

BEMIDJI AREA SCHOOLS ELEMENTARY STUDENT HANDBOOK

2023-2024



GENE DILLON ELEMENTARY

HORACE MAY ELEMENTARY

SOLWAY ELEMENTARY

J.W. SMITH ELEMENTARY

LINCOLN ELEMENTARY

NORTHERN ELEMENTARY

Elementary School Handbook

The Bemidji Area Schools Elementary Handbook provides information, which all students and parents need to know. This handbook provides information common to all elementary schools in the district.

There are six elementary schools in the district, which serve students in grades K-5. They include Horace May, Lincoln, J.W. Smith, Northern, Solway, and Gene Dillon.

Requirement for Admission

A child must be five years of age on or before September 1 of the current school year to enter kindergarten. First grade children must be six years of age on or before September 1 of the current school year or have been promoted from an acceptable kindergarten.

CHECKLIST FOR ENROLLING A NEW STUDENT

- Birth Certificate
- Certification of Immunizations
- Parent/Guardian Photo Identification (address must match the address on the primary proof of residence).
- A copy of the official residents primary proof of residence:
 - Home mortgage statement OR
 - Builder's Agreement OR
 - Purchase Agreement OR
 - Beltrami/Hubbard County property tax statement OR
 - Current gas, electricity or water bill (within the last 30 days) OR
 - Lease/rental agreement (must list the names of the parents/guardians living in the rental unit, plus the manager's name and phone number.
- If you have a Beltrami/Hubbard/Cass case number (TANF/SNAP).
- Custody Papers, if applicable (court order of custody of stamped petition is acceptable).
- Registration into Bemidji Area Schools can be done at the District Office at 502 Minnesota Avenue NW.
- Online registration can be found on the Bemidji Area Schools webpage.

Mission Statement

Our mission is to empower each learner to succeed in our diverse and changing world. We believe that:

- Each learner should be challenged to develop to his/her full potential.
- Basic knowledge, skills and attitudes are necessary for success.
- Learning is a lifelong process that enriches our lives.
- Education is a partnership with family and community.
- Each person should show sensitivity and respect for self and others.
- There should be expectations of quality for us and for others.

District Personnel

District Office Staff

218-333-3100

Jeremy Olson, Superintendent	ext. 31120
Alexis Wilde, Director of Special Education	ext. 31104
Jordan Hickman, Director of Human Resources	ext. 31113
Ashley Eastridge, Director of Business Services	ext. 31198
Colleen Cardenuto, Director of Curriculum and Administrative Services	ext. 31103
Tammie Colley, Coordinator of Food Services	ext. 31142
Jeremy Jensen, Transportation Coordinator	333-3225
Sonia Wadena, Coordinator of Indian Education	441-6355
Emily Helm, District Nurse	333-3119-ext. 37209

Elementary School Principals

Start Time End Time

Horace May Elementary, Kathy VanWert	333-3240	7:55 a.m.	2:40 p.m.
J.W. Smith Elementary, Wendy Templin	333-3290	7:55 a.m.	2:40 p.m.
Lincoln Elementary, Jason Luksik	333-3250	7:55 a.m.	2:40 p.m.
Northern Elementary, Amy Worden	333-3260	7:55 a.m.	2:40 p.m.
Solway Elementary, Kim Goodwin	467-3232	7:55 a.m.	2:40 p.m.
Gene Dillon Elementary, Ami Aalgaard	333-3400	8:10a.m.	2:55 p.m.

School Board Members

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DISTRICT ELEMENTARY SCHOOL POLICIES

Elementary Attendance

Compulsory Attendance Law

The Minnesota statutes require that all children between the ages of seven and seventeen, mentally and physically fit, must attend school every day that it is in session.

Truancy and Educational Neglect

As per Minnesota Statute 260A.01, an elementary student is considered a continuing truant when there have been three or more unexcused absences without a lawful excuse.

Habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for **seven** school days if the child is in elementary school. Parents who do not send their children to school regularly may be charged with educational neglect. Educational neglect is legally defined as a parent's failure to ensure the child's regular attendance at school.

Consistent Attendance

The federal ESSA legislation insists upon consistent attendance (90% or better/ excused or unexcused days) and holds public schools accountable for improving student attendance. Minnesota state law outlines the expectations for students to attend school.

Attendance Incentives

Each school has established an internal attendance incentive program to promote good attendance, along with providing strategies to assist students and families with attendance problems.

School Times:	Earliest Drop Off	Start	Dismiss
Northern Elementary	7:30 am	7:55 am	2:40 pm
Lincoln Elementary	7:30 am	7:55 am	2:40 pm
J.W. Smith Elementary	7:30 am	7:55 am	2:40 pm
Horace May Elementary	7:30 am	7:55 am	2:40 pm
Solway Elementary	7:30 am	7:55 am	2:40 pm
Gene Dillon Elementary	7:40 am	8:10 am	2:55 pm

- Students are considered tardy at 8:05 am for Northern, Lincoln, J.W.Smith, Horace May and Solway Elementaries. Students are considered tardy at Gene Dillon at 8:15 am. It is vital for students to participate in morning Responsive Classroom programming to start their day successfully.

Early Dismissal of Students

No elementary school child shall be permitted to leave school prior to dismissal time except at the request of a parent/guardian for pre-scheduled appointment. In this case, the designated person must sign the child out at the school office. For the safety of our students and security of the building, all visitors to the building will enter the front doors (all other doors are locked from the outside) leading directly into the office. **Office staff will call your child from class and have them sent to the office. *Please note that the scheduled school dismissal time is 2:40 pm (2:55 pm for Gene Dillon). We will not interrupt the classroom to remove students early as it affects the important closing Responsive Classroom routines of the day for elementary- aged students.**

Out of Area Student Attendance

For students who attend school outside of their home school attendance area, there will be certain attendance criteria that must be met. The absence/tardy rate shall be no more than 5 tardies/absences per quarter. If the child does not meet the criteria, it is at the Principal's discretion to send the student back to his/her neighborhood school. Out of Area applications must be completed annually through the District office.

Open Enrollment

Applications for enrollment under the Enrollment Options will be approved within the District rules of capacity for grade levels and programs. Standards may be used for rejection of applications. The school district may terminate the enrollment of a nonresident student enrolled at any time during the year upon the student receiving multiple disciplinary referrals or receiving disciplinary referrals that result in out of school suspension. Details of Open Enrollment Policy are under SB- 700-10-1.

Reporting Absences

Because we are concerned for your child's safety and well-being, we ask that you notify the school the morning the student is absent or by **10:00 AM the following day**. Failure to do this will result in the student receiving an unexcused absence. Whenever possible, parents should try to schedule appointments outside the school day.

Skylert System will contact parents of unexcused students after the school day has begun to ensure their location and learn of the reason for the absence.

Please notify the school if your child will miss school due to a family vacation **prior to the event**. Please contact the teacher to request makeup work so the student can keep up with their assignments.

Excused Absence

An excused absence indicates an acceptable absence from school or class with a parent/guardian. Full credit is given for all makeup work. The school recommends two days to make up for each one day absent; however, teachers may extend the make-up time as they see fit. The following absences are considered excused:

1. Illness of the student. A doctor's excuse may be required after three days.
2. Scheduled appointments- ex. Doctor/dentist/orthodontist.
3. Death in the student's immediate family or of a close friend or relative
4. Court appearance occasioned by family or personal action

5. Religious holiday or observance
6. Physical emergency conditions such as fire or flood
7. Removal of a student pursuant to a suspension. Suspensions will be handled, as excused absences and a student will be permitted to complete make-up work.

Unexcused Absence

An unexcused absence indicates that the student is absent from school or class without the consent of the parent/guardian.

1. Unverified absences by parent/guardian without contacting the school
2. 3 tardies will equal 1 unexcused absence per quarter

Support for Student Attendance

All elementary schools follow district approved procedures that promote regular student attendance and prevent absenteeism and truancy. When possible, the district will work with other organizations and agencies to support regular student attendance. Student attendance will be considered for review and possible intervention any time after a student is absent or tardy **three** or more school days (not consecutive, excused or unexcused). A weekly review meeting is held to identify attendance problems.

Bemidji Elementary School Attendance Policy

Attendance habits begin in the primary grades. Frequent absences interfere with the learning process and leave students at high risk for educational failure. Students at the elementary level have limited control over circumstances in the home, which may prevent them from getting to school regularly and on time.

Bemidji Area Schools believes that the primary responsibility for student attendance at the elementary level falls on the parents/guardians. Attendance monitors work in each building to assist students, parents and school personnel.

Student Responsibilities:

1. Students are to attend class on time.
2. Students should be familiar with the attendance policy.
3. Students are responsible for completing missed assignments in a timely manner as defined by the teacher.
4. Students may not leave school grounds without permission for any reason.

Parent/Guardian Responsibilities:

1. Parents are expected to ensure that their children attend school.
2. Parents shall inform the school of absences no later than 10:00 a.m. the day after an absence.
3. Parents should help their children in completing their make-up work.
4. Parents should schedule student appointments outside the school day to minimize the impact of his/her absence on attendance.
5. Frequent illness-related excuses may require an Appointment Notification from the medical provider after three consecutive days. A doctor's note may be required to excuse an absence.

6. Frequent tardiness (3 tardies equal 1 unexcused absence per quarter) will be addressed in relation to absences.

Teacher Responsibilities:

1. Teachers will take attendance daily using the automated, on-line Skyward System.
2. When a student is absent, teachers will inform the student of the assignments they have missed and when they are due.
3. Teachers will encourage students to attend school and will report frequent absences.
4. Teachers are expected to communicate concerns about attendance to parents and administration.

Administrative Responsibilities:

1. Principals will inform teachers and parents of the attendance policy.
2. Principals will ensure that procedures to address attendance concerns are developed as needed.
3. Principals are expected to facilitate communication with parents when student attendance becomes a concern and encourage parents to remediate any attendance problems.
4. Principals will ensure that attendance of students will be monitored on a weekly basis. Parents or guardians will be contacted when attendance concerns (absences and tardies) are noted.

Attendance Intervention procedures

First Intervention:

1. Student attendance concerns are reviewed at an attendance review meeting.
2. A decision is made at the review meeting whether intervention is warranted.
3. If intervention is warranted, **the attendance monitor team will contact the parent by letter.**
4. Review the student's attendance the following week.
5. If improvement is made, no further interventions are necessary.

Second Intervention:

1. Principal or designated person contacts the parent/guardian by phone or letter.
2. **Principal or designated person requests a parent attendance contract meeting to discuss how to improve attendance.**

Third and subsequent Interventions:

1. **Attendance monitor team may make a home visit.**
2. If there is no improvement **after the contract meeting**, a referral will be made to local Social Service Agencies.

Visitors to the School

The school board encourages interest on the part of parents/guardians in school programs and student activities. However, in order to make certain of school safety, no unauthorized persons may enter the school with wrongful intent. All classroom visits require an appointment pre-arranged with the classroom teacher. We appreciate a call to schedule an appointment to visit classrooms.

Any school employee who sees, or is informed of, an unauthorized person in or near the school must report that fact to the building principal. Visitors attending an assembly program are not required to sign the visitor's register. Bemidji School District discourages students from bringing friends and relatives to spend the day attending classes as visitors.

ALL VISITORS will report to the school office when entering the building, sign the visitor's register and receive authorization (a pass) to visit elsewhere in the building.

Scented Products

Fragrances and scented products, such as: perfume, cologne, body spray, hand/body lotions, hair spray, essential oils and similar products may cause irritation and allergic reactions for individuals who are sensitive to these products. Students and staff who have these sensitivities react to other peoples' fragrances or scented products causing health concerns such as rashes, headaches, chest tightness, and trouble breathing. Repeated exposure to these fragrances or scents may cause a worsening of symptoms.

Bemidji Area School wants to maintain a safe learning and working environment for everyone in our schools. **Therefore, all staff, students and visitors to our school are asked to refrain from use of scented personal products.**

Dress Expectations

The home and school need to cooperate in the manner of dress. School is the child's workplace. Children do better when dressed in a manner that does not interfere with learning. Bandanas, short shorts or skirts, bare midriff, halter-tops, spaghetti straps or offensive pictures/wording on clothing are considered inappropriate. Clothing advertising alcohol or tobacco products is prohibited by district policy. Caps, hats and jackets will not be worn in the building.

Outdoor Policy

Bemidji School District uses www.weather.com to determine the current temperature. As a guideline, if the temperature is at or below zero degrees, or a wind chill below -5 degrees, the children will stay inside. Determination of the outdoor activities will be decided by the building principal. Students will need appropriate winter clothing. Coats, hats, mittens, snow pants, and boots are necessary during the winter months because all students have recess outside on a daily basis.

Withdrawals from School

If you are moving out of town, the school office must be notified at least a day in advance so that the proper transfer records can be prepared and the child's supplies collected.

Students will be dropped from their schedules when our Registrar has received a Request for Records from another school OR when a student has been absent for fifteen (15) consecutive school days.

Releasing Students to Non-Parent/Guardian and/or Transporting Students to New Locations

No student shall be released to any non-parent/guardian or transported to a location other than the location originally designated by the parent/guardian without written permission or personal telephone contact with the parent/guardian.

Appointments

Parents are encouraged to schedule appointments for their child(ren) outside of the school day. School is your child's work. Make sure your child attends school everyday except in the case of illness. *Appointment Cards would be helpful for office records to identify the excused absence.

School Cost

Textbooks, workbooks, weekly readers and most of the necessary supplies are furnished by the School District free of charge on the assumption that they will be given reasonable care. Students will be expected to furnish crayons, pencils, notebooks, and miscellaneous supplies. *Each building grade level has a designated supply list. **A student will be charged for lost or damaged books.**

Personal Belongings

The school can assume no responsibility for personal belongings brought to school by the children. Personal electronic devices (video games, iPads, etc.) are discouraged during the school day, unless requested by the teacher to support on-line learning. **Please do not send toys or electronic devices with your child.**

Student Cell Phones & Smart Watches

Student cell phones & Smart Watches may not be used during the school day. The office has access to a telephone in an emergency. All personal plans should be taken care of before the student comes to school. **Schools are not responsible for lost or stolen electronic equipment.**

Other items not allowed in school: Trading Cards, Fidget Spinners, Skateboards.

Change of Address

Please notify the school of any change of address or telephone number. Make sure that the school is aware, at all times, of your correct phone number plus that of a neighbor, friend or relative to contact in the event of an emergency that might occur.

Reporting Student Progress

The schools report student progress to parents in three ways; report cards, Skyward System, and parent-teacher conferences. Parents are encouraged to consult school personnel regarding their child's progress at any time. **Email is a simple, quick and convenient tool of communication. Check the District website for addresses.**

Homework

Parents are encouraged to help students make up work missed during an absence from school. Students frequently become discouraged or frustrated when falling behind their classmates on daily assignments. Individual classroom teachers will assign age-appropriate homework.

Testing Programs

Students are tested to gather information concerning their ability and achievement. This information is maintained in each student's cumulative folder. If the student moves to a different school, the records are forwarded to the new school.

MAP Testing (measures of academic progress) & MCA Minnesota Comprehensive Assessments

These tests measure a child's academic growth from year to year in the areas of Mathematics and Reading/Language use. MAP tests are taken on the computer and each testing area takes about one hour to administer. Students will take these tests in the fall, winter and spring. Following each testing period, you will receive a report of your child's academic progress during the school year.

All students in grade three-five must take the Minnesota Comprehensive Assessment in the areas of reading and math. (Please refer to the Parent/Guardian Guide to Statewide Testing at the back of the handbook.)

Pledge of Allegiance

In accordance with state law, students will be asked to recite the pledge of allegiance weekly. If a student objects to reciting the Pledge of Allegiance, they need to indicate their opposition to their teacher in a timely fashion and special arrangements will be made. Also, proper etiquette, display and respect for the flag of the United States of America will be included in the instructional goals. (School Board Policy 400-90-7).

Positive Behavior Support System/Responsive Classroom

Effective behavior management begins with procedures and routines designed to teach and promote positive expectations, inhibit or discourage rule violating behavior and create a culture of competence in which communication and procedures are effective and efficient. A well-designed behavior management plan focuses on preventing rather than responding to problem behavior. All elementary schools will focus on the three basic expectations of Respect, Responsibility and Safety. We will be teaching and reinforcing these expectations by establishing clear rules and routines, using pre-corrects and reinforcement procedures.

Photo Use Policy

If a parent/guardian does NOT want their child's photo taken for publication on the websites, local newspaper or local television broadcast they should fill out the photo use policy form and remit it to the school.

Classroom Placement

A great deal of thought goes into placing children in classes each year. The process is also time consuming, as teachers focus on each child's needs. Every effort is made to place each child in a learning environment where they will be the most successful.

This learning environment incorporates several factors:

- A balance of boys and girls
- A balance of academic ability
- A balance of ethnic diversity to promote multicultural understanding
- Socially balanced groups to reduce peer conflicts
- A balance of different learning styles
-

Teachers/administration know their colleagues well and make sound professional judgments about trying to match teaching and learning styles between teachers and students.

Classroom Parties and Treats

Individual classroom teachers will determine classroom parties. According to State Law, treats must be individually wrapped and store bought. Please consider smaller, healthy alternatives for celebrations.

Field Trips

Parents will receive a permission form to be signed for all field trips. If a permission slip is not returned, a student will not be permitted to go on the field trip, as we need official permission in writing on file.

Clothing Items/Lost and Found

Please label all items of clothing with your child's name. Items not claimed will be donated to charity at the end of each quarter.

School Lockers

School lockers are the property of the school district. At no time does the school district relinquish the exclusive control of school lockers provided by the district. Inspection of the school lockers may be conducted by school authorities at any time, with or without student consent and without notice.

Messages

Parents should call with messages by 2:00 pm. Messages for students called in at the very end of the day are difficult to get to the students. If you need to contact your child's teacher, the best time is before 7:55 a.m. or after 2:45 p.m.

Elementary Food Service Program

It is the mission of the Bemidji School Food Service program to provide healthy and satisfying breakfast and lunch meals to all students. We believe that starting the school day with a nutritious meal is important to supporting student learning and positive behavior. Students who bring their lunch from home or students who are eating school lunch may purchase an extra milk for \$.75..

The MN Free Meal Program will start with SY'23-'24. This program will allow a free breakfast and free lunch for every student daily. We will claim meals and receive reimbursement from federal and state funding based on the Application for Education Benefit status for students. So completing applications is still very important but all students will be offered and can receive a free breakfast and lunch daily.

Additional costs will be -2nd breakfast - \$2.50 2nd lunch - \$5.00

Extra Entree - \$2.50

Applications for Educational Benefits to qualify for free and/or reduced-priced meals will be sent to district residents prior to the beginning of the school year. These applications should be returned to the district food service office as soon as possible so eligibility can be determined. **A new application must be completed each school year.**

Encouraging students to make healthy food choices and educating students on the benefits of healthy eating is supported by all staff during meals. In compliance with the Healthy Hunger-Free Kids Act, all students will be required to take at minimum a half cup of fruit and/or vegetable at both breakfast and lunch. A variety of fruits and vegetables are offered each meal in an effort to allow student choice and to encourage increased intake of fruits and vegetables. Students are not required to take all food groups offered in a meal, allowing greater say in what they choose to eat. However, choosing the entire meal offers the greatest nutritional and economic value for the student.

With the passage of the “Healthy Hunger-Free Kids Act”, change with the school lunch offerings began with the 2012-2013 school year. Increased portions of fruits and vegetables as well as more whole grains will be incorporated into the lunch. The new guidelines will also provide caloric minimums and maximums appropriate to the age of the student. Sodium levels of all meals will also be lowered to meet the ten-year reduction plan as part of the HHFK Act. With the new guidelines, **students will be required to take a fruit or a vegetable each day as part of their lunch.** If the fruit or vegetable is not taken, the meal will be considered incomplete and the student will be asked to go back and choose one of the offerings. Menus will include a variety of both fruits and vegetables, so students’ selection will be made easier. Choosing the entire meal is the most nutritious and the most economical for everyone.

If elementary students want/need to purchase additional items with their lunch, they may purchase fruits and/or vegetables for \$.80. We are promoting the increase of fruits and

vegetables in their daily diet. Extra milk with a meal as well as milk purchased for a lunch brought from home will cost \$.75 for ALL students, regardless of eligibility.

Please keep food service payments current.

Payments may be made to individual student meal accounts using your credit/debit card online with “Family Access” (follow directions posted on the site in August). Using the online payment center allows you to credit your child’s account at any time. A \$1.00 fee is charged to cover the cost of this convenience. You may also mail payments to the district food service office or place them in an envelope and put them in a food service drop box located in elementary school offices, or the cafeteria/commons at the middle school and high school. Personal checks should be written to ISD #31 with the student’s name and PIN in the memo area. When sending cash, please place it in an envelope and write the student’s name, PIN, and the amount of money in the envelope. We encourage parents/guardians to pay in advance of the first day of school to alleviate the time constraints students experience those first days of the school year. This can be done at the food service office located at 502 Minnesota Ave NW Bemidji, MN 56601. Please indicate the student’s name, grade, school and PIN on the check when sending it to the office prior to the start of the school year.

The district uses an Individual Meal Accounting System in all the schools where each student has their own individual account. The PIN (Personal Identification Number) they are given remains with them for access to their account throughout all of their school years (K-12) in the district. Meal accounts are debit accounts; therefore there must be money in the account for the student to use it.

Food service staff will contact parents/guardians of negative meal accounts to arrange payment. Since the entire district uses the Individual Meal Accounting System, accounts for students with positive or negative balances will be credited for the next school year. Positive balances from one sibling will be transferred to another sibling to zero out a negative balance. Students graduating from high school may have their account balances transferred to a younger sibling by calling the Food Service Office at: 333-3100 ext. 31141. Refunds from accounts will only be sent if the balance is \$5.00 or more. A request for a refund must be made by the parent/guardian when a student is leaving the district.

Food Allergies and/or Special Diets

Please contact the food service office prior to your child/children beginning school if you have concerns related to their food allergies or special diets. We must follow the guidelines of the USDA program yet can accommodate many diets. A physician’s written note is required if we are to eliminate items from the program requirements and provide others as substitutions, as in the case of food allergies. The physician recommends foods to be substituted into the diet. If you have any questions, please do not hesitate to call 333-3100 ext. 31142 or ext. 31141.

Emergency School Closing

Because of the climate in which we live, it is important for the home and the school to communicate safety issues to all students. Each day several thousand students are transported from an area of nearly one thousand square miles. The potential for injury is great. The District will utilize the district-wide calling system as noted in the student database (Skylert). Therefore, great care must be taken so all students are given maximum protection. With respect to protection of students during emergency conditions, the school district would like to take the following precautions:

1. Parents have the responsibility to decide whether or not students will attend during emergency conditions. There will be days during the winter when some parents might feel it is too cold or too windy to have school. If school is held on any of these days, parents have the right to decide whether or not to send their children to school.
2. If parents feel as though conditions exist during the school day that might impair the safety of their children, they should feel free to pick them up at school. Sometimes it will be possible to use the telephone and other times parents will simply have to present themselves at the child's school.
3. Students will only be released to their parents or guardians. By written approval they can be released to a friend or neighbor.
4. If conditions exist at the end of the day that could impair the safety of students, they will not be allowed to leave the school.
5. Bus drivers have been instructed to NOT allow students to get off the bus unless they have reasonable assurance they have somewhere to go.
6. Buses will take children to the Kids and Company Program as usual, weather permitting; however, they must be picked up within one hour of school closing.
7. Parents are encouraged to listen to the local radio stations for the most current weather information and notice of school closings, late starts and early releases.
8. Parents are encouraged to insist that students be dressed appropriately during the winter season.
9. Critical to the safety of all students is that each family have a family strategy for emergency conditions. Basically, this includes a plan for anything that might happen if there is not a normal day of school. This would include communication with babysitters and daycare providers.

Emergency Evacuation

In case of an emergency at one or more of our schools, students will be evacuated according to the following schedule. Parents are urged to listen to local radio stations for announcements regarding emergency situations.

<u>If the emergency is at:</u>	<u>We will transport to:</u>
Gene Dillon Elementary	Sanford Event Center
Horace May Elementary	Sanford Event Center
J.W. Smith Elementary	Sanford Event Center
Lincoln Elementary	Sanford Event Center
Northern Elementary	Sanford Event Center
Solway Elementary	Sanford Event Center

Transportation Policy/Procedures

Bus Guidelines and Safety Rules:

Bemidji Area Schools are committed to providing your child with a safe and respectful bus ride. Those students who choose not to obey the safety rules and guidelines will be subject to consequences. The 1994 State Legislature made riding the school bus a privilege, not a right. This means a student may lose riding privileges for violating safety guidelines and/or school policy. Students are expected to follow the same standards of behavior on the school bus as in the school. The school bus is school property and the school bus ride is part of the school day. With regard to the well being of our students, the bus driver has the same responsibility and authority as any other school staff member.

One Pick-Up

We will pick-up students only inside of the attendance area of the school they are planning to attend. Transportation will determine if the pick-up spot allows for a safe and convenient pick-up. In approved situations, parents living outside the attendance area, can drive their student to an agreed pick-up spot inside the elementary attendance area.

One Drop-Off

Students will only be dropped off to one location within the attendance area of the school that they attend. Students will not be transported to various locations for music lessons or to parents' work locations, etc.

No daily changes to any location. The bus drivers will no longer accept notes written by parents or school staff. No friends allowed on the bus. This would include birthday parties, sleepovers, etc. Students will be instructed to return to the school building and may miss their assigned ride.

For specific cases or emergencies or for any transportation-related questions, please call the Bemidji Area Schools Transportation Department at 333-3225.

The possession of any dangerous objects, alcohol or controlled substances, including tobacco products, is prohibited.

Student Bus Rules

1. Follow the directions of the bus driver.
2. Stay out of the danger zone outside the bus.
3. Remain seated, facing forward in the seat.
4. Keep hands, feet and objects to yourself.
5. Keep all parts of your body inside the bus.
6. No fighting, harassing, loud behavior or inappropriate language.

Consequences for Misbehavior

1. Verbal warning.
2. Seat reassignment.
3. Conduct report issued and sent home to parents as a warning.
4. Conduct report issued and a one-day bus suspension.
5. Conduct report issued and a three-day bus suspension.
6. Conduct report issued and a five-day bus suspension. Conference scheduled with parent, student and transportation representative.
7. Conduct report issued and loss of bus riding privileges for the remainder of the year.

Safety On and Around the Bus

Boarding the bus:

- Arrive at the bus stop five minutes before the scheduled stop, dressed appropriately for the weather.
- Respect others' rights at the bus stop.
- Respect private property while waiting for the bus.
- Do not play in the street or on snow banks.
- As the bus approaches, stand at least five feet away until the bus stops. If you can touch the bus, you are too close.
- When crossing the street, always cross at least ten feet in front of the bus and only after receiving a signal from the driver that it is safe to do so.

Exiting the bus:

- Remain seated until the bus has made a complete stop, avoid crowding or pushing.
- After exiting the bus, move at least ten feet away out of the danger zone.
- When crossing the street, always cross at least ten feet in front of the bus and only after receiving a signal from the driver that it is safe to do so. Never cross behind a bus.

Community Education

The community education staff and advisory council provides several programs to all of the elementary students. Information about each of these programs is distributed digitally through the Peachjar app to all students/families with an email address in the district skyward system. Information and registration can be found on the Community Education website: www.bemidjicommunityed.com. These activities include recreational sports, art, music and other enrichment opportunities and summer activities for all ages. For more information please call 218-333-3284.

Early Childhood Family Education (ECFE)

Early Childhood Family Education believes that parents are the child's first teacher and offers classes for information and support to parents in this important role. Licensed teachers provide age appropriate preschool experiences for children from birth through age five. Parents and children attend class, spending part of the session doing activities together, and then separating for the last half of class for parent discussion groups. We also have a few drop off options and an Explore and Play open classroom option. Classes are offered both daytime and evening at the Paul Bunyan Early Childhood Center, 3300 Gillett Dr NW, Bemidji, MN 56601. For more information or to register call 218-333-3284 or check out the Community Education website: www.bemidjicommunityed.com.

School Age Care

Kids & Company is an after school program that provides a safe and quality environment for children in grades K-5. Qualified, caring staff provides a varied choice of activities (art, crafts and hobbies, computer, games, sports and play) that enhance positive self-concept and socialization. The program is offered each school day at several elementary schools immediately after school until 6 p.m. Parents who work, attend school or for some reason are unable to be home during these hours will find that Kids & Company can provide the fun learning environment they seek for their children. A full day summer program is also offered. Jack & Jill Preschool, JW Smith Elementary, and the Paul Bunyan Early Childhood center also provide aftercare through Community Education to preschool students from 2:30-5:30pm. Before school care is also offered at 7:30am at PBC. For more information call 333-3100, ext. 35302 or 35309.

Indian Education

Sonia Wadena, Director
Office: (218) 441-6354
Fax: (218) 333-3188

The Bemidji Indian Education Program is designed to meet the identified educational and cultural needs of American Indian Students attending the Bemidji Area Public Schools. Annually, a needs assessment is conducted where the educational and cultural needs of American Indian students are outlined, based on that needs assessment. The ultimate goal of the Indian Education Program is to assist American Indian students to successfully complete high school and to encourage and prepare students to seek post-secondary training and education. The Indian Education Program has become an integral part of our public school system. The Local Indian Education Committee (L.I.E.C.) in cooperation with the Board of Education and school staff govern the Indian Education Program. (Please see Indian Ed Forms at the back of the handbook.)

American Indian youth may utilize a bandana for culturally appropriate and functional use to keep their hair neat and out of their faces with approval by the building principal and Indian Education personnel.

District Code of Conduct

The Code of Conduct Policy (#SBR 700-40-4) is a district-wide policy for addressing inappropriate student behavior. Elementary students will be subject to all the provisions under this policy. The policy is lengthy and includes consequences for K-12 students. Because of the length and importance of the document, it is being distributed to parents/guardians/students under a separate cover. **Parents/guardians should read over this document with their children to understand the District Code of Conduct.**

Behavior Expectations

Students are expected to behave in a manner that allows them to learn and teachers to teach. Behavior that distracts other students or teachers is inappropriate. Inappropriate behavior will be dealt with on an individual basis.

Weapons

A Minnesota law makes it a felony to have a weapon on school district properties. Please make sure you talk with your children about this law. Failure to do so could result in their expulsion from school for the year and possible placement in a juvenile center. A weapon is defined as follows:

“A dangerous weapon means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, or any flammable liquid or other device or instrument that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm.”

Weapons Policy

In accordance with state law and to provide a safe environment for students, staff, and the public, weapons are not allowed in school buildings or on school grounds. This policy does not apply to licensed peace officers and military personnel. If anyone finds himself or herself by accident to be in possession of a weapon they need to immediately report to the principal's office. (School Board Policy 900-30-1)

Standards of Behavior for Staff and Students

School Board Regulation 200-90-15 protects all students and staff from discrimination based on race, religion, disability or sex. Regardless of intent, this form of discriminating behavior has the capacity of substantially harming both the individuals to whom slurs are addressed as well as the community at-large. Students and staff who are subjected to this kind of behavior are encouraged to file a formal complaint with the site administrator and/or the Office of Human Rights – (218) 333-3100, ext. 31113. **This is a summary of the District #31 Standards of Behavior for Students and Staff – SBR 200-90-15. A complete policy is available in the office.**

Sexual Harassment/Violence Policy

School Board Regulation 200-90-9, Sexual Harassment and Sexual Violence, protects all staff and students from sexual harassment and violence. Sexual harassment is defined as un-welcomed sexual behavior that creates a hostile and intimidating work and/or learning environment. All who interact in the school district should be aware of the following:

1. To maintain learning and working environment that is free from sexual harassment and violence, this school district prohibits any form of sexual harassment and violence.
2. Any student or employee of this district who harasses or commits violence toward another student or employee through conduct or communication of a sexual nature will be subject to the consequences described in the policy handbook:
3. All complaints whether verbal or written will be investigated and appropriate disciplinary action will be taken.
4. The individual reporting a violation is encouraged to use the form available in the office. All verbal and written complaints should be submitted to the principal or the Office of Human Rights (218) 333-3100, ext. 31113.
5. Confidentiality of all persons involved will be respected to the fullest extent possible.

This is a summary of the District #31 Sexual Harassment/Violence Policy. A complete copy is available in the office.

STUDENT PERSONNEL BULLYING PROHIBITION POLICY

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and/or 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 remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar and disruptive behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on district property or at school-related functions, 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, of 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 the prohibitions contained in this policy.

- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with school district's policies and procedures, including the school district's discipline policy. 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 researched-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 and/or termination of services and/or contracts.

- 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 harmful 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 harmful 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 defines 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 student 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 from 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 reasonable 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, or work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. 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 official may take immediate steps, at its discretion, to protect the target or victim of the

bullying or other prohibited conduct, the complainant, reporter, students, or others pending completion of an investigation of 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 the 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, and other school district policies; and regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets 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 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, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

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

and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the victim, and to make resources or referrals to resources available to 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 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 or district'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 POLICY

I. PURPOSE

STUDENT PERSONNEL HAZING PROHIBITION

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

II. GENERAL STATEMENT OF POLICY

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

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

III. DEFINITIONS

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

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct, which may constitute hazing, shall report the alleged acts immediately to an appropriate school district official designated by this policy.

B. The building principal, the principal's designee, or the building supervisor (hereinafter building report taker) is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or school district human rights officer by the reporting party or complainant.

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

make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.

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

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.

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

V. SCHOOL DISTRICT ACTION

A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students, or others pending completion of an investigation of alleged hazing prohibited by this policy.

C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of 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.

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 involved in a hazing incident and the remedial action taken, to the extent permitted by law.

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

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 commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, 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, 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.

VII. DISSEMINATION OF POLICY

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

Legal References:

Minn. Stat. § 121A.031 (School Student Bullying Policy) Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act) Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act) Minn. Stat. § 121A.69 (Hazing Policy)

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 506 (Student Discipline) MSBA/MASA Model Policy 514 (Bullying Prohibition Policy) MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

Specialized Programs

Programs for Students with Disabilities

Certified special education teachers serve children with all types of disabilities in Bemidji Area Schools. The school system encourages parents to become involved in the educational planning for their children. Special education services are provided in a variety of educational settings. Emphasis is placed on educating students in settings with all students (least restrictive environment). Educating students in special settings occurs only when assessments and planning determine that the students' needs require such a setting (most appropriate placement). Inclusion is a word often heard with regard to special education programs. Inclusion means involving students with special needs in those areas of development (in and out of school) experienced by most students. The term does not apply only to education. Special education programs in the Bemidji Area Schools begin identifying students with needs at birth. Services provided are based on identified needs and goals listed in each student's Individual Education Plan (IEP).

For more information, contact your building principal, Director of Special Education - 333-3100 Ext. 31104.

Title I/MTSS Programs

Title I/MTSS programs are present in all district schools, grades kindergarten through five. Title I teachers, interventionists, and educational paraprofessionals provide supplemental help to students who qualify in reading and/or mathematics. For more information, contact a building principal.

Section 504 - Rehabilitation Act of 1973

Section 504 is an act, which prohibits discrimination against persons with disabilities in any program with Federal financial assistance. The act defines a person with a disability as anyone who:

1. Has a physical or mental impairment which substantially limits one or more major life activities including activities such as care for one's self, performing manual tasks, seeing, hearing, speaking, breathing, learning and working.
2. Has a record of such an impairment; or
3. Is regarded as having such an impairment (34 Code of Federal Regulations Part 104.3).

In order to fulfill its obligations under Section 504, the Bemidji Area Schools recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under the act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, provide access to appropriate education services. If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

The Family Education Rights and Privacy Act (FERPA) also specifies rights related to educational records. The act gives the parent or guardian the right to: 1.) inspect and review his/her child's educational records; 2.) make copies of these records; 3.) receive a list of all individuals having access to those records; 4.) ask for an explanation of any item in the records; 5.) ask for an amendment to any report on the grounds that it is inaccurate, misleading or violates the child's rights; and 6.) a hearing on the issue if the school refuses to make the amendment.

If there are any questions, please feel free to contact the Section 504 Coordinator, Special Education Director at 333-3100, ext. 31104.

Parent/Guardian Involvement

The mission of the Parent Teacher Organization (PTO) is to promote effective school-family-community partnerships.

Why Get Involved:

- When parents are involved, students achieve more, regardless of race, economic and social status or the parents' level of education.
- The more parents are involved, the higher the student's achievements.
- With parent involvement, success for disadvantaged students not only improves, it can reach and equal the standards for children.
- The benefits of parental involvement are significant at all ages and all grade levels.
- Students who are failing improve dramatically when parents become active partners in their education.

How to Get Involved:

- Provide a safe and loving home environment.
- Make sure your child is well fed and rested.
- At home, help with homework and class projects, teaching responsibility to attend school regularly and have work on time.
- Attend school events, such as concerts, plays and ceremonies, and show appreciation and support.
- Volunteer to help in the classroom – for special events or on a regular basis.
- Join the PTO and/or serve on a school or district committee.
- Your child's teachers are your best resources. Be in contact with them throughout the year.
- Attend Parent/Teacher conferences.
- Ask your child about his/her day.

Criminal History Background Checks

In order to maintain a safe and healthy environment and to promote the physical, social and psychological well being of students, the school district has implemented policy SBR 200-90-16 requiring a criminal history background check for applicants who receive an offer of employment. Minnesota law requires a school hiring authority to request a criminal history background check from the superintendent of the Bureau of Criminal Apprehension on all individuals who are offered employment in a school and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular services to a school, regardless of whether any compensation is paid. In accordance with the established policy, the district may also elect to request background checks of volunteers, independent contractors and student employees.

Questions about criminal history background check requirements can be referred to the Human Resources department at (218) 333-3100, ext. 31111. A copy of the policy can be obtained by contacting the Human Resources department or on the district website at www.bemidji.k12.mn.us

INTERNET POLICY

Each school has a building network to allow computer connectivity among classrooms, media centers and the office. In addition, access to a Wide Area Network (WAN) will allow schools to communicate with each other and the world via the Internet. It will allow access to an incredible amount of up-to-date research information.

We believe that the valuable information and communication possibilities far outweigh the negative aspects of this service. **We have developed the following Elementary Usage Guidelines/Agreements. Please go over these guidelines with your child. Students and parents/guardians must sign these agreements to use the Internet/Network independently at school.**

Internet Use Agreement

1. The proper use of the Internet and the educational value to be gained from proper Internet use is the joint responsibility of students, parents and employees of the school district.
2. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
3. The Internet Use Agreement form must be read and signed by the user, the parent or guardian and the supervising teacher. The form must then be filed at the school office. As supervising teachers' change, the agreement signed by the new teacher shall be attached to the original agreement.

Student Agreement

While on the Internet, I will follow the Bemidji Area School Elementary Usage Guidelines, which include:

- Use proper language.
- View or print approved educational /research material only.
- Give credit to the people who developed the material I am using and not call it my own.
- Never give out my or another person's name, address or phone number on the Internet.
- Respect the equipment.
- Never cause damage to the Internet or its networks.
- Tell a supervisor immediately if I have a problem.
- Never download games or software onto a school computer.
- Respect all school computers and behavior rules while using the Internet.

Google Workspace Notification

At ISD 31 we use Google Workspace for Education; a set of educational productivity tools from Google that includes Gmail, Calendar, Docs, Classroom, Meets and other tools used by tens of millions of students and teachers around the world.

Students use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, sign into Chromebooks, and learn 21st century digital citizenship skills. The suite of tools extends to additional services including **YouTube**, which teachers use to supplement instruction and allow students to collaborate and connect to school both during and outside of the regular school day.

Google has added age restrictions to some additional services in an effort to better protect students under 18 by restricting access to content and various features. Other services to which students may have access in this category include:

- Google Cloud Print
- Google Earth
- Google Maps
- Google Translate
- Blogger (grades 9-12)

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from G Suite for Education accounts in its G Suite for Education Privacy Notice. You can read that notice online at https://gsuite.google.com/terms/education_privacy.html.

As part of our user agreement with Google, they are asking that we obtain permission from parents to allow students under 18 to use these additional services. By signing off on the Acceptable Use Form you agree to allow your student to continue using these services as part of their daily educational experience.

Digital Tools Notification

ISD 31 uses a variety of digital tools to support student learning. Technology vendors and software is utilized to support work as we help all students develop the skills necessary to succeed in an ever-changing world.

We have an inventory of our curriculum, testing, and assessment tools posted at <https://www.bemidji.k12.mn.us/parent/digital-resources> and include an outline of the

student data elements within each tool. This list is maintained and communicated annually to all families at the start of the school year.

Please reach out to your child’s building administrator for additional questions regarding specific digital tools used in classrooms.

Health Services

District #31 Health Services provide a variety of functions to promote health and well being for each student. A qualified health paraprofessional is in each school providing health services and the district nurse oversees all health services being performed in all Bemidji District schools. Students requiring care for general injuries should report to the health office where their condition will be assessed and cared for accordingly.

Health Services should be informed if your child has special health needs. It is helpful to know what medical treatment has taken place and what adjustments must be made in the child’s program to meet his/her special needs. The District School Nurse is available to assist and give counsel to parents and teachers in regard to a pupil’s health concern. The Health Staff will write a Health Plan for your child if your child has a medical condition that warrants daily or emergent care.

Immunization Policy

Minnesota law requires all students enrolled in Minnesota schools to have up-to-date immunization records. Immunization policy requires that parents present an up-to-date immunization record at the time of registration. Registration will not be done without this information.

Minimum requirements from MDH include:

<u>Birth- Age 4/Preschool</u>	<u>Kindergarten- Age 6</u>	<u>1st grade/Age 7 – 6th grade</u>
4 DTaP/DT	5 DTaP	3 DTap
3 Polio	4 Polio	3 Polio
1 MMR	2 MMR	2-MMR
1 Hib	-	-
2 Hep A	-	-
3 Hep B	3 Hep B	3 Hep B
1 Varicella*	2 Varicella*	2 Varicella*
4 Pneumococcal*		

*Varicella (or doctor documentation of having Chicken Pox)

* Not required after 24 months

* Fifth shot of DTaP not needed if the 4th was after age 4. Final dose on/after age 4.

* Fourth shot of polio not needed is 3rd was after age 4. Final dose on/after age 4.

* Proof of at least three doses of diphtheria/tetanus vaccine needed.

Special Exemptions: Your child must have immunizations up to date or an Exemptions for Conscientious or Medical Reason form signed and notarized or your child may be excluded from attending school. The district office has immunization forms available.

If a student has had a vaccine at a local health care agency or clinic, parents can request a copy of that vaccine record to bring to the school with the month, date, and year given. Parents can also request that the clinic fax the immunization record to their child's school.

Illness or Injury at Home

Parents should notify the health paraprofessional at school when a child is absent due to illness or injury. Also, contagious conditions such as strep throat, chicken pox, scabies, head lice, pink eye, impetigo, etc. should be reported. Children should not be sent to school if they have shown signs of illness, such as vomiting, fever, diarrhea, nausea, etc. the previous day/night. Children should be free of fever or symptoms for 24 hours before returning to school. A note must be sent with your child if you feel that he/she should not participate in certain activities (ie. phy ed class, recess) because of an existing condition. If your child is unable to participate in an activity for more than two days, a doctor's note is required.

Screenings

Health screenings including vision, hearing will be done annually according to the State Department of Health guidelines in K, 1st grade, 3rd grade, and 5th grade and for other grades as needed and requested. Height and weight checks as well as scoliosis screenings will be done as needed or requested. Head lice checks will be done on students as needed. Only two days are excused for treatment of head lice.

Medication Policy

If your child needs to take medication during school hours, the school district requires the following:

All medication must be brought into the health office by the parent. Exception: 1.) Students needing Epi-pens for the treatment of allergic reactions will be allowed to carry the Epi-pens in their backpacks. 2.) Students with asthma are allowed to carry their inhalers.

1. A written order from your doctor which includes the following:
 - a. student's name
 - b. name of medication, dosage, route to be given
 - c. time to be given
 - d. diagnosis (optional)
 - e. possible side effects (optional)
 - f. how long medication needs to be given
2. A signed Authorization for administration of medication form from the parent/guardian requesting school personnel to give the medication.
3. All medication must be brought to school in a pharmacy-labeled container. School personnel may refuse to give medication sent to school in odd bottles, plastic bags, foil, envelopes, etc., or if it is unidentified.
4. Over-the-counter (non-prescription) medications may only be given with a signed Authorization for Administration of Medication form. These include Tylenol, Benadryl, antacids, eye drops, cough syrup, etc. Parents are required to bring any over the counter

medications for their children to the health office and sign permission for it to be given. All medication must be in a properly labeled container.

5. Epi-pens: Individual plans will be developed for each student requiring the need for Epi-pen administration for bee stings or other allergies.

a. In School:

i. Parents will provide the school with doctor's orders, a signed Emergency

Response plan that will be developed by the LSN and parent, and the Epi-pen.

b. Bus:

i. Transportation will be notified when a student needs to have an Emergency Response Plan for an allergy.

ii. Bus drivers will not be responsible for carrying or storing Epi-pens on the bus or for administration for the Epi-pen.



ISD #31 Parent's Guide to Emergency Situations

STAY HOME - Parents are advised **not to come to the school**. The main goal in an emergency is to keep everyone safe. ISD #31 personnel and First Responders will be working hard to control the situation and protect your children. By coming to the school, the efforts of these groups could be slowed down or interrupted. You could be placing your child and others in danger.

STAY INFORMED - Please **do not call the school**. ISD #31 will provide information as soon as possible. Providing accurate information may take time. You will be notified of an emergency situation through Skyward email/call, district website and local media. Calling the school could tie up phone lines or pull staff away from the emergency situation.

BE READY - In case a reunification is necessary, the school will notify you of when and where to pick up your child. Please bring photo ID. Please be patient. Please stay calm. The goal of a reunification is to make sure each student is reunited with their parent/guardian in a safe manner. This can take time. **It is important your contact information remain updated with the district office. Students may not be released to someone who is not listed as an emergency contact or does not have permission to pickup a student.**

Hold off on calling or texting your student. When safe to do so, students will be allowed to text their parents during a crisis, if applicable. **You should NOT call or text a student's cell phone during a crisis** unless you have heard from them first and you know it is safe to text them back. You may be putting your child at risk. Students are trained to stay out of sight and remain quiet during a Lockdown. A phone ringing or vibrating could alert an intruder to the student's location.

MAKE A PLAN - Talk to your children about school safety. Review as a family how you will communicate, where you will go and the safety steps to take during an emergency.
Everyone plays a part in keeping our schools safe.

SECURE

"Get inside. Lock Outside Doors"

Why?
Danger/threat outside the school

Examples:

- Wildlife in the area
- Criminal activity in the area

How will I know?
Skyward email and/or call

What to expect:

- Outside doors locked
- Inside business as usual
- No one in or out of the building

What do I do?

- Stay home.
- Stay informed.
- Dismissal times & situations could change

LOCKDOWN

"Locks, Lights, Out of Sight"

Why?
Danger/threat inside or very near the school

Examples:

- Threat inside the school
- Emergency or dangerous situation very near school

How will I know?
Skyward email and/or call

What to expect:

- Law Enforcement and First Responders will be involved

What do I do?

- Stay home
- Stay informed
- Be ready

EVACUATE

Why?
Students & Staff are moved to a new or safe location due to a situation in or near the school building.

Examples:

- Gas Leak
- Fire

How will I know?
Skyward email and/or call

What to expect:

- Law Enforcement and First Responders will be involved

What do I do?

- Stay home
- Stay informed

SHELTER

Why?
Students & Staff are instructed to take safe shelter due to a situation in or near the school.

Examples:

- Weather emergency such as a tornado

How will I know?
Skyward email and/or call

What to expect:

- School will keep parents updated as the situation evolves

What do I do?

- Stay home
- Stay informed

HOLD

"Hold in your classroom or area"

A Hold is called when the hallways need to be kept clear due to a situation either inside or outside of the building. Staff & students are asked to stay where they are until the issue is cleared. Hold situations are usually "low stress" events. Parents may or may not be contacted depending on the situation. A HOLD is NOT a lockdown.

Examples of HOLD:

- Fight/disturbance in hallways
- Power failure
- Inclement weather
- Medical issue
- Water pipe leak
- Playground safety

REUNIFICATION

As the result of any of the actions above, students may need to be reunified with parents through a controlled release or reunification at a new location.

For more information please see "ISD #31 Parent's Guide to Emergency Situations."

ADDITIONAL FORMS:

Statewide Testing and Indian Education

m DEPARTMENT OF EDUCATION Parent/Guardian Guide to Statewide Testing

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.

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

- 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.

ACCESS and Alternate ACCESS for English Learners

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

Why are these assessments effective?

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

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

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

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](http://education.state.mn.us) (education.state.mn.us > Students and Families > Statewide Testing).

**U.S. Department of Education
Office of Indian Education
Washington, DC 20202
TITLE VI ED 506 INDIAN STUDENT ELIGIBILITY CERTIFICATION FORM**

Parent/Guardian: This form serves as the official record of the eligibility determination for each individual child included in the student count. You are not required to complete or submit this form. However, if you choose not to submit a form, your child cannot be counted for funding under the program. **This form should be kept on file and will not need to be completed every year.** Where applicable, the information contained in this form may be released with your prior written consent or the prior written consent of an eligible student (aged 18 or over), or if otherwise authorized by law, if doing so would be permissible under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and any applicable state or local confidentiality requirements.

STUDENT INFORMATION

Name of the Child _____ Date of Birth _____ Grade _____
(As shown on school enrollment records)

Name of School _____

TRIBAL ENROLLMENT

Name of the individual with tribal enrollment: _____
(Individual named must be a descendent in the first or second generation)

The individual with tribal membership is the: ___ Child ___ Child's Parent ___ Child's Grandparent

Name of tribe or band for which individual above claims membership: _____

The Tribe or Band is (select only one):

- Federally Recognized
- State Recognized
- Terminated Tribe (Documentation required. Must attach to form)
- Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994. (Documentation required. Must attach to form)

Proof of enrollment in tribe or band listed above, as defined by tribe or band is:

A. Membership or enrollment number (if readily available) _____ OR

B. Other Evidence of Membership in the tribe listed above (describe and attach) _____

Name and address of tribe or band maintaining enrollment data for the individual listed above:

Name _____ Address _____

City _____ State _____ Zip Code _____

ATTESTATION STATEMENT

I verify that the information provided above is accurate.

Name Parent/Guardian _____ Signature _____

Address _____ City _____ State _____ Zip Code _____

Email Address _____ Date _____

INSTRUCTIONS FOR THE ED 506 FORM

FOR APPLICANTS:

PURPOSE: To comply with the requirements in 20 USC 7427(a), which provides that: "The Secretary shall require that, as part of an application for a grant under this subpart, each applicant shall maintain a file, with respect to each Indian child for whom the local educational agency provides a free public education, that contains a form that sets forth information establishing the status of the child as an Indian child eligible for assistance under this subpart, and that otherwise meets the requirements of subsection (b)".

MAINTENANCE: A separate ED 506 form is required for each Indian child that was enrolled during the count period. A new ED 506 form does NOT have to be completed each year. All documentation must be maintained in a manner that allows the LEA to be able to discern, for any given year, which students were enrolled in the LEA's school(s) and counted during the count period indicated in the application.

FOR PARENTS/GUARDIANS:

DEFINITION: Indian means an individual who is (1) A member of an Indian tribe or band, as membership is defined by the Indian tribe or band, including any tribe or band terminated since 1940, and any tribe or band recognized by the State in which the tribe or band resides; (2) A descendant of a parent or grandparent who meets the requirements described in paragraph (1) of this definition; (3) Considered by the Secretary of the Interior to be an Indian for any purpose; (4) An Eskimo, Aleut, or other Alaska Native; or (5) A member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994.

STUDENT INFORMATION: Write the name of the child, date of birth and school name and grade level.

TRIBAL ENROLLMENT INFORMATION: Write the name of the individual with the tribal membership. Only one name is needed for this section, even though multiple persons may have tribal membership. Select only one name: either the child, child's parent or grandparent, for whom you can provide membership information.

Write the name of the tribe or band of Indians to which the child claims membership. The name does not need to be the official name as it appears exactly on the Department of Interior's list of federally-recognized tribes, but the name must be recognizable and be of sufficient detail to permit verification of the eligibility of the tribe. Check only one box indicated whether it is a Federally Recognized, State Recognized, Terminated Tribe or Organized Indian Group. If Terminated Tribe or Organized Indian Group is elected, additional documentation is required and must be attached to this form.

- **Federally Recognized-** an American Indian or Alaska Native tribal entity limited to those indigenous to the U.S. The Department of Interior maintains a list of federally-recognized tribes, which OIE can provide you upon request.
- **State Recognized-** an American Indian or Alaska Native tribal entity that has recognized status by a State. The U.S. Department of Education does not maintain a master list. It is recommended that you use official state websites only.
- **Terminated Tribe-** a tribal entity that once had a federally recognized status from the United States Department of Interior and had that designation terminated.
- **Organized Indian Group-** Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994.

Write the enrollment number establishing the membership of the child, if readily available, or other evidence of membership. If the child is not a member of the tribe and the child's eligibility is through a parent or grandparent, either write the enrollment number of the parent or grandparent, or provide other proof of membership. Some examples of other proof of membership may include: affidavit from tribe, CDIB card or birth certificate. Write the name and address of the organization that maintains updated and accurate membership data for such tribe or band of Indians.

ATTESTATION STATEMENT: Provide the name, address and email of the parent or guardian of the child. The signature of the parent or guardian of the child verifies the accuracy of the information supplied.

The Department of Education will safeguard personal privacy in its collection, maintenance, use and dissemination of information about individuals and make such information available to the individual in accordance with the requirements of the Privacy Act.

PAPERWORK BURDEN STATEMENT According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0021. The time required to complete this portion of the information collection per type of respondent is estimated to average: 15 minutes per Indian student certification (ED 506) form; including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Indian Education, U.S. Department of Education, 400 Maryland Avenue, S.W., LBJ/Room 3W203, Washington, D.C. 20202-6335. OMB Number: 1810-0021 Expiration Date: 07/31/2019.

JOHNSON O”MALLEY STUDENT CERTIFICATION

All information requested is voluntary. However, failure to fully complete the student/ parent information may result in delays in processing this certification or make it impossible to process.
(TO BE USED FOR EDUCATIONAL PURPOSES ONLY)

SCHOOL: BEMIDJI DISTRICT

.....
STUDENT INFORMATION:

Name of Student _____
Date of Birth _____
Social Security Number _____
Tribal Enrollment # _____
Tribe _____

PARENT INFORMATION:

Father’s Name _____
Date of Birth _____
Tribal Enrollment # _____
Tribe/ Agency _____

Mother’s Name _____
Date of Birth _____
Tribal Enrollment # _____
Tribe/ Agency _____

I authorize the Office of Indian Education Program, ISD 31 to verify enrollment on blood quantum of the above named student.

Signature of Parent/ Guardian **X** _____

.....
CERTIFICATION

**BASED ON AVAILABLE RECORDS AND INFORMATION,
I CERTIFY THAT THE ABOVE NAMED STUDENT IS:**

- [] 1. An Enrolled member of the _____ Tribe.
Enrollment # _____.
- [] 2. Eligible for enrollment with _____ Tribe.
(Enrollment pending tribal action)
- [] 3. Not eligible for enrollment, but is _____
degree Indian blood descendant of _____ Tribe
*Support documentation is attached.

TRIBAL OFFICIAL- TYPED/ PRINTED

SIGNATURE OF BIA/ TRIBAL OFFICIAL

DATE