



Student and Family Handbook

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This handbook is an attempt to summarize detailed information and key policies in an approachable fashion.

For official policies, please contact the school office.

Welcome to Great Expectations School!

Our Vision:

The vision for our school is for each child to develop:

- A strong sense of self
 - Mastery of the academic building blocks
 - Critical thinking and problem-solving skills
- The ability to nurture meaningful relationships with others
 - An understanding and appreciation of the natural world
- A strong commitment to being a contributing member of a community
 - A lifelong love of learning

We have summarized our mission with the tagline:
“Growing Hearts and Minds, One Child at a Time”

WHAT IS A CHARTER SCHOOL?

Minnesota Charter Schools are:

- Public schools, funded with public money
- Non-sectarian, non-religious, and non-discriminatory in student enrollment /admissions
- Governed by parents, educators, and community leaders
- Established to be a unique school, designed to meet the needs of the students it intends to serve
- Provide Special Education services to students who meet the state's eligibility requirements
- Operate under a contract with an authorizer that provides oversight on behalf of the Minnesota Department of Education
- accountable to state and federal education laws, regulations, and academic standards
- committed to improving student achievement

HOW IS GREAT EXPECTATIONS RUN?

Great Expectations School, school district 4100, is a non-profit organization managed by a Director with oversight provided by an elected School Board. Board members are educators, parents of currently enrolled students, and community members who subscribe to the mission and vision of the school. Board members generally meet on the third Thursday of each month to discuss the agenda prepared by the Board Chair. Special meetings are held when required.

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 15 minutes before 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, distributed with our weekly newsletter, and posted at the school when they become available. An Annual Meeting is held each fall, with similar notification.

VOLUNTEERISM

Volunteers are an essential part of the life of Great Expectations School. Consistent with Great Expectations' philosophy, **families are asked to volunteer a minimum of 24 hours per year.**

Due to the independent, self-administered structure of Great Expectations School, faculty and families share the tasks and joys that comprise the ongoing functions necessary for us to be successful.

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.

There is a volunteer log at the front desk for you to keep track of your hours.

WHAT DOES LEARNING LOOK LIKE AT GREAT EXPECTATIONS?

MULTI-AGE GROUPINGS

Multi-age 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 years, with one half of the students from the previous year's class remaining together as the oldest students enter new classes. Groupings of students will be K, 1, 2, 3-4, 5-6, and 7-8 this school year. Enrollment and other factors may require changing these groupings from time-to-time.

SOCIAL EMOTIONAL LEARNING/RESPONSIVE CLASSROOM

Our educators are trained in "Responsive Classroom" practices. This approach 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 understanding oneself, and others positively affects academic success.

(You are invited to visit <https://www.responsiveclassroom.org/> for more information.)

INTEGRATED CURRICULUM AND PROJECT BASED LEARNING

Great Expectations School teaches using an interdisciplinary, collaborative, student-centered approach. We use the school's various communities and natural surroundings as a framework in which students can help construct their own learning, guided by educators using proven educational practices. This approach addresses the specific academic knowledge required for all public schools, with the additional benefit of increased thinking and problem-solving, planning, and organizational skills, and cooperation and interpersonal communications. The observed benefits of this approach are broad-ranged and encouraging. They include better performance on standardized measures academic achievement in reading, writing, math, and science; reduced discipline and classroom management problems; increased engagement and enthusiasm for learning; and greater pride and ownership in accomplishments

MULTIPLE INTELLIGENCES

Harvard professor Howard Gardner developed the theory of Multiple Intelligences (MI) and many have built upon his work. Gardner identified different "intelligences" besides linguistic and logical-mathematical (which have traditionally been most valued in schools). These intelligences refer to the different ways people learn. GES recognizes that students have multiple ways to learn and to demonstrate what they understand, and our educators incorporate this awareness in the development of curriculum and assessment.

(You are invited to visit <https://www.multipleintelligencesoasis.org/the-components-of-mi> for more information.)

OUTDOOR TIME

Please ensure your child is dressed appropriately for the weather conditions. **Outdoor time is part of the daily routine and will take place unless weather conditions are dangerously poor.** Please label all outdoor clothing, as many students have items that are nearly identical.

GES Cold Weather Guidelines for Planning Outdoor Activities											
Wind Chill Chart		"Feels Like" Temperature (degrees F)									
Windspeed (mph)	CALM	-25	-20	-15	-10	-5	0	5	10	15	20
	5	-40	-34	-28	-22	-16	-11	-5	1	7	13
	10	-47	-41	-35	-28	-22	-16	-10	-4	3	9
	15	-51	-45	-39	-32	-26	-19	-13	-7	0	6
	20	-55	-48	-42	-35	-29	-22	-15	-9	-2	4
	25	-58	-51	-44	-37	-31	-24	-17	-11	-4	3
	30	-60	-53	-46	-39	-33	-26	-19	-12	-5	1

Frostbite can occur in	> 30 minutes:	regular outdoor activities, subject to supervising adult's judgement
Frostbite can occur in	~ 20-30 minutes:	no regular recess; limited (<20 min) outdoor activities at teacher discretion
Frostbite can occur in	~ 10-20 minutes:	no regular recess; minimal (<10 min) outdoor activities at teacher discretion
Frostbite can occur in	~ 5-10 minutes:	school will likely be canceled or delayed; no outdoor activities

STUDENT ASSESSMENT

Our students are held to a high standard of assessment developed by staff using state standards as a guide, but do not receive letter grades. Since educators will be encouraging students to use multiple ways 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 take tests required by the State of Minnesota, and MAP (Measures of Academic Progress) tests in reading, math. In addition, a comprehensive system of assessment is used which includes checklists, observations, portfolios, rubrics, and work-sampling. Parents and students are included in assessment conferences that reflect upon each child's strengths and challenges and show the progress the student is making in academic and social/emotional learning.

DAILY SCHEDULE

Classes begin at 8:10 a.m. and end at 3:20 p.m. Supervision begins at 7:50am. Buses arrive between 7:50 and 8:00, and parents dropping off students should target this time as well, so that students are ready for Morning Meeting at 8:10. Prompt pickup is expected at the end of the day.

Due to the number of buses using our driveway in the morning and afternoon, we require that you pick up and drop off your students along the north side of County Road 7 (5th street). Younger students should be escorted to the school by a parent and will be escorted by school staff from the school to the curbside at the end of the day.

SCHOOL CALENDAR

Great Expectations School operates on a traditional school calendar. School usually begins the first Tuesday after Labor Day in September and finishes at the end of May.

BREAKFAST AND LUNCH

GES participates in Minnesota's Free School Meals for Students Program. Breakfast is served until 8:10 daily.

SNACK

Students will have a daily snack time incorporated in the classroom schedule. Please be sure to pack healthy snacks. Classroom teachers can share details on how snack time works in your child's classroom.

TRANSPORTATION

We have elected to use ISD166 to provide our student transportation. Students will be transported at the same time and with the same route and time constraints as students who attend ISD 166.

By law, the resident district (ISD 166) is required to provide bus transportation for our students on days they are in session if we so request by March 15 of the prior year. If we make that election, GES is then required to designate all our per student transportation funding to go to ISD 166.

SNOW DAYS

Because ISD 166 provides our bus transportation, we typically will follow their school closings. All school closings are announced on WTIP, boreal.org, and via an automated notification system.

Schoolwide Celebrations:

GES school-wide celebrations will add value to our academic and social/emotional goals. The purpose of school-wide celebrations will be to acknowledge our accomplishments. Examples include:

Self Portrait Fair Writing Celebration Storytelling Night Portfolio Night Graduation

Review Process:

These guidelines will be evaluated annually. They will include input from staff and families.

E LEARNING DAYS

What is an E-Learning Day?

"E-learning day" means a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather or a facility emergency. A school district or charter school that chooses to have e-learning days may have up to five e-learning days in one school year. An e-learning day is counted as a day of instruction and included in the hours of instruction.

Does having E-Learning Days mean we won't have snow days?

GES will still have snow days. If our students are close to falling below their required number of hours for the year (850 for kindergarten • 935 for grades 1 through 6 • 1,020 for grades 7-8) ***we will have E-Learning Days only for the grade(s) affected.***

District Communication

An E-Learning Day due to inclement weather or some other unexpected interruption will be announced the night before the school closure via an automated phone call to families, social media, and local media channels.

*****Students must have at least one check-in with their classroom teacher(s) each day (via phone, email, Google Meet).*****

****Teachers and Paraprofessionals are expected to support learners virtually. School buildings will be open for any staff that need to report for access to technology.****

K-8 E-Learning Plan

Check in time for students: 8:30 am

Materials will be posted by: 8:30 am

How to contact the teacher:

Caregivers: Email

K-2 Students: Seesaw

3-8 Students: Google Meets/Google Classroom

Daily Schedule:

- 8:30-9:00 Student check-in / Morning Meeting
- 9:00-10:00 Academic Work (can include working on assignments, small group work, or check ins with the teacher)
- 10:00 - 10:30: Snack and Screen Break (no class meeting)
- 10:30 - 11:30 Academic Work (can include working on assignments, small group work, or check ins with the teacher)
- 11:30 - 12:30 Lunch and Screen Break (no class meeting)
- 12:30 - 3:00 Academic Work (can include working on assignments, small group work, or check ins with the teacher)

Special Education support will be available in accordance with students' Individual Education Plans. Specialists will meet with students during their regularly scheduled times.

HOLIDAY AND CELEBRATION GUIDELINES

Rationale:

In June of 2020 Great Expectations School renewed our commitment to our vision of an inclusive learning environment with an increased emphasis on anti-bias education (ABE). It continues to be our school's goal to create a school where all students, families, and staff have a sense of belonging, where every child has equitable access to a meaningful education, where children and adults can practice working, learning and living in a diverse and inclusive environment, and where the seeds of lifelong learning and being a contributing member of society are planted. Great Expectations School recognizes that all cultures honor their beliefs through special celebrations and that there are no universally accepted holidays. We also recognize that even when many people observe a particular holiday, they do so in many different ways and for different purposes.

As a school we value each families' choice on how to celebrate holidays and believe that it is our role as educators to teach about, not celebrate, holidays in school. GES school-wide celebrations will add value to our academic and social/emotional goals.

Teaching versus Celebrating:

Teaching about a holiday means:

- Clearly communicating what the holiday means to the cultural/religious group who honor it and the varied way these groups choose to celebrate it in ways that are developmentally appropriate.
- Making it very clear that students can enjoy learning about holidays and the variety of ways people celebrate them while holding on to their own families beliefs and traditions.

Celebrating a holiday means:

- Engages children in holiday activities as full fledged participants on the assumption that their families believe in the underlying purpose and meaning of the holiday in the way that those who regularly celebrate it do.

(Above material adapted from Anti-Bias Education for Young Children and Ourselves, Second Edition)

EMERGENCY DRILLS

GES will follow state guidelines regarding storm, fire, and emergency drills. Our goal is to inform students of appropriate actions during emergencies so they can respond without fear or confusion.

EXTRA CURRICULAR ACTIVITIES

GES has a collaborative agreement with ISD 166 that allows our middle school students to participate in extracurricular activities. GES pays for student participation while ISD 166 sponsors these sports activities. Please contact the office or the ISD 166 Athletic Director for more information.

Our students frequently participate in programs offered through the Community Education office, as well as those provided by community organizations such as scouting troops, tennis and ski clubs, and church groups. While we often cooperate with them in regard to transportation or scheduling, GES has no connection with or liability from these groups or activities.

FIELD TRIPS

Our practice is to inform parents ahead of time for school field trips. However, some local excursions away from school happen spontaneously and involve walking or local bus transportation only. In any case, there will always be adult supervision. We ask parents to sign a blanket permission form for these walking and local bus trips.

ATTENDANCE

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 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.

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.

Remember, regular attendance is not just beneficial and encouraged by school staff, it is required by law. Please refer to Policy 510 Student Attendance (below) for detailed information.

510 STUDENT ATTENDANCE

I. EXEMPT ABSENCES

Exempt Absences are limited to:

- A. School-sponsored activities (e.g., field trips)
- B. Extracurricular school activities (e.g., sports)

Exempt absences count as student attendance and do not accumulate towards a student’s record of absences.

II. EXCUSED ABSENCES

Excused Absences are limited to:

- A. Illness / Sick Days
- B. Family Vacation /Emergency Days
- C. Religious/Cultural Activity and Ceremony Days

NOTE: Parents must report absences within 24 hours for them to count as excused.

III. EXCESSIVE EXCUSED ABSENCES

More than nine Excused Absences in a semester is considered Excessive Excused Absences. At nine excused absences in a semester, notification letters will be sent to:

- A. Parents / Guardians
- B. Social Worker (if applicable)
- C. Grand Portage Education Director (if applicable)

After nine excused absences in a semester, only illnesses documented by a health care provider will be excused.

Any additional undocumented absences will accumulate as Unexcused Absences.

IV. UNEXECUSED ABSENCES

Unexcused absences are any time a student is not in class and does not meet the criteria for an Exempt or Excused Absence.

Unexcused Absences may include:

- A. Students skipping school
- B. Absences not called in by a parent within 24 hours of the absence.
- C. Excessive Excused Absences (more than nine undocumented)

V. TRUANCY IMPLICATIONS

If 3 unexcused absences are recorded, a notification letter will be sent home and a parent/guardian conference with the principal and student will be encouraged.

Students having 7 unexcused absences will be referred to CPHSS for Educational Neglect

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. **Please refer to Policies 506 Student Discipline, 514 Bullying Prohibition, 103 Prohibition of Malicious and Sadistic Conduct, and 413 Harassment (below) for detailed information.**

Code of Conduct

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

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

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
- Use a speaking voice that is appropriate and effective
- Use appropriate body language (posture, facial expression, gestures, eye contact, etc.)

My work is truly my own

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

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

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
- Be cooperative, helpful, and encouraging to others

POLICY 506 STUDENT DISCIPLINE POLICY

I. PURPOSE

The purpose of this policy is to ensure that staff, students, and parents are aware of and ensure compliance with the school's expectations for student conduct. Such compliance will enhance GES's ability to maintain discipline and ensure that there is no interference with the educational process. The policy will establish a Code of Student Conduct and provide a guide to appropriate disciplinary action when students fail to adhere to it.

II. GENERAL STATEMENT OF POLICY

Great Expectations School believes all students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which stresses student self-direction, decision making, and responsibility. This can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

GES recognizes that individual responsibility and mutual respect are essential components of the educational process. It further recognizes that nurturing the maturity of each student is of primary importance and includes the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

In order to maintain a climate in which learning can take place, students must conduct themselves in an appropriate manner. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The school board holds that a fair and equitable school-wide student discipline policy will contribute to the quality of the student's educational experience.

In view of the foregoing, the school board, with the participation of school administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school.

III. AREAS OF RESPONSIBILITY

A. The School Board

The school board holds all school personnel responsible for the maintenance of order within the school and supports all personnel acting with the framework of this discipline policy.

B. The Director

The Director shall establish guidelines and directives to carry out this policy, hold all

school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy.

The Director shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

The school Director is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The Director shall consult with parents of students conducting themselves in a manner contrary to the policy.

The Director shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A Director, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

C. Teachers

All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

D. Other School District Personnel

All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the Director. A school employee or other agent of the school, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

E. Parents or Legal Guardians

Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

F. Students

All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

G. Community Members

Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

IV. STUDENT RIGHTS

All students have the right:

- A. to a free and appropriate public education
- B. to be treated with respect by all members of the school community
- B. to learn in an environment that provides physical and emotional safety
- D. to have their uniqueness acknowledged and supported in the school
- E. to express their concerns to school authorities without negative repercussions, and to receive timely, appropriate responses to those concerns

V. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. to help maintain a safe school environment for all students
- B. to recognize and respect the rights of others in the school community, including staff, students, and volunteers.
- B. to pursue with diligence the required courses of study
- C. to respect and maintain the school's property and the property of others
- E. to behave in accordance with school policies, procedures, and staff directions, including those regarding discipline, appearance, and bullying prevention

VI. CODE OF STUDENT CONDUCT

Any student who engages in behavior which is determined by the school to be in violation of public laws or regulations; dangerous or detrimental to the student or other students, school personnel, or surrounding persons; in violation of the rights of others; damaging or endangering the property of the school; or otherwise obstructing the mission or operations of the school or the safety or welfare of its students, employees, or volunteers shall be disciplined in accordance with this policy. This policy applies to all school buildings, grounds, and property; school-sponsored activities or trips; school bus stops; school buses or other vehicles approved for school transportation purposes; and all school-related functions.

VII. DISCIPLINARY ACTION OPTIONS

It is the general policy of the school to utilize progressive discipline to the extent reasonable and

appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school. At a minimum, violation of school rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school.

Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, director, or other school personnel, along with a verbal warning
- B. Parent/Guardian notification
- C. Parent/Guardian conference
- D. Removal from class
- E. In-school suspension
- F. Detention or restriction of privileges
- G. Loss of privileges
- H. In-school monitoring or revised class schedule
- I. Referral to school-, community-, or agency-based support services
- J. Financial restitution
- K. Referral to law enforcement or other appropriate legal authorities
- L. Out-of-school suspension under the Pupil Fair Dismissal Act
- M. Preparation of an admission or readmission plan
- N. Expulsion under the Pupil Fair Dismissal Act

VIII. REMOVAL OF STUDENTS FROM CLASS

A. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, Director, or other school district employee to prohibit a student from attending a class

or activity for a period of time not to exceed five (5) days, pursuant to this discipline policy. Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which is at the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

IX. DISMISSAL

"Dismissal means the denial of the current education program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from class. The school shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion, or expulsion. The school shall not dismiss any student without attempting to provide alternative education services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons.

Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and /or exclusion. A student may be dismissed on any of the following grounds:

1. willful violation of any reasonable school board regulation, including those found in this policy;
2. willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. willful conduct that endangers the student or other students, or surrounding persons, including school employees.

X. ADMISSION OR READMISSION PLAN

The Director shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior and require parental involvement in the admission or readmission process and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathornimetic medication for their child as a condition of

readmission.

XI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, Director, or other school official may provide additional notification as deemed appropriate.

XII. STUDENT DISCIPLINE RECORDS

It is the policy of the school that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school policies and federal and state law.

XIII. DISABLED STUDENTS

Students who are currently identified as disabled under IDEA or Section 504 will be subject to the provisions of this policy provided that their misbehavior is not a manifestation of the student's disability unless an educational program has specified a necessary modification.

XIV. OPEN ENROLLED STUDENTS

Not Applicable

XV. DISTRIBUTION OF POLICY

The school will notify students and parents of the existence and contents of this policy in such a manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in the Director's office.

XVI. REVIEW OF POLICY

The Director and representatives of parents, students, and staff shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the Director for consideration by the school board, which shall conduct an annual review.

514 BULLYING PROHIBITION POLICY

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The school district cannot always monitor the activities of students 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, it is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. 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 that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees. The misuse of technology including, but not limited to, teasing, intimidating, defaming, threatening, or terrorizing another student, teacher, administrator, volunteer, contractor, or other employee of the school district by sending or posting e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs, also may constitute an act of bullying regardless of whether such acts are committed on or off school district property and/or with or without the use of school district resources.

C. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

C. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with school district's policies and procedures. The school district may take into account the following factors:

1. The developmental 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 positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events and/or termination of

services and/or contracts.

G. The school district will act to investigate all complaints of bullying 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.

[Note: As the purpose of the policy is to ensure the safety and well-being of students, school districts should review those individuals in their district who may have responsibility for its students, whether formal or informal, to ensure that this purpose is met. Accordingly, school districts may wish to exclude or add certain individuals as being subject to its policy. For example, if a school district is providing visitors with extensive contact with students, the school district may wish to include visitors as individuals subject to the policy to ensure the access the school district has permitted is not being abused. Alternatively, a school district may wish to remove contractors from the policy if the individuals with whom it contracts have little or no contact with students to avoid unnecessary application of the policy.]

III. DEFINITIONS

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

- A. "Bullying" means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to a student or a group of students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance. Bullying includes, but is not limited to, conduct by a student against another student or a group of students that a reasonable person under the circumstances knows or should know has the effect of:
 - 1. harming a student or a group of students;
 - 2. damaging a student's or a group of students' property;
 - 3. placing a student or a group of students in reasonable fear of harm to person or property;
 - 4. creating a hostile educational environment for a student or a group of students; or
 - 5. intimidating a student or a group of students.

- B. "Immediately" means as soon as possible but in no event longer than 24 hours.

- C. "On school district property or at school-related functions" 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.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying 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's ability to take action against an alleged perpetrator based solely on an anonymous report may be limited.

- B. The school district encourages the reporting party or complainant to use the Bullying Report Form available from the Director or designee of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. The Director or designee, (hereinafter building report taker) is the person responsible for receiving reports of bullying at the building level. Any person may report bullying 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.
- 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 receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying in a timely manner may be subject to disciplinary action.
- E. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- F. Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Upon receipt of a complaint or report of bullying, the school district shall undertake or authorize an investigation by school district officials within 3 school days or inform the complainant that a third party has been designated by the school district.
- B. The school district may take immediate steps to protect the complainant, reporter, students, or others pending completion of an investigation of bullying, consistent with applicable law and school policies.
- C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota

Pupil Fair Dismissal Act; school district policies; and regulations.

- D. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students involved in a bullying incident and the remedial action taken, to the extent permitted by law, based on a confirmed report." Communications regarding bullying behavior will be made via email or letter and may include follow up phone calls.

VI. REPRISAL

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

VII. TRAINING AND EDUCATION

- A. The school district annually will provide information and any applicable training to school district staff regarding this policy.
- B. 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.
- C. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the victim, and to make resources or referrals to resources available to victims of bullying.
- D. The school district may implement violence prevention and character development education programs to prevent and 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.

VIII. NOTICE

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.

103 PROHIBITION OF MALICIOUS AND SADISTIC CONDUCT

I. Purpose

- A. Great Expectations School prohibits malicious and sadistic conduct and sexual exploitation by a school staff member, independent contractor, or student enrolled in the school against a staff member, independent contractor, or student in all contexts.

B. "Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

II. Policy Requirements

A. Great Expectations School prohibits malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status regarding public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as outlined in the Minnesota Human Rights Act (Minnesota Statutes, Chapter 363A).

B. Disciplinary measures for each violation of the policy will be guided by Policy 506, Student Discipline Policy, in conformance with Pupil Fair Dismissal Act (Minnesota Statutes, 121A.41-56).

C. Notice of this policy will be posted conspicuously throughout each school building, be distributed to each employee & independent contractor when hired or contracted, included in each student's handbook, and discussed with students, parents, independent contractors, and employees annually and/or as needed.

413 HARASSMENT AND VIOLENCE POLICY

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- B. A violation of this policy occurs when any pupil, teacher, administrator, or other school personnel of the school district harasses a pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, as defined by this policy. (For purposes of this policy, school personnel includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any pupil, teacher, administrator, or other school personnel of the school district inflicts, threatens to inflict, or attempts to inflict violence upon any pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel based on a person's race, color, creed,

religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who is found to have violated this policy.

III. DEFINITIONS

A. "Assault" is:

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

B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability when the conduct:

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

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications; Definitions

1. "Age" means the person is over the age of 25 years.
2. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. "Familial status" means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor's legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
4. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
5. "National origin" means the place of birth of an individual or of any of the

individual's lineal ancestors.

6. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

7. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.

8. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. Sexual Harassment; Definition

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
- b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

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

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of pupil(s) by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of gender.

F. Sexual Violence; Definition

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

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

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

G. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

IV. REPORTING PROCEDURES

A. Any person who believes he or she has been the victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability by a pupil, teacher, administrator, or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a pupil, teacher, administrator, or other school personnel or group of pupils, teachers, administrators, or other school personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the Director.

B. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.

C. In the District. The school board hereby designates the Director or Designee as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the Board Chair.

D. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

E. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, or work assignments.

F. Submission of a form is not necessary.

G. Reports of harassment or violence prohibited by this policy 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 school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. INVESTIGATION

A. By authority of the school district, the human rights officer, upon receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall immediately undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint.

The investigation may also consist of any other methods and documents deemed pertinent by the investigator.

1 In some school districts the Director may be the human rights officer. If so, an alternative individual should be designated by the school board.

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

D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators, or other school personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.

E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the Director upon completion of the investigation. If the complaint involves the Director, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

A. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining

agreements, Minnesota and federal law, and school district policies.

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

VII. REPRISAL

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

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn.Stat. § 626.556 may be applicable.

- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.

- B. This policy shall be given to each school district employee and independent contractor at the time of entering into the person's employment contract.

- C. This policy shall appear in the student handbook.

- D. The school district will develop a method of discussing this policy with students and employees.

- E. The school district may implement violence prevention and character development education programs to prevent and 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.

- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Lead in School Drinking Water Plan

Great Expectations School conducts Lead in Water testing in an effort to identify the potential drinking water sources with high lead concentrations and provide the District with safe lead free drinking water.

To test for lead, samples are collected in accordance with EPA and Minnesota Department of Health (MDH) guidelines. The EPA and MDH has established the guideline for lead in school drinking water of 5 ppb.

By law schools must test at least once every 5-years. **The most recent test was conducted 4/09/2019 and all faucets passed.**

Testing Methodology and Protocol

Purpose

The district goal is to provide lead safe drinking water sources throughout all its facilities. This will include identification of water sources that are considered drinking sources, water testing, and follow-up procedures.

Methodology

This program is modeled after the Minnesota Department of Health's "[Reducing Lead in Drinking Water: A Manual for Minnesota's Schools.](#)" The program identifies potable water sources, sources of lead, and outlines follow-up procedures for fixtures testing high in lead content.

Testing Protocol:

1. Sample collection is performed on Sundays (low use day) to obtain a "worst case" sample of the drinking water a person may consume from a fixture.
2. The water is the "first draw" of water from a fixture.
3. The sample collection size is 250 ml.
4. The samples are sent to a Minnesota Department of Health (MDH) approved lab for analysis or analyzed with an approved anodic stripping voltammetry method.
5. Test results should be at or below 5 parts per billion (ppb).
6. All drinking water sources shall be sampled every five years.

Drinking water sources include:

- Drinking fountains
- Sinks in classrooms
- All kitchen area sources
- Water dispensers (not bottled)
- Restroom sinks
- Office sinks
- Maintenance room sinks and first draws
- Additional sources may be added if they are identified as sources of consumption by the facility occupants

High Test Results

Fixtures testing above 5 ppb shall have a follow-up sample collected as outlined above AFTER the water has run for 15 seconds. If the sample analysis is at or below 5 ppb, this fixture is safe for drinking anytime provided it has been flushed for 15 seconds.

Fixtures failing the “flush test” shall be either turned off until replacement of the fixture or labeled as not recommended for consumption.

Corrective Actions

Water fixtures impacted will be shut off and “Out of Order” signs placed to make sure no one uses the water until the problem is fixed

How Can I Learn More?

For more information on lead in water, read the [Minnesota Department of Health's guide on reducing lead in water in schools](#).

For information about water quality and sampling for lead at home, contact your local water supplier or state drinking water agency.

YOU ARE NOT ALONE

MENTAL HEALTH RESOURCES FOR GRAND PORTAGE AND COOK COUNTY, MINNESOTA

Local Mental Health Supports:

- Cook County Public Health and Human Services: 218-387-3620
- Cook County Afterhours Crisis Line: 1-844-772-4724
- Grand Portage Human Services: 218-475-2453
- Sawtooth Mountain Clinic: 218-387-233
- Violence Prevention Center: 218-387-1262

National and State Crisis Lines:

- National Suicide Prevention Lifeline: 988 or 800-273-8255
- State Crisis Text Line: Text 988 or “MN” to 741741
- The Trevor Project LGBTQ+ Crisis Line: 1-866-488-7386
- Veteran’s Crisis Line: 1-800-273-8255 (press 1), or send a text to 838255

Mental Health Warmlines and Helplines:

- Minnesota Warm Line Peer Support Connection: 844-739-6369
- The NAMI Helpline: 1-800-950-NAMI (6264)
- National Parent Helpline: 855-427-2736
- Minnesota Farm and Rural Helpline: 833-600-2670

In the event of an emergency call 911

If you are struggling, don't wait

Please reach out, help is available

  