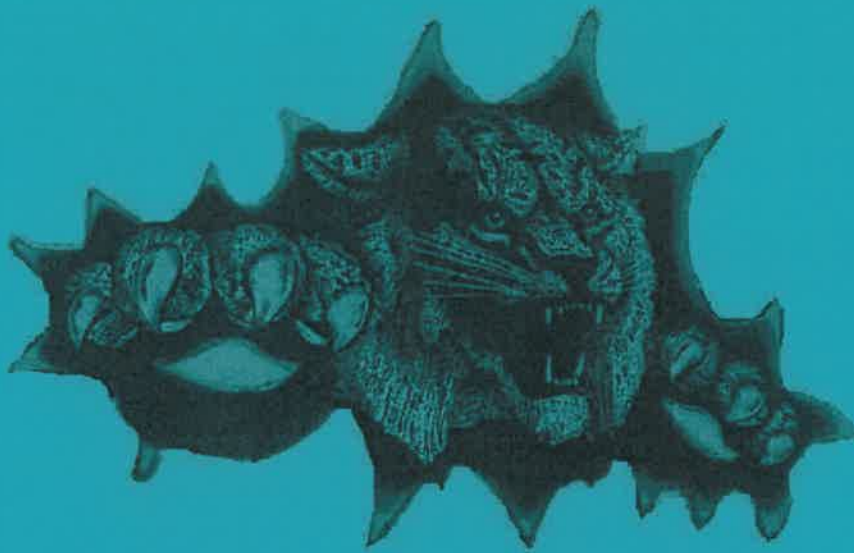


Laporte Elementary

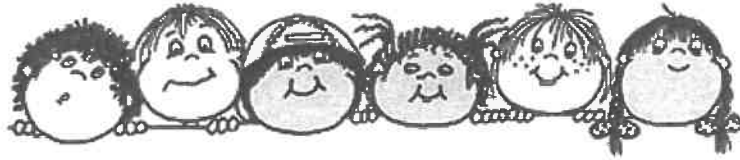
315 Main St West
Laporte MN, 56461
218-224-2288



2022-2023 Parent-Student Handbook

THE LAPORTE SCHOOL'S MISSION STATEMENT

The mission of Laporte School is to challenge all of our students to acquire the knowledge, skills, and values necessary for lifelong learning, growth, and responsible citizenship.



LAPORTE ELEMENTARY

Dear Parents:

I want to take this opportunity to welcome you to a new and exciting school year at Laporte Elementary. We feel each child is special and deserves the best possible education we can give. The elementary staff is eager to continue the challenge of improving our educational programs and to offer a variety of learning opportunities.

The student handbook was designed for the purpose of helping you become better acquainted with practices and procedures at Laporte Elementary.

Throughout the year changes may take place and we will strive to keep you notified. We hope this handbook will serve the very useful purpose of keeping you more knowledgeable concerning our procedures and expectations. I highly recommend that you read it with your child.

Being my first year in the Laporte School District, I am looking forward to getting to know you and your children as the school year begins. If you have any questions, please do not hesitate to call 224-2288. When home and school work together, only good things can happen. Have a great school year!

Lee Pederson

Principal

LAPORTE ELEMENTARY STAFF

Lee Pederson, Principal
AJ Dombeck, Superintendent

KINDERGARTEN

Jeannie Konecne
Jenny Kolodji

GRADE ONE

Shannon Sharp

GRADE TWO

Aimee Tabaka
Ryin Carreras

GRADE THREE

Brian Hobson

GRADE FOUR

Steve Booth

GRADE FIVE

Sylvia Johannes

INTERVENTIONISTS

Kari Dierkhising
Mary Jo Schulke
Londa Johannsen
Robyn Christopher

SPECIAL EDUCATION

Taunya Nicholson
Emily Draper

EARLY CHILDHOOD

Hannah Fletcher
Caitlyn Hadrava

MUSIC

Sarah Myre

SPEECH THERAPY

Marilyn Erickson

PHYSICAL EDUCATION

Ashley Feldman
James Cleveland
Lincoln Ryan

SCHOOL NURSE

Brianna Sanders

CLERICAL

Barb Benson
Megan Morris
Melissa Schmidtke

TECHNICAL SUPPORT

Sarah Warrington

CUSTODIAL

Robert Schummer
Jeff Schmidtke
Kevin Hunter

PARAPROFESSIONALS

Danielle Ausk
Abigail Day
James Day III
Lisa Katzenmeyer
Julie Lange
Keely Howard
Ashley Templeton
Tom Schram
Mitch Howe

FOOD SERVICE

Brett Trapier
Stacy Lathrop
Tammy Hamilton

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GENERAL INFORMATION

ATTENDANCE

Attendance is critical to student achievement and social/emotional development. Classroom instruction and participation are essential parts of the learning process. Regular attendance in all classes is vital to ensuring a quality learning experience for all students. Regular class attendance instills self-discipline and exposes students to group interactions with teachers and peers. It enables students to hear and participate in class discussion and involves them in educational environments not available elsewhere. Make-up assignments can never fully replace the learning experience students miss when they are absent from class.

The federal **Every Student Succeeds** legislation insists upon good attendance and holds public schools accountable for improving student attendance. Minnesota state law specifically outlines the expectation for all students to attend school:

In accordance with the regulations of the Minnesota Department of Education and the Minnesota Compulsory Instruction Law, M.S. 120A.22, the students of the school district are required to attend all assigned classes every day school is in session.

Laporte School recognizes that daily attendance and participation are strong indicators of student success and academic achievement. Frequent absences interfere with learning and leave students at high risk for educational failure.

TRUANCY AND EDUCATIONAL NEGLECT

Minnesota Compulsory Attendance Laws

According to Minnesota State Statute (260C.007, Subd. 19), "habitual truant" means a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per year if the child is in elementary school or for one or more class periods on seven days per year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school under section 120A.22, subdivision 8.

The Laporte School's truancy policy aligns with Hubbard and Cass County Social Services' Truancy Program. Expect to hear from school personnel in writing, and/or by phone when your child reaches **4 unexcused absences or 8 excused absences**. After the **7th unexcused absence**, the school is required to contact Social Services and the appropriate County Attorney with an Educational Neglect Petition. **After 10 excused or unexcused absences** another letter will be sent home indicating medical notes will need to be provided for absences. If medical notes are not provided, the absence will be "unexcused" and your county's Social Services will be notified.

ABSENCES

Classifications for "Excused" and "Unexcused" absences exist for the purpose of tracking trancies.

An "Excused" absence may include:

- Illness

- Serious illness in the student's immediate family
- A death of a student's immediate family, close friend or relative
- Medical, dental, or orthodontic treatment or a counseling appointment, verified by a doctor's note
- Court appearances occasioned by family or personal action
- Religious instruction, not to exceed three hours in any week
- Physical emergency conditions such as fire, flood, storm, etc.
- Removal of student pursuant to a suspension
- Family emergencies
- Active duty in any military branch of the United States
- A student's condition that requires ongoing treatment for a mental health diagnosis

Absences not included above will be termed "Unexcused". Failure to notify the Office by 12:00 p.m. the day following the absence will result in an unexcused absence. Unexcused absences may result in truancy filings.

Parents may contact the Office by phone, in writing, or via email. The Office has 24-hour voice mail for parents' convenience.

To report an absence, call: 224-2288 or email: barb.benson@laporte.k12.mn.us

STUDENT DISMISSAL DURING THE SCHOOL DAY

Students must sign out at the Office prior to leaving the school and upon returning to school when leaving/returning during the school day. A parent or guardian must come into the school and sign the student out. **Leaving the school without permission is considered truancy and the student will not be excused after the fact.**

CLOSING OF SCHOOL

If school is not to be in session due to bad weather conditions, or if school is to start late or is dismissed early, the school will utilize the instant alert system to call all families. The radio stations in Bemidji, Park Rapids, and Walker and the television station will also be notified. If the weather or road conditions are so severe as to cause a hazard when attempting to attend school, judgment should be exercised. When a sudden storm breaks during the school day, students will not be permitted to leave school unless satisfactory arrangements have been made.

DRESS CODE

The dress and grooming of students becomes the concern of the school if it causes disruption of the educational program or is offensive or inappropriate to others. The appearance of any young person is primarily the responsibility of that individual and his/her parents. We expect students to maintain a type of appearance that is not distracting to teachers or students and which is not detrimental to the educational process of the school.

Students should dress in a manner that takes into consideration the educational environment, safety, health and welfare of others. Student dress should allow the student a full range of participation in the classroom and school events and activities. Students wearing inappropriate attire will be instructed to get it changed, and parent(s)/guardian(s) will be contacted. When a student's appearance is determined to be detrimental and is not corrected, a conference will be arranged.

Student dress should fall within the following guidelines:

- Does not create a disturbance
- Is not sexually explicit
- Is not pornographic
- Is not tobacco, alcohol, or drug related
- Does not contain obscenities
- Does not contain gang symbols
- Is not offensive or inflammatory to other groups or individuals
- Does not expose, cleavage, private parts, midriff, spaghetti straps, or undergarments
- Shorts and skirts must be of sufficient length
- Does not create a safety hazard
- Does not damage school property
- Upon entering the building, students will remove bandanas, caps, hats, and hoods
- Shoes must be worn at all times

FOOD SERVICE

Breakfast and lunch will be served each school day. Menus are on the school website, and published in the local newspapers. Meals are well prepared and nutritiously balanced. Students who wish to bring a sack lunch may purchase milk. Money must be deposited in the child's account before he/she will be served a lunch. Parents may send lunch money with children to deposit in their accounts or may pay on line. There is no charging of school meals. Parents will be notified when their lunch account is empty. Information on free/reduced meals is available in the office and is sent to parents before school begins.

The 2022–2023 Food Service Fees are:

Breakfast:	1-4 gr. Student's Price	1.00
	Kindergarten and reduced students	no cost
Lunch:	K-4 Student's Price	2.70
	Student's Reduced lunch	no cost
Milk/Juice Prices (Half Pint)		.35
Adult Breakfast		2.25
Adult Lunch		5.00

HEALTH OFFICE SERVICES

The Laporte school nurse is available every day. Any questions which arise concerning health problems may be referred to 224-2288 extension 108.

Immunizations

It is the law in Minnesota, for children entering school, to be immunized against diphtheria, tetanus, pertussis (whooping cough), polio, mumps, measles (Rubeola) and Rubella. A statement signed by a physician, or public health clinic personnel, stating that a child has received the immunizations or is in the process of completing them, is necessary for school entrance. The parent must provide, to the school, a physician's signed statement documenting if a child has a physical condition in which immunizations would seriously endanger the life or

health of the child. Parents or guardians must submit a signed, notarized statement to the school if there are conscientiously held beliefs that the child should not be immunized.

The 1998 Legislature has amended the School Immunization Law to include a hepatitis B requirement. The revised law requires varicella, hepatitis B immunization for kindergartners.

Medication

Prescription meds must be accompanied with a written and signed physician's order and a signed parental request. Over the counter meds must have a signed parental request and can only be given according to the manufacturer's recommended guidelines. If preferred dosing exceeds these recommendations, a written physician's order must be obtained.

All medications must come in their original container.

All medications must be picked up by an adult by the last day of school. Medications left at school will be disposed of by the nurse.

Vision and Hearing Screening

This program, scheduled during the school year, is a screening (not diagnostic) procedure to identify children with hearing or vision deficits. The grades included are first and third. Parents who question their children's hearing or vision may individually refer them to the school nurse for screening.

PTO (Parent Teacher Organization)

The Laporte PTO will serve as a partner in your child's educational experience. PTO sponsored programs include family carnivals, book fairs, and other student enrichment activities. Volunteering, fund raising and appreciation events are additional ways in which the PTO promotes educational opportunities for students at Laporte. All parents are invited to attend the PTO meetings in the Community room.

PETS

Pets, for the purpose of "Show and Tell", must be brought to the building by the parent/guardian and removed at the conclusion of the presentation. Classroom teachers and/or the principal shall determine whether a pet may be brought into the building. School Board Policy discourages visiting animals.

RECESS

Students are provided a supervised recess time each day. The decision to participate in an outside recess during cold weather depends upon the temperature and the wind-chill factor. Shorter outside recess times are scheduled on very cold days. Always dress your child for outside recess. Only students with medical excuses from a physician will be allowed to remain in the building during scheduled outside breaks. Students will be provided a supervised free time indoors or in the classroom on days when bad weather prevents outside recess.

RELEASE TIME

Area churches provide one hour of religious instruction on one Wednesday afternoon per month from late September through early May, for grades one through six. This is an optional opportunity for children.

Students are under the jurisdiction of the church for this period of time. Permission slips, which include the choice of participating churches, will be sent home with students.

SAFETY DRILLS – FIRE, LOCKDOWN AND TORNADO DRILLS

State regulations require that emergency fire and tornado drills be conducted during the school year.

When the fire alarm sounds, each class shall follow the directions outlined and posted in their room. Each class has an escape route to an outside area which is considered a safe distance from the building. Students are conducted to these designated areas in a quiet and orderly manner by their supervisors.

During tornado drills students take shelter in a designated area within the building. All students kneel with heads covered and facing toward an interior wall.

Code Red lock down drills are held to protect students from intruders who may jeopardize safety. During the drills, teachers lock classroom doors and students are asked to remain quiet. Any student in the hallway or restroom should immediately go to a classroom. The purpose of the drills is to practice emergency procedures before they arise.

SEARCH OF STUDENT POSSESSIONS

School desks and lockers are the property of the school district. Inspection of the interior of desks and lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant.

STUDENTS AFTER SCHOOL

Students who are present after school (past 3:30 P.M.) must be under the direct supervision of a staff member (ie. at practice, drama, speech, etc) or a member of the afterschool program. Students waiting for a game bus should be in the commons area. **All other students should be out of the building.** Loitering and/or discipline problems will be handled according to the discipline policy and/or eligibility suspension.

STUDENT RECORDS

The school district maintains select information necessary to carry out an effective educational program for each child. Parents have the right to examine the contents of their children's records. Others having access to the records include: school staff having a legitimate educational interest in the child; another school district having a legitimate educational interest, a college or educational institution in which the student may enroll, and/or the courts when a record is requested by judicial subpoena. It is the custodial parent's responsibility to provide the school with a legally binding document (ie. court order) which either restricts or limits access to records by a non-custodial parent or others.

TELEPHONE CALLS

Parents are encouraged to call teachers when they have questions. It is best to call between 7:45 and 8:00 a.m. or between 3:30 and 4:00 p.m. if you wish to speak to a teacher. It is also possible to call the school, leave your telephone number, and the teacher will return your call when they have planning time.

Messages for students may be taken by the office when there is an emergency or when it is essential for a student to receive information. Students are not usually called to the phone. Since office telephones are

constantly being used for school business, students may not use an office telephone to call home unless there is an emergency. Please make special arrangements necessary for your child before he/she leaves home.

TOYS/CELL PHONES/ELECTRONIC DEVICES

Students are discouraged from bringing personal toys and valuables, including cell phones and other electronic devices. The school does not have insurance to cover student's personal property and is not responsible in the event of theft, loss, damage, or trading.

THEFT

Students are responsible for school materials, supplies and issued equipment as well as personal items brought to school. The Laporte Elementary is not liable for stolen items.

VISITING SCHOOL

The staff of the Laporte Elementary School encourages parents to visit school anytime during the school year. Please call school and stop at the office before proceeding to the classrooms. All visitors must wear a visitor sticker obtained in the office.

VOLUNTEERS

We continue to support the importance of involving parents in their child's education. Our parent volunteer program provides a variety of opportunities in the elementary schools for parents to become actively involved such as:

1. Parent-Teacher Organization
2. Field Trip Chaperones
3. Companion Reading

RESPONSIVE CLASSROOM PHILOSOPHY

Laporte Elementary School uses the Responsive Classroom model to teach children appropriate behaviors for in school and out of school situations – social skills. Responsive Classroom is the guiding philosophy behind everything that happens at Laporte Elementary, and is developed around the following seven principles:

1. The social curriculum is as important as the academic curriculum
2. *How* children learn is as important as what they learn
3. The greatest cognitive growth occurs through social interaction
4. There is a specific set of social skills that children need in order to be successful
5. Knowing the children we teach is as important as knowing the content we teach
6. Knowing the families of the children we teach is important to knowing the children
7. How the adults at school work together to accomplish their mission is as important as individual competence

POSITIVE BEHAVIOR INTERVENTION SYSTEM (PBIS)

The purpose of Laporte's PBIS approach is to foster and promote a safe and positive school environment that enhances student learning through teaching and recognizing positive behavior which impacts all areas of academic, social and behavioral competence for all learners with life-long positive results.

CATS represents the whole person in the school community:

C - Caring

Think of others and the world around you. Treat everyone with respect, especially those with whom you don't agree.

A - Attitude

Your attitude is something you can control and will always impact your day; choose wisely.

T - Teamwork

Working together toward a common goal benefits everyone. Relationships matter! Get involved in any way you can.

S - Safety

Everyone has the right to feel safe at school; it is everyone's responsibility to keep it that way.

CATS applies to Laporte School students on district property, in district vehicles (including buses) and at all school activities (in or out of the district) and events.

It is not possible to list every misbehavior that occurs; consequences for deviating from CATS will be responded to as necessary by staff. Emphasis will be placed on correcting the behavior and providing additional support to ensure the student's future success while maintaining the safety of everyone. Minor behaviors are dealt with by bus drivers, paraprofessionals, teachers, administrators and other appropriate district staff.

GENERAL DISCIPLINE INFORMATION

Basic Information

As each school year begins, your student will share his or her hopes and dreams for the coming school year in their homeroom classroom. Each class will democratically create their own rules to make sure that inappropriate behavior will not stand in the way of a student achieving their hopes and dreams. These rules will be posted in the classroom and will be modeled and practiced as they apply to everyday situations. Parents will also receive a copy of classroom rules. Logical consequences for breaking rules are used consistently with the goal of helping the student learn the desired behavior. These logical consequences are:

- **Loss of privilege** – Take away the privilege that has been abused.
- **Positive Take-A-Break** – student takes a short break from an activity or lesson to restore themselves to self-control so they can follow the classroom rules. Take-a-break is for small things and is for all students. Rather than a punishment, it is an opportunity for the student to get back on track.
- **Apology of Action** – student must, somehow, with words or actions, set things right.

All students are held responsible for their behavior. They need to know and follow the classroom and school rules. The following is an overview of the progressive procedures which are generally used to help students

learn the desired behavior. **Please note that serious incidents may be advanced automatically to any level.**

Progressive Discipline Procedures:

Take-A-Break for Small Things

- Student takes a short break to regain self-control. Student returns when ready

Take-A-Break With Redirection

- Student takes a short break to regain self-control. Teacher invites student to return to instruction when student exhibits signs of self-control.

Buddy Room Break

- Student takes a longer break in a different classroom

The teacher will make a parent contact when a student's behavior becomes a concern. This includes repeated need for Take a Break and/or when Buddy Room breaks are used.

In the event that (1) time in the Buddy Room fails to correct inappropriate behavior, (2) if a student refuses to go to the Buddy Room, a lunch detention or a half day of In School Suspension may be assigned by administrator. Parents will receive notice via Synergy.

If a serious incident or infraction occurs, student will be referred to the administrator.

Serious infractions include, but are not limited to: bullying, fighting/assault, chemical use, theft, truancy, leaving the building without permission, not reporting to class, harassment (physical, verbal, sexual), swearing or use of suggestive gestures at someone, or deliberately refusing a reasonable request. These actions *may* result in ISS or suspension, depending on the severity. Length of ISS time served will be at the administrator's discretion.

Rules on the Bus

The Laporte Board of Education supports and insists on safe transportation for students who attend the Laporte Schools. The Board of Education believes that safe transportation can only be assured if cooperation between students, parents, administration and our contractors is the norm that guides the transporting of students in this district. The following guidelines will be used to notify everyone what is expected on Laporte School buses:

1. The district and their contractors will conduct bus safety training during the first three weeks of school each year and reinforce that training periodically during the school year to inform students of the need for proper conduct.
2. Expected conduct of students on the buses will be prominently displayed for all students to see and bus drivers will be expected to require students to adhere to these rules.
3. Parents are responsible for students' appropriate behavior on buses as well as in the school buildings and on school grounds. Parents may be required to attend conferences with contractors and administrators to discuss concerns about student behavior on buses.
4. Misconduct on the buses will be recorded the same as misconduct within the school building and classrooms.
5. Riding a school bus to and from school is a privilege, not a right. Students who cannot follow the rules will not be allowed to ride district buses and the parents will be

responsible for their transportation. Students need to realize that inappropriate behavior on buses endangers the safety of all students on the bus. Situations of this type do not relieve parents and students of compulsory school attendance.

6. The bus driver is in complete charge of the bus and as such needs to expect appropriate student conduct to assure safety of all students in his or her charge. We do not expect drivers to tolerate any misbehavior by students riding district buses.

The Board of Education expects parents to support the district in their effort to assure safe transportation for all students. The Board will not tolerate misconduct by students on buses which create distractions and can result in a serious accident. This policy will be reviewed annually during July and will be sent to all parents prior to the start of the school year. Please see page 24-25 for policy changes for picking students up, dropping students off and guest riders.

Consequences

Consequences for school bus/bus stop misconduct will apply to all regular routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extra-curricular events (for example, field trips or competitions) will be at the sole discretion of the School District. Parents or guardians will be notified of any suspension of bus privileges.

Potential consequences Elementary (K-6)

1st offense -- warning

2nd offense -- assigned seating on the bus/meeting with parent

3rd offense -- 3 school day suspension from riding the bus/meeting with parent

4th offense -- 5 school day suspension from riding the bus/meeting with parent

Based on the severity of a student's conduct, more serious consequences may be imposed at any time.

Depending on the nature of the offense, consequences such as suspension or expulsion from school may also result from school bus/bus stop misconduct. Suspension from riding the bus does not relieve students or parents/guardians of compulsory school attendance.

POLICIES - ACADEMIC

CONFERENCES

Parent-teacher conferences for all students, K - 6, will be held in November, and March. Conferences are a supplement to the report cards and give both the parents and teachers an opportunity to exchange information and develop a plan to educate the child. Students should plan to attend conferences with their families. Other conferences may be requested by teachers or parents as needs arise. These usually are in regard to specific concerns, and personnel such as the nurse, resource teachers, psychologist, and/or the principal may be involved.

HOMEWORK

Homework is assigned by each individual teacher according to need. Occasionally, a child may have special work which is necessary due to absence, missing work, or because of high interest expressed by the student. Daily reading time is anticipated.

PHYSICAL EDUCATION

The staff at Laporte Elementary Schools believes that physical education is an important part of the educational experience. The development and maintenance of a healthy body is essential for physical well-being and good mental health. Research tells us that physical activity supports academic achievement as well. We also believe that attitude development is an important part of education. We attempt to create an atmosphere for the development of leadership, sportsmanship and congeniality through our physical education program.

To be excused from physical education a student must present a doctor's certificate stating the reason for, and period of time covered by, the excuse.

PROMOTIONS AND RETENTIONS

In general, children shall be placed at the grade level to which they are best adjusted chronologically, academically, socially, and emotionally. The educational program shall provide for continuous progress of children from grade to grade, however, a small number of children may benefit from staying another year in the same grade.

Such retentions will be considered only after repeated and continued interventions in the child's instructional program have been implemented and documented. Retention will be considered on an individual basis. Parents will be involved in the decision concerning retention with the final decision from the building principal.

REPORT CARDS

Consideration when preparing the reports is given to the child's academic growth in each of the subjects as well as the child's social habits, attitudes and participation. We expect students to progress according to their ability. Teachers and parents realize that rates of progress differ among individuals and even a specific individual rarely progresses at a steady rate.

Report cards will be distributed one week following the end of each quarter. The final report cards for the year shall be mailed.

MTSS (Multi-Tiered Systems of Support)

Laporte Elementary School is committed to providing both academic support and enrichment opportunities to students. Students who are considered at-risk in reading and math may be referred to the MTSS Team. This team will develop a specific intervention plan to best meet the student's academic needs. If the student responds to the specific intervention and improvement is shown, progress will be monitored and the intervention continued. If progress is not shown, or is not adequate, additional interventions will be put into action, until the student achieves at the desired level.

SPECIAL EDUCATION

Minnesota Public Schools are required by law to provide a free, appropriate education to all children with handicaps through their school years.

Each year, the district attempts to locate all children with handicaps through various methods such as articles in the local newspaper, radio spots, census takers, and an annual Early Childhood screening program which

screens children ages three and one-half (3 1/2) to four and one half (4 1/2) years old. The district also works very closely with the county social and nursing agencies through the Interagency Early Intervention Committee.

Students who may need service in Special Education classes may be referred by teachers, administrators, parents, or any concerned adult.

After referrals are made, and parental permission for assessment is secured, an evaluation by members of a multi-disciplinary team takes place. When it is the determination of this team that a handicapping condition resulting in exceptional educational needs does exist, an individual education plan will be developed with parental approval and the student placed in the appropriate Special Education program.

Parents have a right to inspect the student's records and can do so by making either a verbal or written request at the principal's office.

Parents may file a complaint if they feel a disagreement has not been satisfactorily resolved. This complaint must be in writing and should be addressed to the elementary principal. It shall then be sent to the superintendent if it is still unresolved at this level. It should be sent to the chairperson of the School Board if still unresolved.

TITLE I

Title I is a program designed to provide supplemental assistance, as identified by a Needs Assessment, to children who are having difficulty in reading and math. We do not use a pull-out program, but instead provide services to students within the regular classroom, based on the interventions determined using RtI.

Parental involvement is actively encouraged and provides a significant contribution to the success of our program.

TITLE I TEACHER QUALIFICATIONS NOTIFICATION

The letter on the following page outlines what parents need to know about teachers and teacher qualifications, in relation to Title I.

PARENT / TEACHER TITLE I COMPACT

This school-parent compact is in effect during the 2017-2018 school year.

Each school receiving funds under Title I of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents. The compact must outline how parents, the school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Yearly the compact should be evaluated to determine its effectiveness with revisions made as necessary. Elementary schools must schedule annually a parent/teacher conference to discuss the compact.

Laporte School and the parents/guardians of the students participating in activities, services, and programs funded by Title I agree that this compact outlines how they will share the responsibility for improved student

academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

REQUIRED SCHOOL-PARENT COMPACT PROVISIONS

School Responsibilities

Laporte School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

Laporte staff will communicate with parents/guardians in the following ways:

- Conferences
- Telephone, notes, email
- Newsletters
- Report Cards
- Scheduled meetings
- Agendas
- School Website
- Synergy website

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Specifically, these conferences will be held:

- November 10, 2022
- March 30, 2023

3. Provide parents/guardians with frequent reports on their children's progress.

Specifically, the school will provide reports as follows:

- Conferences
- Report Cards
- Mid-Term Reports, when applicable
- Updates/ communication via Synergy

4. Provide parents/guardians reasonable access to staff, opportunities to volunteer, participate in their child's class, and to observe classroom activities, as follows:

- Volunteer in child's classroom or school
- Work with the teacher to resolve any questions or concerns
- Contact teachers by telephone, email, note; school conferences or scheduled

meetings

- Teacher will communicate with parent/guardian before or after school or

during teacher's prep time

- Attend school functions/activities during school day(awards, plays, performances)

Parent Responsibilities

We, as parents/guardians, will support our children's learning in the following ways:

- Monitor attendance
- Make sure homework is completed
- Monitor amount of television my child watches
- Volunteering in my child's classroom
- Read to or with my child at home on a regular basis
- Work with the teacher to ensure my child understands and follows school and classroom rules
- Attend Parent/Teacher conferences
- Participate in, as appropriate, decisions relating to my children
- Stay informed about my child's education and communicate with the school promptly by reading all notices and responding, as appropriate
- Serve to the extent possible, on policy advisory groups, school support teams or in any other way possible

Student Responsibilities

We, the students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, I will:

- Work as hard as I can on school assignments
- Do my homework every day and ask for help when I need to
- Come to school each day prepared
- Try to have a positive attitude toward others, school and learning.
- Share with my family about school, give all notices and information received by me from my school every day
- Ask my teacher questions when I don't understand
- Know and obey all school, classroom and bus rules
- Believe that I can and will learn

School Parent Involvement Plan

Laporte School

Title I Parent Involvement Plan

2019-2020

Laporte School is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by our children. Neither home nor school can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the school is critical to their children's success at every step along the way. Laporte School supports these beliefs through encouraging parents, families, and community members to get involved with our school. Our goal is a school and home partnership to help all students succeed.

Part I. School Parent Involvement Plan Required Components

1. Laporte School will jointly develop/revise with parents the school parent involvement plan and distribute it to parents of participating children and make available the parent involvement plan to the local community.
 - Activity/Activities...surveys throughout 2016-2017 year were compiled to give ideas, directions and to address concerns in the new Parent Plan. The plan will be available for review before school begins and during open house. The plan will be available on the school website.
 - Date/Dates... surveys were given 3 times in the 2016-2017 year and results compiled. Title I team reviewed and made suggestions for the 17-18 plan in Spring of 2017. Plan will be available for review during open house in September, 2017.
 - Contact Person and Phone Number....AJ Dombeck 224-2288

 - Laporte School will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.
 - Activity/Activities...we will hold an annual meeting during our Fall Open House in August, 2023. At this meeting, we will go over the Parent Plan and review the school's participation/programs available.
 - Contact Person and Phone Number...AJ Dombeck 224-2288

2. Laporte School will offer a number of flexible meeting options, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement.
 - Activity/Activities...Meetings for parents, specifically for parents of early childhood and primary students, held Thursday mornings with child care provided. These meetings cover a variety of topics and illicit ideas and concerns regarding curriculum and services for students.
 - Date/Dates...varies depending on the week. Some meetings on Thursday mornings and some on Monday evenings.
 - Contact Person and Phone Number...AJ Dombeck 224-2288

3. Laporte School will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under section 1112, schoolwide under section 1114 and the process of the school review and improvement under section 1116.
 - Activity/Activities... surveys throughout 2016-2017 year were compiled to give ideas, directions and to address concerns in the new Parent Plan. All parents had input to questions regarding programs, services and interventions. The surveys were given 3 times during the year and the results were used to write the 17-18 Parent Plan.

- Date/Dates...ongoing throughout the school year
 - Contact Person and Phone Number...AJ Dombeck 224-2288
4. Laporte School will provide parents of participating children –
- a) timely information about programs under this part;
 - b) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - c) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
 - Activity/Activities...variety of opportunities to distribute information is used:
 - Letters sent home with data results, graphs and explanations
 - Open house to review, ask questions regarding new curriculum
 - Information given during conferences pertaining to their student and test results
 - Standard checklists
 - Date/Dates...ongoing throughout school year
 - Contact Person and Phone Number...AJ Dombeck 224-2288
5. If the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

Part II. Required Shared Responsibilities for High Student Academic Achievement

As a component of the school-level parent involvement plan, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

- Conduct a parent/teacher conference in elementary schools, annually (at a minimum), during which the compact shall be discussed as the compact relates to the individual child's achievement;
- Provide frequent reports to parents on their children's progress; and
- Provide parents with reasonable access to staff, opportunities to volunteer and participate in their child's class and observation of classroom activities.
- Activity/Activities...parent/student conferences held three per year. Classroom requests for parent volunteers. Family nights for reading and math. Synergy system for parents to check student progress online.
- Date/Dates...Conferences in November and March. Online system of communication/grades/behavior and progress updated weekly.

Part III. Building Capacity Requirements for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part –

- a. Shall provide assistance to the parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the state's academic content standards and State student

academic achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

➤ Activity/Activities...

- Letters sent home with explanations and graphs regarding state academic information
- Parent/Teacher/Student conferences
- Open Houses
- Involvement on the Parent Involvement Committee
- ISD#306 Website; Principal page with tips for understanding and ways to support student's educational journey
- Parent-Teacher Compact (handbook, website and conferences).
- Monthly school newsletter

b. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

➤ Activity/Activities...

- Inviting parents to professional development events
- Providing information at a beginning of the school year parent/teacher conference
- Providing appropriate hand-outs
- District website (www.laporte.k12.mn.us)
- Participation in Parent Involvement Committee meetings
- Available computers and training at open house and conferences

c. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

● Activity/Activities...

- Providing professional development opportunities related to Parent/Family Involvement
- Family Fun Night
- Professional literature and research
- Update staff and families on revised Parent Involvement Plan
- Update staff and families on Parent Compact
- Involvement on the Parent Involvement Committee
- Parent meetings morning or afternoon on various topics

d. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

● Activity/Activities...

- Include pre-kindergarten staff on the Laporte Elementary Site Team
- Include pre-kindergarten staff on the Parent Involvement Committee
- Facilitating IEP transition meetings
- Collaboration with Early Childhood Programs
- Parent support groups and activities during school hours

- e. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language parents can understand.
- Activity/Activities...
 - Conducting three Parent/Teacher conferences per year
 - Inviting parents into classrooms for presentations and/or to assist and work with children on learning activities
 - Ensure that school activities requiring or promoting parental involvement accommodate parents of ELL students and disabled students
 - District Calendar of events
 - Newspaper/newsletters
 - Website
 - Open House
 - Family events
 - Instant Alert
- f. Shall provide such other reasonable support for parental involvement activities under this as parents may request.
- Activity/Activities...based on surveys and input from parents and staff, additional activities may be organized.
- g. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- h. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training.
- i. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
- j. May train parents to enhance the involvement of other parents.
- k. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.
- l. May adopt and implement model approaches to improving parental involvement.
- m. May establish a district parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.
- n. May develop appropriate roles for community-based organizations and businesses in parent involvement activities.

Part IV. Accessibility Requirements

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practicable, shall provide full opportunities for the participation of parents of children with limited English proficiency, parents of children with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

Part V. Adoption

This Laporte School Parental Involvement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I program, as evidenced by meeting minutes.

The Parent Involvement Plan was developed by Laporte School on August 15, 2017 and will be in effect for the period of 2017-2018. The school will distribute this Parent Involvement Plan to all parents of participating Title I children and make it available to the community on or before August 30, 2017.

TEXTBOOKS, WORKBOOKS

Textbooks and library books are furnished to each student. The school will charge an appropriate replacement fee for library books, textbooks or workbooks lost or destroyed by students.

POLICIES – GENERAL DISTRICT

BULLYING

An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school district functions. This policy applies not only to students who directly engage in an act of bullying, but also by students who, by indirect behavior condone or support another student's act of bullying. 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 policy and procedure.

ENROLLMENT

KINDERGARTEN - REGISTRATION

Children entering kindergarten must have registration materials on file prior to the first day of school in the fall. Students entering kindergarten must be 5 years of age on or by September 1. A birth certificate, an up-to-date immunization record, and verification of Early Childhood Screening are required to register.

NEW AND NON-RESIDENT STUDENTS

Students, who enroll at Laporte from other districts, must register at the school office. Parents/guardians should bring the following information to enroll students:

1. Immunization records
2. Early Childhood Screening Results
3. Emergency telephone number
4. Documentation showing the student's legal name

5. An exact, correct address
6. Name and address of former school
7. A copy of the special education Individual Education Plan if the student received special education services in the previous school

PLEDGE OF ALLEGIANCE

Pursuant to Minnesota Statute 121A.11...Anyone who does not wish to participate in reciting the pledge of allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice.

POLICY TO PROHIBIT DISCRIMINATION

It is the intent of the School Board Policy of Independent School District No. 306 to comply with federal and state law prohibiting discrimination to the end that no person shall on the grounds of race, color, national origin, creed, religion, sex, marital status, status with regard to public assistance, age or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program; or in employment or recruitment, consideration or selection therefore, whether full-time or part-time under any education program or activity operated by the district for which it receives federal financial assistance. The District will identify, evaluate and provide an appropriate public education to learners who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973.

TECHNOLOGY – ACCEPTABLE USE

School computers and internet are intended for educational purposes. Use of Laporte Elementary School's electronic resources is a privilege, not a right. Laporte School does have a content filtering system in place for internet service, we also strive to teach students about proper, safe use of the internet. The following guidelines for technology use are in place:

- Technology use must support the mission of the school
- Technology use must have a learning purpose
- Internet access is intended for school-related projects
- Social networking sites are unavailable
- Students using the internet must have direct staff supervision
- Students may not "surf the net" without a specific topic or purpose
- Instruction is provided for students in proper use of programs

Inappropriate use of technology resources in school could result in consequences, as outlined in the discipline sections.

TRANSPORTATION

Due to safety reasons the following rules for bus transportation to and from school will begin Sept 2013.

In the AM students will be picked up at their normal spot. We ask parents to call the school as early as 5:00 am if their child will not be getting picked up at their normal spot.

In the PM parents will have a choice of a primary and a secondary drop off spot. The parents will need to fill out a form in the fall or whenever they enroll their child indicating a primary and a secondary choice. The school will drop off the child at the primary location spot EVERY DAY unless we receive a handwritten note by 12:00pm the day of the change to send their child to the secondary location spot only.

The parents always have the choice to come and pick up their child. If another adult is picking up their child we again need a note to the school office prior to or no later than 12:00pm on the day of the change.

If there are events such as birthday parties, sleep overs, etc., only one extra child will be allowed to ride the bus home with their friend with a note to the school office prior to but not later than 12:00 pm on the day of the change. If there are two or more students going to a birthday party or sleep over they must be picked up by the parent with a signed note turned in to the school office prior to but not later than 12:00 pm. This is due to not having enough room on a bus to transport all of the extra students.

We will be unable to accommodate requests after 12:00pm

TOBACCO USE POLICY

It is the policy of the Board of Education that all buildings and vehicles of I.S.D. #306 are tobacco free areas for all persons at all times. Further, it shall be requested of all persons attending school functions to refrain from using tobacco products on school grounds. Students are prohibited from using or possessing tobacco products on school grounds at all times.

WITHDRAWAL FROM SCHOOL

The school office should be notified at least two days before the date of departure if a student withdraws from school prior to the end of the school year. Parents should register at their new school and sign a request for release of records. Records will not be sent until a request is received from the new school of entry.

Adopted: March 9, 2009
Orig. 1995
Revised: August 14, 2017

MSBA/MASA Model Policy 413

Rev. 2017

413 HARASSMENT AND VIOLENCE

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 student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district 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 district 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 student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district 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 student, teacher, administrator, or other school district 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. "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.**

2. "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.**
3. **“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.**
4. **“National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.**
5. **“Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.**
6. **“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.**
7. **“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. **“Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.**

F. 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 student(s) by teachers, administrators, or other school district 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.

G. 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.

H. 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 target or 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 student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. 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. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

F. 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.

G. In the District. The school board hereby designates the Superintendent 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 superintendent.

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

I. 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, work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. 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.

L. 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.

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

N. False accusations or reports of violence or harassment against another person are prohibited.

O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

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

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

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

E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

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

VI. SCHOOL DISTRICT ACTION

A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning,

suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.

B. 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 targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.

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

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, 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. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

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 students and staff members.

B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.

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.

**Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § 626.556 et seq. (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 et seq. (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e et seq. (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)**

**Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)**

- MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)**
- MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)**
- MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)**
- MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)**
- MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)**
- MSBA/MASA Model Policy 525 (Violence Prevention)**
- MSBA/MASA Model Policy 526 (Hazing Prohibition)**
- MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)**

Adopted: March 9, 2009 Laporte ISD 306 Policy 522

Orig. 1995

Revised: August 14, 2017 Rev. 2003

Reviewed: January 14, 2019; March 9, 2020

522 STUDENT SEX NONDISCRIMINATION

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. The school district provides equal educational opportunity for all students and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.

B. Every school district employee shall be responsible for complying with this policy.

C. The school board hereby designates Superintendent Kim Goodwin 315 Main Street West, Laporte, MN 56461, 218-224-2288 as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.

D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

III. REPORTING GRIEVANCE PROCEDURES

A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.

B. In Each School Building. The building principal is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal immediately.

C. Upon receipt of a report or grievance, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

D. The school board hereby designates Superintendent Kim Goodwin 315 Main Street West, Laporte, MN 56461, 218-224-2288 as the school district human rights officer(s) to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.

[Note: In some school districts, the Title IX coordinator and human rights officer may be the same. If so, a school district need only insert "its Title IX coordinator" in the blank without designating a name, office address and telephone number, and work e-mail address, which are provided elsewhere in the policy. If they are different, or if more than one human rights officer is designated, this information should be inserted and kept up to date. Also, in some school districts, the superintendent may be the designated human rights officer. If so, an alternative individual should be designated by the school board for complaints involving the superintendent.]

E. The school district shall conspicuously post the names of the Title IX coordinator and human rights officer(s), including office addresses and telephone numbers and work e-mail addresses.

F. Submission of a good faith complaint, grievance, or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades, or work assignments.

G. Use of formal reporting forms is not mandatory.

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

IV. INVESTIGATION

A. By authority of the school district, the human rights officer, upon receipt of a report, complaint, or grievance alleging unlawful sex discrimination toward a student, shall promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.

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

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

D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators, or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student.

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

V. SCHOOL DISTRICT ACTION

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

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

VI. REPRISAL

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

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

VIII. DISSEMINATION OF POLICY AND EVALUATION

A. This policy shall be made available to all students, parents/guardians of students, staff members, employee unions, and organizations.

B. The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)

34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Adopted: June 8, 2009

MSBA/MASA Model Policy 524

Orig. 1996

Revised: March 9, 2015 Rev. 2014

524 INTERNET ACCEPTABLE USE AND SAFETY POLICY

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

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

A. The following uses of the school district system and Internet resources or accounts are considered unacceptable:

- 1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:**
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;**
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;**
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;**
 - d. information or materials that could cause damage or danger of disruption to the educational process;**
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.**
- 2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.**
- 3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.**
- 4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any**

action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.

5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.

6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).

b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

(1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or

(2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "MySpace" and "Facebook."

7. Users must submit all requested account information and passwords to the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the

user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.

8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.

9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.

10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy (MSBA/MASA Model Policy 514). This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

B. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations include, but are not limited to, situations where the school district system is compromised or if a school district employee or student is negatively impacted. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.

C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

ALTERNATIVE NO. 3

School districts which receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible

computers are subject to the federal Children’s Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy which contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.

A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:

- 1. Obscene;**
- 2. Child pornography; or**
- 3. Harmful to minors.**

B. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:

- 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or**
- 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and**
- 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.**

C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.

B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.

C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.

D. Parents have the right at any time to investigate or review the contents of their child's files and e-mail files. Parents have the right to request the termination of their child's individual account at any time.

E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minn. Stat. Ch. 13 (the Minnesota Government Data Practices Act).

F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.

B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.

C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.**
- B. This notification shall include the following:**
 - 1. Notification that Internet use is subject to compliance with school district policies.**
 - 2. Disclaimers limiting the school district's liability relative to:**
 - a. Information stored on school district diskettes, hard drives, or servers.**
 - b. Information retrieved through school district computers, networks, or online resources.**
 - c. Personal property used to access school district computers, networks, or online resources.**
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.**
 - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.**
 - 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.**
 - 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.**
 - 6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Policy 406, Public and Private Personnel Data, and Policy 515, Protection and Privacy of Pupil Records.**

7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.

8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.

B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:

- 1. A copy of the user notification form provided to the student user.**
- 2. A description of parent/guardian responsibilities.**
- 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.**
- 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.**
- 5. A statement that the school district's acceptable use policy is available for parental review.**

XIII. IMPLEMENTATION; POLICY REVIEW

A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.

B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.

C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.

D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

**Legal References: 15 U.S.C. § 6501 et seq. (Children's Online Privacy Protection Act)
17 U.S.C. § 101 et seq. (Copyrights)
20 U.S.C. § 6751 et seq. (Enhancing Education through Technology Act of 2001)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)
Doninger v. Niehoff, 527 F.3d 41 (2nd Cir. 2008)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, No. 12-588, 2012 WL 3870868 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Kowalski v. Berkeley County Sch., 652 F.3d 656 (4th Cir. 2011)
Layshock v. Hermitage Sch. Dist., 650 F.3d 205 (3rd Cir. 2011)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)
J.S. v. Bethlehem Area Sch. Dist., 807 A.2d 847 (Pa. 2002)**

**Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)**

Adopted: Dec 11, 2017 Laporte ISD 306 Policy 530
Orig. 1999
Revised: Rev. 2011

530 IMMUNIZATION REQUIREMENTS

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

II. GENERAL STATEMENT OF POLICY

All students are required to provide proof of immunization, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

III. STUDENT IMMUNIZATION REQUIREMENTS

A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:

- 1. a statement, from a physician or a public clinic which provides immunizations, stating that the student received the immunizations required by law, consistent with medically acceptable standards;**
or

2. a statement, from a physician or a public clinic which provides immunizations, stating that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month and year each immunization was administered, consistent with medically acceptable standards.

B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the statement of a physician or public clinic which administers immunizations. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated school district administrator will provide information to the parent or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

C. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in Section III.A. or III.B., above, or statement of immunization set forth in Section IV., below, to the superintendent of the school district by October 1 of the first year of their home schooling in Minnesota and the grade 7 year.

D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.

E. The school district may allow a student transferring into a school a maximum of 30 days to submit a statement specified in Section III.A. or III.B., above, or Section IV., below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.

F. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

A. The parent or guardian of a minor student or an emancipated student submits a physician's signed statement stating that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or

B. The parent or guardian of a minor student or an emancipated student submits his or her notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian or student.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

A. The school district will develop and implement a procedure to:

- 1. notify parents and students of the immunization and exemption requirements by use of a form approved by the Department of Health;**
- 2. notify parents and students of the consequence for failure to provide required documentation regarding immunizations;**
- 3. review student health records to determine whether the required information has been provided; and**
- 4. make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.**

[See Attachments A, B, C, and D.]

B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

VI. IMMUNIZATION RECORDS

A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.

B. Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data shall be governed by Policy 515 Protection and Privacy of Pupil Records.

C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within 30 days of the student's transfer.

D. Upon request of a public or private post-secondary educational institution, the designated school district administrator will assist in the transfer of the student's immunization file to the post-secondary educational institution.

VII. OTHER

Within 60 days of the commencement of each new school term, the school district will forward a report to the Commissioner of the Department of Education stating the number of students attending each school in the school district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption. The school district also will forward a copy of all exemption statements received by the school district to the Commissioner of the Department of Health.

**Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 121A.17 (School Board Responsibilities)
Minn. Stat. § 144.29 (Health Records; Children of School Age)
Minn. Stat. § 144.3351 (Immunization Data)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 144.442 (Testing in Schools)
Minn. Rules Parts 4604.0100-4604.1020 (Immunization)
McCarthy v. Ozark Sch. Dist., 359 F.3d 1029 (8th Cir. 2004)
Op. Atty. Gen. 169-W (July 23, 1980)
Op. Atty. Gen. 169-W (Jan. 17, 1968)**

Cross References: MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Laporte School

2022-2023 School Calendar

July 2022						
SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
SUN	MON	TUE	WED	THU	FRI	SAT
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	WS	WS	WS OH			

September 2022						
SUN	MON	TUE	WED	THU	FRI	SAT
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	ER	

October 2022						
SUN	MON	TUE	WED	THU	FRI	SAT
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30	31					

November 2022						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	ER M	5
6	7	8	9	ER PT	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
SUN	MON	TUE	WED	THU	FRI	SAT
				1	2	3
4	5	6	7	8	9	10
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18	19	20	21	ER	23	24
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January 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
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29	30	31				

February 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
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26	27	28				

March 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
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12	13	14	15	16	M	18
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April 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
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23	24	25	26	27	28	29
30						

May 2023						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	ER ES	27
28	29	WS	31			

June 2020						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
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21	22	23	24	25	26	27
28	29	30				

- School Closed
- ER Early Release Day
- WS Teacher Workshop (No School for Students)
- ES End of Semester

- M Mid Term
- PT Parent Teacher Conferences
- OH Open House
- First and Last Day of School

Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the Minnesota Academic Standards or the WIDA English Language Development Standards. These standards define the knowledge and skills students should be learning in K–12 public and charter schools. Minnesota prioritizes high-quality education, and statewide assessments gives educators and leaders an opportunity to evaluate student and school success.

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

MCA and MTAS are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and Alternate ACCESS for English Learners

The ACCESS and Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.
- For Postsecondary Enrollment Options (PSEO) and College in the Schools programs.

English learners who take the ACCESS or Alternate ACCESS and meet certain requirements have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions about how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form. Contact your student's school to learn more about locally required assessments.

Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.

Check with your local school or district to see if there are any other consequences for not participating.



(education.mn.gov >
Students and Families >
Programs and Initiatives >
Statewide Testing)

Additional Information

- On average, students spend less than 1 percent of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

(Note: This form is only applicable for the 20__ to 20__ school year.)



Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results. This form must be returned to your student's school before the applicable test administration.

Student Information

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: ____/____/____ Current Grade in School: _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

MCA/MTAS Reading

MCA/MTAS Science

MCA/MTAS Mathematics

ACCESS/Alternate ACCESS

Contact your school or district for more information on how to opt out of local assessments.

Please **sign below** and return this form to your student's first hour teachers. If you have any questions, please contact a school administrator at (218) 224-2288.

I have read and reviewed the Laporte School Secondary Handbook for the 2020-21 school year. I also hereby consent to the use of photographs/videotape taken during the course of the school year for publicity, promotional and/or educational purposes (including publications, presentation or broadcast via newspaper, internet or other media sources). I do this with full knowledge and consent and waive all claims for compensation for use, or for damages.

Student Name

Student Signature

Parent Name

Parent Signature

Today's Date

Student's Grade Level

District-Issued Chromebook User Agreement and Internet Form

Agreement must be signed by the student AND parent/guardian before a Chromebook will be issued to the student.

As a user of the Laporte Public School District Computer Network and District-Issued Chromebook, I acknowledge receipt of and hereby agree to comply with the user requirements contained in the *Chromebook Procedures and Information Handbook and Internet Agreement*. I have read and understand and agree to abide by the terms of the *Acceptable Use Policy*. Should I commit any violation or in any way misuse my access to the Network and the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me.

Student UserName: _____

Date: _____

Student User Signature: _____

Date: _____

As the parent or legal guardian of the minor student signing above, I grant my permission for the student named to access networked computer services and school computer hardware. I understand that I may be held liable for usage violations and or equipment damage and fee to District-issued Chromebooks. I acknowledge receipt of and hereby agree to comply with the user requirements contained in the *Chromebook Procedures and Information Handbook* as well as the *Network Usage Agreement*. As the parent/legal guardian of this user, I have read, and understand and agree that my child/ward shall comply to the terms of the *Districts Acceptable Use and Internet Policy* for user access to school computers, network and internet. I also understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child/ward's responsibility for abiding by the *Policy and Agreement*. I am therefore signing this agreement to indemnify and hold harmless the school, the district and the data Acquisition Site that provides the opportunity to the School district for computer network and internet access against all claims, damages, losses and costs, of whatever kind that may result from my child/ward's use of his/her access to such networks or his/her violation of the foregoing *Policy and Agreement*. Further, I accept full responsibility for supervision of my child/ward's use of his/her access account if and when such access is not in a school setting. I hereby give my permission for my child/ward to use the building-approved account to access the School District's computer network and the internet.

Parent/Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

