media Center Support:** Shelve books or assist students with research projects.
- **Career Center:** Help students' access career, college and scholarship information.
- **Special Projects:** Assist office staff with bulk mailings or special events.
- **Athletics Events Volunteer:** Help at three athletic events and receive an activity pass.
- **Band Boosters:** Provide support for the band program and assist with band fund raising efforts.
- **Dollars for Scholars:** Assist with coordinating the annual community drive for scholarship funds.
- **Senior Class Party:** Help plan and coordinate the all-night graduation party. Planned and staffed entirely by parents and community members.

For more information about volunteer opportunities, contact the School District's Volunteer Office at 952-496-5028 or the High School volunteer coordinator at 952-496-5152.

SENIOR OPTION

During their senior year, students who have at least 36 credits entering the 1st semester and 42 credits entering the 2nd semester are eligible to participate in senior option. If a student meets the criteria they may, with parent/guardian permission, be excused from one study hall during 1st or 7th hour.

Students must have:

- a 3.0 grade point average
- no behavior referrals
- no previous attendance concerns

Senior option will begin the second week of each semester and can be revoked for disciplinary and/or attendance issues.

VISITORS

Students who want to bring visitors to the school must make a request to administration **at least one day in advance**. All visitors are required to report to the main office and provide picture identification. Student visitors must report to the main office to pick up a guest pass and name tag. Visits may or may not be approved depending on the visitor, the visitee, and the reasons for the visit, and consideration of all other circumstances. In most cases, students who have recently dropped out or transferred will not be allowed to visit. Visitors who attend another local school district currently in session will generally not be provided a guest pass. Student visitors will not be permitted during the last two weeks of a semester.

Procedures found in this handbook are subject to change.

The following form will be handed out in homeroom and collected after the teachers review specific parts of the handbook.

SHAKOPEE HIGH SCHOOL

STUDENT POLICIES RELATING TO STUDENT CONDUCT AND TECHNOLOGY ACCESS

I have received a copy of the SHS Student Handbook.

I have read, understand and acknowledge receiving the Policies Relating to Student Conduct and Technology Access.

Student Initials

Religious, Racial and Sexual Harassment _____

Pupil Fair Dismissal _____

Student Code of Conduct _____

Student Parking Regulations _____

Acceptable Use of Technology

Any student wishing to access computers, Internet and other technology resources must agree to the Acceptable Use of Technology Policy, and satisfactorily complete approved training. Students do not have to initial the policies; failure to agree to the policy would mean that the student could not access school computers for educational purposes. Unacceptable use of resources may result in loss of privileges and/or disciplinary or legal consequences. Complete policy information can be found in the student/ parent handbook.

Acceptable Use of Technology

Student Initials

By signing this we acknowledge that we have read these policies and discussed the consequences of violating any of the above.

PRINT Student Name

Grade

Student SIGNATURE

Date

Summary of Changes to 2017-2018 SHS Student Handbook

Page 6 - Add “Early Release Dates”

Early Release Dates

Four Early Release days were added to the 2017-18 academic calendar. On these days, students are dismissed two hours early from school so that teachers and other educators may meet, collaborate, receive training, develop methods and programs to improve student academic achievement.

The dates are as follows:

September 27, 2017

November 29, 2017

March 14, 2018

April 25, 2018

Page 6 - Add “Academic Dishonesty (Cheating and Plagiarism)”

- language attached - Appendix A

Page 8 - Revision to “Graduation - Class Credit Requirement”

Old language - Students are responsible for keeping track of their credits and monitoring their status for graduation. A semester long course that is successfully completed will yield one credit. Students will be required to meet the following credit requirements for graduation from Shakopee High School.

Subject Area Credits

English 8

Mathematics 6

Social Studies 8

Science 6

Fine Arts 2

Physical Ed/Health 3

Electives 15

Total credits: 48

All students must register for a minimum of five credits each semester. To graduate on time, students will need to average six classes per semester. The usual student load at Shakopee High School is six classes per semester. Many of our students take seven classes per semester.

Students must pass two fine arts courses to graduate. A list of courses that meet the fine arts requirement are available in the student registration guide that comes out at the beginning of each calendar year prior to registration.

New language - Students are responsible for keeping track of their credits and monitoring their status for graduation.

A semester long course that is successfully completed will yield one credit. Class of 2018 will follow the existing graduation requirements of 48 credits. Class of 2019 will be required to have 50 credits for graduation and Class of 2020 will be required to have 52 credits for graduation. Specifics regarding the changes in graduation requirements for each year through 2022 and beyond can be found:

<http://www.shakopee.k12.mn.us/Page/8183>

Page 14 - Add “Turn In”

Student digital learning devices and accessories will be checked in at the end of each school year at a date and time determined by the Administration. Exceptions to the requirement for turning in a device may be available at the district’s discretion. Students who graduate early transfer, withdraw or are expelled will return the device and accessories at the time of withdrawal. Failure to return the property in a timely fashion may result in the involvement of law enforcement.

Page 16 - Revision to "Excessive Absences"

~~Students may have a maximum of ten absences in a semester. Parents/guardians will be notified when students reach five, eight and eleven total absences. Students may lose class credit on the eleventh total absence. Each notification will include student, parent, and school responsibilities and/or consequences.~~

Page 16 - Revision to "Make Up Work" and "Students Outside"

Old language -

Make-Up Work Following an Absence: Students will have one day of make-up time for each day of absence. If a student is absent on Tuesday and returns on Wednesday, the work assigned on Monday will be due on Wednesday. The work missed on Tuesday will be due on Thursday. If a student does not make up the work in the allotted time, s/he may then fail the assignment or test.

Students Outside: Students are not allowed to leave the building without permission during the school day. Parents will be contacted when students are leaving the building without permission. ~~Unauthorized absences from class may result in the loss of credit for that class.~~

New language -

Make-Up Work Following an Absence: Students will be required to work with their teacher to make up missing work.

Students Outside: Students are not allowed to leave the building without permission during the school day. Parents will be contacted when students are leaving the building without permission.

Page 17 - Revision to "Unexcused Absences"

Old language -

Students are considered unexcused until parent or doctor notification is received. Unexcused absences count toward the maximum of ten absences per semester.

New language -

A student is considered unexcused from school when he/she:

1. Has an all day absence that is not approved by the parent/guardian and the school.
2. Leaves the school building at any time for any reason without checking out or notifying the Principal, Assistant Principal, Attendance Office or Health Office.
3. Reports to class after the first 10 minutes of class without a signed pass from the Attendance Office or Administrator.
4. Does not report to a class and has not been previously excused by both a parent/guardian and the school.
5. Reports to a class but leaves without permission.

Parents will be notified of repeated unexcused absences. School may assign consequences such as detention, parent conference, suspension of hall pass privileges and/or parking permit. Continued unexcused absences will result in a referral to the Scott County Court Services. Students will be automatically dropped from enrollment if they exceed 15 consecutive absences.

A large part of what happens in the classroom cannot be replicated and is lost whether the absence is excused or unexcused. It is always in the student's best interest to make up missing work, regardless of the credit he/she will receive, so that he/she will not be missing knowledge and information that they will be held accountable, for the duration of the class.

Page 23 Revisions to Activities & Athletics

- Increase Activity Fees
- Remove FLA and Renaissance from list of activities/clubs
- Add ALAS, Bowling Club, Climbing Club and World Language Honor Society
- Remove Activity Bus language

Page 25 - Add "No food or beverages allowed in the auditorium."

Page 30 - Revision to Career Center/Student Support Services

SCHOOL COUNSELORS: Counselors are available to help students with their high school academic program, post-high school planning, and personal counseling referrals. If students are experiencing any problems, they can consult their counselor for **direction** and help. Counselors can also assist students with the college selection, application, and scholarship process. They also help students to select and research possible careers as well as students interested in working with the Naviance/Family Connection system.

~~**CAREER CENTER SPECIALIST:** The Career Center Specialist can assist students with the college selection, application, and scholarship process. The specialist also helps students to select and research possible careers as well as students interested in working with the Naviance/Family Connection system.~~

HIGH POTENTIAL COORDINATOR: ~~The~~ A High Potential Coordinator is available to help students maximize their potential. This might include help with course selection, scheduling, selecting options, etc. Seniors may want to consult with the coordinator on college selection and admission.

Page 31 - Increase Meal Prices from Food Services

Page 31 - Lockers

Old language - Each student will be assigned a locker. Periodically lockers should be cleaned and are subject to examination. Tell no one your combination and do not share your locker with another student. Do not leave anything of great value in your locker - check it at the office. If your locker is not functioning properly, report that to the office immediately.

New language - Each tenth and eleventh grade student will be assigned a locker with his/her new schedule at the start of the year. Seniors may request a locker through the main office. Combinations should be carefully guarded and not shared with other students to minimize the possibility of property loss. Locker problems should be reported to the main office. It is strongly recommended students not leave large amounts of money or valuables in lockers. The school will not pay for lost or stolen property. The cost of repairing damage to lockers be charged to the student.

Page 32 - Increase Student Parking Fees to \$100

Appendix A

ACADEMIC DISHONESTY (CHEATING AND PLAGIARISM)

All work submitted for credit in any class at SHS is expected to be produced by and be the original work of the student submitting it. Copying coursework in any form is prohibited and students who allow their work to be copied will receive the same penalties equal to those who do the copying.

Copying vs. Collaboration – At times students will work together on assignments. Understanding the distinction between copying another's work and collaborating on an assignment is important. SHS teachers are responsible for informing their respective students as to the appropriate protocol regarding collaboration. Disclaimer: If a teacher does not clearly state that an assignment is collaborative, all work that the student completes should be independently created and not obtained from any other source including, but not limited to classmates.

Definition of Cheating (includes but not limited to the following)

- Copying any portion of another student's homework with or without his/her permission
- Copying answers from another student's test or quiz
- Being responsible for or partakes in the transference of confidential information (i.e., test answers or test/quiz copies) from one class to another
- Illegally bringing to a testing situation or have open within his/her sight written or electronically stored information that is pertinent to a test, quiz or class activity
- Allowing one's work to be copied by another student
- Having someone else do your assignment that was meant to be done alone

In addition, teachers may define cheating as any situation where students are obviously looking at other student's papers during testing.

Definition of Plagiarism

The borrowing or restating of another's work or ideas and claiming them as one's own. The following examples may serve as a guide for determining whether a student has plagiarized work presented as his/her own:

- Have I copied, word for word, all or part on another writer's work without giving specific credit to the other other writer and using quotation marks?
- Have I copied the work of another writer, making changes here and there, but retaining the main thought and structure?
- In the case of fiction, have I used a plot invented by another writer, even though telling the story in my own words?

If the answer is "yes" to any of the above, the manuscript is plagiarized. Those who submit manuscripts found to have been plagiarized will be subject to penalties as prescribed by this policy.

Teachers who suspect cheating or plagiarism are expected to:

- Confront the student(s) with his/her evidence and confiscate the document(s) in question
- Report the situation to the appropriate administrator
- Contact the parent
- File notice of each policy violation, copying the parent, counselor and administrator

Consequences of Cheating/Plagiarism

Academic dishonesty will be considered a behavioral infraction. The following guidelines will be utilized when a violation of academic honesty occurs:

- The seriousness of the violation
- The frequency with which the student violated the rules
- The willingness of the student to correct the behavior and to act in a more positive manner
- The age of the student

Teacher documents the circumstances around the cheating and plagiarism infraction (e.g. letter or email) and will be communicated to the counselor and alphabet range administrator. The infraction will be documented in Infinite Campus. If the violation is found to be of a serious nature, student suspension or removal from the class is possible/likely.

Shakopee East Junior High

STUDENT/PARENT HANDBOOK

2017-2018

**Shakopee East Junior High
1137 Marschall Road
Shakopee, MN 55379
(952)496-5702**

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Our Mission
**Shakopee Schools, in partnership with our community,
 will educate lifelong learners to succeed in a
 diverse world.**

BUILDING HOURS

DURING THE SCHOOL YEAR - The East Junior High Office is open from 7:00AM – 3:45PM when school is in session. On teacher in-service days when there are no students, the office hours are 7:00 AM – 3:00PM.

SUMMER HOURS - During the summer the office is OPEN 7:00AM-3:00 PM Monday thru Friday (closed 12:00-1:00PM for lunch). We strive to serve our community as best we can, however during the summer please know that there are times when the office may be closed due to staff vacation time, scheduled meetings, construction purposes or other school business. This information is usually posted on the voicemail system, websites and on the doors.

EARLY ARRIVALS - During the school year we ask that students arrive no earlier than 7:15AM unless you are here to work with a teacher or must attend a morning meeting for a student activity.

AFTER SCHOOL HOURS - Students are to leave the building immediately unless under the direct supervision of an instructor. All students must be out of the building or under the direct supervision of a staff member by 2:40 PM. Any student found in the building unsupervised after 2:40 PM could be cited for trespassing.

LATE START AND SNOW DAYS - The District Superintendent is the person responsible for making the decision whether or not school is cancelled or starting late due to inclement weather or for any other reason. When the weather looks bad, **please tune into your local television station for this information** as it is always broadcast early in the mornings, well in advance of school start times. The District typically sends a district wide message to households as well. You can also go to the District website or call the District Emergency Information line at 496-5088. **Please avoid calling school offices.** As you can imagine, that can cause quite a phone jam.

2017-2018 SEJH CALENDAR DATES

Please see the SEJH website at: www.shakopee.k12.mn.us for more current calendar information as dates may change.

Parent/Teacher Conferences - Open House Format - Come at your convenience and see only the teachers you wish to see.

All East concerts will take place in the West JH Auditorium unless otherwise noted.

August	
30	Open House w/pictures 3-7 PM
September	
4	NO SCHOOL – Labor Day
5	Students First Day
7	Picture Make-up Day
27**	Student Early Release – 2 hours
October	
6	Picture Retakes
18	NO SCHOOL – Staff Development Day
19-20	NO SCHOOL - Fall Break
November	
9	End of 1 st Quarter
10	NO SCHOOL – Teacher Planning Day
14	Fall Conferences 3:30-7:30 pm
16	Fall Conferences 3:30-7:30 pm
23-24	NO SCHOOL - Thanksgiving Break
28	7th Grade Choir Concert @ WJH – 7 PM
29**	Student Early Release – 2 hours
December	
5	7th Grade Band Concert @ West – 7 PM
12	8th/9th Grade Band Concert @ WJH – 7 PM
18	8th/9th Grade Choir Concert @ WJH – 7 PM
25 - Jan 1	NO SCHOOL - Winter Break
January	
2	School Resumes
8	6th/JH's Jazz Band Concert @ WJH – 7 PM
10	HS Registration Night @ HS
15	NO SCHOOL – Staff Development Day
18-19	Semester 1 FINALS
19	End of Semester 1
22	NO SCHOOL – Teacher Planning Day
22	Middle School Parent Reg. Info Night 6-8 @ HS
29	Middle School Parent Reg. Info Night 6-8 @ HS

February	
19	NO SCHOOL – Staff Development Day
23-25	Junior High Musical (EJH & WJH) @ WJH
26	Winter Conferences 3:30 – 7:30 PM
March	
1	Winter Conferences 3:30 – 7:30 PM
6	7th Grade Choir Concert @ West – 7 PM
14**	Student Early Release – 2 hours
17	All District Band Concert @ HS
20	7th/8th Grade Band Concert @ WJH -7 PM
23	End of 3 rd Quarter
26	NO SCHOOL – Teacher FLEX Planning Day
27-30	NO SCHOOL - Spring Break
April	
2	School Resumes
25**	Student Early Release – 2 hours
May	
7	All District Jazz Night @ HS – 7 PM
8	8th/9th Grade Choir Concert @ WJH – 7:30 PM
14	HS/EJH 9th Grade Band Concert @ HS – 7 PM
15	7th/8th Grade Band Concert @ WJH – 7:30 PM
17	7th Grade Choir Concert @ WJH – 7:30 PM
28	Memorial Day – No School
30-31	Semester 2 FINALS
31	Last Day of School
<p>** Four Early Release days were added to the 17-18 academic calendar. On these days, students are dismissed two hours early from school so that teachers and other educators may meet, collaborate, receive training, and develop methods and programs to improve instructional skills and academic achievement of all students.</p>	

ATTENDANCE POLICIES AND INFORMATION

**PLEASE BE SURE TO CALL THE ATTENDANCE OFFICE (MAIN LINE OR RECORDING) AS SOON AS POSSIBLE
WHENEVER YOUR STUDENT(S) IS GOING TO BE LATE TO SCHOOL OR ABSENT FROM SCHOOL.**

RECORDING LINE (24/7) - 952-496-5703

ATTENDANCE OFFICE (During School) - 952-496-5714

THE IMPORTANCE OF REGULAR ATTENDANCE - Regular and punctual attendance in class is of prime importance if the maximum benefits of schooling are to be achieved. The entire process of education requires continuity of instruction, classroom participation, and study in order to achieve the goal of maximum educational benefits for each individual student. It is expected that all students will be in attendance in class on those days that school is in session. Parents are responsible for making sure their children attend school every day.

REPORTING ABSENCES - It is the parent/guardians responsibility to call the attendance line right away in the morning whenever a student is going to be absent from or late to school for whatever reason. If this does not occur, the parent will be contacted by the school. If we are unable to reach you or do not hear back from you, the absence/tardy will automatically be marked unexcused. The classroom teacher reports attendance information and all absences and tardiness are recorded in the school office.

LEAVING DURING THE SCHOOL DAY - If a student will be leaving for any reason during the day, parents/guardians **MUST** call the appropriate attendance office as much in advance as possible. Please indicate your student's name, grade, reason for leaving, time they will be picked up and who will be picking them up. **Students will not be permitted to leave with anyone other than a parent unless indicated by the parent.** Students are permitted to meet their parents at the Greeter desk if the Greeter is available, if not, parents will report to the Attendance Office.

PRE-ARRANGED FAMILY TRIPS - If a family trip is planned during school time, the parents/guardians should call the attendance office well in advance to inform them of the date(s) the student(s) will be absent. The parent may request homework be collected in advance of the departure date so their student(s) can work on it during their absence to help stay caught up.

CONTINUING TRUANT - There is a new definition under statute titled "continuing truant". A continuing truant is a student that is absent without valid excuse for three (3) days within a school year. The law requires that schools notify parents after three unexcused absences that their child is continually truant and will be monitored. For any student who has accumulated seven (7) unexcused absences, the school is obligated to notify the Scott County District Attorney's Office to file truancy.

For any student who develops a pattern of excessive absences or tardies (excused or unexcused), special interventions may be warranted. Parents who are experiencing difficulty with their child establishing regular attendance are encouraged to contact an assistant principal or the school social worker for assistance and support.

TRUANCY/UNVERIFIED ABSENCES - Compulsory attendance policies for students under the age of 16 years will be applied in cases of chronic absences or tardiness. A student with more than 7 unexcused absences may be referred to Scott County Juvenile Court. Excused absences are for reasons of illness, medical or dental appointments, or appointments that cannot be made outside the school day. Unexcused absences are any other reason than listed below:

TARDY = Student is not in class/at desk when bell rings.

ABSENT = Student not in class at all

Parents can request for a child's absences or tardiness to be considered **EXCUSED** (within 30 days of the absence/tardy) for the following reasons:

1. Illness
2. Medical/Dental Appointments
3. Religious Activities
4. Pre-Arranged Family Trips
5. Family Emergencies

UNEXCUSED REASONS - Reasons for being absent not listed are **unexcused**. Examples include: oversleeping, missed bus, late ride, refusal to attend, etc.

BUILDING ASSIGNMENT OF STUDENTS - Students in grades K-5 will attend Jackson, Sweeney, Red Oak, Eagle Creek or Sun Path Elementary. See the District website for updated Elementary School boundaries. Students in grades 6 will attend the 6th Grade Center (952) 496-5862. Students in grades 7, 8 and 9 will attend one of the Shakopee Junior High Schools (952)496-5752 (JH West) or (952)496-5702 (JH East). See the District website for updated Junior High boundaries. Students in grades 10, 11 and 12 will attend Shakopee Senior High School (952)496-5152.

ENTRANCE GUIDELINES - All children between the ages of 5 and 21 years of age whose parents or guardians reside within the boundaries of ISD 720 shall be eligible for a tuition-free education in the district.

SCHOOL DISTRICT ENROLLMENT OPTION PROGRAM - The School District Enrollment Option gives families (or youth no longer living at home) the opportunity to select the best educational experience for their sons and daughters. All pupils eligible to attend public school may apply to any public school or program outside the district in which they live. If you wish to pursue this option, contact any building principal who will provide you with complete information and the necessary application forms.

ACTIVITIES

The Shakopee Schools Activities Department provides a variety of athletic and non-athletic programs for all Shakopee students during the school year. All sports/activities are coached/instructed by individuals assigned by the Activities Director and approved by the School Board. For 7th and 8th grade sports, Shakopee belongs to the "Big Suburban Conference" composed of Northfield, Prior Lake, Burnsville, Lakeville, New Prague, Faribault, Owatonna, and Farmington. We may also schedule contests with other schools. Most athletic seasons consist of a seven-week season with 10-12 contests.

- Ninth grade athletic teams compete in the South Suburban Conference.
- Seventh and Eighth grade fall sports begin at the end of August.
- 9th grade sports will begin in mid-August. Information on winter and spring sports will be announced over the PA system to students before the start of each sport season and will also be available on the Shakopee Activities website.

FEES - No student will be excluded from any activity based on the inability to pay the fee. The student or parent should call the Activities Office (952-496-5171) for more information. Managers in a given sport shall not pay fees, but do need to turn in paperwork (no physical required). Refunds will be made to those students who drop prior to the first competition. All athletic equipment must be turned in before any refund is made. Please go to www.shakopeesabers.com for the most updated fee structures and for registration information.

PAPERWORK REQUIRED - All necessary paperwork is available online at: <http://shakopeesabers.com>.

PHYSICAL EXAMINATION FORM -forms may be turned into the Activities Office at Shakopee High School. All athletes must have an MSHSL Sports Qualifying Physical Examination Form filled out by their physician and on file with the school. Once completed, these Physicals are good for 3 years. These forms are available on-line and in the school offices. Many local physicians have them in their offices as well.

The following is a list of the forms you will need to complete online along with the participation fee. **All paperwork below must be completed online:**

- **PERMISSION, ACKNOWLEDGEMENT, INSURANCE WAIVER AND ELIGIBILITY FORM (All one form).**
- **HEALTH QUESTIONNAIRE**
- **EMERGENCY MEDICAL / CONTACT INFORMATION**
- **FEE**

POLICIES ON ATTENDANCE & ACTIVITY PARTICIPATION:

Student activity participation on the day of an absence is governed by the following rules:

- Students may participate with an excused absence, except those students who are ill and do not arrive before the start of third period. Parents are encouraged to keep students at home when they are ill and to forgo activity in the best interest of the student and the health of other students participating in the activity.
- Students may not participate or attend activities on the days that they are suspended. Students may also be held out of activities for inappropriate school behavior.
- Students are ineligible if they violate school policies on chemical use or harassment.
- Students may be denied early release from school for games if their teacher feels they are not making progress in the classroom.
- Students may not participate if they have an unexcused absence during the day.

Activity Participation and Appointments - Parents should attempt to schedule doctor and dental appointments after school, or during study halls. Students who miss a practice due to a doctor or dental appointment need to communicate with their coach/advisor prior to the absence.

Absences and Activity Membership - Students may not be dismissed from a squad for absences that the school has excused. Playing time is a separate issue and is up to the discretion of the coach/director.

PLEASE SEE AND REVIEW THE SHAKOPEE ACTIVITIES HANDBOOK FOR COMPLETE REGULATIONS AND POLICIES

FALL ATHLETICS		WINTER ATHLETICS		SPRING ATHLETICS	
Boys/Girls Soccer	Grades 7-12	Boys/Girls Basketball	Grades 9-12	Softball	Grades 7-12
Volleyball	Grades 7-12	Wrestling	Grades 6-12	Baseball	Grades 7-12
Football	Grades 9-12	Girls/Boys Hockey	Grades 7-12	Boys/Girls Track & Field	Grades 7-12
Girls Swimming	Grades 7-12	Cheerleading	Grades 9-12	Boys Tennis	Grades 6-12
Boys/Girls Cross Country	Grades 7-12	Boys Swimming	Grades 7-12	Boys/Girls Golf	Grades 7-12
Girls Tennis	Grades 6-12	Girls Competitive Dance	Grades 9-12	Girls Lacrosse	Grades 7-12
Fall Cheerleading	Grades 9-12			Boys Lacrosse	Grades 9-12
Performance Dance	Grades 9-12				

FINE ARTS - ACADEMIC					
Yearbook	Speech	Band/Jazz Band/Choir	One Act Play	Drama – Fall/Spring	Drama Club
Youth In Government	Robotics	Saber Squad	Mock Trial	Knowledge Bowl	Science Olympiad
National Jr. Honor Society	Student Council	Jr. High Newspaper	Mt. Bike Club	Rube Goldberg	Young Authors Conf.

ACADEMIC GUIDELINES, REPORTING, AWARDS, AND ADDITIONAL INFORMATION

ACADEMIC INTERVENTIONS - SWJH seeks to help every student achieve academic success. Interventions include working with teachers before/after school, working with intervention staff, peer tutors, trail sheets, parent meetings, working with the counselor.

CREDITS - Student must earn credits toward high school graduation as outlined in the chart below. 9th grade credits **COUNT** toward high school graduation and are reflected on high school transcripts. When calculating credits, 1 semester = 1 credit.

Semester Required Credits	9 th Grade Requirements	HS Graduation Requirements (4 Years)	Total Credits
ENGLISH	2	6	8
MATHEMATICS	2	4	6
SOCIAL STUDIES	2	6	8
SCIENCE	2	4	6
HEALTH		1	1
PHY-ED	1	1	2
FINE ARTS		2	2
PROGRAM OF STUDY		3	3
ELECTIVES		19	19

HONOR ROLL - The Honor Roll is computed each semester, after the deadline for incompletes. The honor roll is published each quarter to recognize students for their scholastic achievements. The following mark value table is used to figure the average:

(A) = 4.0	(B-) = 2.7	(D+) = 1.3	
(A-) = 3.7	(C+) = 2.3	(D) = 1.0	
(B+) = 3.3	(C) = 2.0	(D-) = 0.7	
(B) = 3.0	(C-) = 1.7	(F) = 0.0	

"A" Honor Roll: Must have a numerical average of 3.7.

"B" Honor Roll: Must have a numerical average of 2.7 to 3.69.

PROMOTION REQUIREMENTS: (9TH GRADE) - A student must earn **9 credits total of which 6 must be core credits** to advance into the next grade level. Students will be retained one time only at the Junior High level. Students who do not meet the promotion requirements in the second year at one grade level will be monitored closely by the Academic Review Board and alternative programming will be pursued to better meet their needs.

REPORT CARDS - These are sent home with students one week after the quarter has ended unless handed out during school conferences. If not picked up at conferences they will be sent home with students. Final report cards will be mailed home shortly after the last day of school.

SCHEDULE CHANGES - Changes to student schedules are generally not permitted except in cases of scheduling errors. Classes dropped after the first two weeks of the quarter may remain on the student's record with a failing grade. All requests for schedule changes must be brought to the school counselor.

PARENT PORTAL – Parent Portal will allow you to monitor your student's academics, attendance and other information. For more information contact the main office at (952) 496-5752.

SECONDARY ACADEMIC AWARDS (Criteria beginning 2016-2017 continuing forward)

ALL ACADEMIC AWARDS Criteria:

- All students awarded a certificate and cloisonné pin with the year printed on it
- 3.7 or greater GPA all 4 quarter (A Honor Roll all 4 quarters)
- Award in fall of each school year for the previous year

ACADEMIC LETTERING Criteria:

- Grades 9-11 - Continue with the board-approved criteria (GPA) for the school year + advanced courses)
- First time letter winners receive a chenille letter S and chenille academic bar.
- Students who have previously lettered in athletics or activities receive an academic chenille bar the first time they letter in academics.
- Once students have received a chenille academic bar, they will each receive a gold bar in the succeeding year(s).

GPA GROWTH RECOGNITION / AWARD – top 10 students with greatest growth in GPA from end of 6th grade through 1st Semester of 8th grade

NATIONAL JR. HONOR SOCIETY: (Grade 8 & 9) cumulative GPA of 3.75 or greater. Complete application: scholarship, service, citizenship, character and leadership

PRESIDENTIAL AWARD - (award in spring - annually grade 8 only)

- Cumulative GPA of 3.5 or greater for grades 6 through first semester of 8th grade
- 90th percentile+ test score on at least one state or national test*

GPA's are not rounded when determining awards. *Tests used are agreed upon by building administration and district assessment coordinator.

GENERAL INFORMATION

ADDRESS CHANGES - If at any time your address changes, please contact the school office as soon as possible so there is no interruption to your school correspondence. If you are moving out of the school district and will no longer be attending Shakopee schools, please allow at least 2 days advance notice whenever possible so your student can complete a Withdrawal Grades sheet to take to their new school.

AFTER SCHOOL DETENTION PROGRAM - Students accumulating three or more unexcused tardies to any class may be assigned After School Detention. Detentions will continue to be assigned for every third unexcused tardy. SWJH Administration reserves the right to assign additional consequences in the event a student does not serve the detention as assigned or in the event a student is habitually tardy to school or to classes.

ANNOUNCEMENTS - Announcements are made in the AM at the beginning of first hour and in the PM at the end of last hour, if needed. Announcements are then posted on the website daily.

ARRIVAL TIME - 7:15AM – Please do NOT arrive earlier than 7:15AM unless you are here to work with a teacher or attending a meeting for a school event.

ATHLETIC BAGS - Students involved in sports should keep their athletic gear in the boys/girls locker rooms. See the PE teachers in the locker rooms to get one assigned to you. These items will not fit in your regular locker and we do not permit them to be stored in the main office.

BACKPACKS - All backpacks, large bags, drawstring bags, etc must be kept in your locker during the school day. They are not permitted in the classroom.

BREAKFAST - See “School Meal Program” on page 8 for more Food Service information.

BUSSES - Only students residing in the Shakopee School District who are ASSIGNED to a bus may ride the bus. The bus company DOES NOT allow students to bring friends home on the bus. Questions? Contact Palmer Bus Co. at (952)496-1166.

DEPARTURE FROM SCHOOL - The last bell rings at 2:25PM. Students are required to leave the building by 2:40 unless you are under the direct supervision of a teacher or involved in an after school activity. Repeated non-compliance may result in a property exclusion (trespass) filed with the Shakopee Police Department.

ELECTRONICS POLICY - Information is readily available and accessible through many different forms of technology. During class time, teachers may ask the students to take out an electronic device to enhance and/or aid in the lessons. The use of any electronic devices not provided by the school district in the classroom would be for educational purposes only, as determined by the teacher. Electronic devices can't be used in the bathrooms or locker room of the school at any time. Students may use electronic devices during passing times and while at lunch. **NEVER** leave your phone or electronic device left out and unattended.

Electronic devices examples but not limited to:

- iPad
- iPod
- Laptop
- Cell phone
- Kindle/Nook
- EBooks
- Tablets

If the electronic device is being used without permission in a classroom, the staff member will ask the student for it and the staff member will take it to the main office. Parents may need to come to the office to collect the device. Repeated violations of this policy could result in a student no longer being allowed to bring their device to school. **More information is available in the Technology Handbook.**

FIRE / TORNADO/LOCK DOWN DRILLS - Fire/Tornado/Lock down drills are held throughout the school year. Signs are posted in classrooms indicating the proper exits to use. During a drill or emergency evacuation, students are to proceed to the assigned area in an orderly and quiet manner. Students are to listen carefully to their teachers for instructions during a fire or tornado drill. Your cooperation during such drills is expected.

FOOD IN THE CLASSROOM/HALLS - Food and drinks belong in the cafeteria, NOT in the classrooms, hallways or on the buses.

FUNDRAISERS - Items may be sold only if the fund-raiser has been approved by the principal. Students may not sell items during classes. The school cannot be responsible for money students have collected. **Do not keep money in your locker!**

HALL PASSES - Students must have a signed and timed hall pass whenever they need to leave the classroom. Students in the halls without a pass may be subject to disciplinary action.

LATE ARRIVALS - Be sure to check in with the Attendance Secretary or Greeter BEFORE going to class whenever you come into the school late for any reason.

LEAVING FOR LUNCH - Students are not to leave school for lunch unless going with **their own parent**. You may not go home for lunch or go out to lunch with another student's parent. Parents are welcome to bring lunch items for their own student. Please do not bring food items in for groups of students. Students are not permitted to have outside vendors deliver food for lunch.

LOCKERS - Lockers are the property of Shakopee Schools and may be searched at any time by school Administration. Advisors also have access to student lockers. Each student is assigned their own locker at the beginning of the year. **Sharing lockers or locker combinations is NOT permitted. Students are required to use their own locker.** Using your own assigned locker is the best way to ensure the security of your items. If you have a problem with your locker, contact your grade-level administrator.

LOITERING - "Hanging Out" - Students are required to leave the building **immediately** after school unless participating in a supervised school activity or working with a staff member. Loitering (hanging out) is not allowed. If you need a ride home, please make these arrangements ahead of time and wait by the exit doors until your ride arrives.

LOST AND FOUND - Whenever you lose an item, please be sure to check the Lost and Found right away and claim your item. Small items such as electronics, jewelry, keys and eyewear are kept in the main office. The PE department also has a lost and found for items left in the locker rooms. It is your responsibility to check for your lost items. All items not claimed at the end of the school year will be donated to charities.

LUNCH - See School Meal Program on page 8.

MONEY / VALUABLES - DO NOT bring excess money or valuables to school. The safety of these items can NOT be guaranteed. Also note - For security purposes, **the Main Office does NOT keep cash in the office.** Please bring exact amounts when paying classroom fees or one dollar bills or coins for vending machines.

NURSES OFFICE - If a student is not feeling well, they must get a pass from their teacher to go to the nurse's office. Students should NOT call home from the classroom phone or use their cell phone in such cases.

PLEDGE OF ALLEGIANCE - Shakopee East Junior High students will recite the pledge of allegiance to the flag of the United States of America the first day of each week. Any student or teacher may decline, for personal reasons, to participate in recitation of the pledge, and students and staff must respect their right to make that choice.

STUDENT DRIVERS - Students who are 16 and have a valid Minnesota driver's license are permitted to park on Shakopee East Junior High campus in a designated area. To do so, a student must:

- Register the car in the main office
- Provide a copy of a valid license in main office
- Have written permission from parents for student to drive to school
- Student drivers cannot transport other students without having written permission from the parents of the driver and the parents of the passenger on file in the main office.

STUDY HALLS - Study Halls are designed so those students will have time to study, read, and/or work on homework. Students are required to bring appropriate materials to work on in study halls. Expectations and guidelines will be reviewed with students during the first week of class.

SWIMMING IN PE CLASS - Students swim in PE in grades 7, 8 and 9. You may bring your own swimsuit. Girls' suits must be one piece. Boys' suits must be "boxer" style and may not be cut-off jeans. School suits are available if needed. Students will be required to swim each day of the unit. Any missed day(s) of swimming need to be made up with a swim make up. Make up swims are made up either before or after school.

TEXTBOOKS - Please take care of them! You will be charged the replacement cost of any book you lose or be charged a fee for damage. According to Minnesota Statutes 120.101: *"The school will charge an appropriate replacement fee for textbooks, workbooks or library books lost or destroyed by students."*

VISITORS - Shakopee East Junior High students are not allowed to bring visitors to school. All parents visiting MUST check in at the main office to receive a "Visitor" badge which must be worn at all times while in the building.

WEBSITE - www.shakopee.k12.mn.us

WITHDRAWAL - If your parent is withdrawing you from enrollment in Shakopee Schools, please have them contact the school Registrar as early as possible at (952)496-5777. She will need to know what your last day will be and whether or not this withdrawal is the result of a move out of the school district or out of the state.

YEARBOOKS - If you were unable to purchase a Yearbook during Open House, there will be other opportunities to do so during the school year. The dates and times of these secondary opportunities will be announced and published on the website.

HEALTH SERVICES

Health services are provided in the Shakopee School District to promote and maintain the health and safety of all students and staff. Healthy students are better learners. The school district, in accordance with state law, will develop, maintain and monitor health records and statistics. Every effort will be made to safeguard the privacy of all health data that must be accumulated. Data that is required by law will appear on the student's health record. This information includes, but may not be limited to, immunizations and yearly screening results.

ILLNESS / INJURY - If you should become ill during the day, you **MUST** report to the Health Office. Dismissal for medical reasons must be approved by Health office staff prior to contacting home. Student must get a pass from the nurse or the office to leave the building. A health assistant (a Licensed Practical Nurse) staffs each school health office to administer medications, provide first aid for injuries and care for students who become ill at school. This is done under the supervision of the district's licensed school nurses. A parent will be contacted and asked to pick up a student if the student is vomiting, has diarrhea, has a temperature over 100 degrees, has a suspected contagious condition such as chicken pox, or has an injury that may require medical attention.

IMMUNIZATIONS - In accordance with Minnesota Statutes, sections 121A.15 and 135A.14, all children who are enrolled in a Minnesota school must submit documentation of immunization against diphtheria, tetanus, pertussis, polio, measles, mumps and rubella. Parents may file a legal exemption from immunizations. Allowable exemptions for any or all immunizations include:

- **Medical exemption** - signed by a physician stating that the immunization is prohibited for medical reasons or because an adequate immunity already exists,
- **Conscientious exemption** - signed by the parent or legal guardian and notarized stating that the child has not been immunized because of conscientiously held beliefs of the parent or legal guardian.

School-age children have a grace period of eight months to complete any primary immunization series. Records of all children entering Shakopee schools will be reviewed. **No child will be allowed to attend school if immunization records are not up-to-date.**

MEDICATIONS - Shakopee Schools maintain a safe, effective medication procedure that is current with accepted standards.

- Medication is dispensed by designated school personnel in each building who are in-serviced yearly and supervised by the district licensed school nurses.
- Medication must be brought to school in an original container appropriately labeled by the pharmacy with date, child's name, dosage, time intervals and any other key instructions. Over-the-counter medication will be administered only when the medication comes in the original container. The schools, by law, are not permitted to supply medications of any kind.
- The "*Permission to Dispense Medication*" form must be filled out completely and submitted in order for the school to administer medication to a student. The form needs to be signed by both the parent and the physician for all prescription medications. Only a parent signature is required for over-the-counter medication. These forms will not be carried over from one year to the next and new forms must be submitted each year.
- Whenever possible, the parent or guardian should make arrangements so that it is not necessary for school personnel to administer medication to a student.

SCHOOL MEAL PROGRAM

FOODSERVICE HEADQUARTERS – Food Service Headquarters is located at the District Office. Students can bring their cash or checks directly to the East Junior High office or the cafeteria and they will enter the deposit on their account right away. There is no delay!!

FREE/REDUCED MEALS - Applications and financial guidelines for F/R meals are provided to all families at the beginning of each school year. Everyone is welcome to turn in an application to the Food Service Department or their school's Main Office. Only one application per family is needed. Applications can also be obtained on-line, from inside the school calendar, or from any school office. After applying, the Food Service department will inform you if you are qualified for Free or Reduced meals. F/R status does **NOT** carry over to the next year. **You MUST re-apply every year.**

MEAL COSTS - Secondary level students (grades 6-12) not qualifying for free or reduced meals will pay the following price per meal:

BREAKFAST - \$1.65 / per meal

LUNCH - \$2.65 / per meal

MILK - \$.50 per carton

SNACK LINE - Cash accepted, additionally, students may use their lunch account money for these items.

MY LUNCH ACCOUNT BALANCE - You can check your student's account balance on line. Students are also informed by lunch room clerks when their lunch account is LOW. Please remember, students are NOT allowed to charge meals so please be sure to put money on your student's account when this happens. This can be done on line or sent to school with your student. To make a deposit on line, you will need to know your student's ID number.

SPECIAL REQUESTS - If you choose to flag your student's account with limitations (i.e. no extras, no snack bar), you must contact Food Service at 952-496-5140 or 952-496-5141 to have a message indicated on their account.

BULLYING POLICY

Adopted: MSBA/MASA Model Policy 514 - Orig.2003

Revised: Rev.2014

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 on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

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

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

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

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

III. DEFINITIONS

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

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

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

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

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

IV. REPORTING PROCEDURE

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

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.
- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

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

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an

investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

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

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

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

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
5. Teach students to advocate for themselves and others;

- 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 - 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/ MASA Model Policy 515) in the student handbook.

VIII. NOTICE

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

IX. POLICY REVIEW

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

Legal References:

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

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

HAZING PROHIBITION - MSBA/MASA Model Policy 526 - Orig. 1997-Rev. 1999

POLICY:

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

II. GENERAL STATEMENT OF POLICY

- No student, teacher, administrator, volunteer, contractor or other employee of the Shakopee Public Schools shall plan, direct, encourage, aid or engage in hazing.
- No teacher, administrator, volunteer, contractor or other employee of the Shakopee Public Schools shall permit, condone or tolerate hazing.
- Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- This policy applies to behavior that occurs on or off school property and during and after school hours.
- A person who engages in an act that violates school policy or law in order to initiate into or affiliated with a student organization shall be subject to discipline for that act.
- 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”** - 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:

- Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
- 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.
- 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.
- 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.
- 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.

“Student organization” - 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

- 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 the School District Human Rights Officer(s) or building principal.
- 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(s) or the Superintendent.
- Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events that 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.
- Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.

V. SCHOOL DISTRICT ACTION

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

VII. DISSEMINATION OF POLICY - This policy shall appear in all staff, student and parent handbooks.

OFFENSIVE BEHAVIOR / SEXUAL HARASSMENT POLICY

It is the policy of Independent School District 720 that no employee or student of the district shall be subjected to offensive or degrading remarks or conduct. Such behavior includes inappropriate remarks or conduct related to an employee's or student's race, color, creed, retaliation, national origin, sex, affection orientation, marital status, disability, age, status with regard to public assistance or membership or activity in local commission dealing with discrimination. Offensive behavior prohibited by this policy also includes but is not limited to engaging in illegal, immoral or unethical conduct or retaliation for making a complaint. One specific kind of illegal behavior is sexual harassment. Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or advancement, or of a student's education or participation in school programs or activities;
- Submission to or rejection of such conduct by an employee or student is used as the basis for decisions affecting that individual's employment or education;
- Such conduct has the purpose or effect of unreasonably interfering with an employee's or student's performance or creating an intimidating, hostile or offensive work or learning environment.

Employees, students and citizens should understand that this policy applies to each and every student, employee and citizen of the school district, including all full-time, part-time and temporary employees.

Each employee, student and citizen must operate with total integrity to create an environment free of discrimination and other inappropriate behaviors. Each supervisor shall be responsible for promoting understanding and acceptance of and ensuring compliance with state and federal laws and board policy and procedures governing offensive behavior and sexual harassment within his or her school or office.

Violations of this policy or procedure will not be tolerated. Offensive behavior will be cause for immediate and strict disciplinary action up to and including discharge for staff and up to and including expulsion for students.

To file a complaint, contact Personnel Office/Human Rights Office at the District Office.

NON-DISCRIMINATION POLICY

Independent School District 720 is committed to a policy on non-discrimination. The school district will not discriminate in any matters concerning staff, students, educational programs and services and persons with whom the board does business.

In addition to compliance with all federal and state laws, the school district shall consider discrimination to be an overt or covert behavior that excludes participation in or denies the benefits derived from any educational program or employment opportunity based on race, color, creed, religion, national origin, sex, sexual orientation, marital status, disability, status with regard to public assistance and age.

In keeping with the school district's commitment and the requirements of law, the school district will establish and maintain a program designed to identify, remediate and prevent discrimination in employment, assignment and promotion of personnel; in educational programs, services and opportunities offered students and staff; in location and use of facilities; and in educational materials.

STUDENT RECORDS POLICY

In order to provide students with appropriate instruction and educational services, it is necessary for the district to maintain adequate information about each student and to preserve a record of essential and pertinent educational achievement and progress. It is essential that these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardians or the student in accordance with law, and yet be guarded as confidential information. It will be the responsibility of the superintendent to provide for the proper administration of student records in keeping with state law and federal requirements and to standardize procedures for the collection of necessary information about individual students throughout the district.

STUDENT RECORDS-RELEASE OF INFORMATION POLICY

The Family Educational Rights and Privacy Act requires school districts to notify parents and students that certain information from student records will be released and made public without the written consent of the parents or students 18 years or older.

STUDENT SEX NON-DISCRIMINATION - 522.1 POLICY: ADOPTED: 3-12-07

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. It is the responsibility of every school district employee to comply with this policy.
- C. The school board hereby designates the school district's Activities Director as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- D. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator.

III. REPORTING GRIEVANCE PROCEDURES

- A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.
- B. The building principal is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal immediately.
- C. Upon receipt of a report or grievance, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. The school board hereby designates the school district's Human Resources Manager as the school district human rights officer(s) to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.

- E. The school district shall conspicuously post the name of the Title IX coordinator and human rights officer(s), including office mailing addresses and telephone numbers.
- F. Submission of a good faith complaint, grievance or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

IV. INVESTIGATION

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

V. SCHOOL DISTRICT ACTION

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

VI. REPRISAL

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

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

VIII. DISSEMINATION OF POLICY AND EVALUATION

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

413 HARASSMENT AND VIOLENCE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE - DEFINED

A. Sexual Harassment; Definition

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

B. Racial Harassment; Definition

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

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

C. Religious Harassment; Definition

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

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

D. Sexual Violence: Definition

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

E. Racial Violence: Definition

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

F. Religious Violence: Definition

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

G. Assault: Definition

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

IV. REPORTING PROCEDURES

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

V. INVESTIGATION

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

VI. SCHOOL DISTRICT ACTION

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

VII. REPRISAL

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

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

IX. HARASSMENT OR VIOLENCE AS ABUSE

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

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be posted in each school building in an area accessible to pupils and staff members, and on the school district web site.
- B. This policy shall appear in the student handbook.
- C. The school district will develop a method of discussing this policy with students and employees.
- D. This policy shall be periodically reviewed for compliance with state and federal law.

MULTI-MEDIA OPT OUT INFORMATION

Throughout the school year, Shakopee students may have the opportunity to be photographed, videotaped and/or interviewed by school, district, local and/or national media. The coverage of Shakopee Schools can include:

- **School Building/School District** - school and district Web sites, publications such as yearbooks, newsletters, school calendars, flyers, brochures, presentations and social media.
- **Public Media** - such as radio, television, newspapers, magazines and online news sources.

If you do not want to grant permission for the release of your child's image (i.e. photograph, videotape) and interviews at school-related activities or events, you must complete a **Multi-Media Release Form by October 1st**. The form can be found on the District website under **Departments > Communications > Media Opt-Out Form**. A link to this form can also be found on our school website in our Parents/Students tab. Hard copies are available in the Main Office as well.

If you do not grant permission, the school district will not allow the release of your child's image (i.e. photograph, videotape) or the content of interviews, to the extent such activities and the release of such data is within the school district's control.

If at any time during the school year, you would like to change your decision, please contact your child's school.

Thank you for your cooperation.

SHAKOPEE PUBLIC SCHOOLS
RELIGIOUS, RACIAL, OR SEXUAL HARASSMENT AND VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Religious, Racial, or Sexual Harassment

Shakopee Public Schools maintains a firm policy prohibiting all forms of discrimination. Religious, racial, or sexual harassment or violence against students or employees is discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of religious, racial, or sexual harassment by any pupil, teacher, administrator or other school personnel, which create an intimidating, hostile or offensive environment will not be tolerated under any circumstances.

Complainant _____

Home Address _____

Work Address _____

Home Phone _____ **Work Phone** _____ **Cell Phone** _____

Date of Alleged Incident(s) _____

Circle as appropriate: sexual / racial / religious

Name of person you believe harassed or was violent toward you or another person _____

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

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

Where and when did the incident(s) occur? _____

List any witnesses that were present: _____

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

(Complainant Signature)

(Date)

Received by _____

(Date)

IMPORTANT CONTACT NUMBERS
Shakopee East Jr. High

PRINCIPAL	Mr. Miklausich	496-5700
ADMINISTRATIVE ASSISTANT	Ms. Karst	496-5701
ASSISTANT PRINCIPAL	Mrs. Hainline	496-5707
ASSISTANT PRINCIPAL	Mr. Headrick	496-5709
RECEPTIONIST	Ms. Eggert	496-5702
ATTENDANCE RECORDING LINE	Available 24/7	496-5703
ATTENDANCE SECRETARY	Mrs. Ludzack	496-5714
NURSE	Mrs. LuAnn Johnson	496-5704
COUNSELOR	Ms. Caruso	496-5711
COUNSELOR	Mrs. LaRue	496-5711
SOCIAL WORKER/CHEMICAL HEALTH	Mrs. Hill	496-5725
** TO REACH A TEACHER **	** (see below) **	496-5702
REGISTRAR	Ms. Karst	496-5701
FOOD SERVICE	Mrs. Tschaekofske Mrs. Deb Ross-Coen	496-5141 496-5140
SCHOOL RESOURCE OFFICER (SRO)	Officer Matt Conway	496-5710
JH ASSISTANT ATHLETIC DIRECTOR	TBD	496-5178
PALMER BUS COMPANY		445-1166
COMMUNITY EDUCATION (Driver's Ed)		496-5029
COMMUNITY CENTER		233-9500
SPANISH LIAISON	Ms. Gutierrez	496-5730
RUSSIAN LIAISON	Ms. Mshar	496-5094
SOMALI LIAISON	Mr. Mohammed	496-5041
NATIVE AMERICAN COORDINATOR	Ms. Buros	496-5790
SPORTS HOTLINE		496-5172
DIST. EMERGENCY HOTLINE		496-5088

**** CONTACTING TEACHERS** - If you wish to contact a teacher, we highly recommend doing so through email. Teacher email addresses can be found on the website. If you wish to contact a teacher by phone, call the main office. If the teacher is on their Prep Period, your call will be transferred to their classroom. Teachers do not have direct dial numbers for their classrooms.

2017-18 EJHS Student/Parent Handbook changes

Front Cover: 2016-17 to 2017-18

Page 1: Change School Year building hours from 4:00pm to 3:45pm

Page 2: UPDATED SEJH Calendar Dates

Added the following Early Release explanation:

Four Early Release days were added to the 17-18 academic calendar. On these days, students are dismissed two hours early from school so that teachers and other educators may meet, collaborate, receive training, and develop methods and programs to improve instructional skills and academic achievement of all students.

Page 4: Updated sports offered

Removed fee amounts and directed them to website for current fees

Changed website link address

Page 8: School Meal Program Changed Prices: Breakfast: from \$1.55 to \$1.65 and Lunch:

From \$2.55 to \$2.65 Added

Page 21: Added Multi-Media Opt Out Information

Page 23: Updated staff names

2017-2018

**Student/
Parent
Handbook**

Pearson 6th Grade Center

Pearson 6th Grade Center
917 Dakota Street
Shakopee, MN 55379
(952) 496-5862



Pearson 6th Grade

WELCOME!!

Welcome to the 2017-2018 school year at Pearson 6th Grade Center! We look forward to this coming new year and ask that you join us in our efforts to continue the rich tradition of excellence here in Shakopee.

Parents, it is important for you to have a positive relationship with your student's teachers and advisor. The advisor will have time to focus on:

- Teacher—Student—Parent Relationships
- Academic Monitoring
- Behavior and Character Expectations
- Service

Please take some time to read through this handbook so you know important dates, expectations, and aspects at Pearson. If we work together, we are certain to have a great year and make our community an even better place to live and learn!

Our Mission

Shakopee Schools, in partnership with our community, will educate lifelong learners to succeed in a diverse world.

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DAILY BELL SCHEDULES

		start	end
period 1		7:55 AM	8:41 AM
period 2		8:45 AM	9:31 AM
period 3		9:35 AM	10:21 AM
period 4		10:25 AM	11:11 AM
period 5		11:15 AM	12:55 PM
Lunch Shifts	A	11:11 AM	11:37 AM
	B	11:37 AM	12:03 PM
	C	12:03 PM	12:29 PM
	D	12:29 PM	12:55 PM
period 6		12:59 PM	1:45 PM
Period 7		1:49 PM	2:35 PM

This schedule shows the details for 5th period, the lunch hour. Depending on the lunch shift for each 5th period teacher, the corresponding detailed schedule at the right is followed.

<u>A Lunch Schedule</u>	Start	End
Lunch	11:11 AM	11:41 AM
Advisory	11:41 AM	12:03 PM
Class	12:07 PM	12:55 PM

<u>B Lunch Schedule</u>	Start	End
Advisory	11:15 AM	11:37 AM
Lunch	11:37 AM	12:07 PM
Class	12:07 PM	12:55 PM

<u>C Lunch Schedule</u>	Start	End
Class	11:15 AM	12:03 PM
Lunch	12:03 PM	12:33 PM
Advisory	12:33 PM	12:55 PM

<u>D Lunch Schedule</u>	Start	End
Class	11:15 AM	12:03 PM
Advisory	12:07 PM	12:29 PM
Lunch	12:29 PM	12:59 PM

2017-18 PEARSON CALENDAR DATES

Please see the Pearson website for more current calendar information at www.shakopee.k12.mn.us as dates may be changed.

August

30 Open House & Picture Day 3-7

September

4 No school
5 First day of school
7 Explorer Team Parent Info & Tech Night
– 5 p.m. in the cafeteria
7 Discovery Team Parent Info & Tech Night
– 5 p.m. in the cafeteria
7 Trailblazer Team Parent Info & Tech Night
– 6:30 p.m. in the cafeteria
7 Voyager Team Parent Info & Tech Night
– 6:30 p.m. in the gym
11 iPad Rollout Night – all teams
25 Voyager Field Trip
26 Discovery Field Trip
27 2 hour early release
28 Explorer Field Trip
29 Trailblazer Field Trip

October

6 Picture Retake Day
18-20 No school

November

2 Fall conferences 3 – 7
6 Fall conferences 3 – 7
9 Fall conferences 3 – 7
9 End of Quarter 1
10 No school
23-24 Thanksgiving break
29 2 hour early release

December

January

15 No school
19 End of Quarter 2

February

19 No school
20 Winter conferences 3 – 7
22 Winter conferences 3 – 7

March

14 2 hour early release
23 End of Quarter 3
27-30 Spring break

April

25 2 hour early release

May

31 Last day of school

ATTENDANCE POLICIES AND INFORMATION

**Please be sure to call the building attendance
Line as soon as possible whenever your student is going to be
Late to school or absent from school.**

PEARSON ATTENDANCE LINE (24/7) 952-496-5863

THE IMPORTANCE OF REGULAR ATTENDANCE:

Regular and punctual attendance in class is of prime importance if the maximum benefits of schooling are to be achieved. The entire process of education requires continuity of instruction, classroom participation, and study in order to achieve the goal of maximum educational benefits for each individual student. It is expected that all students will be in attendance in class on those days that school is in session. Parents are responsible for making sure their children attend school every day.

REPORTING ABSENCES:

It is the parent/guardians responsibility to call the attendance line right away in the morning whenever a student is going to be absent from or late to school for whatever reason. If this does not occur, the parent will be contacted by the school. If we are unable to reach you or do not hear back from you, the absence/tardy will automatically be marked unexcused. The classroom teacher reports attendance information and all absences and tardiness are recorded in the school office.

LEAVING DURING THE SCHOOL DAY:

If a student will be leaving for any reason during the day, parents/guardians MUST call the office as much in advance as possible. Please indicate your student's name, grade, reason for leaving, the time they will be picked up and who will be picking them up. **Students will not be permitted to leave with anyone other than a parent unless indicated by the parent.** *For students safety, student are not permitted to meet their ride at the door. Parents/guardians are asked to come into the office to get their student.*

PRE-ARRANGED FAMILY TRIPS:

If a family trip is planned during school time, the parents/guardians should call the attendance line well in advance to inform them of the date(s) the student(s) will be absent. The parent may request homework be collected in advance of the departure date so their student(s) can work on it during their absence to help stay caught up. Family trips are EXCUSED absences as defined above as long as a call is made to the school. If the parent fails to contact the office, the absence will be considered unexcused.

CONTINUING TRUANT:

There is a new definition under statute titled "continuing truant". A continuing truant is a student that is absent without valid excuse for three (3) days within a school year. The law requires that schools notify parents after three unexcused absences that their child is continually truant and will be monitored. For any student who has accumulated seven (7) unexcused absences, the school is obligated to notify the Scott County District Attorney's Office to file truancy.

For any student who develops a pattern of excessive absences or tardies (excused or unexcused), special interventions may be warranted. Parents who are experiencing difficulty with their child establishing regular attendance are encouraged to contact their child's Assistant Principal or the school social worker for assistance and support.

TRUANCY/UNVERIFIED ABSENCES:

Compulsory attendance policies for students under the age of 16 years will be applied in cases of chronic absences or tardiness. A student with more than 7 unexcused absences may be referred to Scott County Juvenile Court. Excused absences are for reasons of illness, medical or dental appointments, or appointments that cannot be made outside the school day. Unexcused absences are any other reason than those listed below:

TARDY = Student is not in class/at desk when bell rings

ABSENT = Student not in class at all or late to class by more than 10 minutes

Parents can request for a child's absences or tardiness to be considered EXCUSED for the following reasons:

1. Illness
2. Medical/Dental Appointments
3. Religious Activities
4. Pre-Arranged Family Trips
5. Family Emergencies

UNEXCUSED REASONS:

Reasons for being absent not listed are unexcused. Examples include: oversleeping, missed bus, late ride, refusal to attend, etc.

BUILDING ASSIGNMENT OF STUDENTS:

Students in grades K-5 will attend either Jackson, Sweeney, Red Oak, Eagle Creek or Sun Path Elementary. See the District website for updated Elementary School boundaries.

Students in grades 6 will attend the Pearson 6th Grade Center (952) 496-5862

Students in grades 7, 8 and 9 will attend one of the Shakopee Junior High Schools (952)496-5752 (JH West) or (952)496-5702 (JH East). See the District website for updated Junior High boundaries. Students in grades 10, 11 and 12 will attend Shakopee Senior High School (952)496-5152.

ENTRANCE GUIDELINES:

All children between the ages of 5 and 21 years of age whose parents or guardians reside within the boundaries of ISD 720 shall be eligible for a tuition-free education in the district.

SCHOOL DISTRICT ENROLLMENT OPTION PROGRAM:

The School District Enrollment Option gives families (or youth no longer living at home) the opportunity to select the best educational experience for their sons and daughters. All pupils eligible to attend public school may apply to any public school or program outside the district in which they live. If you wish to pursue this option, contact any building principal who will provide you with complete information and the necessary application forms.

ACTIVITIES

The Shakopee Junior High School Activities Program is open to all Shakopee students. There are a variety of athletic and non-athletic opportunities during the school year. All sports are coached by individuals assigned by the Activities Director and approved by the School Board. In 6th—8th grade sports Shakopee belongs to the "Big-Missota Lake Conference" composed of Northfield, Prior Lake, Burnsville, Lakeville, New Prague, Faribault, Owatonna and Farmington. We may also schedule contests with other schools. Most athletic seasons consist of a seven-week season with 8-10 competitions.

● **6TH GRADE FALL SPORTS**—Girls Tennis

● **6TH GRADE WINTER SPORTS**—Wrestling

● **6TH GRADE SPRING ACTIVITIES**—Boys Tennis & Boys and Girls Golf

● Sixth-Eighth grade fall sports begin August 28th

● Information on winter and spring sports will be announced over the PA system to students before the start of each sport and will also be available on the websites.

FEES:

No student will be excluded from any activity based on the inability to pay the fee. The student or parent should call the Activities Office with financial assistance inquiries (952-496-5171). Managers in a given sport shall not pay fees but do need to register (no physical required). Refunds will be made to those students who drop from an activity during the first two weeks of the activity. All athletic equipment must be turned in before any refund is made.

● **6th—8th GRADE SPORT PARTICIPANTS** - \$65 per sport season

● **9th—12th GRADE SPORT PARTICIPANTS** - \$150 per sport season

REGISTRATION:

Registration is completed online through the Activities Department webpage: www.shakopeesabers.com. Registration must be completed BEFORE an individual may begin participation on any sports team.

The following is a list of items included in the registration process:

● **PERMISSION, ACKNOWLEDGEMENT, INSURANCE WAIVER AND ELIGIBILITY FORM**

● **HEALTH QUESTIONNAIRE**

● **EMERGENCY MEDICAL / CONTACT INFORMATION**

● **FEE (6th, 7th and 8th Grade - \$65.00 / 9th Grade - \$150.00)**

*****PHYSICAL EXAMINATION FORM** - All athletes must have an MSHSL Sports Qualifying Physical Examination Form filled out by their physician and on file with the school. Once completed, these Physicals are good for 3 years. These forms are available online and in the school offices. Many local physicians have them in their offices as well. PHYSICAL FORMS MUST BE TURNED IN TO THE ACTIVITIES OFFICE BEFORE PARTICIPATION IS ALLOWED.

POLICIES ON ATTENDANCE & ACTIVITY PARTICIPATION:

Student activity participation on the day of an absence is governed by the following rules:

- Students may participate with an excused absence, except those students who are ill and do not arrive before the start of third period. Parents are encouraged to keep students at home when they are ill and to forgo activity in the best interest of the student and the health of other students participating in the activity.
- Students may not participate or attend activities on the days that they are suspended. Students may also be held out of activities for inappropriate school behavior.
- Students are ineligible if they violate school policies on chemical use or harassment.
- Students may be denied early release from school for games if their teacher feels they are not making progress in the classroom.
- 8th grade students may be moved up to 9th grade or higher level teams ONLY by recommendation of the coach and parent permission.
- Students may participate on a Parent Option Absence
- Students may not participate if they have an unexcused absence during the day

Activity Participation and Appointments - Parents should attempt to schedule doctor and dental appointments after school. Students who miss a practice due to a doctor or dental appointment will be excused from practice with no penalty.

Absences and Activity Membership - Students may not be dismissed from a squad for absences that the school has excused. Playing time is a separate issue and is up to the discretion of the coach/director.

WEBSITES: www.southsuburbanconference.org or www.mshsl.org or www.shakopeesabers.com

ACTIVITIES: School Newspaper, Yearbook, Student Council, Knowledge Bowl, Science Olympiad. Information on these activities will be announced at the school. Additional information can be found online on the Activities Department webpage.

ACADEMICS-ADDITIONAL INFORMATION

ACADEMIC INTERVENTIONS:

Pearson seeks to help every student achieve academic success. When students struggle, interventions may include working with teachers before/after school, participation in the reading strategies course, math intervention course, peer tutors, trail sheets, parent meetings, working with the Special Services Facilitator, Assistant Principal, or Principal.

HONOR ROLL:

The Honor Roll is computed each quarter, after the deadline for incompletes. The honor roll is published each quarter to recognize students for their scholastic achievements. The following mark value table is used to figure the average:

(A) =	4.0	(B-) =	2.7	(D+) =	1.3
(A-) =	3.7	(C+) =	2.3	(D) =	1.0
(B+) =	3.3	(C) =	2.0	(D-) =	0.7
(B) =	3.0	(C-) =	1.7	(F) =	0.0

A Honor Roll: Must have a numerical average of 3.7

B Honor Roll: Must have a numerical average of 2.7 to 3.69

SECONDARY ACADEMIC AWARDS
Criteria beginning 2016-2017

ALL ACADEMIC AWARDS Criteria:

- All students awarded a certificate and cloisonné pin with the year printed on it
- 3.7 or greater GPA all 4 quarter (A Honor Roll all 4 quarters)
- Award in fall of each school year for the previous year

ACADEMIC LETTERING Criteria:

- Grades 9-11 - Continue with the board-approved criteria (GPA) for the school year + advanced courses)
- First time letter winners receive a chenille letter S and chenille academic bar.
- Students who have previously lettered in athletics or activities receive an academic chenille bar the first time they letter in academics.
- Once students have received a chenille academic bar, they will each receive a gold bar in the succeeding year(s).

GPA GROWTH RECOGNITION / AWARD – top 10 students with greatest growth in GPA from end of 6th grade through 1st Semester of 8th grade

NATIONAL JR. HONOR SOCIETY: (Grade 8 & 9) cumulative GPA of 3.75 or greater. Complete application: scholarship, service, citizenship, character and leadership

PRESIDENTIAL AWARD - (award in spring - annually grade 8 only)
Cumulative GPA of 3.5 or greater for grades 6 through first semester of 8th grade
90th percentile+ test score on at least one state or national test*

GPA are not rounded when determining awards

*Tests used are agreed upon by building administration and district assessment coordinator

MAKE UP WORK FROM ABSENCES:

It is the responsibility of the student to create a plan with each teacher for making up missed work after an absence. A general guideline is one day of make-up time for each day they are absent. Students are encouraged to check teacher websites or email teachers during extended absences. If you do NOT have Internet access in your home, homework can be requested through the attendance line (496-5863) **if you are absent for 3 or more days in a row.**

If you are leaving for a family vacation, please let the office know at least 2 days in advance and they will provide a vacation assignment sheet that you can have your teachers fill out before you leave.

REPORT CARDS:

These are sent home with students one week after the quarter has ended. They are also viewable in Infinite Campus via the Parent Portal.

**INFINITE CAMPUS-UPDATED-
(ON-LINE STUDENT INFORMATION SYSTEM FOR PARENTS)**

Infinite campus provides instant access to accurate, current, and confidential information about your child. This includes: assignments, grades, attendance, food service balance, unofficial transcripts, testing results, school contact information, emergency contact information, and more!

In addition, you may sign up to be notified automatically via email of absences, tardies, and missing assignments. This information is secure, view only data that will be accessed through a confidential user name and password. Data is updated into the parent portal from our student management system and from individual teacher grade books in real time.

For directions on how to sign up for the parent portal, please visit our website at <https://www.shakopee.k12.mn.us/domain/1962> or contact the school directly.

Parent access is provided as a means to further promote educational excellence and to enhance communication with parents. Every parent is expected to act in a responsible, ethical and legal manner. Access is available to every parent or guardian of a student enrolled at Pearson.

Users are required to adhere to the following guidelines:

- Users should not share their passwords with anyone, or set browsers to auto login.
- Users will not attempt to harm or destroy data on any district network.
- Users will not use Infinite Campus for any illegal activity, including violation of Data Privacy laws.
- Users will not access data or any account owned by another parent or user.
- Users who identify a security problem with Infinite Campus must notify the office immediately. Please do not demonstrate this problem to anyone else.
- Users who are identified as a security risk to Infinite Campus or any other ISD 720 computers or networks, will be denied access.

CANVAS

Canvas is the online learning management system (LMS) used by students in grades 6-12. Every teacher has their own Canvas page for their specific course content. It can be accessed either through an app or internet browser. Below are the main purposes for which students will utilize Canvas:

- Check calendar with due dates for all courses
- Find assignment materials, resources, and directions. These will be organized into modules by unit so students can focus on the materials in the current unit of study.
- Turn in/Upload assignments and quizzes

All students will have their own Canvas accounts and are able to show their parents/guardians content through their own student account. Parents are encouraged to set up their own account as well. Click the link for directions on how to get a parent account- bit.ly/canvasforparents

GENERAL INFORMATION

ADDRESS CHANGES:

If at any time your address changes, please contact the school office as soon as possible so there is no interruption to your school correspondence. If you are moving out of the school district and will no longer be attending Shakopee schools, please allow at least 2 days advance notice whenever possible so your student can complete a Withdrawal Grades sheet to take to their new school.

AFTER SCHOOL DETENTION PROGRAM:

Students accumulating three or more unexcused tardies to any class may be assigned After School Detention. Detentions will continue to be assigned for every third unexcused tardy. The Administration reserves the right to assign additional consequences in the event a student does not serve the detention as assigned or in the event a student is habitually tardy to school or to classes. Additionally, After School Detention may be assigned as a consequence for behaviors that do not warrant a day of In School Suspension, yet need to be addressed.

ANNOUNCEMENTS:

Announcements are shown during 5th hour advisory time by our Saber Tech Squad.

ARRIVAL TIME:

7:30AM - Please do NOT arrive earlier than 7:30AM unless you are here to work with a teacher or attending a meeting for a school event. Students are required to stay in locker bays until 7:45 at which time they may enter classroom areas.

BACKPACKS:

All backpacks, large bags, drawstring bags, etc must be kept in your locker during the school day **and are not allowed in classrooms.**

BREAKFAST:

See "School Meal Program."

BUSSES:

Only students ASSIGNED to a bus may ride the bus. The bus company DOES NOT allow students to bring friends home on the bus. Questions? Contact Palmer Bus Co. at (952)445-1166.

DEPARTURE:

The last bell rings at 2:35PM. Students are required to leave the building by 2:45 unless they are under the direct supervision of a teacher or involved in an after school activity. Repeated non-compliance may result in a property exclusion (trespass) filed with the Shakopee Police Department.

DRESS:

Clothing may not include words or visuals which are lewd*, obscene*, disruptive*, abusive* or discriminatory*, or which create a safety hazard, or which promotes products or activities that are illegal for minors. Dress or grooming which is disruptive of the classroom or school atmosphere is not allowed. Shoes must be worn at all times for health and safety reasons. Students may not wear hats or head coverings (except for religious reasons).

In addition to the above items, the following will also require a change of clothes: bare midribs, uncovered shoulders, low cut tops, sagging pants or shorts that show exposed underwear, shorts/skirts that are not at least fingertip length with arms at sides, exposed bra or spaghetti straps.

Early Release Days

Four Early Release days were added to the 2017-18 academic calendar. On these days, students are dismissed two hours early from school

so that teachers and other educators may meet, collaborate, receive training, and develop methods and programs to improve instructional skills and academic achievement for all students.

ELECTRONICS POLICY:

Information is readily available and accessible through many different forms of technology. The use of any electronic devices not provided by the school district in the classroom would be for educational purposes only, as determined by the teacher. Individual teachers reserve the right to prohibit personal electronic devices in the classroom. Electronic devices can't be used in the bathrooms (or locker room) of the school at any time. Students may use electronic devices during passing times and while at lunch. Independent texting, gaming, and participation in social media in class are strictly prohibited and will result in the student no longer being able to bring the device to school.

Electronic device examples include, but are not limited to: iPad, iPod, Laptop, Cell phone, Kindle, EBooks, Tablets

If the electronic device is being used without permission in a classroom, the staff member will ask the student for it and the staff member will take it to the main office. Parents may need to come to the office to collect the device. Repeated violations of this policy will result in the student no longer being allowed to bring their device to school.

FEES:

Classes - Classes such as Art, PLTW, and Band may collect a fee if you wish to keep a project that is done in class. The individual teachers will give you information.

Sports and Clubs - After school sports and some clubs that meet after school will require a fee. This fee may be waived in the case of financial need. If this is a concern for you, please see your dean, the athletic director at the High School, or the Principal.

Field Trips - When field trips are taken, we collect ticket fees, entrance fees, bus fees and permission slips from students. If you do not have the money to pay please talk to your teacher. Your teacher will keep your concern confidential, but may be able to help.

Fines—Fines will be assessed for lost or damaged books from Pearson. Students and parents will be notified throughout the year, and in the spring. Students may be assigned consequences in an effort to collect missing books or fines. Consequences may include lunch detentions, after-school detentions, and possibly withholding of yearbooks. A certain amount of wear and tear is expected each year. Book fines are reserved for cases of excessive damage and lost books. At the close of the year a letter will be mailed to those students with outstanding fines.

FIRE/TORNADO/LOCK DOWN DRILLS:

Fire/Tornado/Lock down drills are held throughout the school year. Signs are posted in classrooms indicating the proper exits to use. During a drill or emergency evacuation, students are to proceed to the assigned area in an orderly and quiet manner. Students are to listen carefully to their teachers for instructions during a fire or tornado drill. Cooperation during such drills is expected.

FOOD IN THE CLASSROOM/HALLS:

Food and drinks are allowed in the cafeteria not in the classrooms, hallways, or on buses.

FUNDRAISERS:

Items may be sold only if the fund-raiser has been approved by the principal. Students may not sell items during class. The school cannot be responsible for money students have collected. Do not keep money in your locker.

GRADING/RETESTING/LATE WORK:

Grading Practice

Pearson Sixth Grade Center believes that getting good grades is important for our students to both show mastery of the learning material and build the solid work ethic to be successful both in school and life. We know how important parents are as partners in educating student and will work together to help student grow to be successful, responsible students. Grades will reflect strictly academic success, and we strongly encourage parents to use Canvas and Infinite Campus to monitor both missing and graded work as students progress through sixth grade.

Retesting

Person Sixth Grade Center believes that when a student makes the needed effort to do well on an assessment but does not perform up to their ability on the test, retesting may be an option. We encourage students to do their very best work and want to partner with parents to build intrinsic motivation in every student to be successful in their education. Our goal is for students to do well the first time by being properly prepared for tests so they do not need to rely on retesting to be successful. Our purpose for retesting is to nurture a growth mindset in students and provide further opportunities for success. Test dates will be displayed on the Canvas calendar for each course as they are scheduled. The score of the retake will replace the original score.

Required for retesting:

- All required assignments (home and school) leading up to the test are completed prior to the test date

- With the expected effort, a student is not successful on the assessment
- A retesting contract is completed by student and signed by a parent
- Work required to show proof of further learning must be completed before retesting
- Corrections are made to the original test when required by teacher
- Required preparation and retesting must be done in a timely fashion

*When retesting will **not** be available:*

- Home and school work is not complete prior to the test
- Student meeting requirements fails to get parent approval to retest
- Student does not complete required work for retesting and show proof of learning beyond original test
- Student waits for an extended period of time before communicating their desire to retest

Late Work

Timeliness in submitting work is important for both skill acquisition and strengthening responsibility in students. Staying current with work will help students to continuously stay on top of their educational success and be ready for the next level of learning. Our 1-to-1 iPad program gives students the tools needed to follow all assignments and due dates with simplicity. Students habitually late with work submission may be required to meet with the teacher and parents to create a plan to help the student grow in responsibility and prioritizing for success. Plans may include after school work time, creation and use of organizational tools, home work time schedule arranged with parents, or other designs that build success in students.

When late work will be accepted:

- Extended illness
- Done within the current unit of study
- Student contacts with teacher in advance of due date with reasonable justification
- Completed before 3 week, 6 week, and quarter grade reporting
- Accommodation in place (504 or IEP)

*When late work will **not** be accepted:*

- Work submitted after the grading period ends or unit conclusion

HALL PASSES:

Students must have a signed and timed hall pass or pass book whenever they leave the classroom. Students in the halls without a pass may be subject to disciplinary action.

LATE ARRIVALS:

Be sure to check in with the Office BEFORE going to class whenever you arrive late for any reason.

LEAVING FOR LUNCH:

Students are not to leave school for lunch unless going with **their parent**. You may not go home for lunch or go out to lunch with another student's parent. Parents are welcome to bring lunch items for their own student. Please do not bring food items in for groups of students. Students are not permitted to have outside vendors deliver food for lunch.

LOCKERS:

Lockers are the property of Shakopee Schools and may be searched at any time by school Administration. Advisors also have access to student lockers. Each student is assigned their own locker at the beginning of the year. **Students are required to use their own locker. Sharing lockers or locker combinations is NOT permitted.** Using your assigned locker is the best way to ensure the security of your items. If you have a problem with your locker, please let office staff know.

LOITERING:

"Hanging Out" - Students are required to leave the building **immediately** after school unless participating in a school activity or working with a staff member. Loitering (hanging out) is not allowed. If you need a ride home, please make these arrangements ahead of time to avoid waiting in the entrance areas.

LOST AND FOUND:

Whenever you lose an item, please be sure to check the Lost and Found right away and claim your item. Small items such as electronics, jewelry, keys and eyewear are kept in the main office. It is your responsibility to check for your lost items. All items not claimed will be donated to charities.

LUNCH:

Secondary lunches are \$2.65/per meal. See School Meal Program for more information.

MONEY / VALUABLES:

DO NOT bring excess money or valuables to school. The safety of these items cannot be guaranteed. Also note - for security purposes, **the Main Office does NOT keep cash in the office.**

NUISANCE ITEMS:

Pearson Sixth Grade Center is committed to providing an environment free from distraction and focused on learning. Often items such as spinners, slime, or other trendy toys become significant distractions, get stolen, or become the primary focus of students over the intended attention to learning. Such items are better suited for home use. When improperly used in school, these items may be confiscated to be picked up later by a parent. This is not to be confused with fidgets identified as accommodations for students as approved by case managers.

NURSES OFFICE:

If a student is not feeling well, they must get a pass from their teacher to go to the nurse's office. Students **may NOT** call home from the classroom phone or use of their cell phone in such cases. **Such use of cell phones will be considered a violation of the acceptable use policy.**

PERSONAL ITEMS:

Pearson Sixth Grade Center and Shakopee Public Schools are not responsible for any personal belongings lost or taken. Please use care if bringing items such as cell phones to school. Items of significant value are discouraged.

PLEDGE OF ALLEGIANCE:

Grade 6 students will recite the pledge of allegiance to the flag of the United States of America the first day of each week. Any student or teacher may decline, for personal reasons, to participate in recitation of the pledge, and students and staff must respect their right to make that choice.

SELLING OF GOODS:

Students are not allowed to buy and sell personal items to peers on their own accord at school. Such activity leads to significant distraction from learning.

TEXTBOOKS:

Please take care of them. You will be charged the replacement cost of any book you lose or be charged a fee for damage. According to Minnesota Statutes 120.101: "The school will charge an appropriate replacement fee for textbooks, workbooks or library books lost or destroyed by students."

VISITORS:

A new check-in practice, referred to as LobbyGuard, will be implemented at every school in our district for the 2017-18 school year to add another layer of security in our buildings. LobbyGuard is a visitor management system. Visitors of our schools who wish to go past the front office must check-in using LobbyGuard. Visitors will simply swipe an identification card or report their first and last name to the office secretary. This new system allows us to ensure that we know exactly who is in our buildings at any time. Pearson students are not allowed to bring visitors to school.

WEBSITE:

The district website is www.shakopee.k12.mn.us. Be sure to use this often for updated information.

WITHDRAWAL:

If you are moving out of the district and will be attending a different school, the school office should be informed as early as possible. Please contact the office at (952)496-5862.

YEARBOOK:

Students who did not purchase their Yearbook at the Open House will get another opportunity to purchase one at another time that will be announced in advance. Please listen for announcements and watch for postings on the website. Yearbooks will be distributed during the last week of school. Please be sure to keep your receipt in case there are any problems.

HEALTH SERVICES

Health services are provided in the Shakopee School District to promote and maintain the health and safety of all students and staff. Healthy students are better learners. The school district, in accordance with state law, will develop, maintain and monitor health records and statistics. Every effort will be made to safeguard the privacy of all health data that must be accumulated. Data that is required by law will appear on the

student's health record. This information includes, but may not be limited to, immunizations and yearly screening results.

ILLNESS / INJURY:

If you should become ill during the day, you **MUST** report to the Nurses' Office. Please do not call from the classroom or from a cell phone. Students must get a pass from the nurse or the office to leave the building. A health assistant (a Licensed Practical Nurse) staffs each school health office to administer medications, provide first aid for injuries and care for students who become ill at school. This is done under the supervision of the district's licensed school nurses. A parent will be contacted and asked to pick up a student if the student is vomiting, has diarrhea, has a temperature over 100 degrees, has a suspected contagious condition such as chicken pox, or has an injury that may require medical attention. **Fever of 100 degrees or more:** The student needs to stay home for 24 hours after the temperature returns to normal. **Vomiting and diarrhea:** The student needs to stay home 24 hours after the last episode.

IMMUNIZATIONS:

In accordance with Minnesota Statutes, sections 121A.15 and 135A.14, all children who are enrolled in a Minnesota school must submit documentation of immunization against diphtheria, tetanus, pertussis, polio, measles, mumps and rubella.

Parents may file a legal exemption from immunizations. Allowable exemptions for any or all immunizations include:

- **Medical exemption** - signed by a physician stating that the immunization is prohibited for medical reasons or because an adequate immunity already exists,
- **Conscientious exemption** - signed by the parent or legal guardian and notarized stating that the child has not been immunized because of conscientiously held beliefs of the parent or legal guardian.

School-age children have a grace period of eight months to complete any primary immunization series. Records of all children entering Shakopee schools will be reviewed. **No child will be allowed to attend school if immunization records are not up-to-date.**

MEDICATIONS:

Shakopee Schools maintain a safe, effective medication procedure that is current with accepted standards.

- Medication is dispensed by designated school personnel in each building who are in-serviced yearly and supervised by the district licensed school nurses.
- Medication must be brought to school in an original container appropriately labeled by the pharmacy with date, child's name, dosage, time intervals and any other key instructions. Over-the-counter medication will be administered only when the medication comes in the original container. The schools, by law, are not permitted to supply medications of any kind.
- The "*Permission to Dispense Medication*" form must be filled out completely and submitted in order for the school to administer medication to a student. The form needs to be signed by both the parent and the physician for all prescription medications. Only a parent signature is required for over-the-counter medication. These forms will not be carried over from one year to the next and new forms must be submitted each year.
- Whenever possible, the parent or guardian should make arrangements so that it is not necessary for school personnel to administer medication to a student.

Procedure for Students with Severe Allergies

Shakopee Public School attempts to take reasonable measures to accommodate student's health needs in order to promote a safe environment for students with severe or life-threatening allergies. Parents who have students with severe allergies should contact their school health office about their student's allergy. Medical documentation from a Licensed Physician, Physician's Assistant, or Certified Nurse Practitioner will be required for accommodations to be made at school for the student. Forms related to allergies can be found on the Shakopee School District web site under District Services/Health Services/ Health Conditions.

Successful management of severe allergies in the school setting requires the development of a plan that will best meet the needs of the child and be least disruptive to the routines of the classroom. Parent and Student Responsibilities that will aid in the successful management of severe allergies are included below:

Family's Responsibility

- Notify the school of the student's allergies. (***Annual Health Update form*** and medical documentation)
- Provide written medical documentation, instructions and medications as directed by a physician, using the ***Allergy Action Plan*** and ***Allergy Questionnaire***. The ***Allergy Action Plan*** and ***Allergy Questionnaire*** are available on the Shakopee Public Schools website. Parent/Guardian may be asked to contact the physician for recommendations for accommodations during the school day.
- Work with the school team to develop a plan for reasonable accommodations for the student's needs during the school day including in the classroom, in the cafeteria, playground, and field trips.
- Parent/Guardian is encouraged to contact Shakopee Food Service to create an alert on the food service account. Parents are also encouraged to contact food service in their students building to discuss menu items or review the ingredients of food served at school.
- Parent/Guardian will coordinate a plan for before and after school activities and for transportation to and from school. Parents are encouraged to introduce themselves and their student to the bus driver and alert him/her to the student's allergy.

- Provide properly labeled medications and replace medications after use or upon expiration. One Epinephrine dose will be kept in the health office at a minimum.
- Provide safe alternative for snacks, birthday treats. Review the school lunch menu for possible unsafe foods.
- Parents are encouraged to educate their student in the self-management of their food allergy including:
 - Safe and unsafe foods
 - **Strategies for avoiding exposure to unsafe foods (bring their own safe snack to school, review school lunch menu for possible unsafe foods)**
 - Symptoms of allergic reactions
 - How and when to tell an adult they may be having an allergy-related problem
 - How to read food labels (age appropriate)
 - Self-administration of Epinephrine (Epi-Pen) per parent and student readiness
 - Obtain a medical alert bracelet for the student to wear.
- Parents are encouraged to provide a current picture of their student to the health office.
- Parents are encouraged to review upcoming projects and field trips, and communicate any concerns to the teacher.

Procedures for Students with Severe Allergies (cont.)

Student Responsibility

- Should not trade food with others
- Should not eat anything with unknown ingredients or known to contain any allergen.
- Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Should notify an adult immediately if they eat something they believe may contain the food to which they are allergic.
- It is recommended that the student wear appropriate Medic-Alert bracelet, or similar
- It is recommended that the student share (or have the teacher or nurse share) information regarding his/her allergy with classmates.
- Student should minimize risk in the lunchroom by sitting at the allergen-free table if it is available.

SCHOOL MEAL PROGRAM

FOODSERVICE HEADQUARTERS:

Located at the District Office. Students can bring their cash or checks directly to the Food Service office and they will enter the deposit on their account right away. Funds can also be delivered to the main office at Pearson, or added to the account online. There is no delay.

FREE/REDUCED MEALS:

Applications and financial guidelines for Free/Reduced priced meals are provided to all families at the beginning of each school year. Everyone is welcome to turn in an application to the Food Service Department or their school's Main Office. Only one application per family is needed. Applications can also be obtained on-line, from inside the school calendar, or from any school office. After applying, the Food Service department will inform you if you are qualified for Free or Reduced meals. F/R status does **NOT** carry over to the next year. **You MUST re-apply every year.**

MEAL COSTS:

Students not qualifying for free or reduced meals will pay the following price per meal:

BREAKFAST—\$1.65/per
LUNCH—\$2.65/per
EXTRA MILK — .50/per
ADULT — \$3.75/per

MY STUDENTS ACCOUNT BALANCE:

You can check your student's account balance online. Students are also informed by lunch room cashiers when their lunch account is LOW.

Please remember, students are NOT allowed to charge meals so please be sure to put money in your student's account when this happens. This can be done online or sent to school with your student. To make a deposit online, you will need to know your student's ID number.

SPECIAL REQUESTS:

If you choose to flag your student's account with limitations (i.e. no extras), you must contact Food Service at 952-496-5140 or 952-496-5141 to have a message indicated on their account.

BULLYING POLICY

Adopted:

MSBA/MASA Model Policy 514

Orig. 2003

Revised:

Rev. 2014

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 on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;

3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

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

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

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

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

III. DEFINITIONS

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

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

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

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

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

IV. REPORTING PROCEDURE

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

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.
- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

- A. 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. B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

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

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

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

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

VIII. NOTICE

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

IX. POLICY REVIEW

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

Legal References:

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

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

HAZING PROHIBITION - MSBA/MASA Model Policy 526 - Orig. 1997-Rev. 1999

POLICY:

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

II. GENERAL STATEMENT OF POLICY -

- No student, teacher, administrator, volunteer, contractor or other employee of the Shakopee Public Schools shall plan, direct, encourage, aid or engage in hazing.
- No teacher, administrator, volunteer, contractor or other employee of the Shakopee Public Schools shall permit, condone or tolerate hazing.
- Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- This policy applies to behavior that occurs on or off school property and during and after school hours.
- A person who engages in an act that violates school policy or law in order to initiate into or affiliated with a student organization shall be subject to discipline for that act.
- 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”** - 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:

- Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
- 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.
- 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.
- 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.
- 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.

“Student organization” - 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

- 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 the School District Human Rights Officer(s) or building principal.
- 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(s) or the Superintendent.
- Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events that 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.
- Submission of a good faith complaint or report of hazing will not affect the complainant or reporter’s future employment, grades or work assignments.

V. SCHOOL DISTRICT ACTION

- 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. REPRISAL

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

VII. DISSEMINATION OF POLICY

This policy shall appear in all staff, student and parent handbooks.

OFFENSIVE BEHAVIOR / SEXUAL HARASSMENT POLICY

It is the policy of Independent School District 720 that no employee or student of the district shall be subjected to offensive or degrading remarks or conduct. Such behavior includes inappropriate remarks or conduct related to an employee's or student's race, color, creed, retaliation, national origin, sex, affection orientation, marital status, disability, age, status with regard to public assistance or membership or activity in local commission dealing with discrimination. Offensive behavior prohibited by this policy also includes but is not limited to engaging in illegal, immoral or unethical conduct or retaliation for making a complaint. One specific kind of illegal behavior is sexual harassment. Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or advancement, or of a student's education or participation in school programs or activities;
- Submission to or rejection of such conduct by an employee or student is used as the basis for decisions affecting that individual's employment or education;
- Such conduct has the purpose or effect of unreasonably interfering with an employee's or student's performance or creating an intimidating, hostile or offensive work or learning environment.

Employees, students and citizens should understand that this policy applies to each and every student, employee and citizen of the school district, including all full-time, part-time and temporary employees.

Each employee, student and citizen must operate with total integrity to create an environment free of discrimination and other inappropriate behaviors. Each supervisor shall be responsible for promoting understanding and acceptance of and ensuring compliance with state and federal laws and board policy and procedures governing offensive behavior and sexual harassment within his or her school or office.

Violations of this policy or procedure will not be tolerated. Offensive behavior will be cause for immediate and strict disciplinary action up to and including discharge for staff and up to and including expulsion for students.

To file a complaint, contact Personnel Office/Human Rights Office at the District Office.

NON-DISCRIMINATION POLICY

Independent School District 720 is committed to a policy on non-discrimination. The school district will not discriminate in any matters concerning staff, students, educational programs and services and persons with whom the board does business.

In addition to compliance with all federal and state laws, the school district shall consider discrimination to be an overt or covert behavior that excludes participation in or denies the benefits derived from any educational program or employment opportunity based on race, color, creed, religion, national origin, sex, sexual orientation, marital status, disability, status with regard to public assistance and age.

In keeping with the school district's commitment and the requirements of law, the school district will establish and maintain a program designed to identify, remediate and prevent discrimination in employment, assignment and promotion of personnel; in educational programs, services and opportunities offered students and staff; in location and use of facilities; and in educational materials.

STUDENT RECORDS POLICY

In order to provide students with appropriate instruction and educational services, it is necessary for the district to maintain adequate information about each student and to preserve a record of essential and pertinent educational achievement and progress. It is essential that these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardians or the student in accordance with law, and yet be guarded as confidential information. It will be the responsibility of the superintendent to provide for the proper administration of student records in keeping with state law and federal requirements and to standardize procedures for the collection of necessary information about individual students throughout the district.

STUDENT RECORDS-RELEASE OF INFORMATION POLICY

The Family Educational Rights and Privacy Act requires school districts to notify parents and students that certain information from student records will be released and made public without the written consent of the parents or students 18 years or older.

STUDENT SEX NON-DISCRIMINATION

522.1 POLICY: ADOPTED: 3-12-07

522 STUDENT SEX NON-DISCRIMINATION

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. It is the responsibility of every school district employee to comply with this policy.
- C. The school board hereby designates the school district's Activities Director as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- D. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator.

III. REPORTING GRIEVANCE PROCEDURES

- A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.
- B. The building principal is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal immediately.

- C. Upon receipt of a report or grievance, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. The school board hereby designates the school district's Human Resources Manager as the school district human rights officer(s) to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- E. The school district shall conspicuously post the name of the Title IX coordinator and human rights officer(s), including office mailing addresses and telephone numbers.
- F. Submission of a good faith complaint, grievance or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

IV. INVESTIGATION

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

V. SCHOOL DISTRICT ACTION

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

VI. REPRISAL

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

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

VIII. DISSEMINATION OF POLICY AND EVALUATION

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

413 HARASSMENT AND VIOLENCE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE

DEFINED

A. Sexual Harassment; Definition

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

- a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education;
- b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education;
- c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.

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

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of gender.

B. Racial Harassment; Definition

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

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

C. Religious Harassment; Definition

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

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

D. Sexual Violence: Definition

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

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

- A. Touching, patting, grabbing or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
- B. Coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
- C. Coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another;
- D. Threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

E. Racial Violence: Definition

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

F. Religious Violence: Definition

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

G. Assault: Definition

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

IV. REPORTING PROCEDURES

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

V. INVESTIGATION

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

VI. SCHOOL DISTRICT ACTION

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

VII. REPRISAL

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

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

IX. HARASSMENT OR VIOLENCE AS ABUSE

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

X. DISSEMINATION OF POLICY AND TRAINING

- Y. This policy shall be posted in each school building in an area accessible to pupils and staff members, and on the school district web site.
- Z. This policy shall appear in the student handbook.
- AA. The school district will develop a method of discussing this policy with students and employees.
- BB. This policy shall be periodically reviewed for compliance with state and federal law.

SHAKOPEE PUBLIC SCHOOLS
RELIGIOUS, RACIAL, OR SEXUAL HARASSMENT AND VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Religious, Racial, or Sexual Harassment

Shakopee Public Schools maintains a firm policy prohibiting all forms of discrimination. Religious, racial, or sexual harassment or violence against students or employees is discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of religious, racial, or sexual harassment by any pupil, teacher, administrator or other school personnel, which create an intimidating, hostile or offensive environment will not be tolerated under any circumstances.

Complainant _____
Home Address _____
Work Address _____
Home Phone _____ **Work Phone** _____

Date of Alleged Incident(s) _____

Circle as appropriate: sexual / racial / religious

Name of person you believe harassed or was violent toward you or another person _____

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

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

Where and when did the incident(s) occur? _____

List any witnesses that were present _____

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

(Complainant Signature)

(Date)

Received by _____

(Date)

MULTI-MEDIA RELEASE FORM

Updated July 2017



Dear parent/guardian,

Throughout the school year, Shakopee students may have the opportunity to be photographed, videotaped and/or interviewed by school, district, local and/or national media.

The coverage of Shakopee Schools can include:

School Building/School District - school and district Web sites, publications such as yearbooks, newsletters, school calendars, flyers, brochures, presentations and social media.

Public Media - such as radio, television, newspapers, magazines and online news sources.

If you do not want to grant permission for the release of your child's image (i.e. photograph, videotape) and interviews at school-related activities or events, **please sign and return** the bottom portion of this form.

If you do not grant permission, the school district will not allow the release of your child's image (i.e. photograph, videotape) or the content of interviews, to the extent such activities and the release of such data is within the school district's control.

If at any time during the school year, you would like to change your decision, please contact your child's school.

Thank you for your cooperation.

.....

Multi-Media Release Form

I **do not give** consent for the release of images (i.e. photographs, videotape) and interviews of my child by the school district or public media during school-related activities or events.

Students Name

School and Grade

Parent/Guardian
(if student is under 18 years of age)

Date

Parent/Guardian daytime phone #

IMPORTANT PHONE NUMBERS

PRINCIPAL	Kevin Bjerken	496-5862
ASSISTANT PRINCIPAL	Adam Dittberner	496-5862
SCHOOL SOCIAL WORKER	Carol Geesey	496-5866
MAIN OFFICE	Andrea Phillips Sherry Weis	496-5862
ATTENDANCE RECORDING LINE	24 hrs	496-5863
HEALTH OFFICE	Carol Armstrong Jean Boroos	496-5864
SPANISH LIAISON	Lina Marin	496-5730
RUSSIAN LIAISON	Svetlana Mshar	496-5094
SOMALI LIAISON	Ibrahim Mohamed	496-5041
NATIVE AMERICAN COORDINATOR	Dee Buros	496-5790
DISTRICT EMERGENCY HOTLINE		496-5088
FOOD SERVICE	Deb Ross	496-5141 496-5140
HEAD CUSTODIAN		496-5868
FAX		496-5865
STUDENT RESOURCE OFFICER (SRO)	Scott Weiers	496-5710
ATHLETIC DIRECTOR	John Janke	496-5767
PALMER BUS		445-1166
COMMUNITY CENTER		233-9500

CONTACTING TEACHERS

Teachers do not have direct dial numbers in their classrooms. If you need to contact a teacher, please call the appropriate building main office number (see below) and ask for the teacher you are looking to speak with. If the teacher is teaching a class during the time you call, you will be put into their voicemail. If they are on their Prep periods, we will gladly put you through to their room. Email is another great way to connect with teachers. All district staff email addresses follow this pattern: The first letter of their first name followed by the first 7 letters of their last name @shakopee.k12.mn.us. You may also find contact numbers and email addresses on the website. Whichever way you choose, we will do our best to keep in touch with you.

This document provides basic information to help parents/guardians make informed decisions that benefit their children, schools and communities.

Why statewide testing?

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

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

Why does participation matter?

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

- Students who do not participate will receive a score of "not proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

Academic Standards and Assessments

What are academic standards?

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

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

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

<p>Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS)</p> <ul style="list-style-type: none"> • Based on the Minnesota Academic Standards; given annually in grades 3-8 and in high school in reading and mathematics; given annually in grades 5, 8 and in high school for science. • Majority of students take the MCA. • MTAS is an option for students with the most significant cognitive disabilities. 	<p>ACCESS and Alternate ACCESS for English Learners</p> <ul style="list-style-type: none"> • Based on the WIDA English Language Development Standards. • Given annually to English learners in grades K–12 in reading, writing, listening and speaking. • Majority of English learners take ACCESS for ELLs. • Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.
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Why are these assessments effective?

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

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

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

Because test content represents the academic standards as completely as possible, preparing for and taking the assessments uses the very same knowledge, processes and strategies included in the standards.

Are there limits on local testing?

As stated in 120B.301, for students in grades 1-6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7-12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year.

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

What if I choose not to have my student participate?

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

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

When do students take the assessments?

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

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

When do I receive my student's results?

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

How much time is spent on testing?

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

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

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

Where do I get more information?

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



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

Parent/Guardian Refusal for Student Participation in Statewide Assessments

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

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

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

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

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

_____ I received information on statewide assessments and choose to opt my student out. MDE provides a *Parent/Guardian Guide to Statewide Testing* on the [MDE website](#) (Students and Families > Statewide Testing).

Reason for refusal:

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

_____ MCA/MTAS Reading

_____ MCA/MTAS Science

_____ MCA/MTAS Mathematics

_____ ACCESS or Alternate ACCESS for ELLs

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

I understand that by signing this form, my student will receive a score of "not proficient" and he/she waives the opportunity to receive a college-ready score that could save time and money by not having to take remedial, noncredit courses at a Minnesota State college or university. My school and I may lose valuable information about how well my student is progressing academically. In addition, opting out may impact the school, district, and state's efforts to equitably distribute resources and support student learning.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only.

Student ID or MARSS Number _____

***Red Oak
Elementary
School***

***Student
&
Parent Handbook
2017-2018***

***Red Oak Elementary School
7700 Old Carriage Court
Shakopee, MN 55379
Office: 952-496-5952
Attendance Line: 952-496-5953***

Shakopee Public Schools

Mission Statement

Shakopee Schools, in partnership with our community, will educate lifelong learners to succeed in a diverse world.

FORWARD

This handbook has been prepared to inform Parents, Guardians and Students regarding policies, regulations and services offered through the Shakopee Elementary Schools. In this way, a more positive and productive educational experience can result for each child.

Parents and guardians are welcome to visit their child's classroom at any time and are encouraged to consult with teachers on any problem concerning their child's education. Please contact the school office to schedule your visit.

For additional information, visit the Shakopee School District web site at www.shakopee.k12.mn.us .

RIGHTS AND RESPONSIBILITIES

Shakopee Student Rights & Responsibilities

Students shall have the right to:

- an environment free from distraction and disturbances from fellow students.
- an equal educational opportunity and freedom from discrimination.
- due process of law.
- freedom of inquiry and expression.
- protection of personal property.
- be informed of school rules and consequences of breaking those rules.
- be free from verbal and physical abuse.

Students shall have the responsibility:

- to attend school daily, except when excused by the principal or his/her designee, and to be on time to all classes.
- to pursue and attempt to complete the course of study prescribed by state and local school authorities.
- to make necessary arrangements for making up work when absent from school.
- to refrain from making false statements or engaging in disruptive activities.
- to refrain from using profanity or obscenities.
- to respond to reasonable requests of school staff.
- to be aware of all school rules and regulations and conduct themselves in accordance with same.
- to protect and take care of school property.
- to dress and groom to meet fair standards of safety and health and common standards of decency.
- to display good manners and respect for others.

Parent/Guardian Responsibilities

The parent(s)/guardian(s) of students have the responsibility:

- to know the rules of behavior required of students in their school as outlined in the school handbook and to encourage their children to abide by those rules.
- to work cooperatively with school officials and teachers in assuring a learning environment that is free from unnecessary distraction or disruption.
- to inform the school when a student is to be absent or tardy.
- to work cooperatively with the schools in the enforcement of district and/or building rules or regulations.

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ATTENDANCE

Assignment of Elementary Children

Shakopee has five K-5 schools – Eagle Creek, Jackson, Red Oak, Sun Path, and Sweeney. Boundaries are established and used for student assignment to a specific school based on home address. If a student attends a before or after-school daycare program, and the parent desires school-provided transportation, the student may be assigned to the school in which the daycare provider is located.

Parents requesting their students' attendance at a school outside of their attendance area shall submit the request in writing to the principal. Requests shall be submitted prior to May 1st for attendance for the following school year. Families who move into the District after May 1 of any year will be exempt from the May 1 deadline for that year. The approval or denial of such requests shall be based upon class size and other pertinent factors. When approval to attend a school outside the attendance area is granted, parents must provide transportation to the school.

Emergency School Closing

During inclement weather, school closings, late starts, and/or early dismissal will be communicated via an automated telephone call and/or email to each registered family as well as being announced on WCCO radio (AM 830), plus TV networks FOX, NBC, CBS, and ABC. Closings are also recorded on our school district EMERGENCY INFORMATION Line at (952) 496-5088 and posted on the district web site. Please do not call the school. Our phone lines are not equipped to handle incoming calls at that capacity.

Entrance Guidelines

All children whose parents or guardians reside within the boundaries of the Shakopee Public Schools shall be eligible for a tuition-free education in the district.

To be eligible for kindergarten, a child must be five on or before September 1st of the current school year. In addition, all children determined eligible by the district's early entrance regulation may be admitted.

The parent or guardian of a child entering the district for the first time must submit the child's birth certificate or other satisfactory evidence of age and legal name to the appropriate school office.

Regular Attendance

Regular and punctual attendance in class is of prime importance if the maximum benefits of schooling are to be achieved. The entire process of education requires continuity of instruction, classroom participation, and study in order to achieve the maximum educational benefits for each individual student. It is expected that all students will be in attendance in class on those days school is in session.

When a pattern of excessive absences or tardiness (excused or unexcused) has developed, special interventions will be implemented. Parents who are experiencing difficulty establishing regular attendance with their child are encouraged to contact the Principal or School Social Worker for assistance and support.

In elementary school, students are to be counted tardy under the following situations:

- If a student arrives after the last bell but before 9:50 AM, s/he is considered tardy for the morning.

Any student who arrives after 9:05 AM will be expected to report to the school office for an admittance slip. This practice allows the office personnel to record the tardy as excused or unexcused.

Students are to be counted absent under the following situations:

- If a student arrives after 9:50 AM, or leaves before 2:35 PM, s/he will be considered absent for one-half day.
- If a student leaves after 2:35 PM, s/he is considered in attendance for a full day.

Reporting Absences – Attendance Line 952-496-5953

In the event that a child must be absent because of illness, it is important the parent or guardian notify the school attendance line before school on the day of the absence. If this does not occur, the parent will be contacted by the school to inquire as to why the child is not in school. Minnesota regulations require any student who misses 15 consecutive days to be dropped from schools rolls and readmitted. The district adheres to this regulation. Excessive excused absences can also result in a request for information from a physician.

Attendance information is reported by the classroom teacher and all absences and tardiness are recorded in the school office. Your child's absences or tardiness will be considered **excused** for the following reasons:

1. Illness
2. Medical/Dental Appointments (Note required from the doctor or dentist.)
3. Religious Activities
4. *Pre-Arranged Family Trips
5. Family Emergencies

***Pre-Arranged Family Trips**

Families are strongly encouraged to plan family trips around breaks during the school year (e.g. winter or spring break). If a family is planning to vacation on days that school is in session, the student will be held responsible for school work missed. Under most circumstances, it will not be possible for a student to be given make-up work prior to his/her absence. Parents are asked to **contact the school office** and child's teacher well in advance of any planned absence. Note: A family trip may not be excused based on the student's academic progress and/or past attendance issues.

Unexcused Absence/Tardy

For any student who has accumulated seven (7) unexcused absences, the school will notify Scott County Human Services to file truancy or educational neglect. Reasons such as 'overslept', 'missed the bus', 'doesn't want to come', etc. are considered unexcused reasons for being absent or tardy from school. The school realizes that a student (and/or family) may experience a **rare unexcused** absence/tardy, but if a pattern develops the child's parents will be contacted. Two half day absences equal 1 full day of absence. Ten tardies equal 1 full day of absence.

School Age Child Care - The "Y" Program

The Minnesota River Valley YMCA offers before and after school childcare for Shakopee students, grades K-5. For more information regarding the "Y" program offerings, please call Dave Grote 952-435-9039.

School District Enrollment Options Program

The School District Enrollment Options give families the opportunity to select the most appropriate educational experience for their sons and daughters.

All pupils eligible to attend public school may apply to any Minnesota public school outside the district in which they live. Parents/guardians wishing to pursue this option may contact the Superintendent's Office for complete information and application forms.

The School Day

The morning session starts at 9:05 AM for Red Oak students in grades K-5. This means that children should arrive between 8:45 AM and 9:00 AM. Dismissal is at 3:45 PM.

For student safety, all exterior doors (except the main school entrance) are locked after 9:05 AM. Visitors can gain entry through the main school entrance. **Once inside, visitors may be asked for ID before being allowed out of the office area.**

Early Release Days

Throughout the school year, there are 4 scheduled early release days. This means that school will be dismissed 2 hours earlier than usual. This time will be used by teaching staff for inservice and training as we strive to continuously grow as professional educators in order to continue to provide our students with quality instruction. Early release dates are:

Sept. 27th Nov. 29th Mar. 14 April 25

Withdrawal from School

Parents/guardians are asked to notify the school office and the child's teacher as soon as possible if the family intends to move from their present address.

Student Records

Information about students attending Shakopee Public Schools is collected and maintained in individual student records. It is district policy that only information necessary to effectively provide for your child's educational needs will be requested and maintained. Information may be obtained from parents, the child, or any school system in which the child has been previously enrolled and other sources as appropriate.

Parents may ask to see their child's records and have the content and meaning interpreted to them by making a request to the principal of the school the student attends or has most recently attended or to the Director of Special Services. Student records will be disclosed only to the extent that information is needed for a legitimate educational interest. In accordance with the district's Student Records Policy, upon request of any private or public school system in which a child will enroll, the child's student records will be transferred to that school.

Parents may request a copy of the records that have been transferred. Except as mentioned above, and as otherwise stated in the Student Records Policy, student records will not be disclosed to any party other than the parents of a student under 18 years of age, or a student 18 years or older, without the consent of the parent or student. If parents feel recorded information is inaccurate, misleading, or in violation of the student's rights of privacy or other rights, they can challenge the information and request that the records be amended. The procedures for requesting amendment are explained in the School Records Policy. Student records are stored in a secure manner at the school the child attends or most recently attended.

A student's special education records are maintained for 5 years after a student's graduation or withdrawal from the district. Parents who feel the district has failed to comply with the requirements of the Family Educational Rights and Privacy Act of 1974 can file a complaint at: Family Policy and Regulations Office, U.S. Department of Education, Washington, D.C. 20202.

BEHAVIOR EXPECTATIONS

RED OAK'S CORE BELIEFS ABOUT SCHOOL DISCIPLINE

1. Every attempt will be made to maintain the dignity and self-respect of both students and staff.
2. Students will be guided and expected to solve their problems without creating problems for anyone else.
3. Students will be given the opportunities to make decisions and learn from the consequences of their choices.
4. Misbehavior will be handled with natural or logical consequences whenever possible.
5. Misbehavior will be viewed as opportunities for individual problem solving and preparation for the real world as opposed to personal attacks on school or staff.
6. Students will be encouraged to arrange a time to tell their side of the story whenever consequences appear to be unfair.

At Red Oak Elementary, we focus on the following three words when it comes to behavior expectations:

* Safety * Respect * Responsibility

SAFETY: This means that we expect students to always act in a safe and healthy way. Students will not do anything that will hurt themselves or others. This includes, but is not limited to:

- Walking in the building and to and from the playground and bus
- Keeping hands, feet, objects (for example: scissors, pencils, backpacks, etc.) to self
- Using restrooms appropriately
- Using all equipment, including playground equipment in a safe manner
- Keeping the school clean at all times

RESPECT: This means that we expect students to treat others as they would want to be treated by others. In other words, we expect students to be nice! This includes, but is not limited to:

- Being quiet so that others can learn
- Using respectful language that does not include teasing, put downs, arguing, talking back, or swearing
- Listening to others
- Respecting the property of the school and others
- Keeping hands, feet, objects (for example: scissors, pencils, backpacks, etc.) to self

- Keeping the school clean at all times

RESPONSIBILITY: This means that students will take responsibility for their own actions and think about why they are in school, which is to learn. Responsibility includes, but is not limited to:

- Arriving to school on time each day ready to learn
- Attending school everyday, except for “excused” reasons
- Being prompt and prepared for each day and each class
- Completing assigned work on time
- Keeping the school clean at all times
- Minding one’s own business

In teaching students about our behavior expectations, we will refer to behaviors as:

- Above the Line
- Below the Line
- Bottom Line

Examples of **Above the Line** Behaviors include:

- Being safe
- Being respectful
- Being responsible

Examples of **Below the Line** Behaviors include:

- Swearing/inappropriate language
- Being uncooperative
- Budging in line
- Being disrespectful
- Inappropriate physical contact
- Teasing

Examples of **Bottom Line** Behaviors include:

- Vandalism
- Theft
- Harassment
- Possession of Weapons
- Assault/fighting
- Possession of drugs/alcohol/tobacco

Students are expected to demonstrate Above the Line behaviors. If a student makes a behavior choice that falls Below the Line, the student will be responsible for the behavior.

Our #1 goal when addressing inappropriate behavior is to change/improve the behavior – it is not to punish. Effective strategies for changing behaviors can include:

- Making eye contact with the student
- Moving closer to the student
- Placing a hand on the student
- Having a short conference with a student at an appropriate and respectful time

Strategies of this nature are effective because not only do they often stop the behavior, teaching and/or learning is not interrupted. Staff will try to make the student a part of this process as much as possible. Giving choices to students, asking them how they will “fix it” provides positive lasting results.

When consequences are necessary, every effort will be made to give appropriate and natural consequences.

Consequences are based on:

- Severity of the action
- Frequency/repetition of behavior

Possible consequences of inappropriate behavior:

- Creating a 'fix-it plan'
- Offering a sincere apology
- Calling home
- Taking time out

Students who choose a Below the Line behavior will be given a choice by the adult in charge. Students will be asked if they want to "Fix-It" or if they want a consequence for falling Below the Line. If the student selects the "Fix It" option, the student will be responsible for developing an acceptable plan for the problem s/he caused.

When a student requests a consequence for a Below the Line behavior, the consequence will be assigned by the adult in charge.

Red Oak does not have a standard consequence for every Below the Line behavior. Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary action becomes unique in nature. A consequence will be generated for every situation following these guiding principles:

The consequence will be RELATED to the behavior.
The consequence will be delivered RESPECTFULLY.
The consequence will be REASONABLE.

There are some behaviors that are considered totally inappropriate at school. These behaviors are considered Bottom Line behaviors. A Bottom Line behavior is a violation of state law, district policy, or totally unacceptable behavior. When a student demonstrates a Bottom Line behavior, it will require the involvement of the principal or designee, parent(s)/guardian(s), and may also involve legal authorities.

Recovery:

Recovery is the technique we will use to provide a "time away" from the group for a student who might be interfering with the learning of others. The goal is to provide such a student with a spot to go temporarily so that the teacher can continue to teach. A student should only be sent to Recovery after the teacher has tried several positive interventions first. Recovery is not to be used in a punitive or humiliating way. Instead, the adult will let the student know that s/he wants the student to return just as soon as possible and that s/he is welcome back when s/he is ready!

Recovery Settings include:

- a spot in the classroom, ideally one that provides the student with as little attention as possible
- a spot in the cluster area where the teacher is still able to keep the student in view
- a spot in another classroom in the cluster
- a spot in the office
- if necessary, recovery may need to be at home, in which case, a parent will be called to come and pick up the student and take him/her home for the remainder of the day.

While in recovery, students will not be asked to complete work and will not receive counseling. The purpose of recovery is to allow the student the opportunity to calm down and be able to return to class just as quickly as possible.

If a student seems to need recovery often, or takes longer than 15 minutes to be ready to return to class, teachers are expected to discuss this issue with the child's parent(s) and our school social worker.

Bottom Line Behaviors

Bottom Line behaviors include, but are not limited to*:

Theft	Vandalism	Harassment	Assault/Fighting
Possession of Weapons		Tobacco/ Drugs/Alcohol	

Because each student is a unique individual with unique personal, social, and educational needs, every disciplinary action becomes unique in nature. For this reason, the same approach will be taken for Bottom Line behaviors as

Below the Line behaviors. The only difference will be that Bottom Line behaviors will involve the principal or designee. Consequences will be generated that meet the test of being RELEATED to the behavior, delivered RESPECTFULLY, and being REASONABLE. Because Bottom Line behaviors are more serious, consequences may include detention, in-school suspension, out of school suspension, or even expulsion.

Theft: The unauthorized taking, using, transferring, hiding, or possession of the property of another person without the consent of the owner, or the receiving of such property.

Vandalism: Littering, defacing, cutting, marking, or damaging property or equipment that belongs to the school district, other students, staff members, or other individuals.

Harassment: When someone does or says something of a sexual, racial, religious, or violent nature that makes the other person feel uncomfortable.

Assault/Fighting: Acting with intent to cause fear in another person of immediate bodily harm or death, or intentionally inflicting or attempting to inflict bodily harm upon another person.

Possession of Weapons: Weapons are identified in two categories:

- a. Articles commonly used or designed to inflict bodily harm and/or to intimidate other persons. Examples are firearms, pellet guns, knuckles, switchblade/butterfly knives, non-folding knives or folding knives with a blade over 2.5 inches in length, chains, clubs, stars, etc.
- b. Articles designed for other purposes, but which are used to inflict bodily harm and/or intimidate. Examples are small pocket knives, belts, combs, pencils, files, compasses, scissors, poisonous chemicals, etc.

Tobacco/Drugs/Alcohol: Possession or being under the influence of any alcohol, narcotic, tobacco product, or controlled substance, or possession of drug paraphernalia is prohibited.

* Behavior situations that arise that are not covered by these guidelines that is willful, disruptive, or potentially harmful will be considered as Bottom Line behaviors and will be handled as such. Our goal is to create a safe learning environment for all of our students. We appreciate your support and cooperation

Athletic Events

The following information outlines acceptable and unacceptable behavior standards as specified by the National Federation of State High School Associations:

Acceptable Behavior

- Applause during introduction of players, coaches, and officials.
- Accept all decisions of officials.
- Applause at end of contest for performance for all participants.
- Everyone showing concern for injured player, regardless of team.
- Encourage surrounding people to display only sportsmanlike conduct.

Unacceptable Behavior

- Yelling of waving arms to distract or interfere, such as during an opponent's free-throw attempt.
- Disrespectful or derogatory yells, chants, songs or gestures.
- Criticizing officials in anyway; displays of temper with an officials call.
- Yelling, laughing or name-calling to antagonize opponents.
- Use of profanity or displays of anger that draw attention way from the game.
- Doing own yells instead of following leading of cheerleaders

It is recommended that parents accompany elementary children to athletic and other extra-curricular activities. Admission fees are charged for entry to events throughout the length of the game, match, or event.

Athletic/Arts Events: Students are able to attend all home athletic and arts events at Shakopee High School free of charge if accompanied by a parent/adult by showing their student identification card.

Playground Rules & Guidelines

Students are expected to use good sportsmanship at all times.

- Safe participation requires the use of common sense.
- Rocks, sticks, snow, etc. must remain on the ground.
- Students will be outside in the morning and at noon recess unless the temperature/wind chill is below zero or it is raining.
- Dress for the weather.
- Balls or other flying objects should NOT be “in play” in the morning.
- All equipment should be used as it was intended and designed.
- SIT on the swings and use CAUTION in the area...stand at a safe distance.
- Do not run through or between swings.
- Footballs will be allowed for PASSING & CATCHING only.
- Soccer balls, kick balls, and footballs can ONLY be kicked in a game played on the field.
- One-hand touch ONLY (both tag & football).
- Softball & baseball bats are allowed only with supervisor’s permission.
- Do not jump from a height higher than you are tall...if it’s over your head – don’t jump!

STUDENTS PLEASE REMEMBER:

Think before you act!

Be courteous and respectful to other students and adults!

Stay safe and keep peace!

Do your best and help others do the same!

BUSING & TRANSPORTATION

Bus Transportation Eligibility

All elementary pupils residing in within the Shakopee Public Schools attendance boundaries and attending public school who live one-half (1/2) mile or more from the public school as measured by the shortest route to the school building are eligible to ride the bus. Students eligible for busing may also be transported to a childcare provider’s residence within the boundaries of the school attendance area. Any student may be eligible for transportation to childcare providing that (a) the provider is a licensed day care person or a relative and (b) the childcare provider lives one-half mile or more from the assigned school.

Children may not ride any bus but their regularly scheduled bus. Transportation is provided by Palmer Bus Services (952-445-1166). Individuals with questions regarding bus transportation are asked to contact the **Director of Finance and Operations** (952-496-5011).

Children not eligible to ride the bus may not do so for any reason other than school field trips.

Discipline Procedures

For the safety and welfare of every student riding the bus, proper behavior is expected. All students are expected to follow the posted school bus rules. Bus safety procedures and district policies for student conduct are taught to all students during the first three weeks of school. It is important that students and parents realize that district-provided transportation is a privilege, not a right. Failure to obey bus rules and regulations will result in disciplinary action.

If a student’s behavior is unsafe - or problems continue - a safety violation report will be filed. The school district's bus discipline procedure is as follows:

- First violation** - Palmer Bus Services notifies the principal (or designee) and a conference with the student is held; bus safety violation report is completed; school communicates with parent. This is a ‘warning’.
- Second violation** – Student conference with principal (or designee); loss of riding privileges for up to three days; school communicates with parent. Note: Students who lose bus privileges are not excused from school; parents are responsible for their child’s transportation to and from school.
- Third violation** - Same as “a” and “b” except that removal from the bus may be up to two weeks. A behavior improvement contract may be developed at this time.
- Fourth violation** - Parents will be responsible for their child's transportation to and from school for the remainder of the school year.
- Severe behavior** - In case of behavior that puts the student or other students in extreme danger, the principal (or designee) may choose to skip one or more of the above steps.

Student Pick-Up and Drop-Off

A school zone is a busy and potentially dangerous place for students. Courtesy and cooperation is essential in order to eliminate possible hazardous conditions.

In the morning, students should not arrive before 8:45 AM. Students being dropped off should be dropped off at the upper level main entrance. These students will be asked to remain in the hallway area outside of the office. At 8:45, they will be allowed to go to their classrooms.

Students riding the busses will be dropped off next to the playground. After being dropped off, students who eat breakfast at school should go inside directly, others have the option of going into the school to go to their classrooms, or to stay outside until 8:55.

When picking students up at Red Oak, please either join the line up of cars waiting on right hand side of the parking lot near the sidewalk so that students can walk on the sidewalk to join you, or park in the lot and then walk up to the building to pick up your child and escort him/her to your car. Students will be instructed not to walk across to the parking lot without you! Your help with this procedure will make it much safer for our students and eliminate students crossing to the parking lot without adult supervision. Thank you for your help and cooperation.

CURRICULUM INFORMATION

Parents and guardians of students attending the Shakopee Public Schools are encouraged to become familiar with the curriculum and materials used for instruction. Any parent wishing to further examine any part of a particular curriculum, or a specific teaching aid used at a grade level or subject area, is asked to contact the building principal. A Review of Curriculum Materials Form will be completed when reviewing the material in question.

Grade Level Curriculum Guides for Parents are on our web site. Please check them out!

Accommodations to Assist in Home/School Communication

Any parent or guardian in need of accommodations to communicate with school personnel or to participate in his/her child's education is asked to contact the school office for assistance. Examples of accommodations may include TTY at your child's school, large print or Braille materials, accessible meeting facilities, sign language interpreter or assistive listening device kit for all meetings/conferences/activities, etc.

Field Trips

Money from school fundraisers, when available, will be used to cover bus transportation for students. Parents may be asked to contribute money to cover the cost of admissions and other expenses. No student will be denied a field trip experience because of inability to pay. Parents are asked to contribute as much as they are able.

Grading Policies

A formal report of student progress is issued every quarter. Informal progress reports are available upon request, and information is often sent home with students.

- **Kindergarten, Grade 1 and Grade 3** are based on end of year outcomes, with a "1" meaning - limited understanding of grade level standard, "2" meaning – progressing toward grade level standard, "3" meaning – meets grade level standard, or "E" meaning – exceeds grade level standard
- **Grades 4 & 5 report** student progress in letter grades derived from achievement

Media Center

The school maintains a well-stocked media center from which children may check out materials. Whenever a child checks out materials, he/she assumes responsibility for this property. A charge will be made for lost materials and any materials damaged beyond normal wear. The price to be assessed will be decided by the media specialist.

Parent-Teacher Conferences

Parent-Teacher conferences are scheduled twice during the school year. Dates and times for each school are posted on the district calendar. Additional conferences may be scheduled whenever a parent or teacher feels it is necessary. Please call the teacher to arrange for after school appointments.

Red Folders

Every Monday, or the first day of the school week, a Red Folder is sent home with each Shakopee Elementary School student. The Red Folder contains important information from school, including classroom newsletters, notification of upcoming events, past-due or missing work notices, etc. Parents are asked to return the folder the following school day. Items being sent to school can also be sent via the Red Folder. There may be a nominal fee charged for replacement of Red Folders.

SHARP Information

SHakopee **A**cademic **R**ecognition **P**rogram (SHARP) - is a district-wide academic recognition program. The primary purpose of SHARP is to make superior academic achievement an integral part of the student's value system.

Beginning with grade four, students exhibiting superior academic achievement may earn a quarterly SHARP award. Students who earn all A's (A- counts) or all A's and one B on a quarterly report card in the following subjects will receive a SHARP award (Reading, Writing, Spelling, Math, Science, Social Studies and Health).

In addition, students in grades 4 & 5 who demonstrate yearlong academic achievement will be recognized with a SHARP All-Academic award. Students who attend Shakopee schools at least ½ a year and earn 90% A's during the year in Reading, Writing, Spelling, Math, Science, Social Studies and Health combined, **with no grade lower than a B,** will earn an All-Academic award.

Special Programs

A variety of special programs are available to meet the needs of students. For additional information regarding special programs and/or instructional supports, contact your child's teacher or the building principal.

HEALTH SERVICES INFORMATION

Healthy students are better learners. Health services are provided in the Shakopee School District to promote and maintain the health and safety of all students and staff.

District #720 employs Licensed School Nurses (Registered Nurse – RN) who share responsibility for monitoring compliance with all health and emergency procedures as adopted by the Shakopee Board of Education. They oversee school health services for our district, provide education for staff about medical emergencies and chronic illness, and participate in the special education assessment and evaluation process. Licensed Practical Nurses (LPN), who are under the supervision of the Licensed School Nurses are on staff in each school health office during regular school hours to help with medications, illness and injuries. The LPN can be reached by calling the school office.

The school district, in accordance with state law, develops, maintains and monitors health records and statistics. Every effort is made to safeguard the privacy of all health data that is accumulated. Data that is required by law appears on the student's health record. This information includes, but may not be limited to, immunizations and screening results. Parents can access some of the health information on their child through School View.

Parents are requested to provide updated health information at the beginning of the school year regarding health problems, medications and allergies. During the School year, please notify the school health office about infectious diseases, major illness, injuries and planned surgeries for your student.

Accidents/Injuries

In case of an injury or an emergency the school always notifies parents so the necessary arrangement can be made. If it is not possible to contact the parents and the situation appears to be urgent, 911 is called.

Allergies—Procedure for Students with Severe Allergies

The purpose of this procedure is to provide a safe environment for students with severe allergies. Severe allergies can be life threatening. The risk of accidental exposure to allergens can be reduced in the school setting if schools work with students, parents, and physicians to minimize risks and provide a safe educational environment for students with severe allergies. Health needs of students take precedence over the wishes of others to bring allergen, including animals, foods, and latex products, into the school environment.

Family's Responsibility

- Notify the school of the student's allergies. (***Annual Health Update form*** and medical documentation)
- Provide written medical documentation, instructions and medications as directed by a physician, using the ***Allergy Action Plan*** and ***Allergy Questionnaire***. The *Allergy Action Plan* and *Allergy Questionnaire* are available on the Shakopee Public Schools website. <http://www.shakopee.k12.mn.us/page/3194>
Parent/Guardian may be asked to contact the physician for recommendations for accommodations during the school day.
- Work with the school team to develop a plan for reasonable accommodations for the student's needs during the school day including in the classroom, in the cafeteria, playground, and field trips.
- Parent/Guardian is encouraged to contact Shakopee Food Service to create an alert on the food service account. Parents are also encouraged to contact food service in their student's building to discuss menu items or review the ingredients of food served at school.
- Parent/Guardian will coordinate a plan for before and after school activities and for transportation to and from school. Parents are encouraged to introduce themselves and their student to the bus driver and alert him/her to the student's allergy.
- Provide properly labeled medications and replace medications after use or upon expiration. One Epinephrine dose is to be kept in the health office at a minimum.
- Provide safe alternative for snacks, birthday treats. Review the school lunch menu for possible unsafe foods.
- Parents are encouraged to educate their student in the self-management of their food allergy including:
 - Safe and unsafe foods
 - **Strategies for avoiding exposure to unsafe foods (bring their own safe snack to school, review school lunch menu for possible unsafe foods)**
 - Symptoms of allergic reactions
 - How and when to tell an adult they may be having an allergy-related problem
 - How to read food labels (age appropriate)
 - Self administration of Epinephrine (Epi-Pen) per parent and student readiness
 - Obtain a medical alert bracelet for the student to wear.
- Parents are encouraged to provide a current picture of their student to the health office.
- Parents are encouraged to review upcoming projects and field trips, and communicate any concerns to the teacher.

Student Responsibility

- Should not trade food with others
- Should not eat anything with unknown ingredients or known to contain any allergen.
- Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Should notify an adult immediately if they eat something they believe may contain the food to which they are allergic.
- It is recommended that the student wear appropriate Medic-Alert bracelet, or similar
- It is recommended that the student share (or have the teacher or nurse share) information regarding his/her allergy with classmates.
- Student should minimize risk in the lunchroom by sitting at the allergen-free table if it is available.

Head Lice

If it is suspected that a student may have head lice, the LPN, Licensed School Nurse or office personnel examine the student. If live lice are found, the following measures are taken:

1. The parent is notified to treat the child before the child returns to school the next day.
2. The parent is informed that the child cannot return to school until treatment has occurred.
3. Siblings of identified students are also examined.
4. The parent is given instructions on recommended treatment. These instructions also include information on how to clean the home and personal objects.

5. If there are 2 or more cases of head lice in the classroom a letter is sent home with all students in the affected classroom
6. Upon returning to school, the student is rechecked for live lice by the LPN.
7. Health services staff rechecks the student in 5-7 days after treatment. It is very common that a second treatment is needed in one week.
8. The Licensed School Nurse follows up with parent(s) or guardians if a student continues to have active lice infestation after 2 treatments and offers additional assistance.
9. A report to Scott County Child Protection occurs in extreme and/or chronic cases. This occurs only after the Licensed School Nurse has exhausted all other means of addressing the problem.

Classroom or group head checks will only be conducted upon the recommendation of the Licensed School Nurse.

Illness and Injury

A Licensed Practical Nurse (LPN) is employed in each school health office to administer medications, provide first aid for injuries and care for students who become ill at school. This is done under the supervision of the district's Licensed School Nurses. When a child becomes ill at school, a parent or guardian is called to inform him/her of the child's illness and to request that the child be transported home.

Students exhibiting the following symptoms are excluded from attending school at the discretion of the Licensed School Nurse, LPN, Principal, or designee:

- elevated temperature over 100 degrees
- vomiting and/or diarrhea
- suspected contagious disease such as chicken pox, or pink eye(s) with matter (pus, crusting), or transmittable infestation, such as head lice or scabies, for which the American Public Health Association recommends staying home as part of the management.
- unexplained rashes
- other circumstances as identified in consultation with the student's parent or guardian

Immunizations

In accordance with Minnesota Statutes, sections 121A.15 and 135A.14, parents of all children who are enrolled in a Minnesota school must be immunized against diphtheria, tetanus, pertussis, polio, measles, mumps, rubella, and varicella or submit signed exemption forms. Students entering Kindergarten and 7th grade must also be immunized against hepatitis B. Immunization records of all children entering the Shakopee schools will be reviewed. **No child, unless s/he meets allowable exemptions, is allowed to attend school if those records are not up to date.**

Allowable exemptions include either (1) a medical exemption signed by a physician stating that the immunization is prohibited for medical reasons or because an adequate immunity already exists or (2) a conscientious exemption signed by the parent or legal guardian and notarized stating that the child has not been immunized because of conscientiously held beliefs of the parent or legal guardian.

Minnesota law permits schools and clinics to share immunization information with each other. The health office personnel also look up immunization records on MIIC, the Minnesota Immunization Registry.

Medications

Shakopee Schools maintain a safe, effective medication procedure that is consistent with accepted standards.

1. Generally, LPNs administer all medications in the school. In the absence of the LPN, other designated school personnel in each building who are in-serviced yearly and supervised by the district Licensed School Nurses may dispense medication.
2. Medication must be brought to school in an **original container** appropriately labeled by the pharmacy with date, child's name, dosage, time intervals and any other key instructions. Over-the-counter medication will be administered only when the medication comes in the original container.
3. The "**Medication Permission**" form or "Action Plan" must be filled out completely and submitted in order for the school to administer medication to a student. The form needs to be signed by both the parent and the physician for all prescription medications. Only a parent signature is required for over-the-counter medication. These forms will not be carried over from one year to the next and new forms must be submitted each year.
4. Whenever possible, the parent or guardian should make arrangements so that it is not necessary for school personnel to administer medication to a student.
5. A student with asthma who is capable of managing use of an inhaler may carry a pharmacy labeled inhaler at school after the parent has sign a "Medication Permission" form.

6. A student who requires an Epi-pen for life-threatening emergencies will have access to their Epi-pen. Parent / LPN / Licensed School Nurse consult to determine the best plan for the student at school.

Physical Education Participation

Physical education is taught to students in grades K-5. Everyone must participate in this activity unless excused by a medical doctor. If a child has been ill and is convalescing, the child cannot be excused for more than two days without a doctor's written excuse. It is recommended that students keep a pair of tennis shoes at school to be used during physical education.

Vision and Hearing Screenings

In accordance with the recommendations of the Minnesota Department of Health, students are screened for vision and hearing problems in the elementary grades. Additionally, parents / guardians / teachers / students can request that hearing or vision screening be performed at school if there are concerns.

Parents or guardians are notified by mail and/or phone when a student fails the screening and advised to take their child to a health care professional for diagnosis and treatment.

Winter Wear

Unless the temperature or wind chill are below zero, our students are outside before school and during noon recess. It is imperative that each child is dressed properly for the cold weather. A warm coat, mitten's or gloves, hats and boots are "must" items.

FOOD SERVICES PROGRAM

Foods and beverages made available through the district food service program will be consistent with the current USDA Dietary Guidelines for Americans. Both breakfast and lunch are served daily. Elementary students have the offer vs. choice alternative, which means each student must take at least three of the food items available at each meal. If your child has any allergies please notify the food service department (496-5140) so that we will be able to help accommodate your child. A child who is lactose intolerant needs to have a parent's note on file in the kitchen stating such an allergy. The child will be offered Lactaid Free milk in place of regular milk

The Shakopee Schools use a computerized prepay food service system. Each student is assigned an account number which remains the same from year-to-year. Money should be sent to school in a sealed envelope labeled with the name of student, teacher's name, and amount enclosed. If one check is sent for several children in one family, PLEASE LIST EACH CHILD'S NAME on the envelope to ensure proper credit. Lunch and/or milk can also be bought with cash on a daily basis. (full price breakfast - \$1.50; adult breakfast - \$2.75; full price lunch - \$2.50; milk - \$.50; adults & guests - \$3.75) MEALS MAY NOT BE CHARGED. Students at the elementary level are given a verbal notice and are stamped on the hand as a visual reminder to the parent/guardian that money is due.

Lunch bags or boxes from home should be clearly marked with the student's name. We strongly discourage students from drinking soda at lunch.

Free breakfasts and lunches are available to children of qualifying families. Applications for Educational Benefits are published within the school district calendar, available in each school office and can be downloaded from the district web site. **PLEASE NOTE: If you qualified for free meals previously, YOU STILL NEED TO REAPPLY EACH SCHOOL YEAR.** Families are STRONGLY ENCOURAGED to apply for free lunch benefits.

Kindergarten children receive free breakfast.

Monthly lunch menus, Applications for Educational Benefits forms , account balance information and credit card pay options can be accessed through the Food Services page of the Shakopee District web site www.shakopee.k12.mn.us. On line payments require your child's ID number to access the account. You can also view your child's balance on line at no charge.

Inquiries regarding lunch accounts can also be made through the Food Services Office at (952)496-5140.

Visitors Eating Lunch at School

If you will be joining your child for lunch at Red Oak, please call the office before 10:00 AM to let us know you will be eating school lunch. Doing this helps us to prepare enough lunches for everyone.

Snacks

Depending on classroom schedules, students may be asked to bring in snacks from home. Snacks are usually eaten during a 10-15 minute snack break or less-active class time. Research indicates that a healthy, high protein snack can enhance a child's ability to learn. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value. Healthy snacks are defined as fruits, vegetables, crackers, cheese, etc. Items with high sugar or salt content are discouraged. **Snack options may be limited in the case of student allergies.**

Preferred snack list:

popcorn	crackers
cheese and crackers	graham crackers
peanut butter and crackers	muffins
unsweetened cereal	granola bars (plain-no chocolate)
fruit	banana, date or other breads
vegetables	nuts
100% fruit juice	raisins
beef jerky	pretzels

MISCELLANEOUS

Bicycles/Rollerblades/Skateboards/Roller Shoes

For safety reasons, the use of roller shoes, skateboards and/or in-line skates is not allowed on school property. Bicycles should be walked when on school property.

Birthdays

All children love to be invited to a birthday party. We ask your cooperation in not sending birthday invitations to school to be handed out. Children are often disappointed when invitations are handed out and they are not included.

Do not send in birthday treats on your child's birthday. Instead, consider donating a book, new or gently used, to your child's classroom in honor of your child's birthday if you would like. A birthday book will last many years, while a birthday treat only lasts minutes. A special inscription may be included in the donated book acknowledging the gift to the classroom.

Classroom Parties

Occasional class parties are held throughout the year for special events. **Money may be collected from each student at the beginning of the year to cover the cost of these events.**

Dress

Students are expected to dress modestly and appropriately, maintaining an appearance that is not distracting to teachers or other students. Parents and guardians are asked to monitor clothing worn to school. When a student's dress is immodest, or interferes with the educational process, the parent/guardian will be notified and a change of clothing will be requested. In some instances, a student may be expected to change clothes before returning to the classroom.

Examples of inappropriate dress include, but are not limited to: clothing with inappropriate pictures, emblems, sayings, or advertisements for alcohol or drugs, gang-related attire, and/or exposed undergarments. Students will be expected to remove hats when indoors, except for medical necessity.

Legal Documentation

When needed, parents may be asked to provide the school any documents specific to the legal name, citizenship, residence, custody or health/safety of Shakopee Elementary Students. A copy of important documents will be maintained in the student's cumulative file, as appropriate.

Lockers

Lockers or coat racks are provided to students for storing coats, books and other school supplies. Lockers remain the property of the school district. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. Students should not store valuables or money in the locker.

Lost and Found

The school maintains a lost and found area for items which may have been misplaced. Periodically during the year, particularly at the time of parent-teacher conferences, items may be displayed in the hall to facilitate getting those lost items home. Please remember to label **ALL** student belongings.

Personal Property

Children should not bring expensive jewelry, **valuable** toys, electronics, money, etc., to school. All outer garments, caps, boots, or tennis shoes should be plainly marked on the inside with the child's name.

Any money sent to school should be placed in an envelope clearly labeled with the child's name, teacher's name, and purpose. The school is not responsible for lost, stolen or broken personal items.

School Texts and Supplies

The school furnishes all texts, workbooks, and curriculum materials. These are the property of the school and loaned to the child. **Fines for excessive damage or lost books will be assessed on an individual basis.**

Pencils, crayons, paper, markers and other expendable items are furnished by the student. It is requested that parents check the supply of these items so their children will be adequately provided for at all times. A list of suggested school supplies for each grade level is available in the school office or on the district web site.

Student Use/Possession of Electronics

Student use of electronics (e.g. cell phones, cd players, iPods, MP3 players, hand-held games, etc.) within the school day is prohibited. All items brought to school must remain in the student's backpack at all times. A first violation of this expectation will result in confiscation of the item by the classroom teacher and the item will be returned at the end of the school day. A second violation will result in the item being given to the principal, and the item will be returned to the student's parent.

Telephone Calls

Parents are urged to contact the school anytime there is a question, concern or problem. If there is the need to talk to a particular teacher please call between 8:00-8:50 AM, before school is in session. Each teacher is assigned a voice mailbox, which allows parents to leave a message for the teacher. To keep classroom disruptions at a minimum, teachers or students are not called away from the classroom except in an emergency. We strongly discourage children from using the telephone unless absolutely necessary. Cell phone use during the school day is prohibited.

PARENT INVOLVEMENT

Communicating with School

While face to face communication is often the most effective, feel free to make use of telephone and email to communicate with personnel at Red Oak. In most cases the e-mail address is the staff member's first initial followed by up to seven letters of the staff member's last name, then @shakopee.k12.mn.us. Here is an example:

mperrine@shakopee.k12.mn.us

Information about Red Oak Elementary can also be found on our district web site:

www.shakopee.k12.mn.us

PTO

A great way to become involved is to become active in the **Red Oak Parent Teacher Organization (PTO)**. Red Oak PTO is made up of parents/guardians and school staff to provide social, informational, and educational experiences for Red Oak students and families.

Whether you are a parent/guardian who can only attend one meeting or every meeting, your involvement is appreciated. If you cannot attend meetings, but would like to volunteer to help with PTO activities, your help is also greatly appreciated. Feel free to contact the Red Oak PTO via email at: redoakpto.shkp@gmail.com
Or visit the Red Oak PTO website at: www.shakopee.k12.mn.us/domain/363

By becoming involved, you show your child that you care about what is going on at Red Oak and that you care about your child's education.

Visiting Procedures

We want you to feel welcomed to visit Red Oak at any time. While we encourage you to visit on special days, please come whenever you have the opportunity. We feel that the more opportunities you have to visit us, the better feel and understanding you will have of how you can be more involved with education in the Shakopee school district.

It is recommended that you do call a day ahead to let us know when you will be visiting. Sometimes the class is scheduled for an assembly, field trip, or special project that might make another day better for your visit!

When you do come to Red Oak to visit, or volunteer, please stop in the office first to register and to pick up a visitor or volunteer nametag. This is for the safety of our students. If you do not have on a visitor or volunteer nametag, please do not be offended if a staff member asks you to go back to the office to obtain one. Thanks!

If you will be joining your child for lunch at Red Oak, please call the office before 10:00 AM to let us know you will be eating school lunch. Doing this helps us to prepare enough lunches for everyone.

Volunteers

The Shakopee School District operates a district-wide volunteer program to effectively manage adult volunteerism in the schools. Volunteer program components include:

- District-wide coordinator - supervises the volunteer program and ensures consistent procedures for volunteers across the district.
- Site volunteer coordinator (SVC) - manages volunteerism at the school including recruitment, training, risk management and recognition of volunteers. The SVC is a very part-time, stipend position that is funded in collaboration between the school and Shakopee Community Education.

Classroom Volunteers - Supervision and Student Safety

- Teachers working directly with a volunteer are responsible for directing and supervising the volunteer.
- For the safety of everyone, volunteers working with students one-on-one or in small groups must work only in areas of the school which are in continual, direct supervision of district professional staff.

Application and Background Check Authorization Forms

As part of maintaining a safe and respectful environment for all, volunteers are subject to standards set forth by school district policies. A Handbook for Volunteers is available to help volunteers understand their role and responsibilities. Volunteers 18 years and older must complete an application form (paper or online) and a Background Check Authorization Form **yearly** at each school where they volunteer. By signing the application form, volunteers agree to abide by the Volunteer Guidelines. The Background Check Authorization Form gives the district permission to complete a criminal history background search on the volunteer if the volunteer assignment warrants.

Guidelines for Volunteer Field Trip Chaperones

To help ensure that field trips result in safe and rewarding experiences for all participants, we have prepared a list of guidelines for volunteer field trip chaperones. Teachers are asked to have chaperones sign the form and provide an emergency contact prior to the field trip. In addition, all chaperones must have the required forms for volunteers on file before the field trip.

Office Sign-In/Out & Name Badge

Volunteers are required to sign-in at the school office and wear a volunteer name badge. For the safety of everyone, we need to know who is in the building in case of an emergency. A record of each volunteer's hours enables us to evaluate our program as well as recognize volunteers for their contributions.

More Information

Additional volunteer related information and all volunteer forms can be found in [StaffShare/PublicShareDistrictWide/Volunteer Program](#). For more information, contact the site volunteer coordinator at your school or the district volunteer coordinator at ext. 5028.

Parents/guardians and other community members are invited and encouraged to volunteer at Red Oak. Each fall, a volunteer survey is sent out. Please complete it to let us know in what way(s) you would like to volunteer. This could mean completing projects at home, helping with PTO events, chaperoning field trips, assisting in our media center, helping in a classroom, or thousands of other ways! If you want to volunteer and do not get contacted, please let your child's teacher know of your desire to get involved in volunteering, or contact our building volunteer coordinator, Shawn Hallett, by calling the school office number.

STUDENT PROTECTION

A new check-in practice, referred to as LobbyGuard, will be implemented at every school in our district for the 2017-18 school year to add another layer of security in our buildings. LobbyGuard is a visitor management system. Visitors of our schools who wish to go past the front office must check-in using LobbyGuard. Visitors will simply swipe an identification card or report their first and last name to the office secretary. This new system allows us to ensure that we know exactly who is in our buildings at any time.

Visitors are welcome at school, but must identify themselves at the school office before going to the classroom, lunchroom or playground areas. Guests, volunteers and visitors will receive a visitor or volunteer badge to wear while at school. Those not doing so will be redirected to the office.

For the protection of our students, only the main upper-level doors are left unlocked after 9:05 AM. Entrance can be obtained by accessing the security system. Be prepared to show ID upon arrival.

When it is necessary for a student to be dismissed early, we ask parents to call ahead and to come to the school office to sign him/her "out". No student will be allowed to go home other than the pre-planned way without a written note or call to the school.

No student may be taken out of school or interviewed by anyone except the custodial parents or guardians, persons authorized by the parent/guardian by note or phone, police officers, or Human Services personnel.

All student information is confidential with the exception of directory information. Directory information includes student's name, date of birth, place of birth, and dates of attendance. This information can be released unless a written request not to do so is received by the school district. Only parents, students and school personnel working with a student may have access to information regarding a student.

Parents are urged to call the school attendance line (952-496-5953) any time before 8:55 AM if a child is going to be absent. If this does not occur, the school office will call a parent at home or at work to confirm knowledge of the absence.

SHAKOPEE SCHOOL DISTRICT POLICIES

The following are brief descriptions of Shakopee School District policies relating to behavior standards and expectations. A complete copy of any district policy may be obtained by contacting the elementary school or Superintendent's office.

Drug-Free Workplace/Drug-Free School and Tobacco-Free Environment

Policy #418 & 419: The Shakopee Public School District has written policy prohibiting the possession or use of tobacco products, cigarettes, alcohol, or controlled substances by students on school property.

Consequences:

- a) First Offense - Parent(s) will be contacted immediately or as soon as possible. The student will be suspended from school for 1-3 days. The teacher will assign make-up work and the Police Liaison Officer will be contacted.
- b) Second Offense - Parent(s) will be contacted immediately or as soon as possible. The student will be suspended for 3-5 days. The teacher will assign make-up work and the Police Liaison Officer will be contacted.

- c) Third Offense - Parent(s) will be contacted immediately or as soon as possible. The student will receive 5 days suspension. The teacher will assign make-up work, the Police Liaison Officer will be contacted and a PST (Problem Solving Team) referral will be made.
- d) Fourth offense - The principal will refer the matter to the school board for action on the possible expulsion of the student. Parents will be notified of the intended action.

Following any suspension of more than one day, the student and his/her parents will be required to meet with the principal and classroom teacher to review the reason for suspension and develop a readmission plan.

Harassment and Violence:

Policy #413: It is the policy of the Shakopee Public Schools to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The School District prohibits any form of religious, racial or sexual harassment and violence.

Consequences: The School District will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

HARASSMENT IS when someone does or says something to you of a sexual, racial, religious, or violent nature that makes you feel uncomfortable. IF THIS HAPPENS, tell an adult you trust.

Hazing Prohibition

Policy #526: "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. No student, teacher, administrator, volunteer, contractor or other employee of the Shakopee Public Schools shall plan, direct, encourage, aid or engage in hazing.

Consequences: 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. 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.

Internet and Network Acceptable Use Policy

Policy #524: Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district's computer, data, network systems and the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The Shakopee School District expects that all users will blend thoughtful use of the systems and the Internet.

LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

Consequences: Depending on the nature and degree of the violation and number of previous violations, unacceptable use of the Shakopee School District's system of the Internet may result in one of more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion or termination of employment; or civil or criminal liability under other applicable laws.

Notice of Directory Information

Policy #515 – PROTECTION AND PRIVACY OF PUPIL RECORDS: The Shakopee School District declares the following to be directory information: student name and date and place of birth; photograph; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of

attendance; degrees and awards received; the most recent educational agency or institution attended. By law, designated directory information may be made public unless a parent notifies their child's school that they do not want it to be released without their consent. Notification must be given to the principal of the child's school by October 1st of each school year.

Photos, Videos, Interviews, Social Media: Through the year, Shakopee students may be interviewed, recorded, or photographed by the school district and local or national media. The pictures and videos may appear on the school's website, social media sites, district publications and district presentations. They may appear on any local or national media. Parents who do not want their child to be photographed, interviewed, or recorded should inform the school by October 1st.

Rights Regarding Surveys and Other Matters: The Protection of Pupil Rights Amendment (PPRA) gives students and a parent/guardian rights regarding student surveys and other matters. Parents, students who are 18 or older, and emancipated minors have certain rights regarding the district's conduct of surveys, collection and use of information for marketing purposes, and conduct of certain physical exams.

Districts must receive written consent before administering any surveys funded by the U.S. Department of Education if survey information includes information about any of the following: political affiliations, mental or psychological problems of the student or his/her family, sexual behavior or attitudes, illegal, antisocial, self-incriminating behavior, critical appraisals of the student's family, privileged relationships recognized by law such as those with attorneys, physicians and ministers, religious practices or beliefs of the student or family, income (does not include requests for information used to determine eligibility in state/federal programs or for receiving financial assistance).

Parents also have the right to opt out of surveys that are not funded by the U.S. Department of Education, if the surveys include any of the following information: one or more of the topics listed previously; collection, disclosure or use of personal information obtained from students for marketing, selling or otherwise distributing said information to others, any non-emergency, invasive physical exams or screenings that are not necessary to protect the immediate safety of the student or other students; except for hearing, vision, and other screenings as permitted or required by state law.

Parents and eligible students may inspect the following materials prior to district's participating in such an activity: information survey of students (instructional materials used in connections with the survey may also be reviewed), documents used to collect personal information from students if used in marketing, sales or distribution to others; instructional materials used as a part of the educational curriculum. Report violations of the PPRA to the Department of Education Policy Compliance Office, 400 Maryland Ave. SW, Washington, D.C. 20202.

School Weapons Policy

Policy #501: Possession or use of a weapon is prohibited. Anyone found to be in possession of a weapon on school premises before, during, or after school hours or at any school-sponsored activity is subject to administrative and/or legal action.

Consequences: Confiscation of weapon; notification of parent/guardian; notification of police with possible recommendation to charge; suspension from 1-15 days; possible alternative placement or expulsion.

Student Discipline

Policy #506: Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to request the removal of the student from class. The removal of a student from class shall occur only when a teacher refers the pupil to the principal or his/her designee. The length of time of the removal of a pupil from class shall be determined by the principal, unless the length of removal or suspension is specifically defined in another district policy, which would take precedence.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;

2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school; or
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy.

Student Sex Nondiscrimination

Policy #522: The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in any educational program or activity, including any class or extracurricular activity operated by the school district on the basis of sex.

Consequences: The School District Human Rights Officer(s), upon receipt of a report, complaint or grievance alleging unlawful sex discrimination toward a student shall promptly undertake or authorize an investigation. 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.

Visitors to School District Buildings and Sites

Policy #903: The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.

Visitor Limitations: A visitors log shall be developed for use in all buildings. Exceptions shall be made for scheduled events such as grandparents' day. All approved visitors shall wear a visitors pass while in the building. Teachers shall be notified in advance, whenever possible, of scheduled visitations to their classrooms. The principal shall encourage school visitations, but at the same time must insist that the provisions of the policy be enforced. A visitor's privilege may be revoked if the visit is not in the best interest of students, employees, or the school district.

Bullying Prohibition

Policy #514: "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and (1) there is an actual or perceived imbalance of power 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) the conduct 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.

An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, school district property, school functions and activities, and on school transportation.

This prohibition applies to any student who engages in cyberbullying (i.e. bullying by means of electronic devices), a student who retaliates or engages in reprisal against someone for reporting an incident of bullying, and a student who makes a false report of bullying or other prohibited conduct.

The prohibition against bullying 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, other students, and employees.

ANY PERSON WHO BELIEVES HE OR SHE HAS BEEN THE TARGET OR VICTIM OF BULLYING OR ANY PERSON WITH KNOWLEGE OR A BELIEF THAT CONDUCT MAY CONSTITUTE BULLYING OR OTHER PROHIBITED CONDUCT SHALL REPORT THE ALLEGED ACTS IMMEDIATELY TO THE BUILDING PRINCIPAL, OR OTHER BUILDING SUPERVISOR. A PERSON MAY REPORT BULLYING ANONYMOUSLY, BUT THE SCHOOL DISTRICT MAY NOT RELY SOLELY ON AN ANONYMOUS REPORT TO DETERMINE DISCIPLINE OR OTHER REMDIAL RESPONSES.

Questions regarding the bullying policy should be directed to the building principal or other building supervisor.

Wellness: Shakopee Public Schools has established a wellness policy that supports healthy eating and physical activity.

Health and Safety: Shakopee Public Schools has plans for fire safety, indoor air quality, pesticides, asbestos, and playground safety. For more information contact the district's Buildings and Grounds Manager at 952-496-5046.

District Policies: Copies of district policies are available on our website at www.shakopee.k12.mn.us or at our District Office, 1200 Town Square, Shakopee, MN 55369



Shakopee
PUBLIC SCHOOLS
EDUCATION FORWARD

EDUCATION FORWARD

MISSION

In partnership with our community, we will educate lifelong learners to succeed in a diverse world.

VISION

To ensure ALL students are college and career ready.

STRATEGIC DIRECTIONS

Six areas of focus to accomplish our mission & vision.

QUALITY INSTRUCTION & STUDENT ENGAGEMENT

Teachers will possess a common set of instructional practices and beliefs to ensure all students are engaged and achieve at high levels.

WHOLE STUDENT DEVELOPMENT

Emphasis on the District's 6 C's of Character, Collaboration, Communication, Creativity, Critical Thinking, and Cultural Competence to improve college and career readiness.

PERSONALIZED LEARNING

With student interests and passions in mind, teachers will use a personalized approach to maximize students' educational experience.

A CULTURE OF EXCELLENCE

Staff are committed to high expectations and continuous improvement, while the District Office and its departments will operate as a service center in support of staff and students.

21ST CENTURY LEARNING ENVIRONMENT

Students will learn in flexible and technology rich spaces that allow them to easily collaborate with each other and their teachers for a full range of experiences.

EXCELLENCE WITH EQUITY

Staff, students, and families will develop a raised awareness and capacity to engage, inspire, and communicate on issues of excellence with equity.

Education Forward: Strategic Plan Update

Introduction

In our rapidly changing, 21st century world, students need to be more prepared than ever in order to be successful after high school in post-secondary programs and career. Recognizing this, the Shakopee School District embarked on a multi-year strategic plan to ensure that **all of our students are college and career ready with a systems approach to enhance academic programs at all levels – elementary, middle and high school.**

In March 2014, the Secondary Academic Design Team, comprised of staff and administrators, was formed. They worked for months reviewing best practices and identifying areas for further development to shape the future of secondary education in Shakopee. As stated in their report:

“Across the United States, schools are evaluating their ability to prepare students for the changing needs of college and career readiness. In response to this need and as part of Shakopee schools Framework for Education Forward the Secondary Academic Design team has undergone a several month process to research and create recommendations based on the best and next practices in education that will help prepare students for their future world of education and work. During this time, the committee reviewed cutting edge educational settings, the current instructional and achievement conditions of Shakopee, and what practices would have the greatest impact for Shakopee students. The Academic Design Team identified key shifts in practice and initiatives in the areas of tracking and communication of student learning, academic programming, resources and structures, and beliefs and practices.”

Below is an outline of the key steps taken by the District in alignment to the goal of all students being college and career ready.

2014-15 School Year

- District Implementation teams (staff, administration and community members) were formed for the purpose of creating specific actions plans based on the recommendations contained in the Secondary Design Team report.
- Revisions made to Shakopee Public School District - Strategic Directions to better align to Design team report.
- Staff and Community groups complete work and make recommendations to School Board for a building and technology referendum vote.
- Passage of the Shakopee Public Schools building and technology referendum in the spring of 2015 created additional opportunities to enhance our strategic direction, specifically recommendations to enhance technology integration and organizing elective courses around areas of interest through the Academies of Shakopee High School.

2015-16 School Year

- Action plans from District Implementation teams begin to be implemented with most plans requiring a period of two to five years for full implementation.
- High School Core Planning team charged with the design and layout of the expanded high school with user groups (staff, administration and community members) involved with all aspects of planning for academic, athletic and performing arts areas.

- High School Master Plan team (staff, administration, business leaders and community members) charged with the creation of an action plan to transition the high school academic program to the Academy model. (see link)
- Elementary and Middle School Core teams (staff and administration) formed to review current programming, align practices, and make recommendations.

2016-17 School Year

- High School Master plan approved by the School Board and implementation begins.
- Elementary and Middle School Core teams (staff and administration) continue work with final recommendations presented to School Board in the summer of 2017.

Transition to Fall of 2018

In the fall of 2018, Pearson 6th Grade Center will reopen as an elementary school, East and West Junior High will become middle schools comprised of grades 6-8 and Shakopee High School will include a freshman academy for 9th graders and six academies based on areas of interest serving students in grades 10-12. The High School Master plan will continue over the next few years until full implementation of the academy model is completed. Middle School Core team recommendations will address the transition to middle school philosophy and alignment to the district strategic direction and secondary design team recommendations. Elementary Core team recommendations will address alignment to the District Strategic direction and further development of academic programming to meet specific needs at the elementary level.

MIDDLE CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #1: Research and implement an E-8 social/emotional curriculum, supported by a student management system, based on positive and proactive interventions within a Multi-Tiered System of Supports for behavior and academic interventions.

Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019 & Beyond
N/A	<p>Form a committee E-8 to:</p> <ul style="list-style-type: none"> - research and determine a district student behavior management system for buildings - research options and determine model for a social/emotional framework - define Multi-Tiered System of Supports (MTSS) <p>Do a system-wide comprehensive needs assessment of current structures and practices (needs assessment includes an analysis of current forms, procedures, interventions, and other data already collected, as well as observations of programming)</p> <p>Develop a vision for Shakopee’s MTSS model</p> <p>Develop a communication plan for sharing needs assessment results & definitions with ALL staff</p>	<p>Form building-level teams to address plan for social/emotional framework</p> <p>Identify Tier 1, Tier 2 and Tier 3 interventions and intervention & enrichment programs for all buildings</p> <p>Develop a long term professional development plan that aligns beliefs and teaching practices across tiers</p>	<p>Train staff as needed on social/emotional framework</p>	<p>Implement social/emotional framework as and continue training as needed</p> <p>Form building teams to create plan for implementation of building student management system</p> <p>Implement professional development plan on MTSS and adjust intervention and enrichment programs as needed</p>	<p>Train staff on building student management system</p> <p>Implementation checks ongoing and adjustments as needed</p>

MIDDLE CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #2: Design and scaffold for students, staff, and families a team approach to personalized learning based on the instructional framework.

Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019 & Beyond
<p>Administrators and Lab classrooms are trained on authentic learning (part of instructional framework).</p>	<p>Professional development that includes authentic learning, teaching on a block vs. regular (7 period) schedule during building professional development time (fall 2017 & beyond).</p> <p>Identify possible pilots to implement My Saber Plan with students with an emphasis on addressing the 6 C's through authentic learning experiences</p> <p>Develop a plan to help staff understand district personalized learning framework.</p>	<p>Building-level professional development around management of authentic/ project-based learning in the classroom (spring 2018 & beyond).</p> <p>All Content Area PLC's revise/ develop and implement one unit that incorporates an authentic project or problem</p>	<p>Provide training for admin & building teacher leaders to develop a strong culture that embraces personalization for students (summer 2018 & beyond).</p> <p>Develop a communication plan for students & parents to learn more about personalized learning.</p>	<p>Continue planning & implementation of personalized learning approaches.</p> <p>Identify additional training needs to support continuous growth in critical instructional practices which help us personalize learning for students.</p> <p>Explore personalization models (school-wide, school w/in a school, team choice, multi-age teams).</p> <p>Conduct a needs assessment and develop a plan regarding physical space to improve a more flexible learning environment</p>	<p>Continue planning & implementation of a team approach to personalized learning.</p> <p>Determine options to foster innovation around personalized learning within teaming structures.</p> <p>Implement plan to improve the physical spaces to a more flexible learning environment over time.</p>

MIDDLE CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #3: Develop a middle school team structure that includes composition and membership of teams, common and regular teaming time, and meeting structures and protocols.

Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019 & Beyond
<p>Have conversations around team membership.</p> <p>Brainstorm scheduling assumptions to be tested to inform decisions around teaming and scheduling.</p>	<p>Committee of administrators and counselors from all middle level buildings will test scheduling assumptions identified during the summer to ameliorate possible issues before final decisions are made on a teaming model.</p> <p>Final decision will be made on team composition (specific content areas to be included on teams).</p> <p>Create protocols and agenda templates to implement effective team meetings.</p>	<p>Middle school administrators will create balanced teacher teams based on information collected through surveys, inventories, etc.</p> <p>Begin master scheduling process adhering to guiding principles.</p> <p>Develop a plan for realignment of room usage/assignment to facilitate the new team structure.</p>	<p>Train team leaders on how to facilitate effective team meetings using developed protocols and agendas.</p> <p>Train teachers on effective meeting practices that align with middle school philosophy and to build team and school community.</p> <p>Begin work to align practices to school-wide expectations (grading, Infinite Campus, Canvas, reassessment, classroom management procedures and practices)</p> <p>Continue work on master schedule adhering to guiding principles.</p>	<p>Administrators and Instructional Coaches will support the continued growth of instructional practices within a team model as well as the effective use of team meeting time.</p> <p>Team teachers will have aligned practices based on school-wide expectations (grading, Infinite Campus, Canvas, reassessment, classroom management procedures and practices).</p>	<p>Continue work on aligning grading and reporting practices with district recommendations.</p> <p>Monitor, adjust, and identify training needs to support continuous improvement.</p>

MIDDLE CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #4: Implement a modified-block schedule that provides extended learning opportunities for teachers and students. Block days will occur on a 6-day, repeating cycle, providing a regular and predictable meeting schedule for all classes (every day and every-other day), with daily advisory time.

Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019 & Beyond
Present proposed schedule cycle to Board for input.	<p>Create bell schedules for regular days, block days, and early release days.</p> <p>Create a calendar of the cycle days for the 2018-2019 school year.</p> <p>Communicate schedule to teachers.</p> <p>Professional development around effective instruction in a block schedule, use of flexible time created through addition of 8th hour on block days, intervention/enrichment, etc.</p>	<p>Develop communication plan for parents and students.</p> <p>Continue professional development around effective instructional practices for middle level students.</p>	Continue professional development around effective instructional practices for middle level students.	<p>Administrators and Instructional Coaches will support the continued growth of critical instructional practices in the classroom, taking advantage of opportunities presented with a teaming approach and modified block schedule.</p> <p>Identify additional training needs to support continuous improvement of all teachers.</p>	Promote and support continued growth of critical instructional practices, innovation to increase personalized learning for all students, and identify training needs to support continuous improvement.

MIDDLE CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #5: Develop and implement an organizational structure for 8th period that includes a social/emotional curriculum, academic and career planning, community building, and intervention/enrichment/choice options.

Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019 & Beyond
N/A	<p>Building teams work with support from Teaching and Learning to create a vision for 8th period, articulate clear objectives and develop a curriculum map.</p> <p>Curriculum map will include E-8 social/emotional curriculum, college and career advising including high school preparation/transition, etc.</p>	<p>Middle School administration create procedures and structure to ensure the success of 8th period</p> <p>Communication plan will be developed to ensure common understanding of 8th period among staff, students, parents and community</p> <p>A plan will be developed and articulated on how interventions and enrichment opportunities will be included as part of the 8th period experience</p>	<p>Train staff as needed to ensure quality implementation of 8th period</p>	<p>Implementation of 8th period. Training continues as needed</p>	<p>Implementation checks and adjustments</p>

MIDDLE CORE RECOMMENDATIONS

Multi-Year Plan

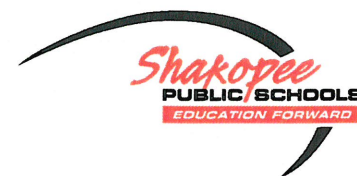


Recommendation #6: Develop and implement a plan for transitioning sixth grade to middle school.

Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019 & Beyond
N/A	N/A	<p>Assemble a team of teachers, counselors, and administrators to create a plan to introduce fifth graders to middle school.</p> <p>Dedicated evening for incoming sixth grade parents to provide information on middle school, registration, etc.</p>	<p>Pre-Open house opportunity for incoming sixth graders to ease anxiety (Saber Camp).</p>	<p>Open House for all students and parents before school starts.</p> <p>After the start of the year, teams will host a gathering for their team's families to create community and build partnership.</p> <p>Gather feedback from parents on transition experience.</p>	<p>Use feedback to adjust and improve our transition plans for students and partnerships with parents.</p>

ELEMENTARY CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #1: Research and implement a student behavior management system and a district social/emotional framework in order to help address the social and emotional needs of our students and families.

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<p>Form a committee E-8 to research a student behavior management system for buildings and come up with a recommendation for implementation in 2018</p> <p>Research options for adopting a social/emotional framework</p> <p>Form building committees for student management implementation in the summer of 2018.</p>	<p>Initial Implementation of / training on a student behavior management system</p> <p>Introduction of a social/emotional framework in the spring 2019</p>	<p>Initial Implementation of / training on social/emotional framework</p> <p>Full implementation of student behavior management system</p>	<p>Full implementation of student behavior management system and social/emotional framework</p>	<p>Implementation checks and adjustments as needed</p>

Recommendation #2: Continue our focus on the implementation of writing workshop, and work to create integrated units of reading and writing with content areas (health, social studies and science).

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<p>Grades K-2 full implementation of writing workshop</p> <p>K-2 implementation checks for quality</p> <p>Grade 3 writer's workshop training & full implementation</p> <p>Grades 4 & 5 lab classroom training</p> <p>Periodic review of writing samples at PLC (formatively) and at district level</p>	<p>K-3 implementation checks for quality</p> <p>Grades 4 & 5 writer's workshop training & full implementation</p> <p>PLC ongoing agenda item</p> <p>Periodic review of writing samples at PLC (formatively) and at district level</p>	<p>K-5 implementation checks for quality</p> <p>Integration of content with writing/reading process that fits with vertical alignment in social studies, health, and science</p> <p>Periodic review of writing samples at PLC (formatively) and at district level</p>	<p>Implementation checks and adjustments as needed</p>	<p>Implementation checks and adjustments as needed</p>

ELEMENTARY CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #3: Create and implement a Multi-Tiered System of Supports that aligns instruction and support services for all students across the district.

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<p>Form a committee (E-8) to define Multi-Tiered System of Supports (MTSS)</p> <p>Do a system-wide comprehensive needs assessment of current structures and practices (needs assessment includes an analysis of current forms, procedures, interventions, and other data already collected, as well as observations of programming)</p> <p>Explore options such as Total School Cluster Grouping, coteaching, innovative HP services and intervention services, as well as review current I-Team processes</p> <p>Develop a vision for Shakopee's MTSS</p> <p>Develop a communication plan for sharing needs assessment results & definitions with ALL staff</p>	<p>Improve the I-Team process for consistency across the district which includes:</p> <ul style="list-style-type: none"> ● Prereferral process ● Membership ● Consistent schedule <p>Revise to increase consistent use of I-Team forms</p> <ul style="list-style-type: none"> ● Documentation of interventions ● Progress monitoring <p>Identify Tier 1, Tier 2 and Tier 3 interventions</p> <p>Develop a professional development plan that aligns beliefs and teaching practices across tiers</p>	<p>Develop building plans for a continuous improvement model in regards to multi-tiered system of supports including changes in intervention programming where appropriate</p> <p>Coordinate services between the tiers by providing training and supports for ALL</p>	<p>Full implementation of MTSS</p> <p>Ongoing training and supports provided as needed</p>	<p>Evaluation of implementation</p> <ul style="list-style-type: none"> ● What's working? ● What's not?

ELEMENTARY CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #4: Continue to align and design curriculum and professional development that aligns to our District Instructional Framework, including a focus on equity and culturally responsive teaching practices.

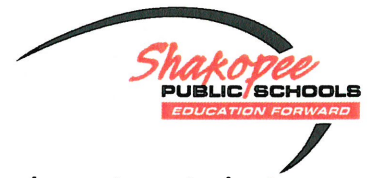
2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<p>Gradual Release of Responsibility (GRR) training for K-5 district implementation of writing</p> <p>Integrate Digital Literacy with Design in 5 work (especially with device rollout Gr 3-5)</p>	<p>Develop and implement a plan to ensure common understanding of the District Instructional Framework</p> <p>Continue training on Gradual Release of Responsibility and Digital Learning</p>	<p>Authentic learning training to align with current secondary work</p> <p>Equity and Culturally responsive teaching methods are integrated into authentic learning professional development</p>	<p>Continued authentic learning training to align with current secondary work</p>	<p>Full implementation of authentic learning</p>

Recommendation #5: Implement grading and reporting processes that address the questions of when we report, what we report, how we report, and how often we report.

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<p>Continue roll-out of standards-based grading in grade 3</p> <p>Continue implementation of the first 7 grading fixes</p>	<p>Continue roll-out of standards-based grading in grade 4</p>	<p>Continue roll-out of standards-based grading in grade 5</p> <p>Form a E-12 grading practices and reporting team to work on alignment as a district.</p> <p>Create communication plan for sharing any changes on reporting process with community members</p>	<p>Communicate changes in reporting plan with community</p> <p>Pilot implementation of grading practices and reporting plan where needed.</p>	<p>Full implementation of grading practices and reporting plan</p>

ELEMENTARY CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #6: Develop and offer District specialized program options for elementary students.

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NA	<p>Form a committee to explore options for specialized programs (may include previously identified options of: Gifted Magnet, Dual Language Immersion School, Sister Schools, etc)</p> <p>Develop survey of programming options to gather community input and interest</p> <p>Send survey to community</p> <p>Analyze results of survey</p>	<p>Research programming models based on community interest</p> <p>Make recommendation(s) to School Board about specialized programming options</p> <p>Upon approval, begin planning process for specialized programming options (staffing, training, curriculum, space, etc)</p>	Implement as approved	

ELEMENTARY CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #7: Implement personalized learning models that align to the district instructional framework that includes physical spaces that match the learning environment.

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
NA	<p>Form district committee (include community members) to observe/visit/research personalized learning in action at the elementary level</p> <p>Survey staff to generate interest in piloting various structures to support personalized learning</p> <p>Provide professional development for staff around personalized learning</p>	<p>Pilot different options at various schools</p> <p>Educate and survey parents and staff on readiness for further study and implementation</p> <p>Review and evaluate pilots</p> <p>Create an action plan to replicate successful pilots</p> <p>Implement plan to improve the physical spaces to a more flexible learning environment over time.</p>	<p>Implement with ongoing support based on staff readiness and/or parent interest</p> <p>Review and evaluate</p>	<p>Continue implementation</p> <p>Review and evaluate</p>

ELEMENTARY CORE RECOMMENDATIONS

Multi-Year Plan



Recommendation #8: Revise and/or create curriculum that aligns to the Academy model at the high school where appropriate, using [My Saber Plan](#) to track alignment with emphasis on the 6 C's.

2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
N/A	N/A	<p>Educate elementary staff on details of academy offerings</p> <p>Dissect current curriculum in existence to identify what already aligns to academy model</p> <p>Define the purpose of My Saber Plan for elementary students: <i>How will this help students to make secondary/post secondary decisions?</i></p>	<p>Create a committee to work with Dave to clarify elementary contributions to My Saber Plan. <i>What additions contribute to the ultimate purpose of the plan?</i></p> <p>Identify what content will be helpful for students long-term in academy and post secondary decision making process</p>	<p>Share with elementary staff how to implement academy themes and My Saber Plan</p> <p>Plan for implementation</p>

Progress Report – High School Master Plan

Tactical Area: Instructional Practices and Professional Development

- Professional Development for Authentic Learning (including Teaching on the Block) developed and initial implementation.
- Academy Leadership training for Principals and Counselors.
- Master Schedule training for high school and middle school administrative teams.
- New course development or revisions of current courses by teacher teams aligned to the programs of study.

Tactical Area: Systems of Analysis and Continuous Improvement

- Guidance and Transition Plan developed by counselors to transition students and families to the academy model.
- My Saber plan format, platform and e-portfolio to provide evidence of the six career readiness skills determined with partial implementation beginning in the Fall of 2017.
- Creation of indicators of success for the high school to monitor progress and success.

Tactical Area: Post-Secondary Alignment

- Adoption of the High School Graduation requirements and new master schedule.
- Expansion of post-secondary institution partnerships to enhance opportunities for students to receive college credit and certifications.

Tactical Area: Organizational Structures and Transitions

- High School Action Plan to further develop Academy identity and culture.
- Initial planning for scheduling and registration of students for Fall of 2018.
- Assignment of Administrative and Counseling staff.
- Tentative assignment of teachers to Academy teams.

Tactical Area: Business and Community Support Structures

- Full implementation of the Academy Steering Committee charged with monitoring progress and developing partnerships.
- Full implementation of six Academy Industry Councils to advise staff on curriculum development and facilitate partnerships, mentorships and internships.
- Academy Champions (sponsors) identified for Health Science, Freshman Academy and Business and Entrepreneurship.

Tactical Area: Communications

- Logos and branding for each academy designed by students.
- Website page, videos and news releases created to communicate purpose and transition to the academy model.
- Student Ambassador program developed and trained.

Shakopee Public Schools Education Forward Overview

Strategic Direction A: EDUCATION FORWARD LEARNING MODEL

We will provide...	By...	Through(District Initiatives)
<p><u>Quality Instruction and Student Engagement</u> Quality instruction is dependent upon teachers who are trained and equipped to be open-minded, persistent, and flexible, who see students from a strengths-based perspective, encourage the development of a growth mindset of students, and serve as effective facilitators of student learning. This involves a set of common teaching practices and beliefs, which are vertically aligned, and consistently applied E-12 to ensure ALL students can achieve at high levels.</p> <p><u>Whole Student Development</u> The district expands beyond reading, writing and mathematics to also include whole student development, and college and career readiness skills. The District 6 C's of Character, Collaboration, Communication, Creativity, Critical Thinking, and Cultural Competence are incorporated and integrated into each learning experience, grounded in literacy as a key component for all content areas.</p> <p><u>Authentic 21st Century Learning Experiences</u> Learning environments and programming provide flexible, collaborative, inviting work spaces and access to broad opportunities for exploration. Technology supports the teaching and learning process and becomes a natural tool in how students and staff complete their daily activities. Students are encouraged to pursue their interests and passions within, and in addition to, curricular content.</p> <p><u>Personalized Learning</u> Strategies for personalized learning are utilized by educators to create a student-centered approach to teaching and learning that encompasses the best instructional strategies. This is combined with the student's "MySaberPlan" (Individual Learning Plan-ILP) to help students leverage their interests and abilities to maximize their educational experiences.</p>	<p><u>Focusing on Principal Roles and Responsibilities</u> The Principal's primary responsibilities of ensuring 1) student learning, 2) quality instruction and student engagement, and 3) family engagement place them clearly as the instructional leader, coach, and mentor to educators.</p> <p><u>Focusing on Educator Roles and Responsibilities</u> The Educator's primary responsibilities include 1) serving as subject matter content, knowledge and instructional experts; 2) partnering with peers, students, families and community to facilitate enhanced learning opportunities; 3) acting as learning guides and coaches, empowering students/families to take ownership of individual learning and development.</p> <p><u>Offering an E-12 Continuum of Relevant Programming and Skill Development for Career and College Readiness</u> The 6 C's will be integrated in to all content areas and learning opportunities at the appropriate grade levels, and assessed by teachers. In addition, a plan to organize elective courses or programs will be implemented based on these areas of interest:</p> <ul style="list-style-type: none"> • Arts & Communication • Business & Entrepreneurship • Engineering & Manufacturing • Health Sciences • Human Services • Science & Technology <p>Students are given the opportunity to explore and find their passion through the Academies of Shakopee.</p> <p><u>Providing Varied and Flexible Learning Environments</u> Instructors, learning spaces (on and off-site), student schedules and digital tools contribute to the optimal learning environment for students.</p> <p><u>Offering a Progression of Programming and Experiences</u> Courses increase in depth and complexity over time and include progressive experiences to prepare students for internships, apprenticeships, dual-credit, capstone projects, certificates or specialized immersion programs (such as Shakopee CAPS) in 11th and/or 12th grade.</p>	<p>Model of Instruction, Assessment for Learning, and Student Engagement</p> <ul style="list-style-type: none"> • Shakopee instructional model with educator competencies • Comprehensive system of intervention and acceleration <p>Whole Student Development</p> <ul style="list-style-type: none"> • The 6 C's • "MySaberPlan" <p>Areas of Interests for Career and College Readiness</p> <ul style="list-style-type: none"> • Academies of Shakopee • CAPS Program <p>District Assessment, Grading and Reporting System</p> <ul style="list-style-type: none"> • Standards based grading • "MySaberPlan" <p>Technology Plan to Support Student Learning and College and Career Readiness</p> <ul style="list-style-type: none"> • Access for all students • Ongoing professional development <p>Flexible Calendar, Schedule and Learning Environment</p> <ul style="list-style-type: none"> • Partnerships • Personalized learning

Shakopee Public Schools

Education Forward Overview

Strategic Direction B: DISTRICT OF EXCELLENCE

We will provide....	By....	Through(District Initiatives)
<p><u>A Culture of Excellence</u> A culture of excellence in which all staff recognize the importance and impact of their work; where they commit and remain accountable to high expectations and seek continuous improvement. The District Office and its departments operate as a service center in support of staff and students to ensure success in this culture of excellence.</p> <p><u>Excellence with Equity as part of culture, structures and practices</u> Staff, students, and families develop a raised awareness and capacity to engage, inspire, and communicate on issues of excellence and equity with growth in culturally-responsive teaching and student engagement skills. Participation in academic, curricular, and service programs more closely match our student populations for race/ethnicity, socio-economics, gender, and ability.</p> <p><u>A Welcoming and Inclusive Environment</u> The school and classroom experience more closely reflects the demographics, culture, languages, and images of the students and families being served. Perceptions of being welcome and safe increase, as traditional barriers to information, protocols, and people diminish.</p>	<p><u>Ensuring Continuous Improvement and Professional Development</u> The PLC becomes the staff structure for continuous improvement and professional learning on a scheduled and prioritized basis.</p> <p>Timely professional development that is aligned to the identified needs and district initiatives will be offered. Training will focus on: addressing excellence with equity for all staff, building capacity to meet the individual learning needs of our students, and effective and consistent use of digital learning tools and resources.</p> <p><u>Creating Cultures, Structures, and Practices for Equity</u> Creating conditions for student excellence by removing barriers that limit students' ability to access all offered programs and opportunities. Embracing the diversity of our community and improving our outreach and engagement so all feel welcomed.</p> <p><u>Building Strong Partnerships with Business, Community and Post-Secondary Institutions</u> Expand the learning experience beyond the classroom through partnerships with community and business. Partnerships will be leveraged to develop curriculum, share resources, create real world projects and ensure relevant, authentic learning for students.</p>	<p>Comprehensive Professional Development Plan</p> <p>District Integration/Excellence with Equity Plan</p> <p>District Office and Departments as Service Center</p> <p>District Partnership Plan</p>

Shakopee Public Schools Instructional Framework for Personalized Learning

Personalization | An approach to learning and instruction that is designed around individual learner readiness, strengths, needs, passions, and interests to create an engaging student experience. This happens through intentional design, building relationships, giving and receiving feedback, and engaging in meaningful and deeper learning.

Student Career Readiness Skills - 6 C's

STUDENTS WILL...

CRITICAL THINKING

Reason effectively, use systematic thinking, and make judgements and decisions to solve problems in both conventional and innovative ways.

Identify reasoning used to make a claim in specific situations

Assess reasoning and evidence to justify a claim, conclusion, or outcome

Apply appropriate reasoning strategies for particular outcomes

Analyze and synthesize complex information to inform a course of action

COLLABORATION

Work together to share, advocate, and compromise on issues critical to a team's success using intrapersonal and interpersonal skills in both conventional and digital settings.

Work in pairs or groups to achieve a common goal

Make decisions together through negotiation and compromise

Utilize strengths of a group or team to produce knowledge of a higher level

Interact with experts or professionals to complete authentic task

COMMUNICATION

Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.

Organize ideas and information into a coherent message

Use multiple modalities to communicate effectively

Tailor communication for specific purposes and audiences

Synthesize, present, & share information to make new connections & recognize diverse perspectives

CREATIVITY

Be curious, imagine possibilities, develop and refine ideas, and view failure as an opportunity to learn (persistence).

Demonstrate flexible thinking by generating a variety of ideas

Adapt existing ideas or products in a novel way

Apply creative thinking and persistence to the design process while producing original work

Act innovatively to impact the local, regional, national, or global community

CULTURALLY RESPONSIVE

Learn from and work collaboratively with individuals representing diverse cultures, races, ethnicities, genders, income levels, religions, and abilities.

Recognize cultural differences & attempt to understand other perspectives

Interact with different cultures & self-reflect on commonalities of background & perspective

Value individuals and seek to celebrate, encourage, & respect differences

Demonstrate culturally responsive behavior at school and in the community

CHARACTER

Develop the personal qualities of trustworthiness, respect, responsibility, fairness, caring, citizenship, and resilience.

Identify how actions impact others and are reflective of character

Apply these core character qualities in the classroom

Demonstrate these character qualities even when no one else is watching

Model these character qualities throughout the community and school environments

Critical Instructional Practices

STUDENTS WILL...

AUTHENTIC LEARNING

Provide opportunities for students to define, develop, implement, and refine solutions to real-world issues, problems, or questions.

Define and analyze an authentic problem

Propose possible solutions to an authentic problem

Engage with stakeholders to solve an authentic problem

Implement a solution to an authentic problem in partnership with community or business

STUDENT-CENTERED LEARNING

Foster an environment where student needs, interests, and passions drive instructional choices (the how, what, when, and where of learning).

Choose how and where learning will be demonstrated

Self-select content for study and determine how learning will be demonstrated

Design a work plan to meet learning goals within a personalized timeline

Set goals, identify learning paths, track progress, and determine how learning will be demonstrated

DIGITAL LEARNING

Enable students to become producers of knowledge rather than mere consumers of content.

Use technology to access and produce information

Use technology to collaborate and communicate with others

Use technology to craft, refine, and publish content for a wider audience

Use technology to create and innovate

GRADUAL RELEASE of RESPONSIBILITY

Scaffold learning experiences in order for students to become independent learners.

Learn to clarify purpose, meaning, and process through explicit teaching

Contribute ideas and information with teacher guided instruction

Apply learning through guided practice

Engage in independent practice and transfer learning to other relevant situations

School Board Meeting

July 24, 2017

Follow-up from July 10, 2017

0-5+ year discussion

- Convert 6th grade center back to an elementary
- Convert High School to 9th-12th grades
- Convert Jr. High Schools (7th – 9th) to Middle Schools (6th - 8th)
- More recently, plan to move to a Career Academy model across the district
- Current Elementary schools, over capacity, as anticipated.

Current Enrollment as of 5-17-17

	Total	Capacity	% Capacity	New Devel	Projected	% Capacity
Eagle Creek	846	792	107%	85	931	118%
Jackson	871	792	110%	15	886	112%
Red Oak	655	792	83%	95	750	95%
Sun Path	683	792	86%		683	86%
Sweeney	636	696	91%	70	706	101%
Pearson	682	600	114%		682	114%
East	850	1085	78%	40	890	82%
West	1061	992	107%	75	1136	115%

Today's Reality

- The 2018-19 Transition plan requires attendance areas be re-drawn.
- The Community needs ongoing communication/information around the process & topic (9-12 transition, 6-8 transition, Pearson, and the addition of the 6th elementary school)
- This is a positive situation... our elementary schools will have space to grow, allowing for comfortable movement without overcrowding.
- Pearson transitions back to its original design as an elementary school.
- These changes while planned for, and positive, are challenging as well. Attachments to current schools are real, and the change will be difficult for some.
- Attendance areas will be developed based on school board parameters.
 - Capacity/balance
 - Student demographics
 - Walking distance per district policy
 - Goal of areas lasting 3-5 years
 - Efficient transportation
 - Growth via new developments
- Middle School areas will incorporate "feeder" elementary schools if possible.

Process - DRAFT

- School Board establishes attendance area parameters
- Proposed scenarios developed
- School Board selects "best" scenario by DATE _____.
- 4 phases of process
 1. Parent Task Force Study & Review
 2. Preliminary – Public input
 3. Intermediate –Public input
 4. Final –School Board
- Parent Task Force Study & Review DATE(S) **August 15 & 24, 2017.**
 - Feedback reviewed... scenario updated if necessary.
- Preliminary - Public Listening Session(s) DATE(S) **September 14, 2017.**
 - Feedback reviewed ... scenario updated if necessary.
- Intermediate – Public Listening Session(s) DATE(S) **October 23, 2017**
 - Feedback reviewed ... scenario updated if necessary.
- Final Approval by School Board DATE **11/13/17.**

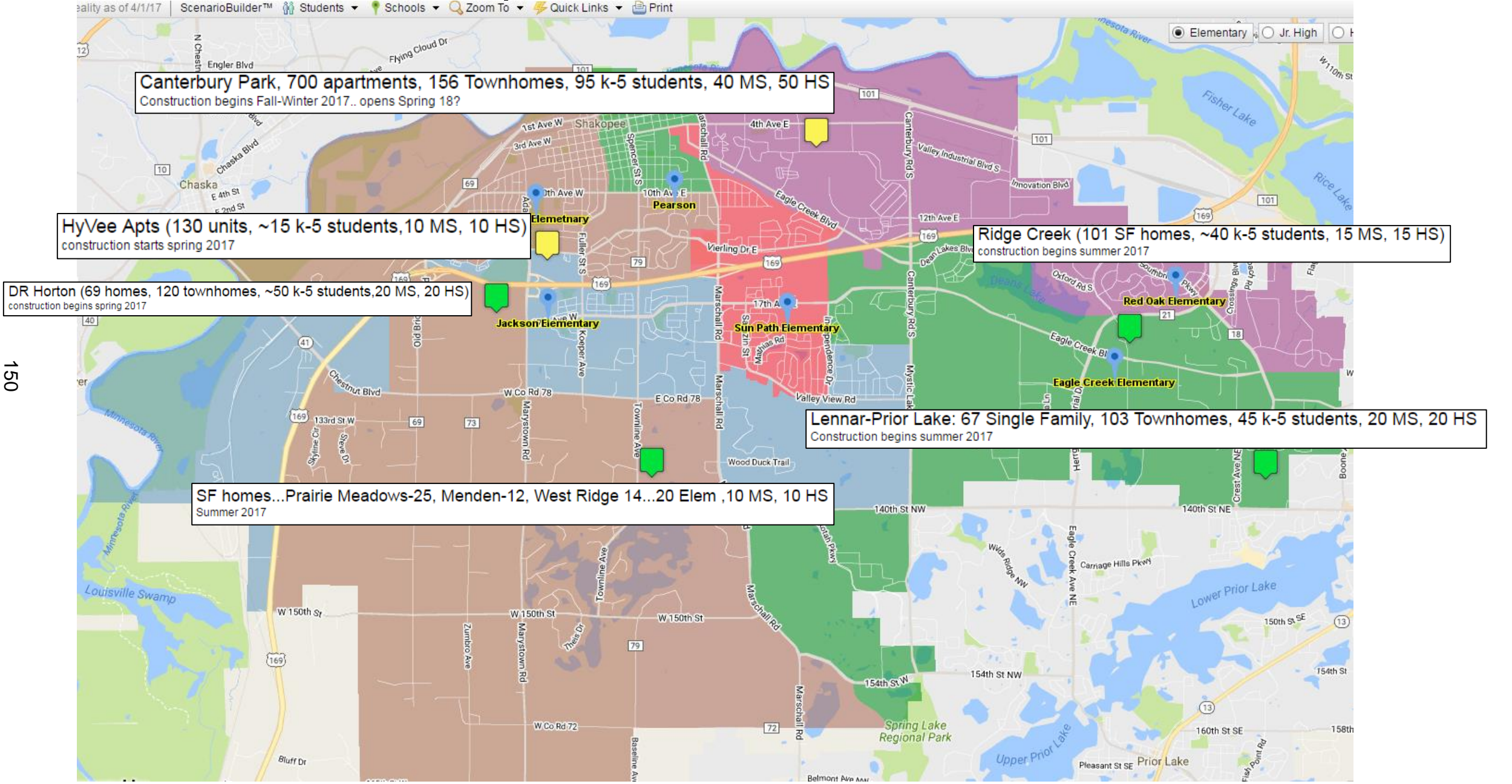
Proposed criteria/parameters per School Board and prior practice

- Geographic: Walking distance to school per district guidelines/policy
 - Elementary - 0.5 miles, Junior High – 1.0 mile, High School – 2.0 miles
 - Safety considerations per policy.. major roads, high speed roads, sidewalks...
- Demographic Balance
- Transportation: Efficient, effective, cost factors.... Bus company review of impact
- Building capacity
- Recognition of proposed growth/developments
- Feeder schools if possible (Elementary to Middle)
- Lasts 3-5 years ... better 5-7 years

Governance Direction Needed (5-22-17)

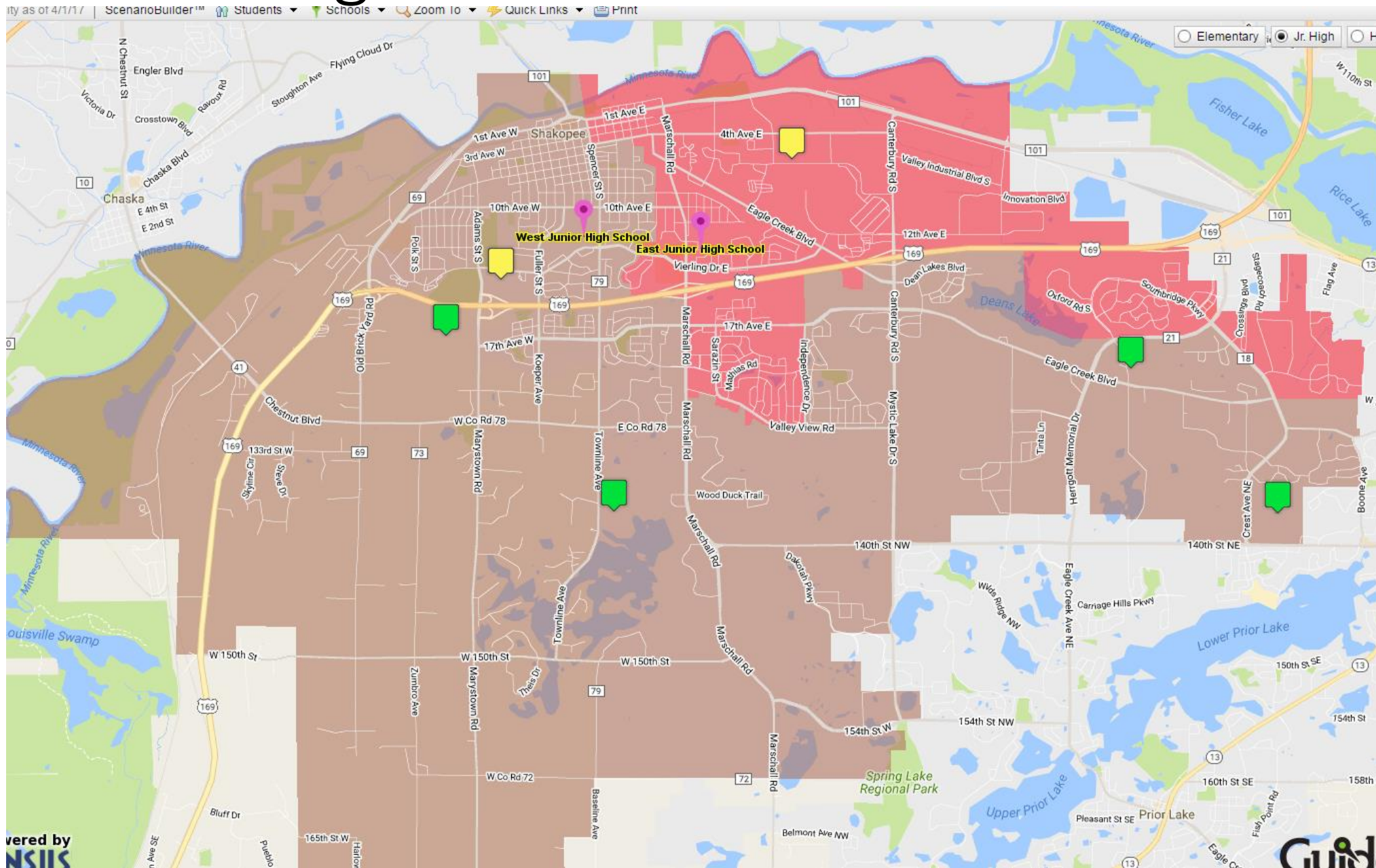
- Timeline... when will the attendance areas be finalized?
 - Current thinking November 13 allows for more community input, housing development progress, re-run of the scenario with fall 17-18 enrollment data, and recommended by elementary principals
- Intra-district transfers
 - Allowed? If yes, criteria (daycare, others....)
 - “Batched”
 - “Grand-fathered” in students
 - Current Thinking: Allow daycare requests, grand-father in current requests, “batch” others with specific deadlines
- Process for submitting questions and getting answers
 - Online q & a for questions received by any means
 - Questions documented at listening sessions with responses posted online
 - Individual responses
- School start times? When determined and how?
 - Current thinking: Leave as is as much as possible for existing buildings
 - Pearson start time to be determined

Current Elementary Attendance Areas

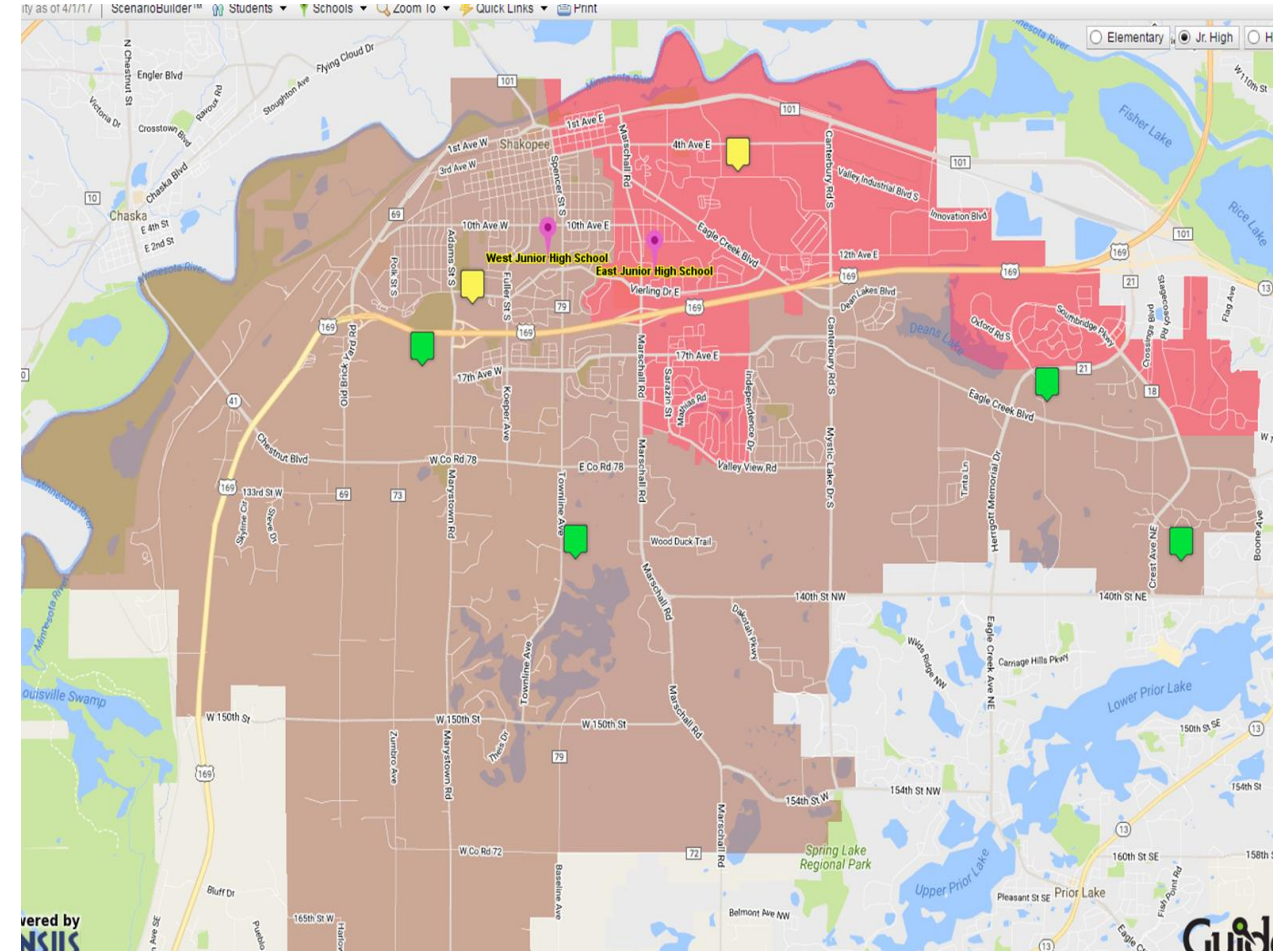
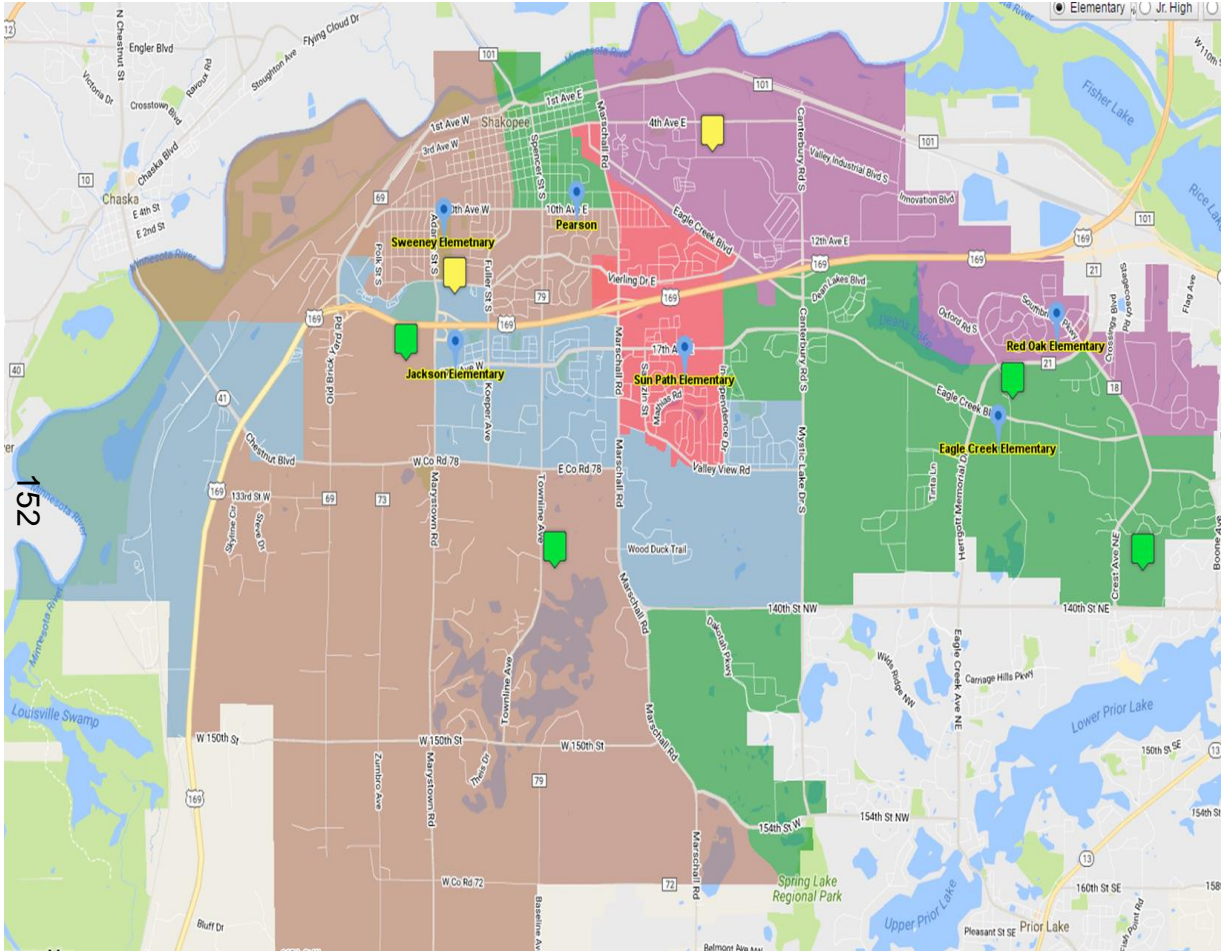


150

Current Jr. High Attendance Areas



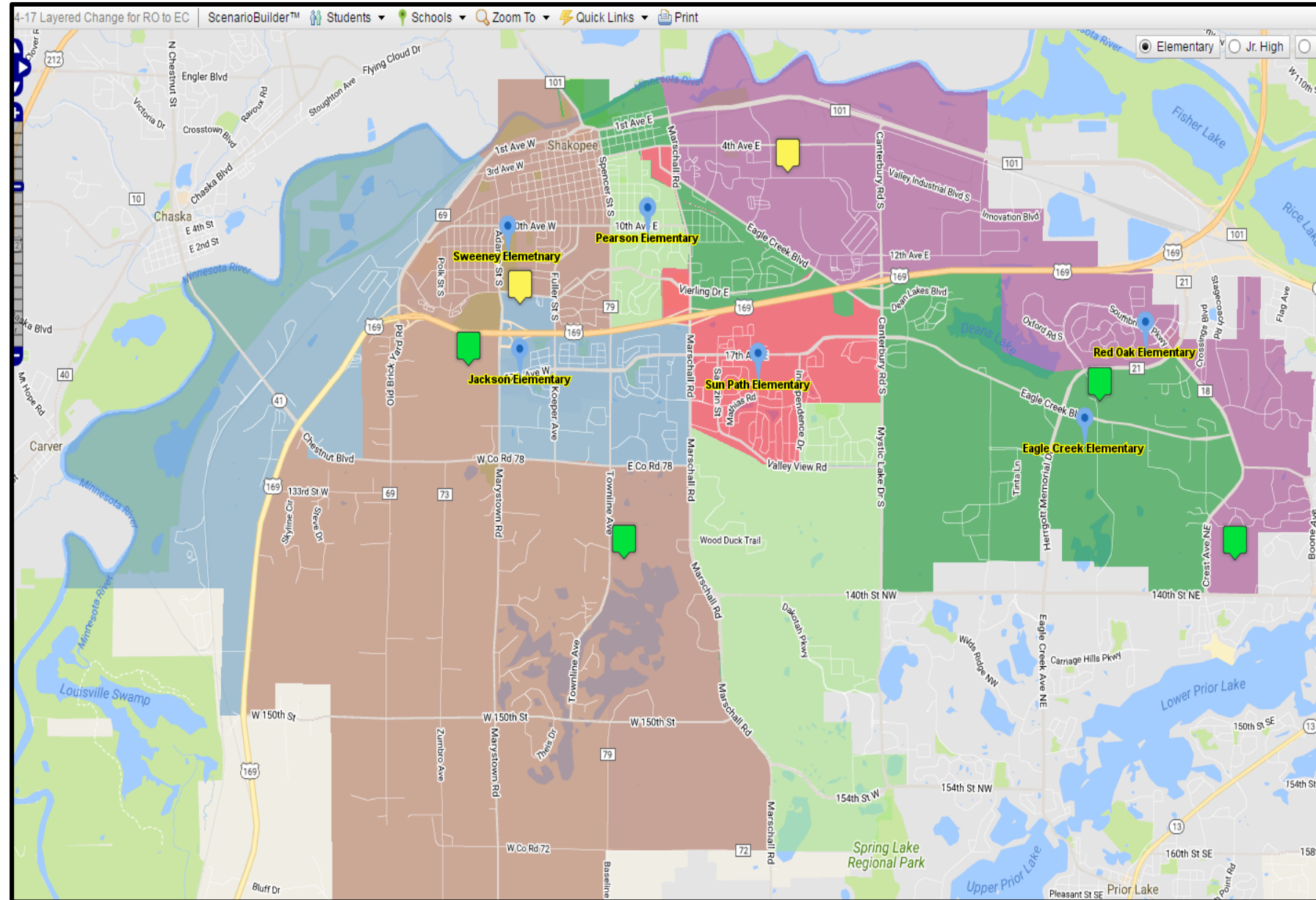
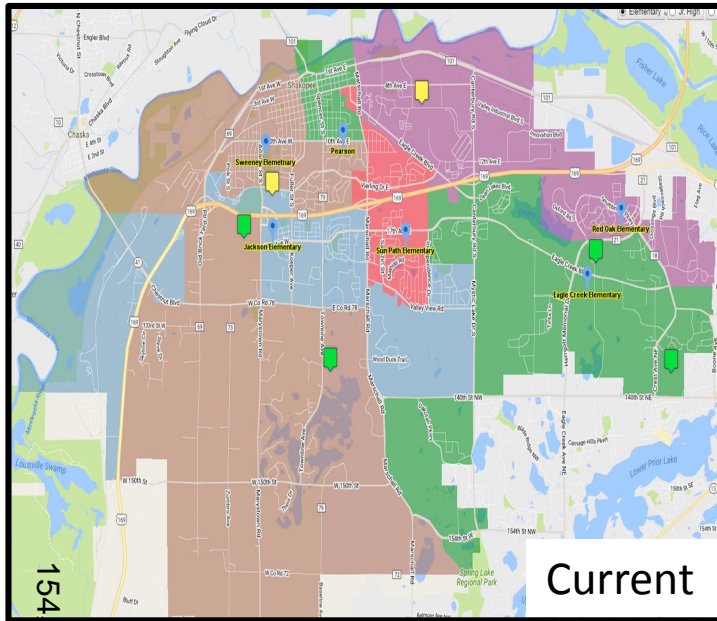
Current Elementary to Jr. High feeder/movement pattern



Mainly WJH: EC, JA, SW

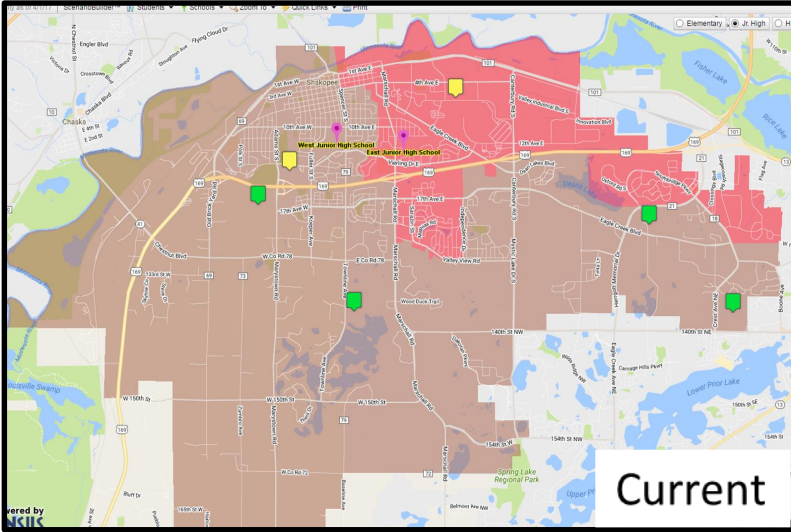
EJH: RO, SP

Scenario 1A: RO Area North of 4th Ave to EC

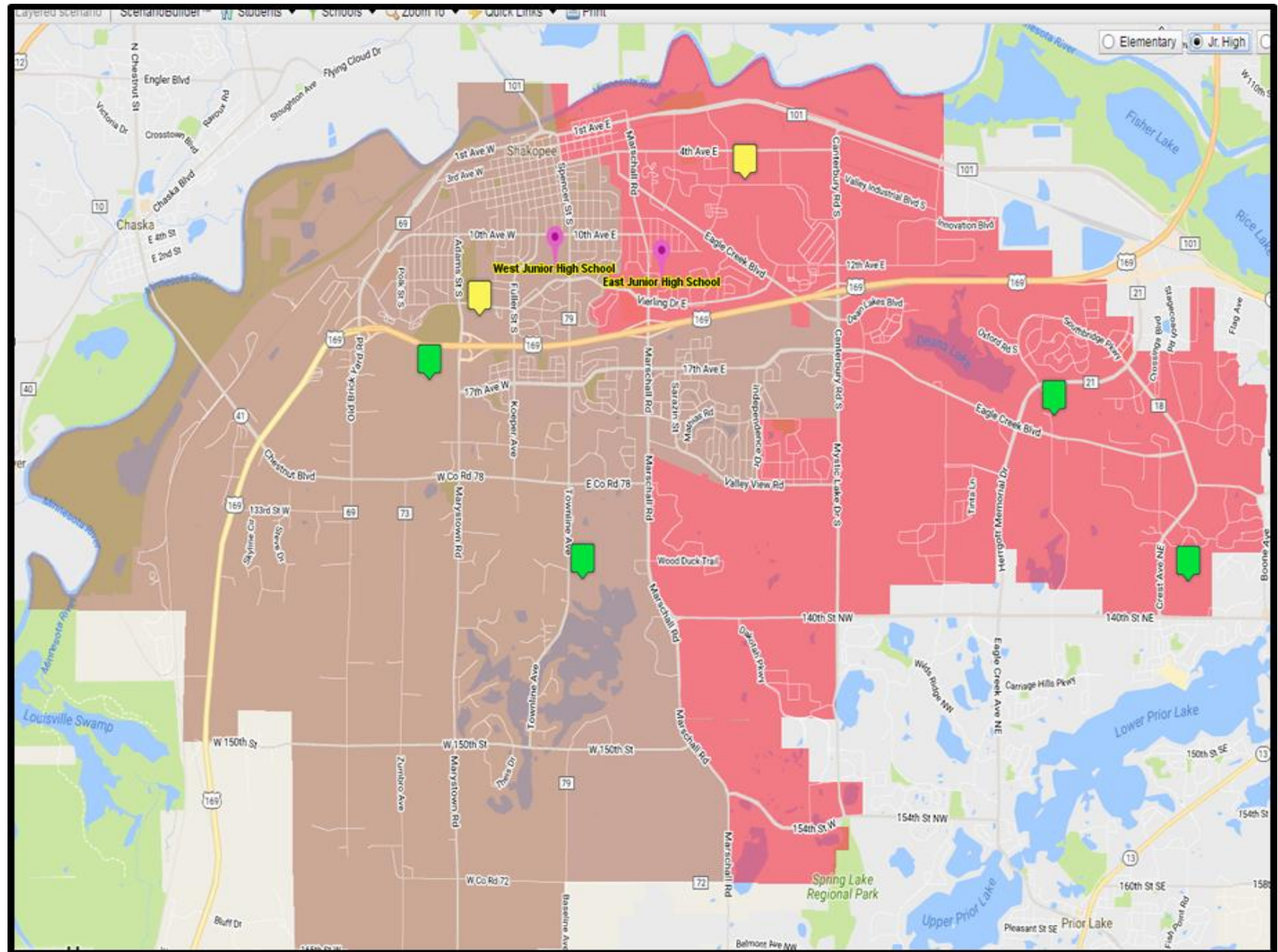
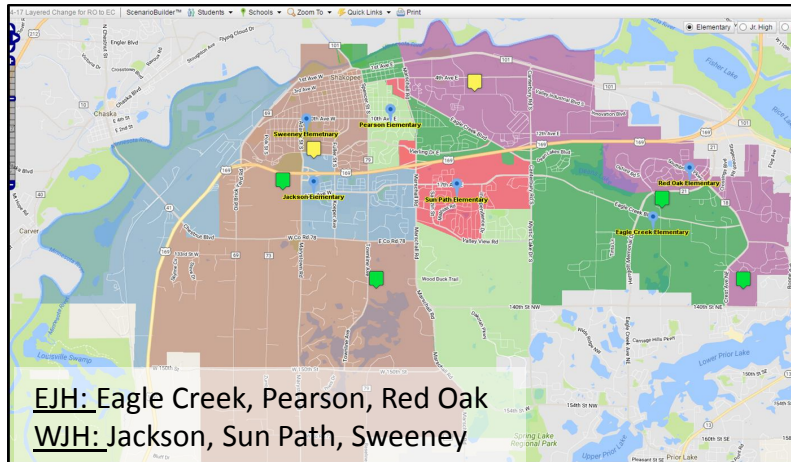


All	1,071/3,680 moves (29%) 732/3,680 moves (20%)*
EC	SP triangle, RO Eagle Creek Blvd.
JA	SW Bonnevista
P	EC Downtown & EC southwest, SW S of 10 th , JA E of Independence & JA SE
RO	EC Savage
SP	EC W of Canterbury
SW	EC Downtown, JA small arm area

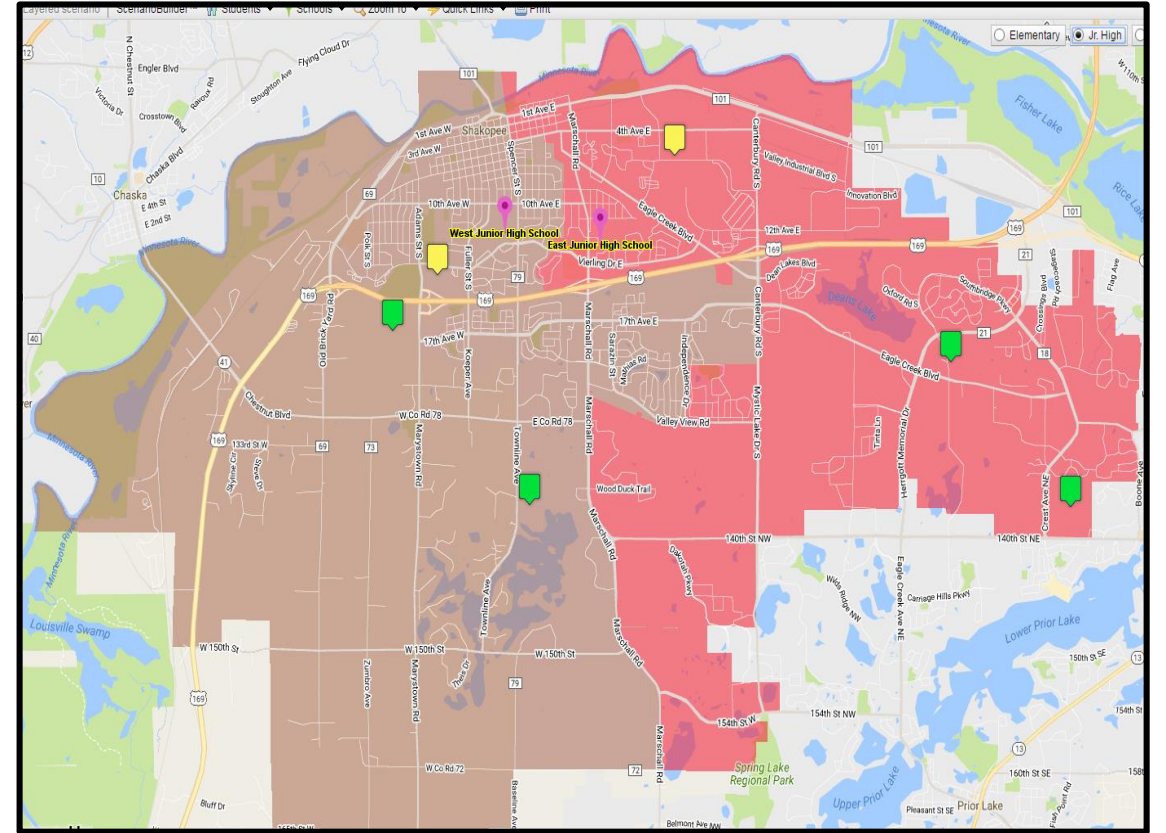
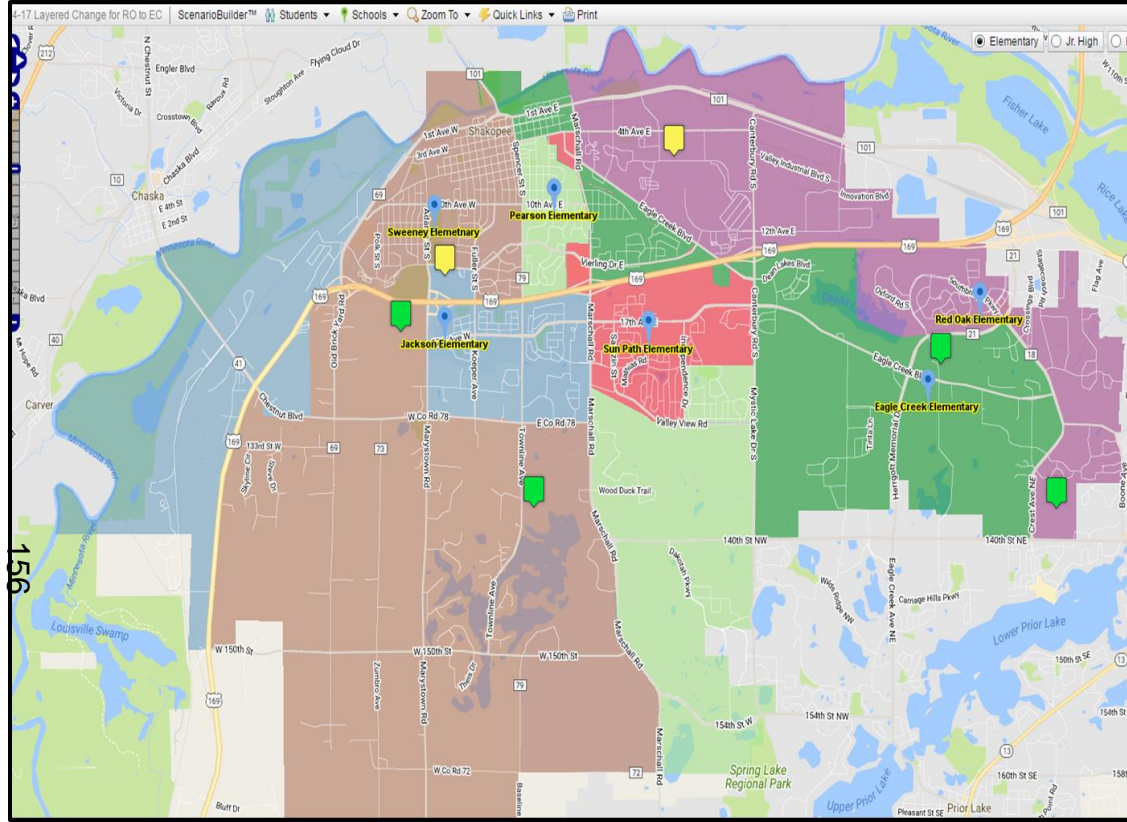
Scenario 1A:



All	222/1,977 moves (11%)
155	193/1,977 moves (10%)*
EJH	Eagle Creek, Former JA SE, Some SP walkers
WJH	Sun Path, Some P walkers



Scenario 1A Elementary to MS feeder/movement pattern



Mainly WMS: JA, SP, SW

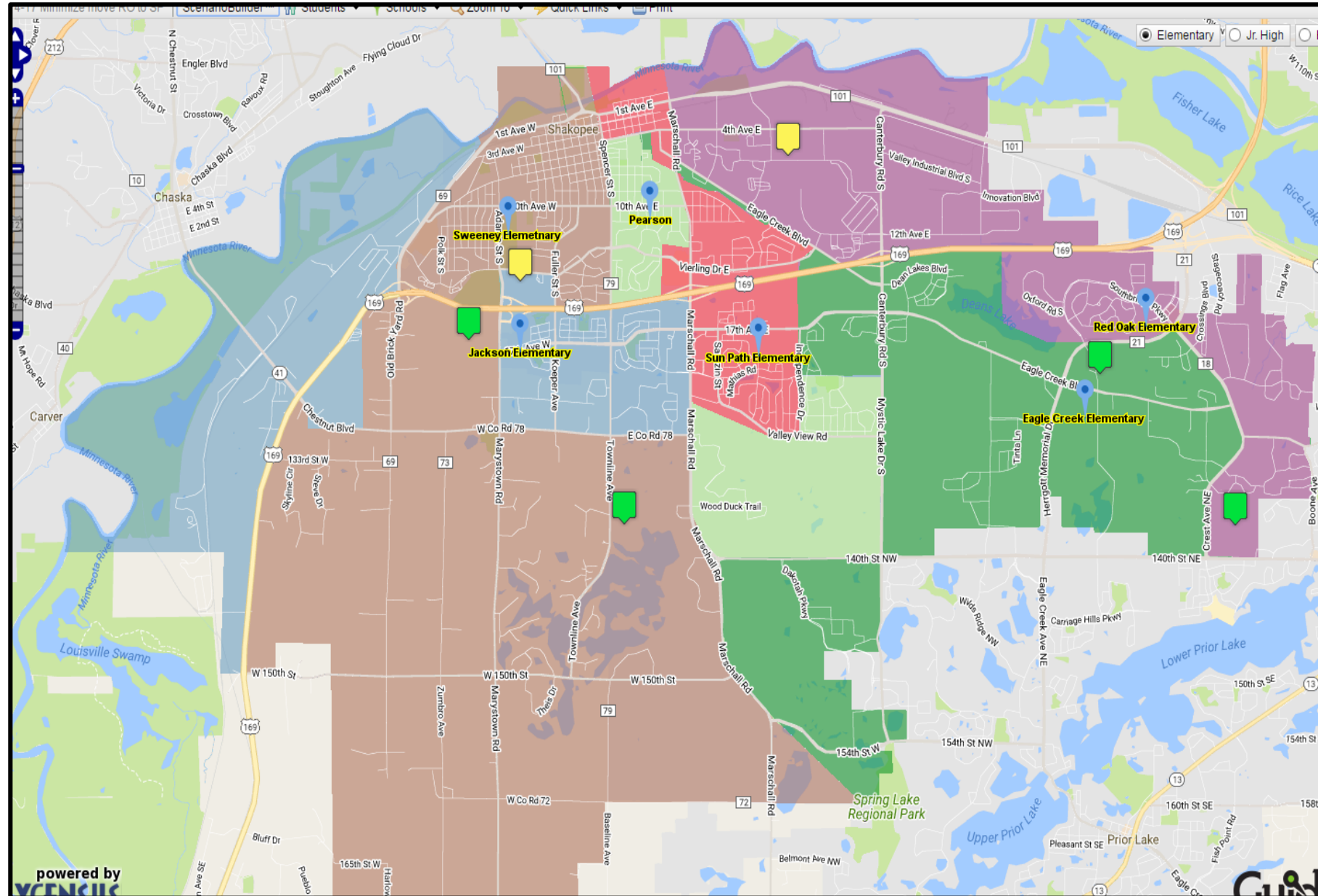
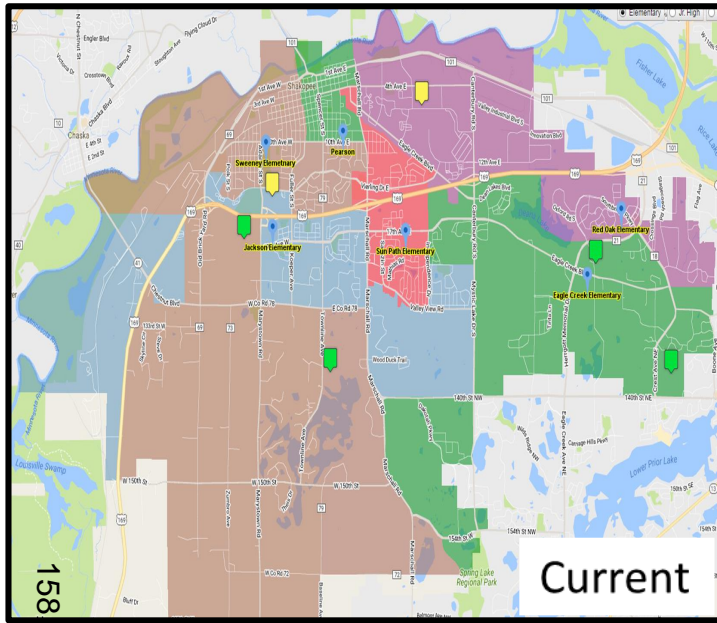
EMS: EC, P, RO

A working assumption to maintain the “current reality” walking assignments for the Jr. Highs lead to a few open items for discussion. The close proximity of the schools also contributes to this topic. 1) Some Pearson students are walking to WMS instead of EMS as they should be based on this proposed feeder pattern. 2) Some Sun Path students are walking to EMS instead of WMS as they should be based on this proposed feeder pattern.

Scenario 1A projected statistics, student breakdown...

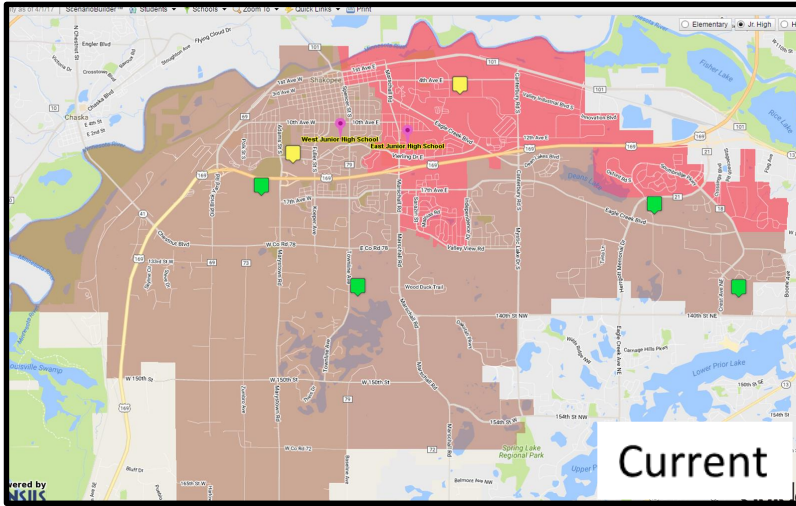
Scenario 1A		Total	Capacity	% Capacity	Open Seats	intra District	New Devel	Projected	Proj Open	% F/R	%SpEd	% EL	Total	Total Moves		
	Eagle Creek	681	792	86%	111	0	40	721	71	40.7	14.5	21.1	76.3	366		
	Jackson	641	792	81%	151	25	15	681	111	36.2	12.3	21.7	70.2	268		
	Pearson	542	600	90%	58	0		542	58	38.4	15.3	17.2	70.9			
	Red Oak	620	792	78%	172	-25	140	735	57	35.3	14.4	17.3	67	100		
	Sun Path	628	792	79%	164	0		628	164	38.7	14.2	21.7	74.6	150		
	Sweeney	568	696	82%	128	0	70	638	58	38.9	18	12.5	69.4	187		
										Max Range	5.4	5.7	9.2	9.3	1071	
															Xfers not allowed-->	29%
															Xfers allowed-->	20%
			Total	Capacity	% Capacity	Open Seats	intra District	New Devel	Projected	Proj Open	% F/R	%SpEd	% EL	Total	Total Moves	
	East	995	1050	95%	55	30	75	1100	-50	34.2	18.4	9.6	62.2	87		
	West	982	960	102%	-22	-30	35	987	-27	36.7	18	9	63.7	135		
										Max Range	2.5	0.4	0.6	1.5	222	
														Xfers not allowed-->	11%	
														Xfers allowed-->	10%	

Scenario 2A: RO Area North of 4th Ave to SP

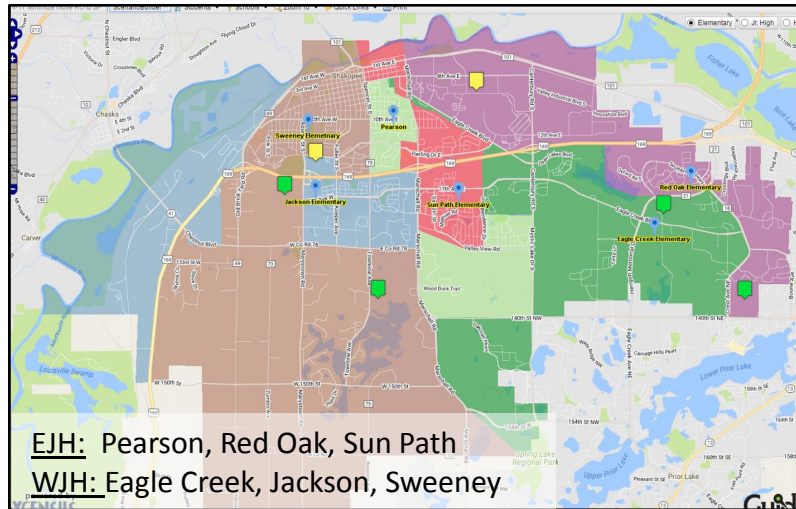


All	912/3,680 moves (25%) 573/3,680 moves (16%)
EC	RO EC Blvd.
JA	SW Bonnevista
P	EC Downtown, SW S of 10 th , JA E of Independence & JA SE
RO	EC Savage
SP	RO N of 4 th Ave.
SW	EC Downtown, JA small arm area

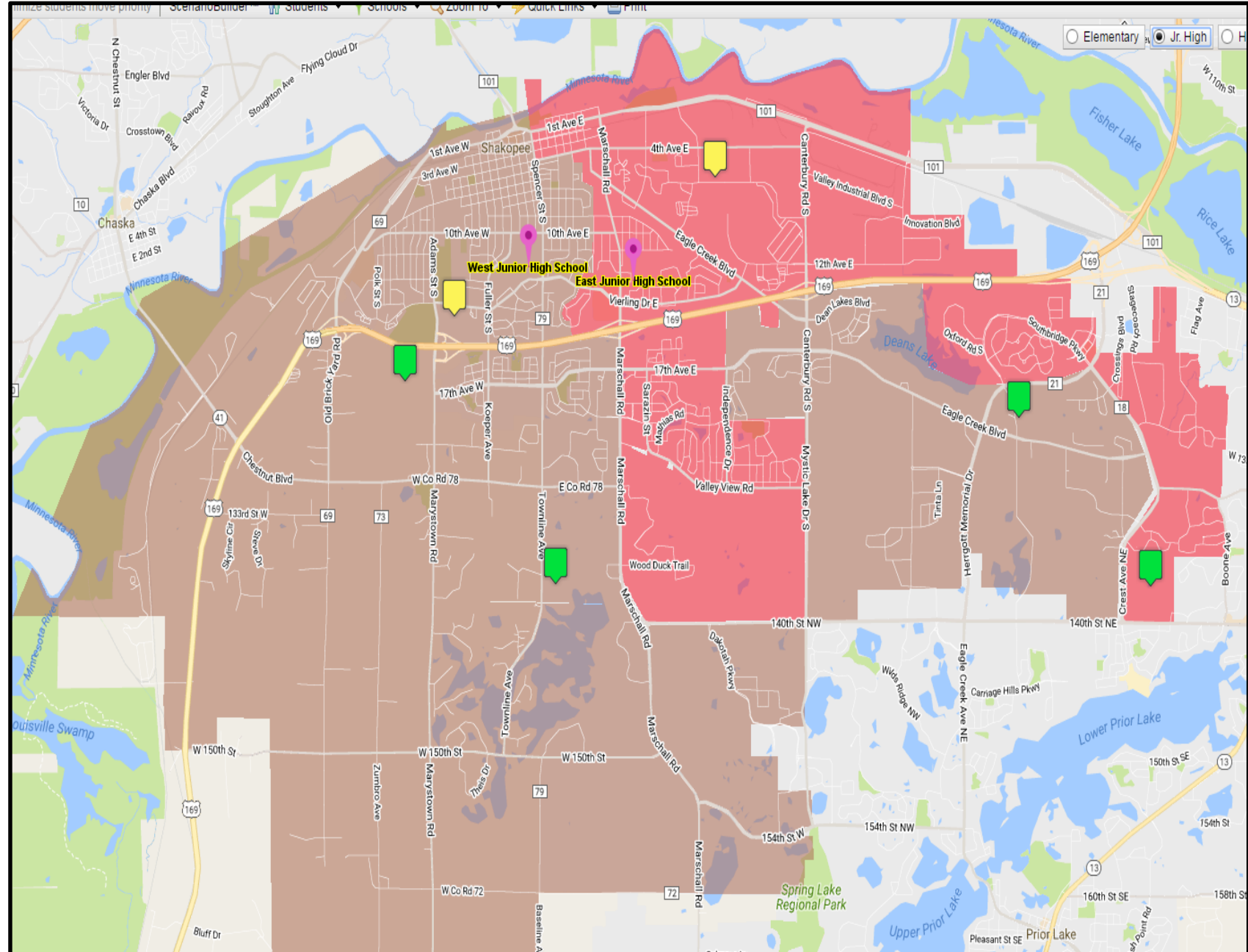
Scenario 2A:



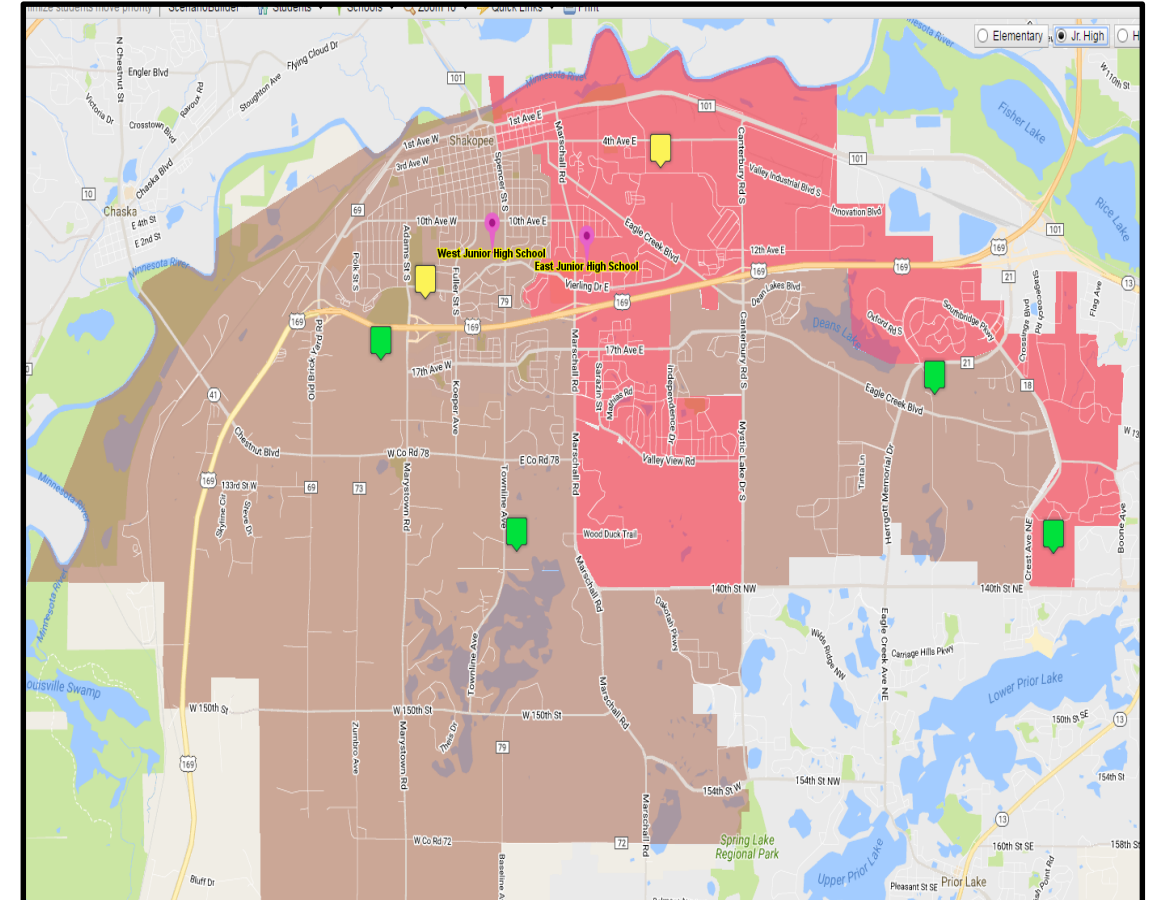
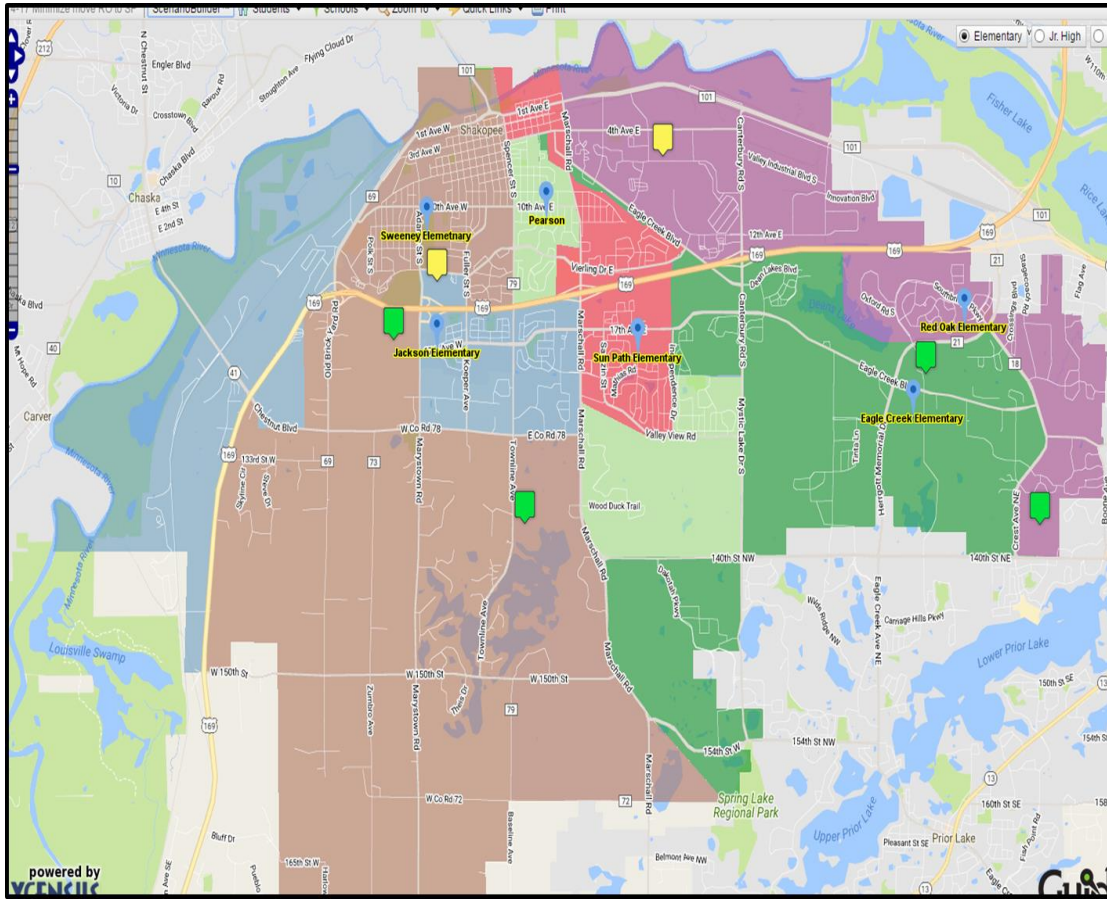
All	81/1,977 moves (4%) 52/1,977 moves (3%)*
Jr. High	EC Savage, Former JA area of P (formerly at WJH)
WJH	Some P walkers



EJH: Pearson, Red Oak, Sun Path
WJH: Eagle Creek, Jackson, Sweeney



Scenario 2A Elementary to MS feeder/movement pattern

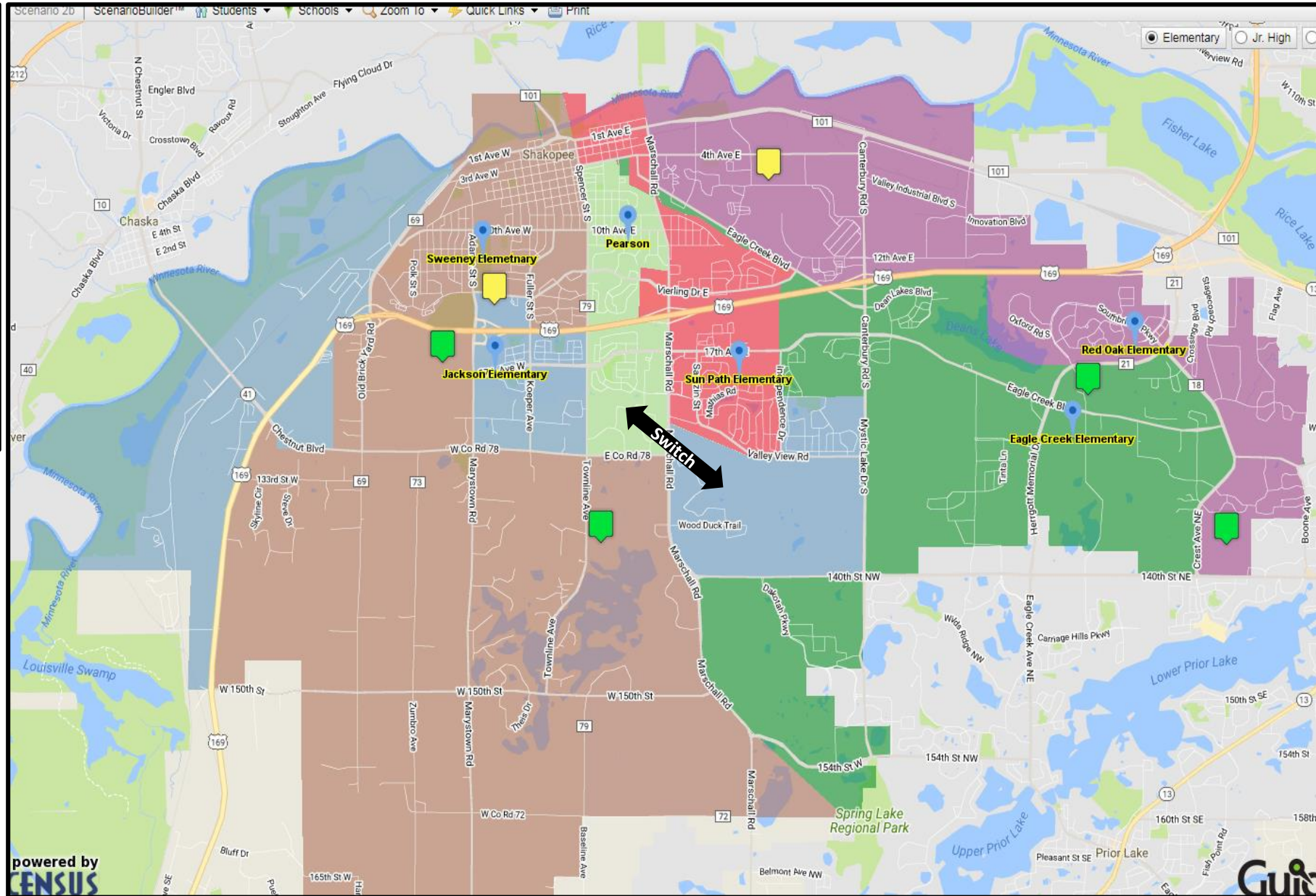
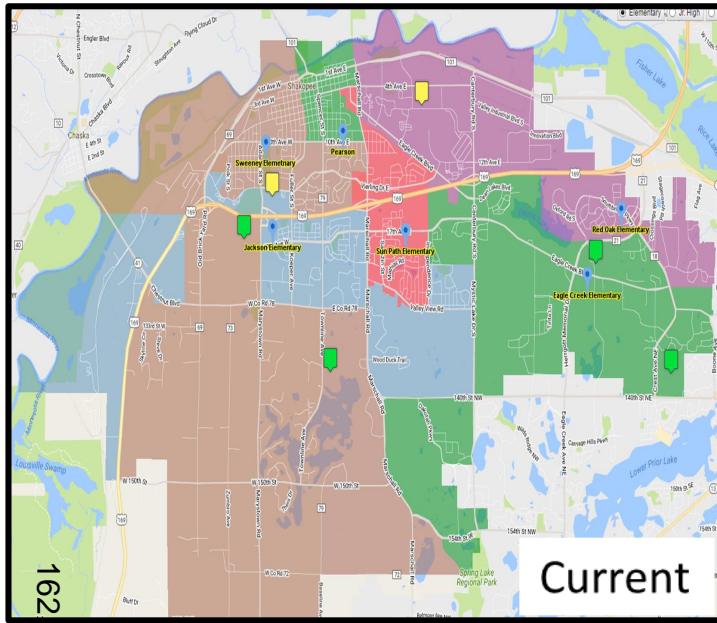


Mainly WMS: EC, JA, SW

EMS: P, RO, SP

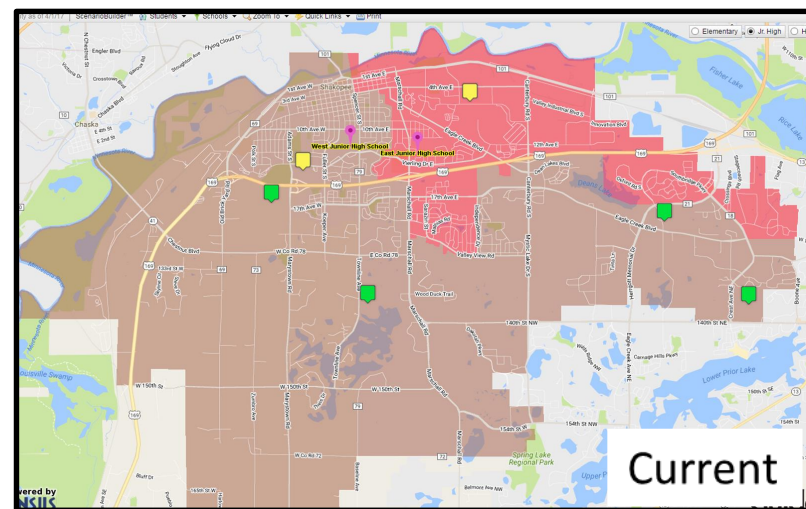
A working assumption to maintain the “current reality” walking assignments for the Jr. Highs lead to a few open items for discussion. The close proximity of the schools also contributes to this topic. 1) Some Pearson students are walking to WMS instead of EMS as they should be based on this proposed feeder pattern. 2) Students along Eagle Creek Blvd attending Eagles Creek, based on proposed feeder model should attend WMS are currently assigned to EMS.

Scenario 2B: Switch JA areas assigned to Pearson



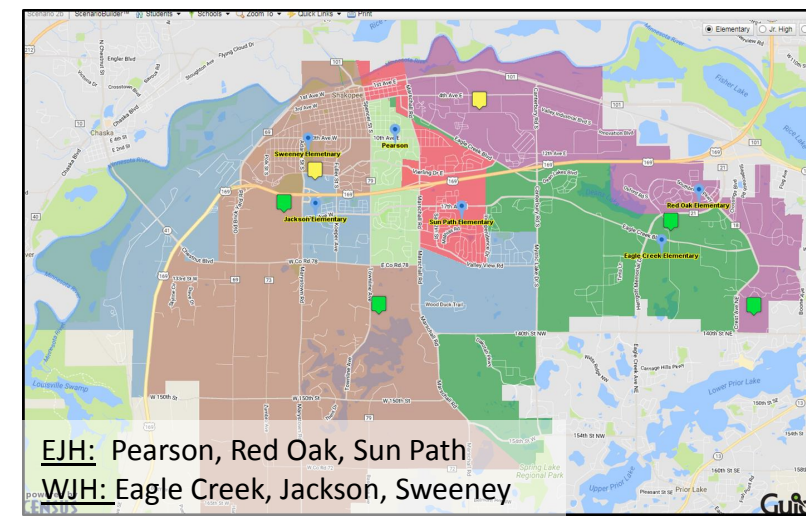
All	965/3,680 moves (26%) 573/3,680 moves (17%)
EC	RO EC Blvd.
JA	SW Bonnevista
P	EC Downtown, SW S of 10 th , JA E of Spencer W of Marshall
RO	EC Savage
SP	RO N of 4 th Ave.
SW	EC Downtown, JA small arm area

Scenario 2B

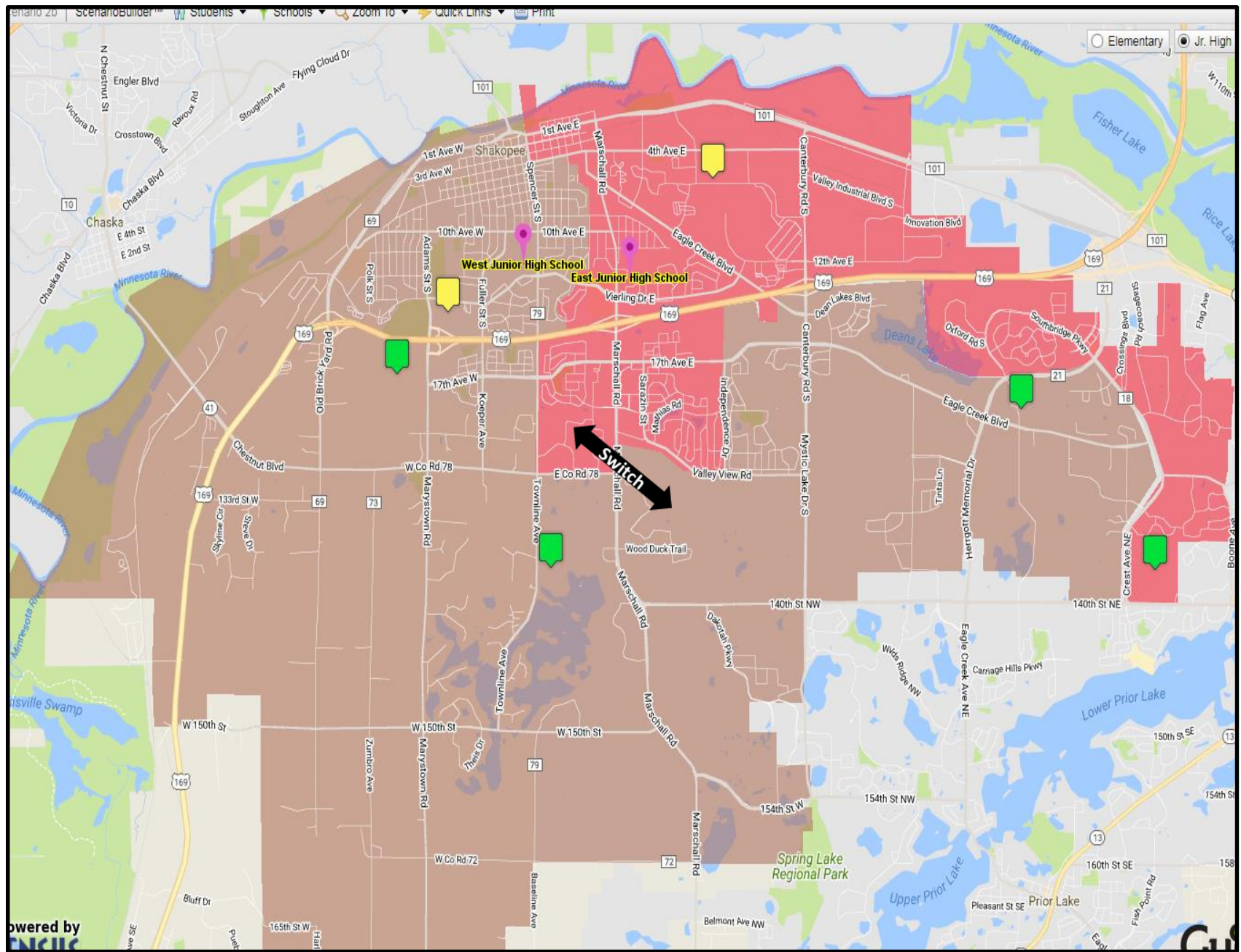


Current

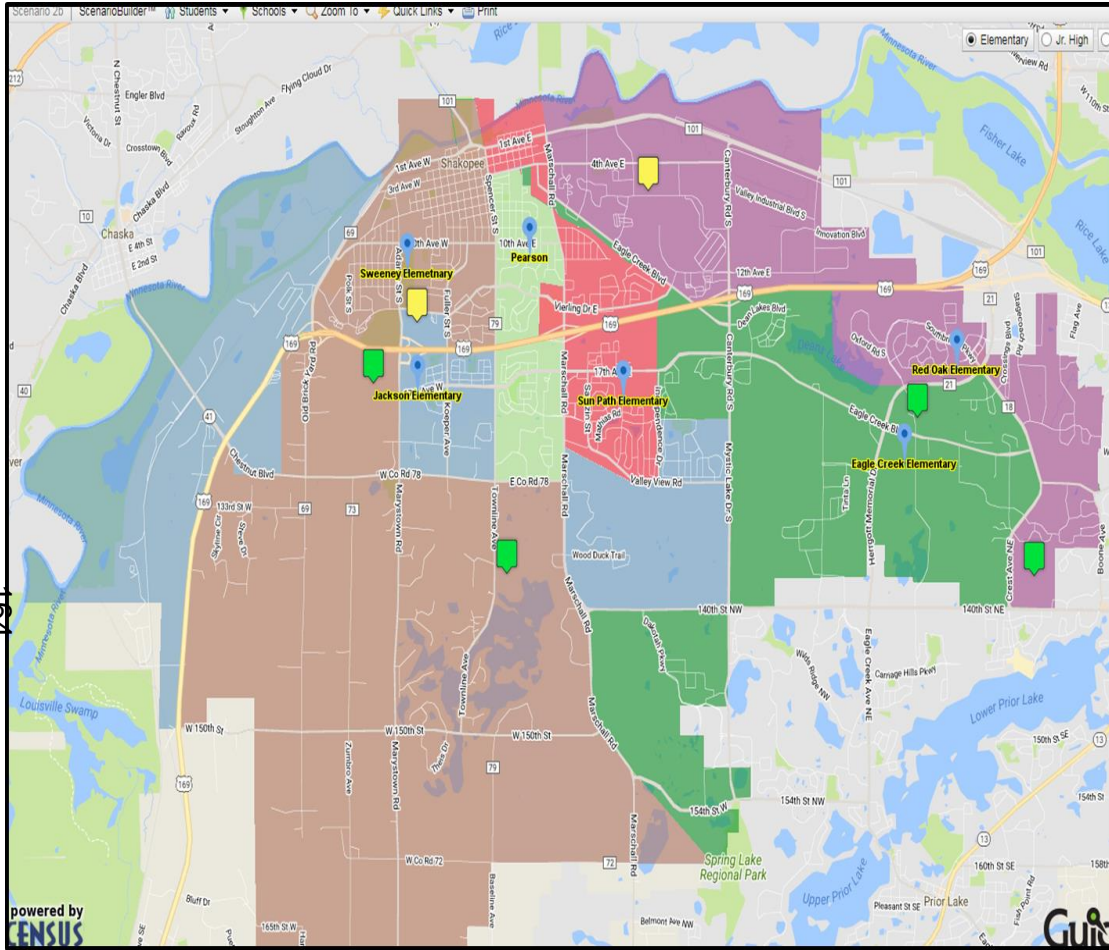
All	85/1,977 moves (4%) 56/1,977 moves (3%)*
ECJH	EC Savage, Former JA area of P (formerly at WJH)
WJH	Some P walkers



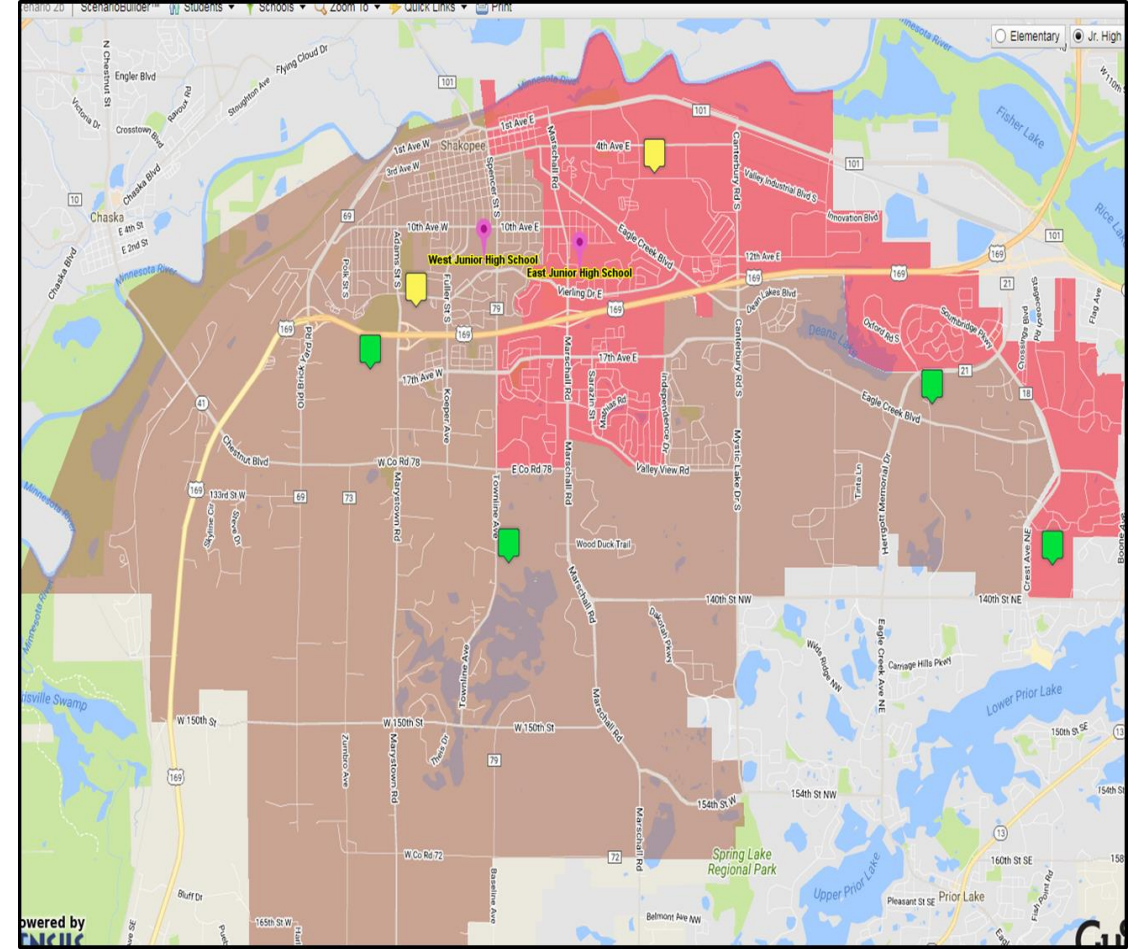
ECJH: Pearson, Red Oak, Sun Path
WJH: Eagle Creek, Jackson, Sweeney



Scenario 2B Elementary to MS feeder/movement pattern



Mainly WMS: EC, JA, SW



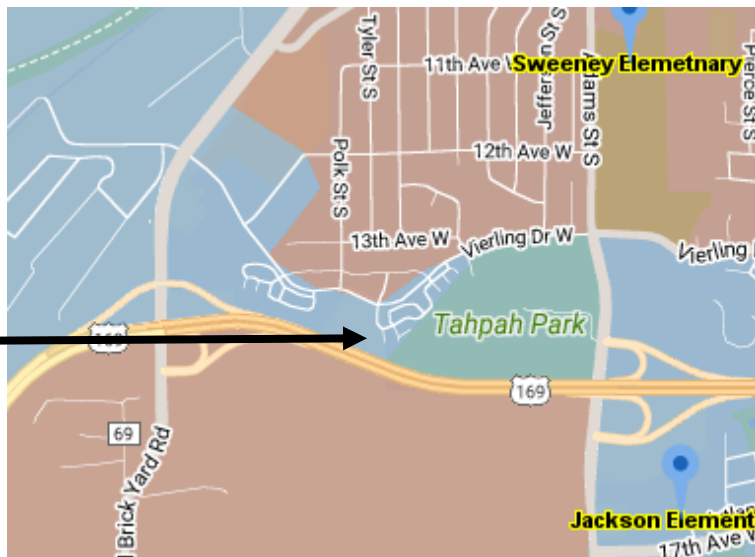
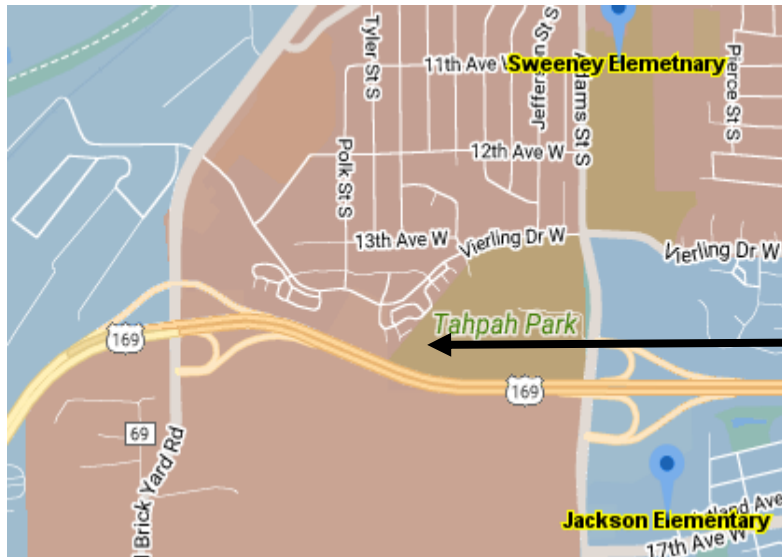
EMS: P, RO, SP

A working assumption to maintain the “current reality” walking assignments for the Jr. Highs lead to a few open items for discussion. The close proximity of the schools also contributes to this topic. 1) Some Pearson students are walking to WMS instead of EMS as they should be based on this proposed feeder pattern. 2) Students along Eagle Creek Blvd attending Eagles Creek, based on proposed feeder model should attend WMS are currently assigned to EMS.

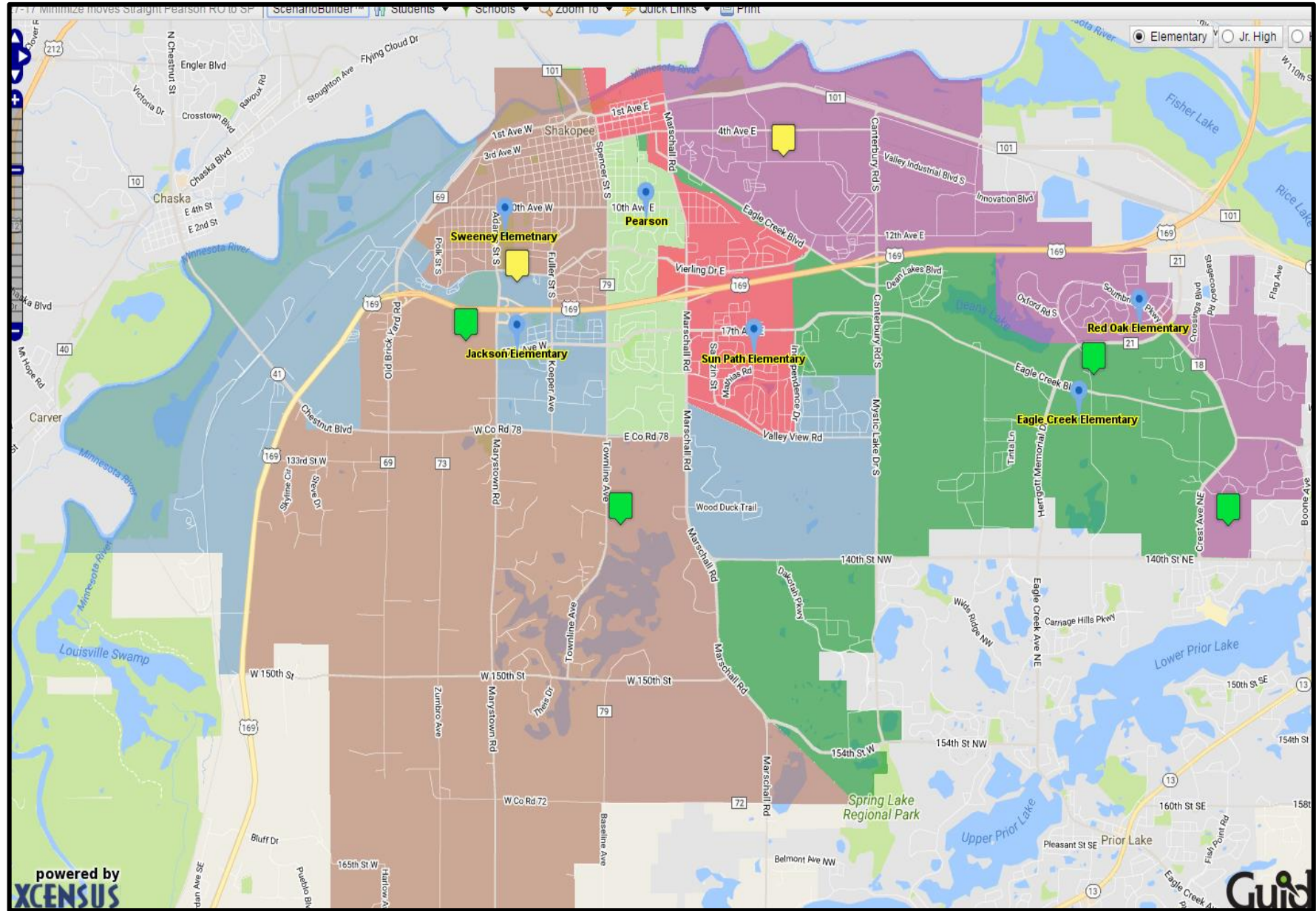
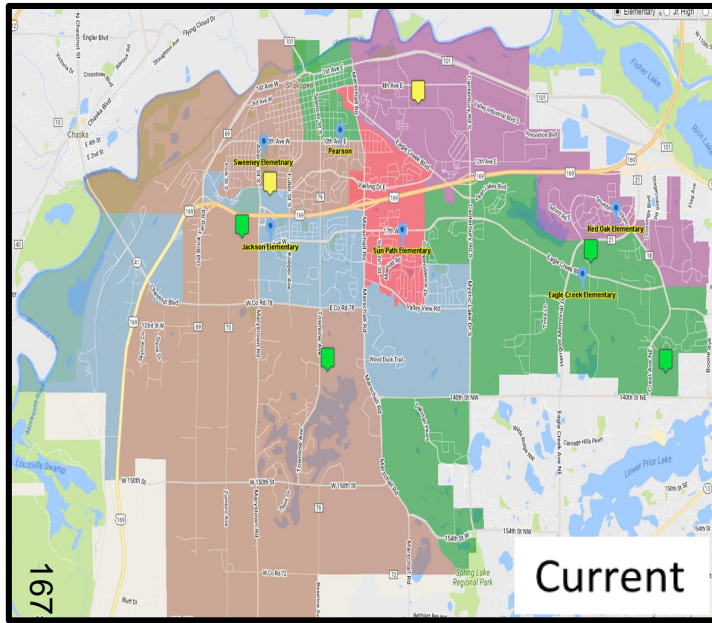
Note: I left Scenario 4A (the next 4 slides) in this document since it is so similar to the new scenario 2B. The only difference between them is the inclusion of the small “arm” shaped area south of Vierling, north of 169 and west of Adams. This area is currently assigned to Jackson. In 2A and 2B it moves to Sweeney. The area has about 50 elementary students.

2B

4A

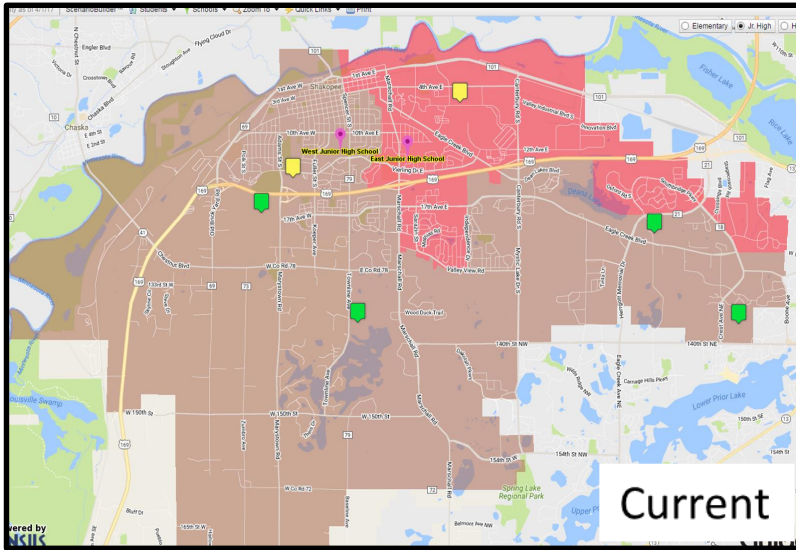


Scenario 4A: RO north of 4th Ave. to SP

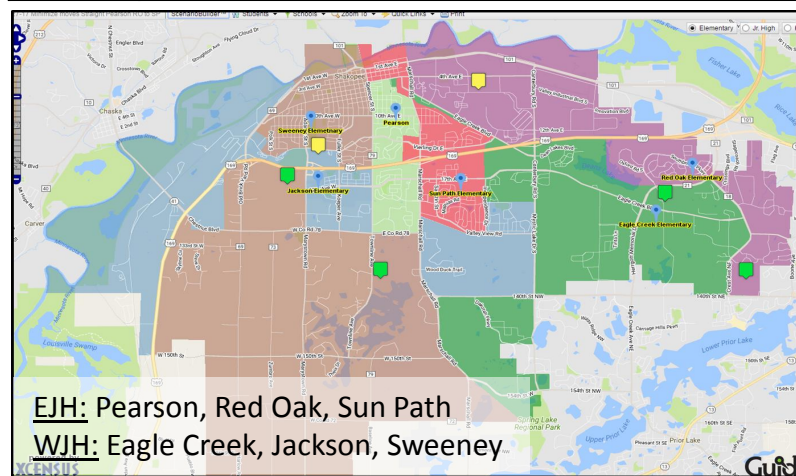


All	929/3,680 moves (25%) 590/3,680 moves (16%)
EC	RO EC Blvd.
JA	SW Bonnevista
P	EC Downtown, SW S of 10 th , JA E of Spencer W of Marshall
RO	EC Savage,
SP	RO N of 4 th Ave.
SW	EC Downtown

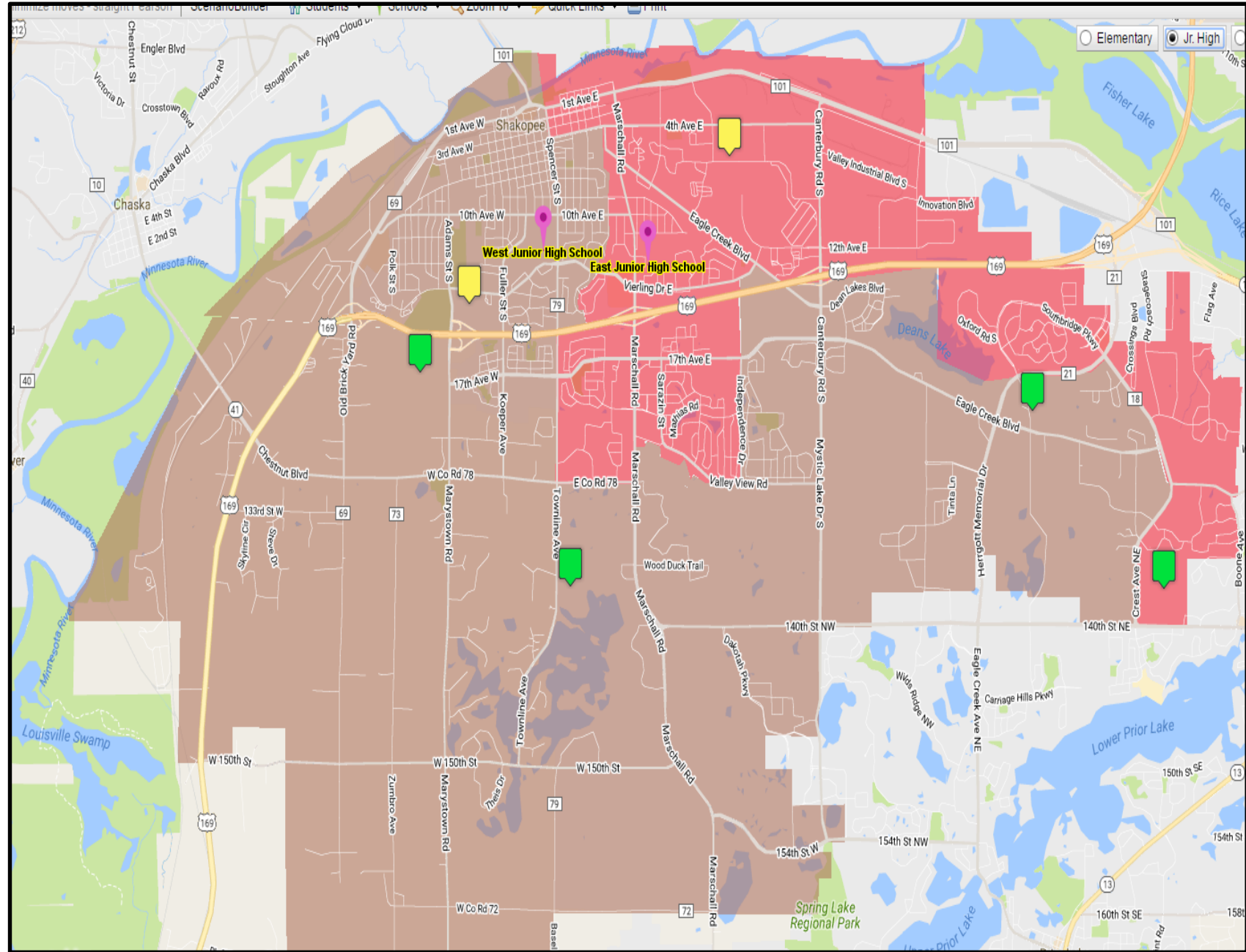
Scenario 4A:



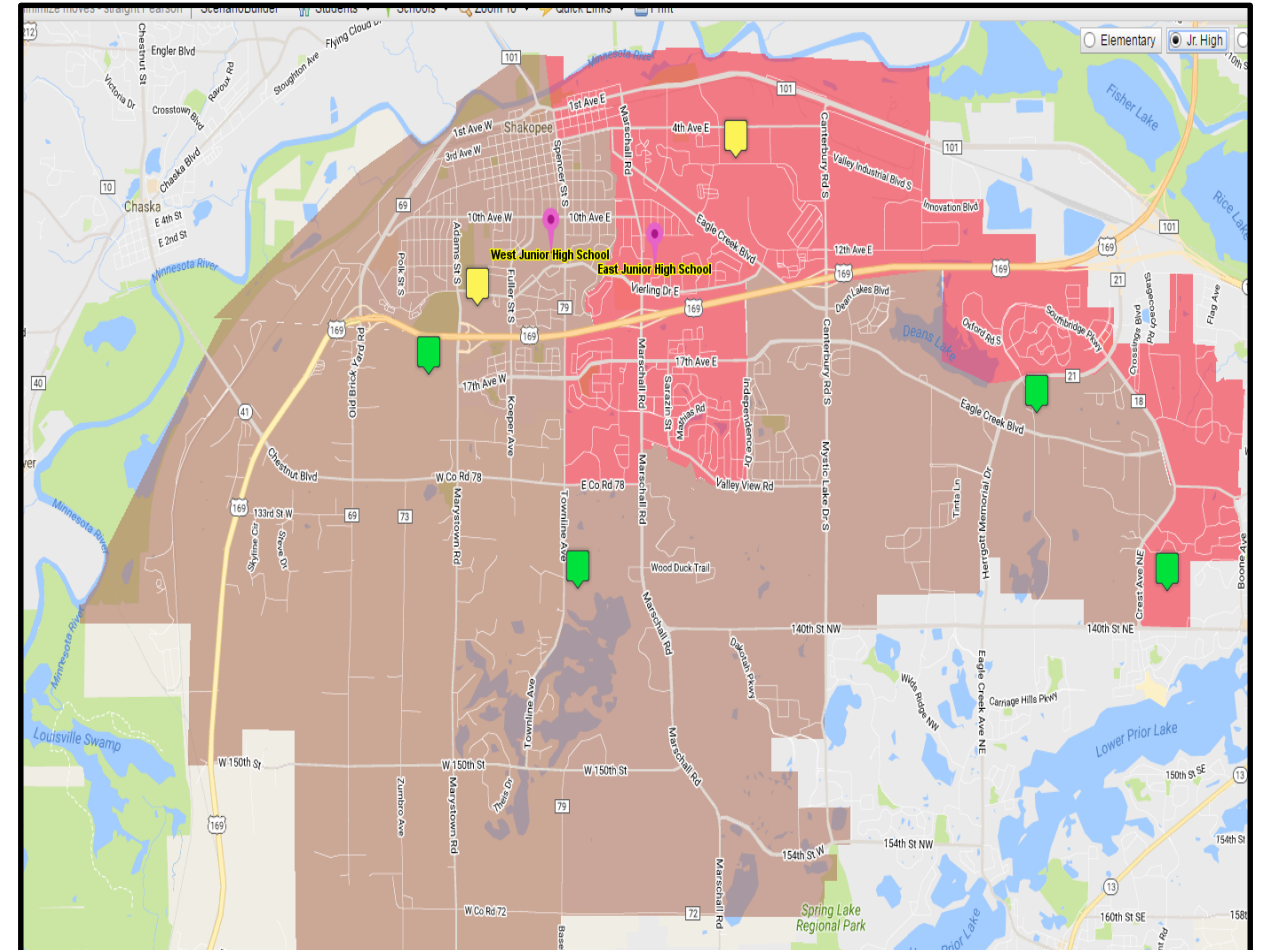
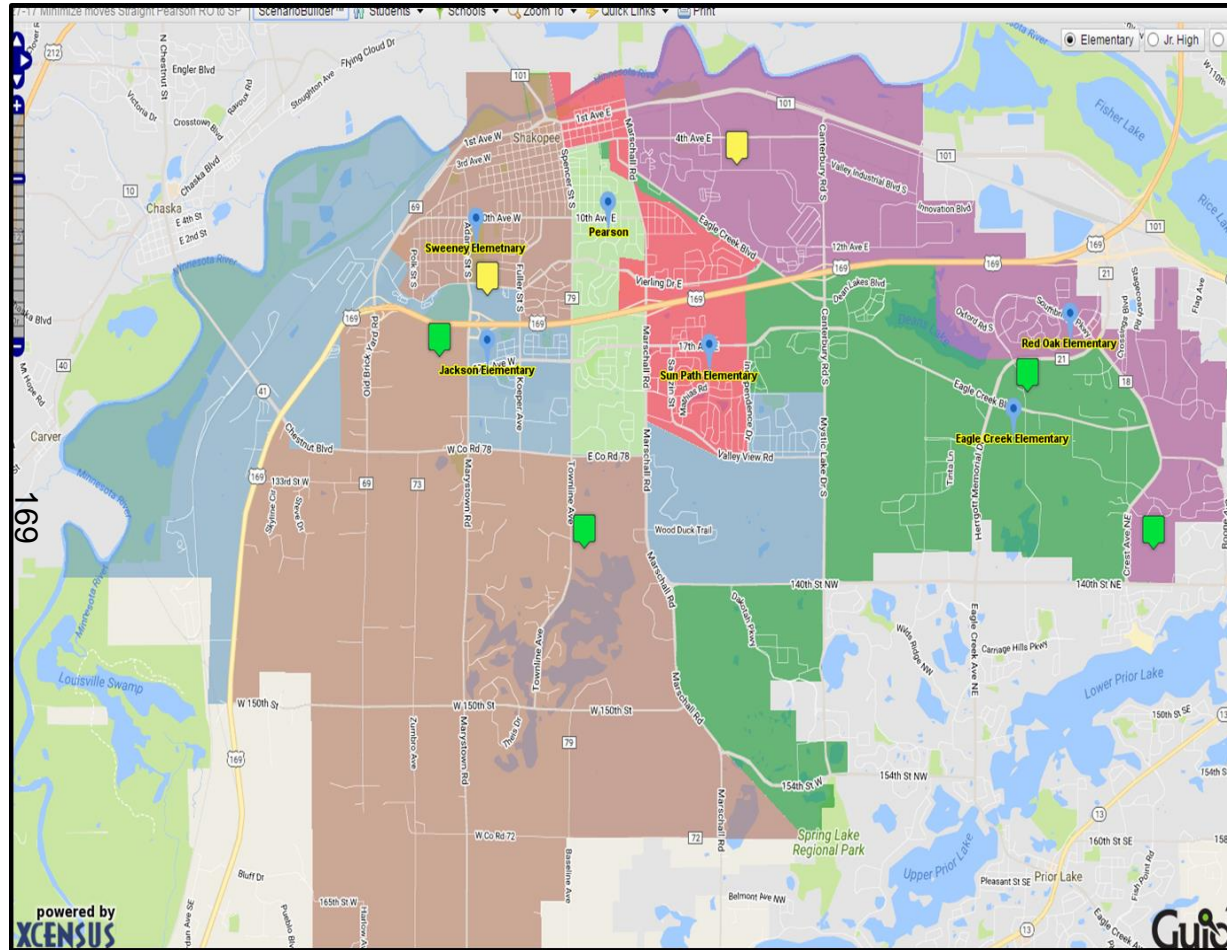
All 168	99/1,977 moves (5%) 70/1,977 moves (4%)*
EJH	EC Savage, Former JA area of P (formerly at WJH), Some EC walkers around EC Blvd.
WJH	Some P walkers (downtown)



EJH: Pearson, Red Oak, Sun Path
WJH: Eagle Creek, Jackson, Sweeney



Scenario 4A Elementary to MS feeder/movement pattern



Mainly WMS: EC, JA, SW

EMS: P, RO, SP

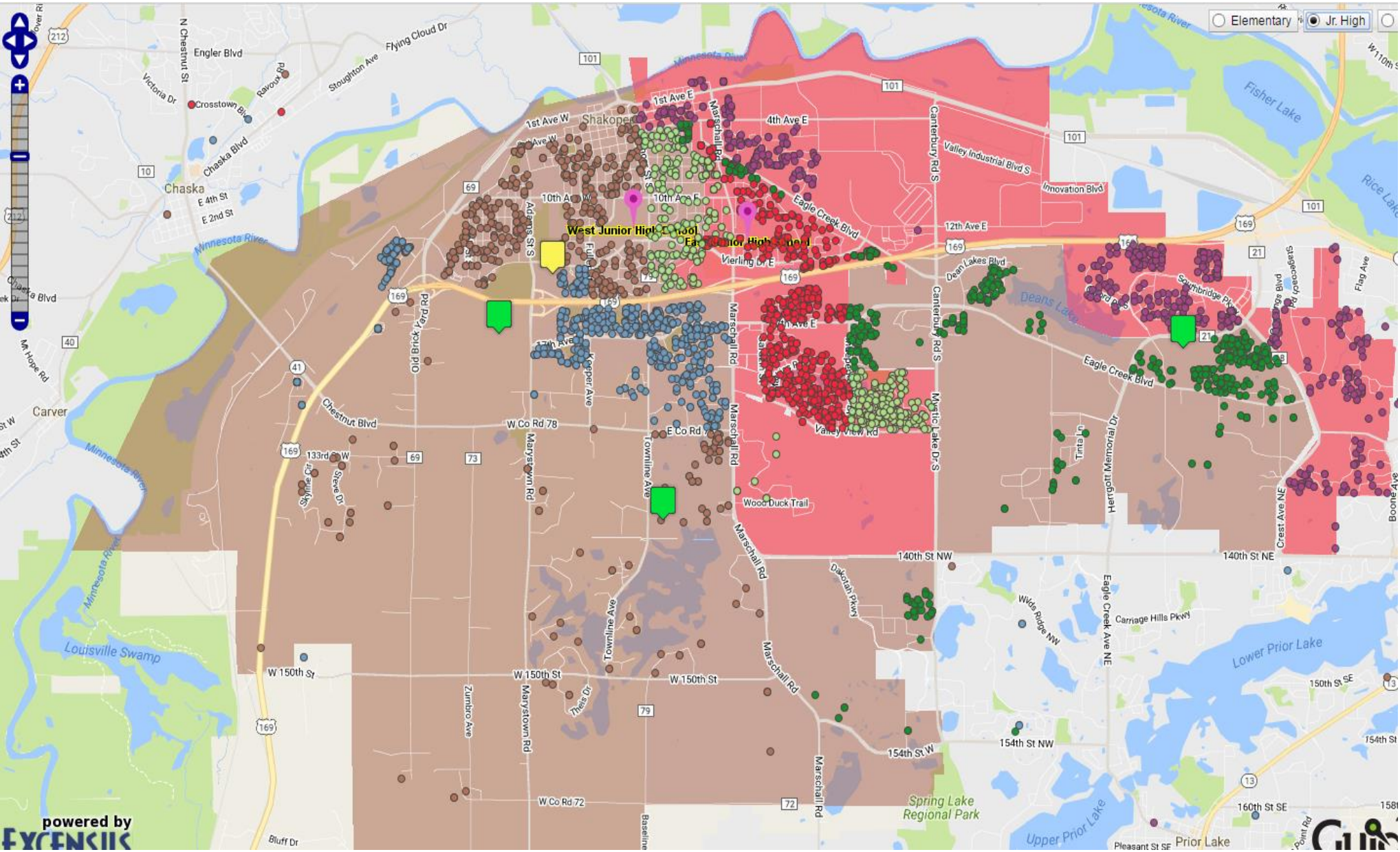
Junior High – Walking Example that impacts feeder Schools

East JH

- Pearson
- Red Oak
- Sun Path

West JH

- Eagle Creek
- Jackson
- Sweeney



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