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***Family Handbook
2004-2005***

DRAFT

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This handbook is a work in progress, and any suggestions are more than welcome.

Great Expectations Family Handbook

Revised July 2004

1. School Philosophy

A. Mission

Great Expectations School believes that when fostering a vibrant learning community, everyone learns and everyone teaches.

The mission of the school is to develop in each child:

- ~ a love of learning;
- ~ critical and creative thinking skills;
- ~ mastery of the academic building blocks;
- ~ the ability to nurture family, friends, and self;
- ~ a strong commitment to being a contributing member of community;
- ~ open-heartedness towards others; and,
- ~ passion for life-long learning.

B. Program (Visit GreatExpectationsSchool.com for more information.)

1. Multiage groupings

Multiage education is the practice of teaching children of different ages and ability levels together in the same classroom without dividing the students or the curriculum into steps labeled by grade designations. Students typically stay with the same teacher for

two or three years, and one half to two thirds of the students from the previous year's class remain together with only the oldest students entering new classes. We establish developmentally appropriate ability groupings that will consist of students from k-2, 3-5, 6-8 for the first year of operation. A grade level will be added each year until k-12th grades are offered, with groupings made according to enrollment.

ii. Social Curriculum/Responsive Classroom

Our educators are trained in the "Responsive Classroom" approach. This approach to teaching and learning fosters safe, challenging, and joyful classrooms and schools. It consists of practical strategies for bringing together social and academic learning throughout the school day. Research shows that social/emotional health is an important foundation for all further learning, and that having an understanding of oneself and others ("intra" and "inter" personal intelligences) positively affects academic success.

iii. EIC Model™ and project-based learning

Environment as an Integrating Context for learning (EIC Model™) defines a framework for education: a framework for interdisciplinary, collaborative, student-centered, hands-on, and engaged learning. EIC Model™-based learning is not primarily focused on learning about the environment, nor is it limited to developing environmental awareness. It is about using a school's surroundings and community as a framework within which students can construct their own learning, guided by educators using proven educational practices. EIC Model™ programs typically employ the environment as a comprehensive focus and

framework for learning in all areas: general and disciplinary knowledge; thinking and problem-solving skills, and basic life skills, such as cooperation and interpersonal communications.

The observed benefits of EIC Model™ programs are broad-ranged and encouraging. EIC Model™ benefits include:

- better performance on standardized measures of academic achievement in reading, writing, math, science, and social studies;
- reduced discipline and classroom management problems;
- increased engagement and enthusiasm for learning; and,
- greater pride and ownership in accomplishments.

For more information, please visit our sponsor's website: www.audubon-center.org

iv. Personalized Learning Plans UNDER REVISION

v. Multiple Intelligences

Howard Gardner, a Harvard Professor, developed the theory of Multiple Intelligences (MI). Gardner has identified 6 intelligences besides linguistic and logical-mathematical (which have traditionally been most valued in schools): musical, naturalist, spatial, bodily-kinesthetic, interpersonal and intrapersonal. GES acknowledges that students have multiple ways to learn and to show what they understand. This information will be used by educators to individualize curriculum and assessments of students.

2. What is a Charter School?

- * a public school funded with public money-no tuition
- * non-sectarian, non-religious, and may not discriminate in student admissions
- * operated by parents, educators, and/or community leaders
- * free to be a unique school designed to meet the needs of the students it intends to serve

- * provides special education services to student who meet the state's eligibility requirements
- * operates under a contract with a sponsor
- * the same transportation as local district schools can be provided
- * the same graduation standards as other schools
- * commits to improving achievement as a condition of its charter.

3. Governance

Great Expectations School, Independent School District 4100, is a non-profit organization run by a Board of Directors. Board members are educators, parents of currently enrolled students, and community members who subscribe to the mission and vision of Great Expectations. Board members meet at least monthly to discuss the agenda prepared by the Board Chair. In the absence of a director, the board governs as a management board. Once a director is hired, the board will govern via a “Distributive Leader Model”: those working at the site make the decisions; there is shared responsibility and accountability; the Board role is policy.

All are welcome at meetings, though prior notification is necessary to put an item on the agenda. Parents and community members are invited to come ½ hour early to board meetings to meet with board members.

Board members agree to set aside personal agendas and act in good faith according to the mission of the school in making decisions.

Board meeting dates, agendas and minutes are placed on the GES Website and posted at the school when they become available. An annual meeting is held each November.

4. Committees

Important work could not take place without the many committees and the hard working parents and other volunteers who take leadership roles within these committees. Active committees at this date include: Food, Transportation, Volunteers, Board Development, Enrollment, Facility, Personnel, Native Culture, Ninth Grade, Curriculum and Finance.

5. School Life

A. Calendar

Great Expectations School operates on a flexible school calendar. There are typically 5 learning blocks per year, with a one to three week vacation in between. Families will be notified of the upcoming school year calendar at the beginning of the spring block.

B. Kindergarten

GES offers all day, every day Kindergarten, however, parents of kindergarten students may work with the K-2 educator to determine the best schedule for the child and the learning environment. This schedule may be modified later on.

C. Transportation UNDER REVISION

IDS 166 will provide bus transportation for our students when they are in session. Summer session and other days when ISD 166 is not in session, GES will

arrange transportation.

D. Clothing

We want to respect children’s individuality while at the same time have some standards for appropriate attire. We acknowledge that each family has their own ideas, opinions, and values regarding dress, and their input on this subject is welcome.

Following the school’s Code of Conduct, clothing will be safe, respectful and responsible. Therefore, attire will be

free from reference to violence (including weapons), harmful substances (including alcohol, drugs and tobacco), harassment, foul language and discrimination (gender, racial, religious etc.). Clothing, including jewelry and other adornments will be conducive to the activity in which students are engaged. We ask that students bring a hat for sun protection in summer months.

At the beginning of each summer block, and whenever there is a concern, educators will involve students in discussion of the meaning of “appropriate” (responsible and respectful) attire which is non-demeaning to self and others. Individual classrooms may choose to develop, promote and adhere to their own specific dress code as long as it follows the above guidelines.

Please help your child to be dressed according to the weather conditions. Outdoor time is part of the daily routine and will take place unless it is dangerously stormy or the temperature is well below zero. All outdoor wear needs to be labeled on the inside of the item.

Indoor and Outdoor Shoes

Shoes in school are required by law and prevent injury. Parents may be called to bring shoes or slippers if their child comes to school without them. They will wear boots until the shoes arrive. Outdoor shoes should be safe for running and climbing and should not fall off during activity (sandals are not advised).

Due to allergic sensitivity of some of our school community to fragrances, we request that all students, staff and volunteers be considerate of the health of others by refraining from using strong-smelling perfumes.

E. Lost and Found

Lost and found items will be kept in a central location until the end of the learning block, at which time all items will be sent to the recycling center.

F. Daily and Weekly Schedule

Educators will give parents a sample daily schedule, and will notify you of major changes. Generally speaking, the core subjects (math and reading) will be in the morning with interdisciplinary projects, personal pursuits, the arts, wellness and physical education in the afternoon.

G. Extended Day/Inter-Session/Extra-Curricular Activities

The school will work with existing community programs that offer extended day activities. Parents and students will be responsible for making decisions regarding activities between sessions and extra-curricular activities.

H. Snow Days/Calling Tree

Snow days or other emergency school closings will be posted on Boreal, and aired on WTIP. In case of an emergency closing, a calling tree will be used to inform parents. If a parent or emergency contact cannot be reached in the case of an early closing, the child will be bussed to a designated “storm home”.

I. Emergency Cards

The school needs to have emergency cards on file, with at least two emergency contacts, and a designated “storm home” for students if parents cannot be reached in the case of an early closing.

J. Storm/Fire Drills

GES will follow state guidelines regarding storm and fire drills.

K. Field Trips

Parents will be informed of field trips involving transportation. Walking trips may happen spontaneously, and will always have adult supervision. Parents will sign a blanket permission form for walking trips and local bus trips.

L. Attendance

Parents need to call the school when children are to be absent or tardy. Please call between 8 and 8:30 am for each

day of absence (or specify days of anticipated absence) or tardiness.

If the school does not hear from parents by 9 a.m., the school will try to reach them at available home, work, and emergency numbers. Our goal is to make sure your child arrives safely and to identify missing children as soon as possible.

Regular and punctual attendance is important for many reasons:

- Each classroom begins the day with “Morning Meeting” which sets the tone for the day, and also ends with a class meeting. Students arriving late and leaving early are not only disruptive to others, but students miss a great deal by not being a part of these discussions.
- Consistent school attendance is important for the community life of the classroom since each member’s contribution is significantly valued.
- Regular attendance is necessary to allow the educator to best meet the needs of each student. It also allows each student and family to maximize the daily opportunities offered by GES
- Frequent absences may put the child at a learning disadvantage because it is often difficult to extract a classroom conversation or experience and fulfill that opportunity on a separate or individual basis
- Some expectations of routine and structure are important in a child’s life. If there is a problem or concern regarding school, the child’s presence is crucial

to pursuing a satisfactory resolution. Families can rely on their partnership with the educator and the school to handle any difficult situation that may arise.

If a family travel experience is planned, the classroom educator should be notified in writing as early as possible. Alternative expectations will be assigned for the student’s absence in consultation with the parents. Adequate notice would be at least one week ahead of time.

The GES Director will be communicate with families whenever there are more than 5 absences (one illness will be considered one absence) or tardies per year. Referrals or resource help may be recommended in an excessive situation, since regular and punctual attendance is encouraged and taken seriously by all school personnel.

M. Schedule Changes

Please communicate schedule changes to the office as early as possible by phone **and** when known in advance, to your child’s educator in writing. This includes picking up your child early, bus stop changes, having someone else pick up your child, and absences due to vacations, etc. We must receive notification of changes; otherwise we will follow the child’s regular schedule.

When a student is removed from school early, please state the reason on the written note. Early departures do count as absences for that class period unless there is a school-related reason such as an extra-curricular activity.

N. Illness/Medication

GES makes every effort to promote the general health and well being of all students and to minimize absences. To protect the school community from communicable diseases, parents are asked to report all illnesses, including head lice, strep throat, high temperatures and other diseases. We keep track of student illnesses, and inform all families if someone has a particular communicable ailment, respecting the confidentiality of the student. In the case of head lice, should this be discovered at school, parents will be notified immediately so they can care for their child as soon as possible. Any child who shows signs of contagion should not attend school. Parents or emergency contacts will be called if staff decide the child is too ill to remain at school. Children will rest in a quiet area until a parent arrives.

Guidelines for deciding if a child is too sick to attend school:

- Your child has had a fever of 100 degrees or more – child should stay home for 24 hours after the temp returns to normal
- Your child has vomited or had diarrhea – child should stay home until 24 hours after the last episode
- Your child has an uncontrollable cough

- Your child has had any rash that may be disease related or you do not know the cause – check with your family physician before sending the child to school

The school needs to be informed of any medical condition or allergies that your child may have. This information will be recorded on the student's Emergency Data Card.

Parents are advised that, if possible, medication should be given at home and on a schedule other than school hours. When it becomes necessary for medication to be taken by students during the school day, these procedures must be followed:

- The school must have written permission from a parent/guardian in the office for the administration of any medication (prescription or non-prescription, including aspirin and tylenol).
- The school must have a written order from a physician for all prescription medications. The Sawtooth Mountain Clinic has these forms.
- All prescription medications must be sent to the school in the correct pharmacy-labeled container unless the physician's written order recommends another dispensing method.
- Parents must notify the school in writing or with a phone call if the student is bringing medications to the school .
- All non-prescription medication must be sent to the school in the original container in which it was purchased, labeled with the student's name.

- A plan must be made with the director for medications taken on a regular basis (i.e. asthma meds).

O. Food

Our school food program depends on volunteers. The food program is run by a committee of parents, who make decisions based on federal and state law, finances, nutrition, and common sense. All parents are welcome to be a part of this very important GES committee.

GES will offer wholesome, well-rounded, nutritious and tasty meals as long as there are enough trained volunteers to run the food program. Unfortunately, there may be times when the food program will have to come to a halt suddenly as in the event there are no available trained volunteers. During summer block of 2004, students will need to bring a bag lunch. Milk will be available at school for 25 cents per 8 oz.

There will be a snack time each morning, so please pack a nutritious snack.

Students will have the option of purchasing milk or school lunch. Costs are announced in July. Since a significant amount of funding is directly tied to our free and reduced lunch count, please contact the office for qualifications and forms for free or reduced meals. We maintain strict confidentiality with this information.

Our school food program will consider individual dietary needs (which may require a medical release, as in the case of milk allergies) and will meet or exceed standards set by the federal government.

P. Telephone Calls

Students need to request telephone use from the educator or other school personnel. Any information that needs immediate attention should be directed to the main office. The school phone number is 387-9322.

Q. Student Assessment

Our students will be held to a high standard of assessment developed by staff using state standards as a guide, but they will not receive letter grades. Since educators will be encouraging students to use multiple intelligences to show what they understand, it makes sense for us to use alternative forms of assessment as well as the norm-referenced tests required by the state of Minnesota. Students will take tests as required by the State of Minnesota, and MAP (Measures of Academic Progress) tests in reading, math and language. In addition, a comprehensive system of assessment will be used which includes checklists, observations, portfolios, rubrics and work-sampling. Parents and students will be included in assessment conferences that will reflect upon each child's strengths and challenges, and show the progress the student is making in academic as well as social/emotional areas.

R. Homework UNDER REVISION

S. Enrollment/Transfer/Withdrawal

Registration materials are available at the front desk. Families are asked to re-enroll their students before the spring learning block. Currently enrolled students and their siblings are given first priority. An enrollment cap will be set each year for each multi-age classroom. In the case there are more applicants than spaces available in a particular class, a lottery will take place to select new students (not including siblings and currently enrolled students who have their re-enrollment paperwork turned in before the deadline).

An exit interview with the director is requested in the event of transfer/withdrawal. We believe it is in the best interest of the child and school community that the child be given the opportunity to say goodbye to fellow students and staff.

T. Arrival/Dismissal (please note 2004-5 dismissal time has changed to 3:15 to accommodate after school activities)

School begins at 8:30 a.m. and ends at 3:15 p.m. School doors will open at 8 am. Please have children here on time for their class Morning Meeting at 8:30 and pick up promptly after school is dismissed.

For safety reasons we request that cars enter the West entrance from Co. Rd. 7, and exit from the East. Do not pass around the bus unless directed by the bus driver. There is extra parking along the Gunflint Trail.

U. Items from home

Please don't bring valuables to school. Money for school purchases should be placed in an envelope with the child's name on it. **GES is not responsible for personal items that get lost at school.**

We request that K-2 students bring an extra set of clothing to be kept at school and a paint smock.

Many school supplies will be provided by GES, though students will be requested to purchase others as well. Educators will provide families with a list of suggested school supplies.

Use of electronic devices (radios, compact disc players, walkmans, pagers, cellular phones etc.) requires permission from the student's primary educator. Music, games, etc. need to be safe, respectful, responsible and in line with the school Code of Conduct. Radios/CD players with headphones, and appropriate video games with mute may be used on the bus going to and from school. **Please be advised that GES is not responsible for these items if brought to school.**

V. Parties

Unless all children in the class are invited to a party, please send invitations through the mail. It would be best not to bring gifts to school for parties after school, but if it can't be avoided, please use discretion. Children notice these things, and can have hurt feelings as a result.

Educators will advise parents of in-school birthday celebration protocol.

5. Community Life

A. Communication

Please direct any communication regarding your child's educational needs to your child's educator.

The next step would be to talk to the director who will ask that you put your concerns in writing. Our director is a part-time employee, and will respond as soon as possible. Many parental concerns require research and communication between staff members and parents, and an answer may not be immediate. The intent is to work toward a solution based on common sense and informed decision-making. If you have not been contacted by the director regarding a plan for action within 10 days after putting a concern in writing, please contact the school board chair. Questions regarding school policy should be put in writing, and given to the office to be passed on to the appropriate school board member. Parents and community members are invited to come ½ hour early to board meetings to meet with board members, however, suggestions and ideas may be given to board members at any time. Depending on the urgency of the matter and the meeting timeline, a board member may request that a parent issue be added to the agenda of that meeting or referred to the appropriate committee for consideration at a later date.

GES will use a weekly newsletter and our website for general communications to families. You have the choice of receiving a hard copy sent with your child, or an email.

The website is: www.GreatExpectationsSchool.com
Classroom, whole-school, parent, volunteer and community information will be posted on our website.

Please check with your child's educator for the times most convenient for school-related phone conversations. We encourage educators to limit their school-related phone calls to a reasonable amount of time in the evenings. Any personal concerns that require a lengthy discussion can be addressed in a prearranged conference. Let's keep the communication open and flowing while helping to maintain a healthy balance for our staff.

Educators will schedule intake conferences with families within the first three weeks of school. This conference provides an opportunity to begin to build a partnership with families.

A schedule of parent-teacher conferences will be provided as they become available.

B. Visiting the School

Parents and volunteers are always welcome at the school. Since students and educators will be busy during school time, please make an appointment if you need to have a private conversation with an educator. Parents are always welcome: if you would like to come observe in the classroom, please check with the teacher

in order to find the time of day that would best suit your needs.

All visitors need to check in at the office at arrival, sign in the visitor's log, and put on a name tag.

C. Volunteer Opportunities

Volunteers are an essential part of the life of Great Expectations School.

Due to the independent, self-administrated structure of Great Expectations, faculty and families share the tasks and joys that comprise the ongoing functions of the school.

Great Expectations asks all families to consider how they might offer their gifts to our community. Parent involvement is a personally rewarding experience, allows the opportunity to participate in the education of our children, and solidifies our connections as a community. It has been shown that parental involvement enhances student success. Whether you prefer working with children or adults, in large or small groups, or independently, there is a place for you.

Consistent with Great Expectations' philosophy, parents are asked to volunteer a minimum of 24 hours per year.

D. Adult Roles and Responsibilities

i. Educator Responsibilities

- Partner with parents in discussions on the academic progress and conduct of children on a regular basis;
- Plan and conduct a program of instruction that captures the interest and meets the needs of each student;
- Demonstrate by attitude and actions genuine concern and respect for each student, family and other staff;
- Manage classroom routines to contribute to the program or instruction and the development of civic responsibility;
- Teach and enforce the rules in a courteous, consistent, and fair manner, and deal with misconduct quickly, fairly and impartially.

ii. Parental Involvement

- Make sure your child has a wholesome breakfast either at home or at school;
- Pack a nutritious snack and lunch or provide meal tickets;
- Assure your child's prompt and regular attendance;
- Call the school if your child will be absent or tardy;
- Contact the school in writing or by phone if there is a schedule change or if your child is bringing medications to school;
- Communicate with the educator and student about homework;

- Read out loud to your child for at least 20 minutes a day, and/or provide an opportunity for your child to read on his/her own;
- Attend conferences with the educator;
- Become as active as possible in the life of the school by volunteering at least 24 hours per year;
- Feel free to address any concerns with the child's educator.

6. Behavior

A. Great *Behavior* Expectations

We have high expectations for student behavior. We intend to encourage a culture of respect among students, staff, families and volunteers, to be carried forward into the community.

We have identified the following Code of Conduct, which works together with our academic standards to create a learning environment that emphasizes the importance of productive effort, ethical behavior, and the education of the whole person, for all involved in the school.

Code of Conduct

1. Safety (Physical and Emotional): Students, staff, parents and volunteers will promote, create and maintain an environment free from physical and emotional harm. GES will not tolerate physical violence against another person, or the use of threatening or

abusive language.

- Always ask before acting “Is it safe?”
- Control anger and resolve conflicts through non-violent means.
- Ensure that the school is free from weapons
- Ensure that the school is free from harmful substances
- Ensure that the school is free from intimidation, discrimination and harassment

2. Respect: Do my actions show respect for myself and for others?

Diversity

Students, staff, parents and volunteers will respect the unique attributes and qualities of every individual. Varied beliefs and backgrounds strengthen a public education system.

- Treat others with fairness and compassion
- View diversity as enhancing the school environment and community
- Promote and encourage increased knowledge and understanding of diversity in curriculum and school-related activities.
- Respect people’s feelings, ideas, abilities and cultural diversity

Dress

Students, staff, parents and volunteers will dress

appropriately for the school environment.

- Dress in a clean, neat and safe manner
- Dress in a manner that is non-demeaning to self or others
- Dress in a manner that promotes practices that are consistent with school policies
- Dress in a manner conducive to the activity in which engaged.

Respect for Grounds and Property

Students, staff, parents and volunteers will be thoughtful caretakers of the school property and the property of others.

- Use property and materials for their intended purpose
- Take responsibility for maintaining school property
- Show respect for the personal property of others
- Refrain from taking school property out of the building without prior permission

3. Honesty: Do my words and actions represent truth?

Communication

Students, staff, parents, and volunteers will communicate effectively in order to build a positive school climate.

- NO means NO, STOP means STOP
- Clarify communication directly with the source
- Quick-IN/Quick-OUT: If you are wrong, admit it, apologize and move on!

- Communicate in a trustworthy, open and truthful manner
- Express ideas clearly
- Listen actively and encourage feedback
- Listen patiently for various purposes without disruption or interruption.
- Communicate in a timely and on-going manner
- Communicate with positive intent
- Speaking voice is appropriate and effective
- Use appropriate body language (posture, facial expression, gestures, eye contact)

My work is truly my own

- I will not copy another’s work without proper authorization and/or recognition
- I will respect copyright laws

4. Responsibility: Do my actions meet the expectation to take care of myself and be a dependable member of the community?

Work Habits and Time Management

Students, staff, parents, and volunteers will develop and use productive work habits.

- Complete work to the best of their ability
- Strive for excellence in all their work
- Honor time commitments
- Arrive at school prepared to work

- Work cooperatively with others and independently when appropriate

Integrity and Responsibility

Students, staff, parents and volunteers will accept personal responsibility and accountability for their actions or inactions. The partnerships among students, staff, parents, volunteers and community members are characterized by mutual commitment and collaborative effort.

- Honor commitments
- Promote excellence by setting challenging and attainable goals
- Serve self and others through community involvement
- Take the initiative to help others
- Determine the right thing to do and do it
- Persevere even when tasks are difficult

5. Courtesy: Do my actions help make this a nice place, where people feel welcome and accepted, and where they can do their work without disruptions?

School Climate

Students, staff, parents and volunteers will behave in a manner that fosters a positive school environment. Our actions are distinguished by the highest standards of personal behavior, including trust, honesty, fairness, integrity and mutual respect.

- Participate actively in the learning process
- Encourage parent and community involvement

- State expectations clearly
- Show sensitivity toward others
- Use courteous and polite language and behavior
- Exercise self discipline
- Follow school rules
- Cooperative, helpful, and encouraging to others

B. Behavior Guidelines

i. GES Board of Directors has adopted Policy 413:

HARASSMENT AND VIOLENCE.

Following is a shortened version. For the complete version, please refer to the policy manual in the school office.

It is the policy of GES to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. GES prohibits any form of religious, racial or sexual harassment and violence.

It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual

violence upon any pupil, teacher, administrator or other school personnel.

GES will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

REPORTING PROCEDURES

Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of GES, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to any school personnel. GES encourages the reporting party or complainant to use the report form available from the school office, but oral reports shall be considered complaints as well.

The school board hereby designates the director as the school district human rights officer to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves the director, the complaint shall be filed directly with the Board Chair.

Upon receipt of a report, any staff person must notify the director immediately, without screening or investigating the report. If the report was given verbally, the director shall

personally reduce it to written form within 24 hours. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.

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

INVESTIGATION

The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

In determining whether alleged conduct constitutes a violation of this policy, the school shall consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

In addition, the school may take immediate steps, at its

discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.

The investigation will be completed as soon as practicable. The director shall make a written report to the Board Chair upon completion of the investigation. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

SCHOOL DISTRICT ACTION

Upon receipt of a report, the school will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Action taken for violation of this policy will be consistent with requirements of Minnesota and federal law and school district policies.

The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

DISSEMINATION OF POLICY AND TRAINING

This policy shall be conspicuously posted on the bulletin board next to the director's office.

This policy shall appear in the student handbook.

This policy will be discussed with students each year on or near September 11, and as needed.

ii. Violence/Threats

GES will not tolerate physical violence against another person, or the use of threatening or abusive language. A threat is any verbal or nonverbal act which is intended to or which may be reasonably foreseen to have the effect of causing another to fear or anticipate bodily harm to that person or another or injury to property, or any verbal or nonverbal act expressing an intent to harm another or one's self.

- The school will follow up on all threats, student tips or teacher referrals. The school will reserve the right to search a child's belongings if there is a suspicion that a weapon or illegal substances have been brought to school. If a weapon is discovered, it will be confiscated, parents will be notified, and law enforcement may be contacted.
- The school, with assistance from local police, if necessary, will seek to determine the danger from the threats.
- Parents will be notified if their child has made a threat. The school will investigate any threat to bring a weapon to school by calling the family of the child to determine if the child has access to such a weapon.

- Parents of a child threatened will be notified by the school and kept abreast of all investigations.
- The school will document threats made by students and such documentation will be kept in the child's permanent file.
- In keeping with the school's policy on threats or the use of threat of weapons, the child who is issuing the threat may be removed from school immediately and re-entry is at the discretion of the director, after a meeting with parents.
- The school will meet with the child's family at the earliest convenience to help with referrals for counseling and to offer support.
- Unauthorized handling of a fire alarm will result in a minimum 3-day suspension. Law enforcement will be notified.
- Bomb threats or any other threat to the safety of the school, will result in a minimum 3-day suspension. Law enforcement will be notified.

iii. Search and Seizure

The school will reserve the right to search a child's backpack or belongings if there is a suspicion that a weapon has been brought to school, if there is reason to believe that the child is

in possession of stolen items, alcohol, tobacco or other dangerous substances, or for other reasons at the discretion of the administrator. Parents will be notified after any search.

iv. Weapons

GES will not tolerate the threat, possession, display or use of a weapon. See page 23 for suspension/dismissal policies. A weapon is any firearm, or other sharp object, bludgeon, fighting stick or baton, brass knuckles or any other object that by its design or use could cause bodily injury or property damage. The prohibition of weapons shall include any object that could reasonably be mistaken for a weapon, including a toy gun or toy knife. Students or visitors who become aware of a weapon, must immediately notify an adult staff member. Students or visitors should not, however, pick up or transport the weapon.

v. Bus

GES School Board has adopted Policy #709

STUDENT TRANSPORTATION SAFETY POLICY

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

The complete policy may be reviewed in the school office.

The school district shall provide students enrolled in grades

kindergarten through 10 with age-appropriate school bus safety training. The training shall be results oriented and shall consist of both classroom instruction and practical training using a school bus. Upon completing the training, a student shall be able to demonstrate knowledge and understanding of at least the following competencies and concepts:

1. transportation by school bus is a privilege, not a right;
2. district policies for student conduct and school bus safety;
3. appropriate conduct while on the bus;
4. the danger zones surrounding a school bus;
5. procedures for safely boarding and leaving a school bus;
6. procedures for safe vehicle lane crossing;
7. school bus evacuation and other emergency procedures; and
8. appropriate training on the use of lap belts or lap and shoulder belts, if the school district uses buses equipped with lap belts or lap and shoulder belts.

All rules and policies that apply in school apply on the bus or

other transportation. Students deserve to ride on busses that are free from physical and emotional harm. GES will take any measures necessary to ensure that the transportation our children use is safe. Riding the bus is a privilege that can be taken away if rules are not followed.

Parents, please go over the following safety rules with your children:

Rules at the Bus Stop

1. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
2. Respect the property of others while waiting at your bus stop.
3. Keep your arms, legs and belongings to yourself.
4. Use appropriate language.
5. Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops before approaching the bus.
6. After getting off the bus, move away from the bus.
7. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

8. No fighting, harassment, intimidation or horseplay.
9. No use of alcohol, tobacco or drugs.

Rules on the Bus

1. Immediately follow the directions of the driver.
2. Sit in your seat facing forward.
3. Talk quietly and use appropriate language.
4. Keep all parts of your body inside the bus.
5. Keep your arms, legs and belongings to yourself.
6. No fighting, harassment, intimidation or horseplay.
7. Do not throw any object.
8. No eating, drinking or use of tobacco or drugs.
9. Do not bring any weapon or dangerous objects on the school bus.
10. Do not damage the school bus.

vi. Alcohol/Tobacco and other dangerous substances

Alcohol, drugs and tobacco are not allowed on school

premises. Parents will be called to pick up the student if alcohol, tobacco or other dangerous substance is brought to school, school bus or any school related activity. A meeting with the parents will be required for readmittance, along with a plan in case there are future infringements of this rule. If a student has a problem with alcohol/drugs/tobacco use, every effort will be made to seek appropriate treatment, respecting the privacy of the student, and applicable laws.

vii. Internet Use

The internet use policy will be applicable to all adults as well as students. This policy will be given separately to parents along with a permission and acceptable use form to be signed by parents, staff and students. Students, staff, volunteers and parents will be educated about internet safety issues. Parents, please note that this is a very troubling aspect of our computer-age. Please develop strict controls of internet use at home, and inform the school of anything that you feel would be helpful to other parents or staff.

7. Discipline Procedures

A. Classroom Discipline

GES believes that the best behavior intervention is creating a caring community and a warm, nurturing social/emotional climate for all children. The goal is for each child to be intrinsically motivated to show self-control.

Each classroom educator will begin the day with a class meeting in which Code of Conduct will be reinforced, and positive behavior recognized. Class or group meetings will be held when disruptive behavior occurs, at the students' or the educator's request.

Staff, parents, and volunteers speak respectfully to all children, never belittling, shaming or blaming. Adults at the school do not shout at children as a method of discipline, nor restrain a child against his or her will unless they deem that the child may hurt themselves or others. MN Law defines "reasonable force" by Statute. Using these guidelines, a student who is endangering self, others or property may be physically restrained from doing further damage.

Classroom educators will design individual classroom rules based on the Code of Conduct, with input from students and with consideration of the developmental level of the students.

Most discipline issues are addressed by the educator and the student, bringing in the child's parents for support and understanding when needed.

In the case of conduct that disrupts the educational process and/or is in violation of the behavior expectations or rules, educators will use strategies to help the child change the behavior.

1. **Minor inappropriate behavior** is defined as disrespectful behavior or general classroom disruption that interferes with the orderly educational process in the classroom or other areas. Consequences for minor disruptions may be structured as follows:

Redirect

- Reminding the student about expectations and correct behavior.
- Asking the student to write in a journal for the purpose of reflecting on their behavior.
- Posing questions to the student regarding the behavior and the results.
- Redirecting the student toward work, which engages the interest of the student.

Remove

- The student may need to move to an alternative workspace. Should the student be unable to regain control in the present environment, an alternate environment, more suitable to facilitating this process, will be provided.
- If a child is removed from the room, reasonable efforts will be made to notify parent/guardians by telephone by the end of the day.
 - The student will be asked to go, or will be escorted to a designated, supervised space.

Restore

- Apology of action: The student will take measures to restore relationships.
- Should damages to the environment result due to the behavior, the student will need to repair them.

2. Should a pattern of inappropriate behavior

develop, the student, parent, and educator will need to meet as a team to develop an action plan specifically to facilitate the student's growth related to the pattern of behavior.

GES believes that parent/guardian(s) are critically important in a child's education. Only as a last resort will GES develop a plan without those people participating. If parent/guardian(s) cannot or will not participate in the plan, the educator and/or director will meet with the student to make a plan to be mailed to the parent/guardian(s). The parent/guardian(s) may request a meeting to discuss the plan at any time.

This behavior plan may include referral to appropriate service providers in order to encourage early detection of any problem that inhibits appropriate behavior and to improve behavior. The plan will state clearly what the expected behavior needs to be and will outline support strategies set in place for the child. The plan will be signed by the parents, student, educator and/or director. A follow-up meeting will be scheduled to review the

success of the behavior plan and evaluate the child's progress.

If necessary, regular meetings with the family will be planned to help the child and to provide additional support.

If the student's behavior continues to be disruptive, GES will evaluate whether the student may be removed from the school, using guidelines in 3 or 4 below.

3. When faced with a severe and immediate disciplinary problem, the educator or director may require that a parent remove a student for up to one day. Prior to returning to class, a conference will be held between the student, his/her parents, and educator and/or director.

B. Suspension/Dismissal

In the case of willful conduct which materially and substantially disrupts the rights of other students to an education, willful conduct which endangers the student or other students or the property of the school, or willful violation of any reasonable School Board policy and/or supplemental school building rules, GES will follow "Fair Dismissal Act of 1997 (revised in 2001)" and the 1983 "Removal from Class Statute", to suspend or expel a student. In all these decisions, the school will take into account all relevant factors, including ones such as the developmental age of the child, the frequency and degree of the offending act(s) or language and whether there are other special circumstances or needs to be considered. Dismissal from

school results in the child being suspended from any after school activities, such as performances, or extended day.

The student and parent/guardian(s) will be given a copy of the Statute, and a hearing will be set within five days. If the alleged violator is a student with a disability under IDEA or Section 504 of the Rehabilitation Act, then within five days of suspension, an IEP team meeting shall convene for a determination whether the policy violation is related to the student's disability. If the team determines that the violation is unrelated to the disability, the student will be subject to the same discipline as a student without disabilities. If the team determines that a violation is related to the student's disability, the student will not be recommended for expulsion unless: The student is under the influence of alcohol or illegal drugs when the violation occurs or; The student is in possession of a firearm or destructive device as defined under Federal Law.

- a. Suspension or Expulsion will be warranted at the discretion of the administration for the behaviors stated above in accordance with the "Fair Dismissal Act." The director (or another designated adult in the absence of the director) is the only adult who has the authority to suspend or expel a child from the school. In such case, the director may consult with the Chair of the Board and the Executive Committee, but the decision of the director is final. Re-entry will be at the discretion of the

director, and will require a meeting between the parents, the child, and the director.

- b. Students and parents may appeal any disciplinary action by:

1st – appealing to the educator or staff initiating the action

2nd – appealing to the director

3rd – appealing to the School Board

C. Conflict Resolution

Staff, students, volunteers and parents will be instructed in a conflict resolution process and will use common language with students to help them control impulses and make constructive choices. We aim to have a consistent process to be used by the entire school community. This process will be posted in highly visible locations in the school.

1. **Stop** (calm down, take a break, walk away..)
2. **Think** of a plan (that is safe, fair, and might work)
3. **Act** or Ask for help
4. **Reflect** (did it work, do I need to start over?)

D. Restorative justice

Measures such as group conferencing and/or victim/offender dialogue are two methods that may be used to resolve disciplinary problems.

Thank you for reading the handbook! We hope that you will let us know of any suggestions you have for revisions or additions. The latest revisions will be posted on the GES website.

Appendix A.

Grievance Procedures: Non-Academic Parental Concerns

If the concern involves the child's educational program or discipline, the first step is to contact the child's educator.

If, after 10 days, there is not a satisfactory resolution to the problem, or if there is a concern other than the child's educational program or discipline, parents shall notify the director in writing. The director will communicate with the parents within 10 days of receipt of the written grievance with an answer or a plan for resolution of the problem.

If there is no satisfactory resolution to the problem within 10 days of receipt of the director's response, the parents shall contact the board chair for a board hearing within 10 school days. Parents may select the board members they wish to have in attendance. If they select a quorum of board members, the meeting shall be a board meeting open to the public, and will have to follow all open meeting requirements.

The board members will hear the grievance, and make suggestions regarding resolution.

Appendix B.

State and Federal Law Prohibiting Discrimination

It is the school district's policy (#102) to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for disabled students.

State Human Rights Act Requirements:

Great Expectations School prohibits sexual, racial, sexual and religious violence harassment and violence and has posted and published Policy 413 addressing harassment. Policy 526 is the current Hazing Policy.

Great Expectations School has posted a grievance procedure providing prompt and equitable resolution of a complaint regarding harassment and violence, titled: Religious, Racial or Sexual Harassment and Violence Report Form.

Students at Great Expectations School are assigned to required and elective health, physical education, industrial arts, vocational, home economics, music and all other courses without regard to race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability and sexual orientation.

Students are treated equally regardless of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation in regard to extracurricular activities, insurance, benefits, health services, pregnancy, employment assistance, honors or awards, rules for behavior and dress codes.

All testing and appraisal materials are non-biased and normed and validated for the purpose for which they were intended without regard to gender, disability and race.

The Board Chair is the Human Rights Coordinator: Barb Nagle can be reached by calling the school at 387-9322. Inform the office administrator that this is a Human Rights issue that needs to be addressed with the coordinator.

Federal Section 504 Requirements: Prohibition of Discrimination Based on Disability

Great Expectations School hereby notifies participants, beneficiaries, applicants and employees that it does not discriminate on the basis of disability.

Policy #521 and #402 address the school's section 504 grievance procedure that incorporates appropriate due process standards and provides for the prompt and equitable resolution of complaints alleging any action prohibited by Section 504 and procedures for impartial hearing and reviews of 504 issues.

The director or acting director is the 504 coordinator, and can be reached at 387-9322.

3/22/2004 Federal Title IX Requirements

Policy #522 is the school's Title IX Policy which includes continuing steps to notify participants, beneficiaries, applicants and employees that it does not discriminate on the basis of sex. This also includes the Title IX grievance procedure providing prompt and equitable resolution of a complaint in these matters.

The Title IX Coordinator is the director or acting director and can be reached at 387-9322.

Great Expectations School has no athletic programs: however if and when athletic programs are available to students, they will be designated and opened to members of both sexes on an equal basis except when separate teams are necessary in grades seven and above or for 12 years and older, to provide equal opportunity to members of both sexes; and equity will be assured in all areas such as equipment and supplies, scheduling games and practice times, travel. Overnight and per diem allowances, coaching expertise, assignment and compensation of coaches, athletic facilities, locker rooms and publicity if there are separate teams for each sex.

Great Expectations School hereby specifies that pregnant and/or married students shall not be excluded from any educational program or activity except when the student requests voluntarily to participate in a separate portion of the program or activity. A medical certificate is required of pregnant students only if it is also required for all other students with physical and/or emotional conditions currently under the care of a doctor.

The following policies are to be posted on the GES website www.GreatExpectationsSchool.com, by September 2004, are in the Board Policy Manual in the front office, on the front desk computer (Civil Rights folder), and are posted on the bulletin board next to the director's office.

Hazing Policy : #526
Harassment and Violence Policy : #413
504 Grievance Procedures: #521 and #402
Title IX Grievance Procedures: #522
Current Inclusive Education Plan

Appendix C.

Data Privacy: Pupil Records

Independent School District No. 4100 gives notice to parents of students currently in attendance in the District, and eligible students currently in attendance in the District, of their rights regarding pupil records.

1. Parents and eligible students are hereby informed that they have the following rights:

- a. That a parent or eligible student has a right to inspect and review the student's education records. A parent or eligible student should submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect. The parent or eligible student will be notified of the time and place where the records may be inspected;
- b. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. A parent or eligible student may ask the school district to amend a record that they believe is inaccurate or misleading. The request shall be in writing, identify the item the parent or eligible student believes to be inaccurate, misleading or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the parent or eligible student wishes the school district to make. The request shall be signed by the parent or eligible student. If the school district decides not to amend the record as requested by the parent or eligible student, the school district will notify the parent or eligible student of the decision and advise him or her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing;
- c. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent

that federal and state law and the regulations promulgated thereunder authorize disclosures without consent;

d. That the school district may disclose education records to other school officials within the school district if the school district has determined they have legitimate educational interests. For purposes of such disclosure, a "school official" is a person employed by the school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or other employee; a person serving on the school board; a person or company with whom the school district has consulted to perform a specific task (such as an attorney, auditor, medical consultant, therapist, public information officer or data practices compliance official); or a parent or student serving on an official committee, such as a disciplinary or grievance committee; or any individual assisting a school official in the performance of his or her tasks. A school official has a "legitimate educational interest" if the individual needs to review an education record in order to fulfill his or her professional responsibility and includes, but is not limited to, an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare and the ability to respond to a request for educational data;

e. That the school district forwards education records on request to a school in which a student seeks or intends to enroll, including information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon and any disposition order which adjudicates the student as delinquent for committing an illegal act on school district property and certain other illegal acts;

f. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of 20 U.S.C. § 1232g, and the rules promulgated thereunder, the name and address of the office that administers the Family Education Rights and Privacy Act is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605

3. Copies of the school board policy and accompanying procedures and regulations are available to parents and students upon written request to the Office Administrator.

4. Pursuant to applicable law, Independent School District No. 4100 gives notice to parents of students currently in attendance in the school district, and eligible students currently in attendance in the school district, of their rights regarding "directory information."

"Directory information" includes the following information relating to a student: the student's name; address; telephone number; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status; participation in officially recognized activities and sports; degrees, honors and awards received; the most recent educational agency or institution attended by the student; and other similar information.

"Directory information" also includes the name, address and telephone number of the student's parent(s). "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.

a. THE INFORMATION LISTED ABOVE SHALL BE PUBLIC INFORMATION WHICH THE SCHOOL DISTRICT MAY DISCLOSE FROM THE EDUCATION RECORDS OF A

STUDENT OR INFORMATION REGARDING A PARENT.

b. SHOULD THE PARENT OF A STUDENT OR THE STUDENT SO DESIRE, ANY OR ALL OF THE LISTED INFORMATION WILL NOT BE DISCLOSED WITHOUT THE PARENT'S OR ELIGIBLE STUDENT'S PRIOR WRITTEN CONSENT EXCEPT TO SCHOOL OFFICIALS AS PROVIDED UNDER FEDERAL LAW.

c. IN ORDER TO MAKE ANY OR ALL OF THE DIRECTORY INFORMATION LISTED ABOVE "PRIVATE" (I.E. SUBJECT TO CONSENT PRIOR TO DISCLOSURE), THE PARENT OR ELIGIBLE STUDENT MUST MAKE A WRITTEN REQUEST TO THE Office Administrator WITHIN THIRTY (30) DAYS AFTER THE PUBLICATION OF THIS NOTICE IN THE STUDENT HANDBOOK. THIS WRITTEN REQUEST MUST INCLUDE THE FOLLOWING INFORMATION:

- (1) NAME OF STUDENT AND PARENT, AS APPROPRIATE;
- (2) HOME ADDRESS;
- (3) SCHOOL PRESENTLY ATTENDED BY STUDENT;
- (4) PARENT'S LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;
- (5) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH IS NOT TO BE MADE PUBLIC WITHOUT THE PARENT'S OR ELIGIBLE STUDENT'S PRIOR WRITTEN CONSENT.

5. Pursuant to applicable law, Independent School District No. 4100 hereby gives notice to parents of secondary students and eligible secondary students of their rights regarding release of information to military recruiting officers. The school district must release the names, addresses, and home telephone numbers of secondary students to military recruiting officers within sixty (60) days after the date of the request. Data released to military recruiting officers under this provision may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military and cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.

SHOULD THE PARENT OF A STUDENT OR THE ELIGIBLE STUDENT SO DESIRE, ANY OR ALL OF THE LISTED INFORMATION WILL NOT BE DISCLOSED TO MILITARY RECRUITING OFFICERS WITHOUT PRIOR CONSENT.

IN ORDER TO REFUSE THE RELEASE OF THIS INFORMATION WITHOUT PRIOR CONSENT, THE PARENT OR ELIGIBLE STUDENT MUST MAKE A WRITTEN REQUEST TO THE OFFICE ADMINISTRATOR BY SEPTEMBER 30 EACH YEAR. THIS WRITTEN REQUEST MUST INCLUDE THE FOLLOWING INFORMATION:

- (1) NAME OF STUDENT AND PARENT, AS APPROPRIATE;
- (2) HOME ADDRESS;
- (3) STUDENT'S GRADE LEVEL;
- (4) SCHOOL PRESENTLY ATTENDED BY STUDENT;
- (5) PARENT'S LEGAL RELATIONSHIP TO STUDENT, IF APPLICABLE;
- (6) SPECIFIC CATEGORY OR CATEGORIES OF INFORMATION WHICH ARE NOT TO BE RELEASED TO MILITARY RECRUITERS WITHOUT PRIOR CONSENT;
- (7) SPECIFIC CATEGORY OR CATEGORIES OF DIRECTORY INFORMATION WHICH ARE NOT TO BE RELEASED TO THE PUBLIC, INCLUDING MILITARY RECRUITERS.

Notice: Refusal to release the above information to military recruiting officers alone does not affect the School District's release of directory information to the public, including

military recruiting officers. In order to make any directory information about a student private, the procedures contained in the Directory Information section of this notice also must be followed. If you do not want your child's or eligible student's directory information released to military recruiting officers, you also must notify the school district that you do not want this directory information released to any member of the public, including military recruiting officers.

Appendix D

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education—

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family

relationships;

6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of—*

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- *Inspect*, upon request and before administration or use —

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated

minor under State law.

ISD 4100 has adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

ISD 4100 will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. **ISD 4100** will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. **ISD 4100** will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys.

Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

