

WELCOME!

Welcome to the 2017-18 school year at Lake of the Woods Elementary School. We are looking forward to a rewarding year as parents/guardians, students and staff work together to create a school climate which promotes both learning and growth.

This handbook outlines students' rights and responsibilities, behavior expectations and consequences of misbehavior. We urge each parent/guardian and student to review the handbook together and refer any questions to a school staff member. Be proud of your school! Take care of it, respect it and feel free to make suggestions for improving it.

MISSION STATEMENT

The mission statement of Lake of the Woods Schools is to educate all students by creating a caring partnership involving students, family, school, and community.

The Lake of the Woods Schools will strive to create opportunities for students to succeed in their own particular learning styles, to help students acquire knowledge, skills, and positive attitudes towards self and others, and to assist them in the development of lifelong learning skills.

The Lake of the Woods Schools will encourage students to think creatively to solve problems and to reach their greatest potential so that they can live productive and fulfilling lives in a changing society.

SCHOOL VISITS

Parents/guardians are always welcome to visit the school. The doors to the school are locked during the school day from 8:10 AM until 2:45 PM. There is a security panel located to the left of the elementary entrance door. Please press the button on the panel and you will be admitted to the building. **A check in at the elementary office for a Visitor Pass is necessary between the hours of 7:45 AM and 3:10 PM.** Please arrange your visit with the classroom teacher so that it is a convenient time for both your child's teacher and yourself. Your child's teacher can provide you with a time that will be best for you. Visiting preschool children must be accompanied by their parents during visitation. School aged children visiting in homes of Lake of the Woods children may visit in the elementary classroom with prior approval from the elementary principal and at the discretion of the classroom teacher.

SCHOOL HOURS

ELEMENTARY OFFICE

7:45 A.M. to 3:45 P.M.	634-2056 x1518
Mr. Jeff Nelson	Elementary Principal
Mr. Chad Hazelton	Elementary Dean of Students
Deb Anderson	Elementary Secretary

DISTRICT OFFICE

8:00 A.M. to 4:00 P.M.	634-2735 x1501
------------------------	----------------

ELEMENTARY SCHEDULE

Bus Arrival	7:45 to 8:00 A.M.
Class Begins	8:15 A.M.

Dismissal
Bus Departure

2:55 – 3:00 P.M.
3:10 P.M.

NOTICE TO PARENTS

As a parent of a student in the Lake of the Woods School District, under the No Child Left Behind Act of 2001, you have a right to know the professional qualifications of the teachers who instruct your child. The No Child Left Behind Act gives you the right to ask for the following information about each of your child's classroom teachers:

*Whether the State of Minnesota has licensed or qualified the teacher for the grades and subjects he or she teaches.

*Whether the teacher is teaching under an emergency permit or other provisional status by which state licensing criteria have been waived.

*The teacher's college major, whether the teacher has any advanced degrees and, if so, the subject of the degrees.

*Whether any instructional aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

If you would like to receive any of this information, please contact Jeff Nelson at 634-2056 ext 1514.

EARLY ARRIVAL AT SCHOOL

For the welfare and safety of all students, it is requested that students do not arrive at school any earlier than necessary. **This is especially important for those children who are dropped off by parents/guardians. Students should not arrive more than 25 minutes prior to the beginning of the school day.** In many instances there is no supervision prior to this time.

QUESTIONS, CONCERNS, COMPLAINTS

We want to know what you think about what happens at Lake of the Woods School. Please call or drop in at any time. If your child tells you something about school that sounds unreasonable, please send a note or call us. This type of communication helps prevent misunderstandings. When you are especially pleased about something a teacher or the school is doing, it would be nice to hear from you, too. A phone call or a note about something that pleases you can make a teacher's (or principal's) day.

If you are concerned about a situation in your child's education, here is the order in which to talk with people. Please, always talk with the classroom teacher first.

****Teacher-your first contact; Principal, Jeff Nelson-your second contact**

If you are concerned about a situation involving busing, please call your bus driver first and then the transportation supervisor, Reed McFarland at 634-2056 ext.1302.

ATTENDANCE POLICY

Lake of the Woods School believes that regular school attendance is directly related to success in academic work, benefits students socially and provides opportunities for important communications between teachers and students. It is the responsibility of the parent or guardian to ensure student school attendance; to inform the school when there is an absence; and to work cooperatively with the school to solve any attendance problems that may arise. It is important that a parent or guardian call the elementary office if their child is going to be absent. If a call is not received at the office by 9 am, the school secretary will call to verify the absence, however a note should still be sent to the classroom teacher upon the student's return. When an absence occurs, the classroom teacher will determine make-up assignments.

Please note below the categories of excused/unexcused absences, which will be in effect for this school year. Special cases will be reviewed individually.

Excused	Unexcused
Illness/ dental, doctor appointment	Medical absence without confirmation by parent/guardian or doctor
Funeral Services	Lice beyond 48 hours
Family emergency	Missing the bus
Lice up to 48 hours	Shopping/hair cut
Family trips	Child care of siblings
Religious activities	Sleeping in/overslept
Court Appearance	Car troubles
Emergency Disaster Conditions	Baby-sitting
School sponsored activity/outing	
Removal of student per suspension	
Other absences as excused by school officials.	Any other absence not included under the attendance Procedures set out in this policy

Note: Pursuant to Minnesota Law, reasons for absence must be acceptable to school officials. Parents who do not require their children to attend school on a daily basis are in violation of Minnesota State Statute 120A.22. It is the parent/guardian's responsibility to provide an explanation for an absence; it is the school district's right to determine if the absence is excused.

Truancy

Pursuant to state laws and regulations, students shall be in attendance each day that school is in session. Truancy, for purposes of this policy, is the absencing of one's self from the school or class without the approval of the school. Lake of the Woods School will process all truancy in accordance to Minnesota Law (Minn. Statute

260A). Parents of children under 16 (including 5 and 6 year olds who have been registered for school) will be notified by mail after three days of truancy. Once a student reaches 5 days of truancy, we will set-up a meeting with the parents and student to set-up a contract. Parents and the appropriate county authorities will be notified of habitual truancy after seven days of truancy. Truancy reporting is based on cumulative days of truancy during any one school year.

Tardiness

Continual tardiness is a form of rudeness. Students who are continually tardy to school cause interruptions in learning for their fellow students and seriously hamper their own learning. Some tardies cannot be avoided. However, some tardies may become a matter of bad habits. **Students who arrive at school after the start of the day need to check in at the elementary office.** Habitual tardiness will be referred to the Attendance Review Team.

ATTENDANCE REVIEW TEAM

The Attendance Review Team is established to help improve the attendance of students. Once your child reaches 5 days of absence in a quarter, excused or unexcused, your child will be referred to the Attendance Review Team. The Team will also receive referrals of students with habitual tardiness, excused or unexcused. Once your child reaches 5 days tardy to school, a referral will be made. This team will review your child's attendance and work with parents and students as needed to help improve their attendance.

RETENTION

The elementary staff is concerned about any student who is not working up to his/her ability. We request that parents/guardians concerned about your child's lack of achievement, please contact his/her teacher immediately.

As a staff, we are no longer practicing social promotion. If we believe that your child is not working up to his/her potential, we will be contacting you. At that time we will be trying different interventions, and we will be asking for your help from home. If your child has the ability to satisfactorily achieve but is not doing so, we will be retaining him/her in the present grade level next year.

EARLY DISMISSAL

If you must remove your child from school during the school day, please send a note to the classroom teacher stating the time you will pick up your child **in the office**. The office will call your child's classroom teacher to notify them that you have arrived. **No child is permitted to leave with anyone unless requested and approved by the parents or guardians.**

YOU MUST COME TO THE OFFICE TO SIGN YOUR CHILD OUT OF THE BUILDING.

STUDENT ILLNESS

Students who become ill while in school will be sent by their teacher to the health office to be assessed by the school nurse. The nurse will contact the parent/guardian and make arrangements for the student to be transported home. The person designated by the parent/guardian must pick up students in the health office. If the nurse has to leave the office before the parent arrives to pick up the student, the student will be in the elementary office.

School Messenger

School Messenger is an essential tool for notification and communication. Within minutes of an emergency, school officials can use School Messenger to deliver a clear message to the students' parents/guardians by telephone, cell

phone, email, pager, etc. School Messenger can also be used to notify you of a school closing due to inclement weather. It is an effective way to keep you informed of schedule changes.

SCHOOL CANCELLATION

In the event that school is to be closed for bad weather, parents are alerted by School Messenger and public information is provided by the following radio and television stations: WDAZ, KVLV TV and Channel 3 on cable television and KQ 92 and KJ 102 radio.

Parents/guardians should be aware that school might be dismissed early due to unforeseen circumstances. **Please discuss with your child/children a plan for early school closing: Where is your child to go? We do not want to risk life and safety during one of our winter storms.**

TRANSPORTATION

We have had several incidents where bus drivers have not been able to drop off children because they would be home alone. Sometimes homes have even been locked. We want to ensure the safety of the children. Therefore we will be using the following steps to help ensure that safety.

Students in Pre-Kindergarten through 3rd Grade

1. Bus drivers will pick up and drop off students at designated points.
2. If your child needs to go somewhere else it is very important that you inform the school before 2:45 PM.
3. If the bus driver becomes aware that there is nobody home when he/she is dropping a child off, the driver will contact the elementary office.
4. Every possible attempt will be made to contact a parent/guardian or your emergency contact to work out a plan.
5. In those rare occasions when we are unable to contact anyone, the bus driver will bring the student back to school and a call will be made to Lake of the Woods County Social Services for help.
6. We will drop pre-kindergarten through grade 3 children off at their home if they have a sibling in grade 4 or above with them.

STUDENT BEHAVIOR

STUDENT RIGHTS

I have the right to be happy and to be treated with compassion in this school: this means that no one will laugh at me or hurt my feelings.

I have the right to be myself in this school: this means that no one will treat me unfairly because I am one color or another color, fat or thin, tall or short, boy or girl, adult or child.

I have the right to be safe in this school: this means that no one will hit me, kick me, push me, pinch me, hurt me or threaten me.

I have the right to expect my property to be safe in this school.

I have the right to hear and be heard in this school: this means that no one will yell, scream, shout, make loud noises or otherwise disturb me.

I have the right to learn about myself and others in this school: this means that I will be free to express my feelings and opinions in an appropriate manner without being interrupted or punished.

I have the right to learn according to my own ability. No one has the right to call me names because of the way I learn.

I have the right to expect that all these rights will be mine in all circumstances so long as I am exercising my full responsibilities.

BEHAVIOR EXPECTATIONS AND RESPONSIBILITIES

- A. BE PROMPT AND PREPARED
 - 1. Come on time
 - 2. Come with needed materials
 - 3. Come with assignments complete
- B. RESPECT AUTHORITY
 - 1. Listen to authority
 - 2. Follow directions promptly
 - 3. Accept responsibility for behavior
- C. RESPECT RIGHTS OF OTHERS
 - 1. Use appropriate voice and language
 - 2. Listen to speaker
 - 3. Respect opinion and points of others
 - 4. Refrain from harassment
- D. RESPECT PROPERTY
 - 1. Respect property of others
 - 2. Respect own property
- E. DISPLAY A CONCERN FOR LEARNING
 - 1. Cope (disagreement, teasing, failure)
 - 2. Display courtesy and tact
 - 3. Interact with others appropriately
 - 4. Reporting/tattling
- F. DISPLAY APPROPRIATE CHARACTER
 - 1. Display positive character
 - 2. Display productive character

PROGRESSIVE CONSEQUENCES

Developing Ownership and Responsibility

- 1. WARNING (SIMPLE INTERACTION)
 - a. What student did wrong
 - b. What is expected
 - c. What is next consequence
 - d. Student commitment to improve behavior
- 2. TIME OUT
- 3. BEHAVIOR IMPROVEMENT PLAN

- a. Student describes inappropriate behavior
- b. Student makes a commitment to improve
4. PHONE CALL TO PARENTS
 - a. Phone call to parents by teacher
 - b. Phone call to parents by student
5. MEET WITH PRINCIPAL (Student)
6. MEETING WITH PARENTS
 - a. Parents, student, staff members, principal, counselor (optional) meet
 - b. Group behavior plan is developed
7. IN-SCHOOL SUSPENSION
 - a. K & 1st – one hour
 - b. 2nd & 3rd – half day
 - c. 4th, 5th, & 6th – all day
8. OUT OF SCHOOL SUSPENSION (1-5 Days)
9. EXPULSION

Severe Clause = Move to steps 4, 5, or 6

**Lake of the Woods Elementary School is in the process of reviewing and revising our discipline procedures. If you are interested in serving on a discipline procedures committee, please contact the elementary office.*

MSBA/MASA Model Policy 514

Orig. 2003

Rev. 2014

L/W Revised: 1st Reading 5/20/04, 2nd Reading 6/24/04, 3rd Reading/Adopted 7/15/04

L/W Revised: 1st Reading 11/24/08, 2nd Reading 12/15/08, 3rd Reading/Adopted 01/26/09

L/W Revised: 1st Reading 06/23/14, 2nd Reading 07/28/14, 3rd Reading/Adopted 08/25/14

514 BULLYING PROHIBITION POLICY

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying

but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.

- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

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

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

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

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

III. DEFINITIONS

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

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

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

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

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

IV. REPORTING PROCEDURE

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

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

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

V. SCHOOL DISTRICT ACTION

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

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

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

- A. 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 target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

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

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

respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

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

VIII. NOTICE

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

IX. POLICY REVIEW

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

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 124D.10 (Charter School)

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

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

BUS BEHAVIOR

Bus drivers are empowered to strictly enforce safe and healthy behavior on the bus as well as the requirements of dress to enter the bus. Since riding a bus is a privilege, that privilege will be suspended or removed if circumstances warrant.

The specific administrative guides on bus behavior are contained below as:

The bus drivers are charged with the transportation of students in a safe and enjoyable manner. The drivers are also responsible for the discipline on the bus. When behavior jeopardizes the safety and well being of other students, the drivers must take action. The action that is taken by the driver is:

First Offense Parents are notified. Student receives oral warning.

Second Offense Parents are notified with written warning to student.

Third Offense Student loses riding privileges for 5 days.

Fourth Offense Student loses riding privileges for the year.

A serious infraction could result in an immediate loss of riding privileges.

A School Bus Incident Report is sent to parents each time an incident occurs. A discussion with the parents/guardians will occur with each incident. A copy of the report is filed with the principal and the bus supervisor. The bus driver may seek counsel from the principal. However, the ultimate authority rests with the driver. If an issue cannot be satisfactorily resolved between the driver and the parent/guardian or child, the transportation supervisor is to be called.

NOTE: Warm clothing is to be worn on bus trips when conditions warrant. Each student must have a hat, boots, coat and gloves. The bus driver will enforce this.

TOBACCO, ALCOHOL, OR OTHER DRUG USE VIOLATIONS

Students who are found to be in possession of snuff or tobacco products in District buildings, on District grounds, in District vehicles or at District events, in violation of District administrative regulation 406.5AR, Tobacco Free Environment, will receive suspension assignments.

Students who use alcohol/drugs, are in possession of alcohol/drugs, or are under the influence of alcohol/drugs will be suspended from school and law enforcement will be notified.

DISRUPTIVE AND DANGEROUS ACTIONS

Disruptive and dangerous actions may result in law enforcement involvement. Examples of disruptive and dangerous actions are: arson, theft, vandalism, destruction of property, false fire alarms, explosion of fireworks and explosives, possession and use of alcohol and drugs, insubordination, carrying or using weapons or dangerous instruments, and fighting or assault and battery. Some behavior may carry immediate expulsion.

LAW ENFORCEMENT

All staff, students, parents and guardians should review the infractions that will cause a call to the Sheriff to be made. Law enforcement will be called any time a criminal act has been committed, if age and circumstances warrant. They will never be called in as a bluff. The guides are:

*If vandalism occurs and it is not determined to be an accident (definition for vandalism is willful destruction of property [personal and public], and if the loss is \$50.00 or greater, then law enforcement is called).

*If theft occurs and is greater than \$50.00, law enforcement is called.

*If any illegal drinking occurs, law enforcement is called.

*If smoking is the issue, school personnel and the parents handle this.

*If fighting occurs, it could result in law enforcement being called.

*If sexual violence occurs, law enforcement is called, regardless of severity.

*If threats against the well being of another person are issued (oral or written), law enforcement is called.

law

GRADING POLICY

Each student will receive a letter grade in each course at the end of each twelve-week period. Letter grades are as follows:

Kindergarten: Letter grades are as follows:

M = Mastered

S = Satisfactory

P = Progress Shown

N = Needs More Time

Grade 1: Letter grades are as follows:

M = Mastered

S = Satisfactory

P = Progress Shown

N = Needs More Time

Grade 2: Letter grades are as follows:

O = Outstanding

S = Satisfactory

I = Improvement Shown

N = Needs to Improve

Grades 3-6: Letter grades are as follows:

A = Excellent Performance

B = Above Average Performance

C = Average Performance

D = Below Average Performance

U = Unsatisfactory

Physical Education will be graded for all grades as follows:

S = Satisfactory

U= Unsatisfactory

CONFERENCES

In late fall and early spring, time will be made available for teachers to meet with parents/guardians. Conferences are planned during two evenings to make them convenient for everyone to attend.

Teachers look forward to conferences for a number of reasons:

*We want to share observations and information about your child.

*We want to answer your questions and hear any concerns you have about your child.

*We want to work with you to help your child have a tremendous year.

If you would like to talk to your child's teacher any other time during the year, you are encouraged to do so.

Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will 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.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will be counted as "not proficient" for the purposes of school and district accountability, including opportunities for support and recognition.
- 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, potentially saving time and money.
- 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. ••• Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8 and high school for science. MTAS is an option for students with the most Majority of students take the MCA. significant cognitive disabilities.

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

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](#) (education.state.mn.us > Students and Families > Statewide Testing).

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school. (Available on the school website.)

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment.

*A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.*

Please initial to indicate you have received and reviewed information about statewide testing. I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](#) (Students and Families > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year: MCA/MTAS Reading MCA/MTAS Science MCA/MTAS Mathematics ACCESS or Alternate ACCESS for ELLs Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my student will be counted as "not proficient" for the purpose of school and district accountability and waive the opportunity to receive a college-ready score that could save him/her time and money by not having to take remedial, non-credit courses at a Minnesota State college or university. My school and I may lose valuable information about how well my student is progressing academically. In addition, opting out may impact the school, district, and state's efforts to equitably distribute resources and support student learning.

Parent/Guardian Name (print)

Parent/Guardian Signature

To be completed by school or district staff only. Student ID or MARSS Number

BOARD OF EDUCATION

Lynnette Ellis/Treasurer/District 1 218-434-3032

lynn_ellis@lakeofthewoodsschool.org

Boyd Johnson/Director/District 2

boyd_j@lakeofthewoodsschool.org

Corryn Trask/Director/District 3

corryn_t@lakeofthewoodsschool.org

Sharon Feldman/Chair/District 4 634-1281

sharon_feldman@lakeofthewoodsschool.org

Tim Lyon/Clerk/District 5 634-1863 / Cell: 208-566-0220

tim_l@lakeofthewoodsschool.org

Jeff Birchem/Vice Chair/District 6 783-2521

jeff_birchem@lakeofthewoodsschool.org

ADMINISTRATION

Jeff Nelson, Superintendent	jeff_n@lakeofthewoodsschool.org	634-2735 x 1506
Jeff Nelson, Elem Principal	jeff_n@lakeofthewoodsschool.org	634-2056 x 1506
Chad Hazelton, Elementary Dean of Students/ Activity Director	chad_h@lakeofthewoodsschool.org	634-2056 x 1515
Brian Novak, High School Principal	brian_n@lakeofthewoodsschool.org	634-2510 x 1420

STAFF MEMBERS

Chelsea Anderson x 1715	chelsea_a@lakeofthewoodsschool.org	Paraprofessional
Deb Anderson x 1518	deb_a@lakeofthewoodsschool.org	Administrative Assistant
Joyce Beckel x 1554	joyce_f@lakeofthewoodsschool.org	Social Worker
Judy Beckman x 1548	judy_b@lakeofthewoodsschool.org	Kindergarten
Kris Berthiaume x 1706	kris_b@lakeofthewoodsschool.org	Paraprofessional
Bobby Jo Castle x 1630	bobby_c@lakeofthewoodsschool.org	Grade 6
Brent Cole x 1633	brent_c@lakeofthewoodsschool.org	Enrichment
Tracy Cook x 1746	tracy_c@lakeofthewoodsschool.org	Paraprofessional
Sunshine Dorow x 1709	sunny_d@lakeofthewoodsschool.org	Title One Math
Laura Ellis x 1741	laura_e@lakeofthewoodsschool.org	Grade 2
Nicole Fiala x 1706	nicloe_f@lakeofthewoodsschool.org	R180
Cynthia Hanson x 1727	cynthia_h@lakeofthewoodsschool.org	Special Education
Carrie Hasbargen x 1440	carrie_h@lakeofthewoodsschool.org	Paraprofessional
Tara Johnson x 1746	tara_j@lakeofthewoodsschool.org	Paraprofessional
Amy Kemen x 1632	amy_k@lakeofthewoodsschool.org	Grade 6
Jeni Krause x 1639	jeni_k@lakeofthewoodsschool.org	Grade 5
Diane Laine x 1421	diane_l@lakeofthewoodsschool.org	Administrative Assistant
Emily Miller x 1744	emily_m@lakeofthewoodsschool.org	Special Education
Brenda Nelson x 1743	brenda_n@lakeofthewoodsschool.org	Grade 2/Title 1 Reading
Kellie Nordlof x 1728	kellie_n@lakeofthewoodsschool.org	Grade 3
Kathryn Nordine x 1535	kathryn_n@lakeofthewoodsschool.org	Music/Choir

Nyla O'Connell x 1636	nyla_o@lakeofthewoodsschool.org	Special Education
Dawn Olson x 1746	dawn_o@lakeofthewoodsschool.org	Paraprofessional
JJ Olson x 1712	jj_o@lakeofthewoodsschool.org	Grade 4
Andy Pierson x 1730	andrew_p@lakeofthewoodsschool.org	Grade 3
Sarah Pierson x 1740	sarah_p@lakeofthewoodsschool.org	Grade 1
Stephanie Plutko x 1746	stephanie_p@lakeofthewoodsschool.org	Paraprofessional
Amy Potts x 1553	amy_p@lakeofthewoodsschool.org	Speech
Tiarra Shaw x 1522	tiarra_s@lakeofthewoodsschool.org	Health Nurse
Megan Slick x 1727	megan_s@lakeofthewoodsschool.org	Paraprofessional
Leah Spee x 1633	leah_s@lakeofthewoodsschool.org	Grade 5
Colleen Stanton x 1563	colleen_s@lakeofthewoodsschool.org	Kindergarten
Curt Storbeck x 1135	curt_s@lakeofthewoodsschool.org	Physical Education
Liz Tange x 1540	liz_t@lakeofthewoodsschool.org	Elem Music/Band
Shannon Welin x 1738	shannon_w@lakeofthewoodsschool.org	Grade 1
Charles Wells x 1714	charles_w@lakeofthewoodsschool.org	Grade 4
Amber Zemke x 1636	amber_z@lakeofthewoodsschool.org	Paraprofessional

COMMUNITY EDUCATION

CeCe Charlton x 1504	cece_c@lakeofthewoodsschool.org	Coordinator
Lisa Beckstrand x 1101	lisa_b@lakeofthewoodsschool.org	Pool
Nicole Gate x 1564	nicole_g@lakeofthewoodsschool.org	ECFE Teacher
Muriel Crandall x 1564	muriel_c@lakeofthewoodsschool.org	ECFE Para

MISCELLANEOUS INFORMATION

Records – You have the right to know what your child’s school records contain. You have the right to know who has access to these records and why. These records will not be disclosed to people outside of the school without your knowledge and permission except by court order.

Student Placement – The principal and teaching staff use several criteria in placing a youngster with other youngsters in order to create the best learning situation for all students. The following partial list highlights some of the criteria. 1) Balance class loads at each grade level, 2) balance class composition of males and females, 3) match special education student needs, teacher style and caseload, 4) spread the ability ranges in each classroom, 5) placement of students who work well together, and 6) parental input based on unique circumstances. **It is not in the best interest of the students as whole to develop class lists based only on parent input for a specific teacher.** To do so discounts other important criteria and the overall class composition.

Medication Administration – Whenever possible medications should be administered at home. Lake of the Woods School District acknowledges that on occasion it may be unavoidable for students to take medication during school hours. In order for prescription and non-prescription medications to be administered by the school nurse, an authorization must be on file in the school’s health office. The parent and doctor must sign this authorization. All prescription medications must be in an appropriately labeled pharmacy container and non-prescription medications must be in the original container, which clearly identifies the medication. Medication will be kept in a locked cabinet in the health office.

Notes From Home – Please send notes with your child when you wish to communicate with teachers, office, or bus drivers. A note needs to be sent to your child’s teacher if he/she is to refrain from physical activity or outside recess. A note from your physician needs to be on file if your child is to refrain from physical activity or outside recess for 3 or more days. Students who stay in from outside recess may read, finish class work, etc. in the Media Center.

Emergency Phone Numbers – We must have on file the name, address and phone number of a relative or friend who lives nearby in case we cannot reach you in an emergency. It is essential that this record be kept current. Please notify the office if there are any changes or additions during the year.

After School Supervision – Because of liability reasons, elementary students may not stay after school to wait for activities without proper supervision. (Parent, scout leader, etc.) Please do not consider the elementary secretary to be your after school supervision. Elementary students may not stay after school with an older brother or sister who is in sports practice, as the older sibling is not able to adequately supervise a younger child while practicing a sport.

Building Security – All outside doors in the school will be locked from 8:15 AM until 2:45 PM. This practice has been put in place for the protection and safety of our students. There is a security panel to the left of the elementary entrance and to the right of the front entrance. Please press the button on the panel and you will be admitted to the building. All visitors must sign in and receive a Visitors Pass from the elementary, district or high school office.

Dress and Grooming Guidelines – All students in school should become aware of the importance of being neatly and sensibly dressed. It is important that students develop good practices in grooming and in good citizenship. Personal grooming is a reflection of the student’s sense of self worth and good practices should be developed while the student is of school age. It is reasonable to expect that all students should present an appropriate appearance during school hours. The following guidelines apply:

1. Clothing must not be hazardous to health or safety.
2. Clothing must be decent and appropriate by reasonable standards and must cover the body. (Stomach, back, shoulders) No short shorts, mini skirts or halter tops, tube tops, or spaghetti strap tank tops.
3. Appearance must not be disruptive to the normal operation of a classroom.
4. Clothing or shoes must not be such as to cause damage to school property.
5. Buttons or insignia on clothing may not be worn which displays obscenity, advertises alcohol, drugs, or tobacco products, or promotes its use.
6. Clothing should be appropriate for the season. Please be sure to send warm jackets, hats, mittens, snow pants, and boots during cold months.
7. Hats or caps are not to be worn in the classroom, auditorium, gymnasium, or Commons. Exceptions may be made at the discretion of the administration.

Lockers – Lockers are the property of the school and are assigned to students for their convenience. They are subject to inspection by school authorities at any time.

Cell Phones – Cell phones are not allowed in the elementary school during school hours. If your child needs to bring a cell phone to school, it should be dropped off in the elementary office before the start of the day. Your child’s name should be on the phone and the phone should be turned off. We will have a secure area to store the phones during the school day. The phone may be picked up as your child is leaving school.

Electronic Games – Electronic games should not be brought to school. Lake of the Woods School is not responsible for lost or stolen electronics.

Lost or Damaged Materials – Students may be required to pay for lost or damaged school property.

Field Trips – We feel that visits to various places in our community and in other communities enhance our educational program. The number of field trips conducted by any one classroom depends on the availability or resources, which correlate with the curriculum for that particular classroom. Transportation for field trips is provided by the School District. You will be advised of field trips planned by your child’s classroom teacher. Classes may take educational field trips during the school year under the teacher’s direction. Parents/guardians may be asked to assist with these field trips. When trips are made in school buses outside school district boundaries, parents will be notified. Students may be asked to pay for a portion of the field trip costs.

School Parties – The elementary school has 3 parties a year. They are in October, December and February. Each student is asked to donate \$3.00 at the beginning of the year to cover expenses for the parties. Any treats brought in to the school for designated parties or for a child’s birthday must be store bought and store wrapped unless your home is a licensed kitchen.

Fire Drills – The signal for the fire drill is the continuous sounding of the fire horn. All students are to leave the building as quickly and orderly as possible using the exit indicated by the teacher. The fire drill is both a safety and defense measure. Every alarm should be treated as if it were an actual fire. Minnesota State Law makes it a misdemeanor for any unauthorized person to start a fire drill.

Tornado Warning – Each teacher receives information as to the safest areas in the building. Classes are assigned specific areas. There will be an announcement over the intercom system when all is clear.

Crisis Drills – Crisis drills will be conducted during the school year. The type of drill will be determined by the situation which is being addressed at the time of the drill.

***RELIGIOUS, RACIAL, AND SEXUAL
HARASSMENT AND VIOLENCE***
District No. 390 Policy Against Religious
Racial and Sexual Harassment and Violence

1. Everyone at District #390 has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religions, racial or sexual harassment and violence of any kind.
2. A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sex or gender:
 - a. name calling, jokes or rumors
 - b. pulling on clothing
 - c. graffiti
 - d. notes or cartoons
 - e. unwelcome touching of a person or clothing
 - f. offensive or graphic posters or book covers
 - g. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad
3. If any words or actions make you feel uncomfortable or fearful, you need to tell a teacher, counselor, the principal or the Human Rights Officer.
4. You may also make a written report. It should be given to a teacher, counselor, the principal or the Human Rights Officer.
5. Your right to privacy will be respected.
6. We take seriously all reports of religious, racial or sexual harassment or violence and will take appropriate actions based on your report.

7. The School District will also take action if anyone tries to intimidate you or take action to harm you because you have reported.

This is a summary of the School District policy against religious, racial and sexual harassment and violence. Complete policies are available in the District Office upon request.