

Bluffview Montessori School



Employee Handbook 2020-2021

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II. GENERAL STATEMENT OF POLICY The board of directors recognizes that individual responsibility and mutual respect are essential components of the educational process. The board of directors further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.....	42
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WELCOME TO BLUFFVIEW MONTESSORI SCHOOL

Brief History

Bluffview Montessori School was established in 1967 as a private preschool. In 1987, it expanded to include elementary students. In March 1993, Bluffview Montessori became the first Montessori Charter School in the United States, District 4001. Bluffview Montessori School is sponsored by the Winona Area Public Schools (Independent School District 861) and must meet requirements specified in the charter agreement. This agreement is renewed every five years. In 1998 Bluffview Montessori School expanded its curriculum to include middle school students.

Bluffview Today

Bluffview Montessori School is a unique educational choice available to families in Winona and the outlying community. Bluffview Charter School provides public education using the teaching methods and philosophy of Dr. Maria Montessori.

Children attend classes in mixed age groupings: first through third grades; fourth through sixth grades, and seventh through eighth grades. Bluffview Montessori School also offers a fee based preschool program known as Children's House for children ages 33 months through 5 years. The charter school Kindergarten children are part of the Children's House program.

Each classroom is staffed with a lead teacher and an assistant teacher. Lessons are given using manipulative Montessori materials known as "didactic materials." Curriculum is divided into five main areas: language arts, mathematics, geometry, cultural studies (science and history) and geography. These subjects are often integrated with one another. Beginning in first grade, art, music (instrumental and vocal), and physical education are taught by specialists. Bluffview Montessori School also provides Special Education and student health services.

The Children's House preschool program is a five day per week program (7:45 a.m. to 2:10 p.m.). The Montessori curriculum, using Montessori methods and materials, is presented to children in mixed-age environments by Montessori trained staff. The program includes practical life activities, language, math, cultural, and social activities. Children's House is available as a half-day or full day program. In addition, the YMCA offers an optional After School Program from 2:10 p.m. to 6:00 p.m.

Governing Organization

Bluffview Montessori School is a nonprofit, tax-exempt 501C-3 organization originally incorporated in 1970. The school became one of the nation's first charter schools and converted to public funding in March 1993. Bluffview Montessori School's Board of Directors (BOD) consists of community members, parents, and teachers. A majority of seats must be held by licensed teachers who are employed by the school. The staff and parents of the school elect the members for three year terms at the Annual Membership Meeting each May. The dates of board meetings are posted on the bulletin board, on the website and are listed the school calendar. Minutes from board meeting are also posted on the school's website. Board meetings are open to the public and parents and faculty members are encouraged to attend. Copies of the complete By-laws of Bluffview Montessori School are available in the school office and on the school website (www.bluffviewmontessori.org).



Bluffview Montessori School

Vision Statement

We empower children to unfold their full potential as whole and unique persons in a global community.

Mission

Bluffview Montessori School empowers self-directed learning through a materials-based Montessori curriculum that encourages independence and natural curiosity. Bluffview cultivates learners' deep respect for self, community, and a peaceful environment while nourishing the intrinsic desire for academic, civic, and personal fulfillment.

Core Values

- Independence- Empowering individuals to become confident, independent learners, willing and able to pursue their own interests and ideas.
- Respect- The expectation that all individuals associated with BMS will act in a manner that demonstrates respect for one's self, others, the school environments, and the greater community.
- Prepared environment- The classrooms are prepared in a purposeful and intentional manner, stocked with didactic materials rooted in the Montessori philosophy. The environment is prepared to assist the students in their quest to become independent learners.
- Freedom- Within the carefully prepared environment, students have the freedom of choice, movement and repetition.
- Peace- Bluffview is designated as an international peace site and we work purposefully to maintain a safe and welcoming environment.
- Mentoring- Mentoring takes place between students, as well as staff. Mixed age classroom allow older students to teach and mentor their younger peers. Veteran staff members also mentor new staff, as well as take part in the teacher evaluation process.
- Grace and courtesy- Teaching children how to conduct themselves is a vital part of education at Bluffview. Through our virtues initiative, we actively teach a different virtue each month, modeling, teaching and creating exercises to practice them.

Culture

Students

- Bring their natural sense of wonder, curiosity, inquisitiveness, questioning and playfulness to the learning process.
- Come to school rested, fed and ready to learn.
- Are respectful of themselves, all others and their environment.
- Take an active role in the learning process, developing their gifts and unfolding their potential.
- Share with their parent(s) or guardian(s) their adventures in learning and growing.

Parents/Guardians

- Cherish their children and actively support them in their growth and educational development.
- Assure their children are properly cared for, rested and fed.
- Learn about the Montessori educational approach and support their children embracing it.
- Join their child and their child's teacher in forming a strong learning team.
- Actively participate in the learning team and school events.
- Support their children as they grow in self-confidence and become life-long learners.

Bluffview's Instructional Staff

- Prepare a learning environment that supports the growth of the whole child-intellectual, social, emotional, physical and spiritual.
- Assist each child growing in self-esteem, self-confidence and social competence.
- Facilitate each child becoming proficient in his/her ability to reason and communicate, to question, gather and comprehend new information, and to work cooperatively in decision-making teams.
- Partner with each student's parent(s) or guardian(s) for the benefit of the student.
- Work cooperatively with administrators and support staff to ensure the Montessori philosophy and approach permeates the whole school.

Classroom Teachers

- Trained and certified in the Montessori philosophy and methods.
- Make every classroom a Montessori classroom.
- Address student learning needs in a Montessori way.

Teaching Assistants

- Are familiar with the Montessori educational approach and methods.
- Work cooperatively with teachers in creating a learning environment and guiding students in the learning process.

Specialists Teachers

- Are familiar with the Montessori educational approach and methods.
- Where possible, implement the Montessori educational approach and methods in teaching their specialty.

Support Team Members

- Are familiar with the Montessori educational approach and methods.
- Carry out their assigned responsibilities or volunteer activities in the spirit of the Montessori philosophy and Bluffview's core values.
- Help students and parents feel welcomed and a part of the Bluffview learning community.

Administrators

- Are familiar with the Montessori educational approach and methods.
- Welcome students, teachers and parents into the Bluffview community and consistently educate them about Montessori philosophy and methods.
- Work collaboratively with teachers, parents, the board and the charter school authorizer to ensure the success of Bluffview.
- Infuse the Montessori spirit into all activities of the school into a unified whole.
- Share Bluffview's story in the larger community and cultivate positive working relationships.

Board Members

- Are familiar with the Montessori educational approach and methods.
- Understand and uphold the charter school contract with the authorizer.
- Readily accept the ultimate responsibility for guiding the school in fulfilling its mission and realizing its vision.
- Work closely with the administrators, teachers and parents in determining policies that keep the school true to its mission.
- Work creatively and energetically to meet the current and future financial needs of Bluffview.
- Actively promote the school in the larger community and recruit future students and parents to join the Bluffview family.

****PLEASE NOTE THAT FOR SCHOOL YEAR 2020-2021, MANY OF OUR EMPLOYEE AND FAMILY PROCEDURES AND POLICIES MAY BE AFFECTED BY STATE-MANDATED PRECAUTIONARY MEASURES ESTABLISHED TO MITIGATE THE EFFECTS OF COVID-19. PLEASE SEE THE BLUFFVIEW MONTESSORI COVID-19 OPERATIONS PLAN FOR DETAILS AND UPDATES.****

EMPLOYEE POLICIES AND PROCEDURES

Attendance-Staff Members

Duty hours for full-time instructional staff members are 7:30-3:30 p.m. Classroom assistants are scheduled from 7:30-3:00 p.m. each day. Duty hours for paraprofessionals and part-time staff members will be defined as needed for each position.

Staff and faculty members who want to schedule personal leave time (PLT) must complete a *Leave Request Form* two weeks in advance and submit to the administrative assistant. PLT will be granted upon approval by the Head of School and you will be notified when your request has been approved or denied. The school will strive to accommodate all requests, but must also be mindful of the number of staff out of the building at one time. A general rule is that no more than 2 staff persons should schedule PLT time for the same day.

If you arrive late or leave early, you must complete a *Leave Request Form* and submit to the administrative assistant that same day. Doing so allows for accurate reporting of PLT hours.

During normal school days, teachers are on-duty between 7:30-3:30 and may not routinely leave the campus during lunch. Please inform the front office when you must leave the campus during the course of the day as a part of your professional responsibilities or when you and your class will be off-campus for any reason. Notify the office upon your return to the building as well. All employees entering or exiting campus must use the front door.

If you are ill, please call or text Sherry Lohmeyer (813-523-8658) by 6:00 a.m. or the night before if possible, so that a substitute can be arranged if necessary. Teachers that have an assistant serving as the substitute must also notify the assistant to collaboratively plan the day. Immediately (within 24 hours) upon return from your absence, you must complete a *Leave Request Form* and return it to the administrative assistant for accurate record keeping.

Attendance at School Events

All instructional staff members, including specialists, are required to attend staff meetings, open houses, and other similar events. Instructional staff members are expected to be present at Parent-Teacher Conferences, programs which involve your students, and designated Parent Education Nights. All staff members are encouraged to attend other school and family events throughout the school year.

Attendance

Attendance and lunch count must be taken promptly at 7:45 a.m. Please do not allow students to take attendance or lunch count as we need an accurate reporting of both. Please have the attendance and lunch count to the office by 8:00 a.m. each day.

Bereavement Leave

Bluffview Montessori School employees are allowed up to three bereavement days for the death or funeral of a member of the employee's immediate family. These days do not subtract from an employee's PLT days.

Calendar

For instructional staff, the 2020-2021 Bluffview Montessori School calendar consists of 173 student contact days and 10 professional development in-service days. The 2020-2021 academic calendar begins on September 8, 2020 and ends on June 9, 2021.

Cash Management

Except for authorized Petty Cash purchases, all expenses must be approved in advance by the Head of School. A green *Requisition Form* must be completed and approved before purchases are made. Once approved, office personnel will order approved items. In rare circumstances, instructional staff members may be allowed to place orders that have been approved.

Petty Cash expenditures are limited to reimbursements of \$50.00 or less for snacks and other quick-response supply needs. Petty cash transactions must be completed within one working day by turning receipts and change in to the office. Ruth Rourke and Renee Knutson will handle all Petty Cash transactions.

Tax exempt cards are available in the copy room for your use. Please feel free to take one and keep it in your wallet so you'll have it available when you need it. The school will not reimburse sales taxes paid.

Classroom Cash Transactions

Teachers must turn all money received from parents (snacks/classroom supplies, field trips, fund raising events, book orders and any other money collected in the classroom) to the office immediately upon receiving the funds. At no time is money to be kept overnight in your classroom.

Community/School Service

Employees are encouraged to participate in community activities related to education. Administration will attempt to accommodate employees whenever possible, if such meetings occur during the school day.

Compensation for Staff Development Activities (Please refer to Policy 706)

If a Bluffview Montessori School employee attends an approved seminar, lecture, conference, business related meeting, training program, etc., at the request of school administration, Bluffview will cover the following expenses: registration fees, travel costs, hotel accommodations and a per diem food expense.

If a Bluffview Montessori School employee requests to attend other seminars, lectures, conferences, business related meetings, training programs, etc. the Head of School will discuss expenses with the employee, and may cover the following: registration fees, either travel or hotel, and a per diem food expense. Our budget dictates the ability of the school to contribute toward self-chosen staff development activities.

If an employee is paid a per diem for food expenses, accurate accounting of expenses is not necessary and the per diem amount constitutes the whole and complete reimbursement for expenses. The per diem rate set by the Bluffview board of directors is \$35.

Complaints

The normal channel for complaints concerning Bluffview Montessori School shall be made from parent, guardian or student to the person directly involved, then to the administration and finally to the Board of Directors. Every effort will be made to satisfy the complainant at the *lowest level*. An *Incident Report Form* (See Appendix B) should be used to file official complaints.

Confidentiality

Bluffview Montessori School employees must respect both student and school confidentiality. A student's academic performance and/or problems should be discussed in private only with those staff members serving that student. We must maintain confidentiality about all personal information and educational records concerning students and their families.

School policies and decisions should not be questioned or discussed in the presence of parents, students or outside of the school. Instead, employees are encouraged to bring their concerns and inquiries to the Head of School and/or the Board of Directors.

Corridor Teacher Meetings

While it is understood and accepted that staff members occasionally need to talk with their peers regarding business, students, changes in plans, etc., please be mindful of time spent doing so. Our focus should be on supervision and instruction and both are minimized when staff members are out of the classroom. Teachers are responsible for their students at all times.

Employment Separation At

Will Employment

Bluffview Montessori School adheres to the principle of "at will" employment whereby Bluffview Montessori School and its employees can terminate the employment relationship at any time and for any reason or for no reason.

Resignation

An employee wishing to leave employment with Bluffview Montessori School in good standing must submit a written resignation to the Head of School at least two weeks prior to the effective date stating specific reasons for his/her resignation.

Terminations Due To Workforce Reductions

An employee of Bluffview Montessori School may be subject to a non-disciplinary, involuntary termination due to program changes or budget reductions. In such cases, affected employees will be given as reasonable an amount of advance notice as conditions permit.

Terminations for Other Reasons or for No Reason

Employees employed on an at-will basis may be terminated without showing of cause. Cause for termination or dismissal may include but is not limited to: breach of professional ethics, employee conduct which damages the reputation of the school, conviction of a crime, acting repeatedly in a manner that tends to adversely affect the services or morale of the school, refusal to take the direction of administration, excessive absences or tardiness, failure to adhere to school policies, destruction of property, dishonesty, negligence, sexual harassment, or other unacceptable behavior which Bluffview, at its sole discretion, deems harmful to its business. It is not always necessary to give a reason for a termination.

The Head of School shall forward his/her recommendation for dismissal to the Board of

Directors for final decision. The Board of Directors may, at its discretion, remove an employee from the classroom and/or school premises if the Board of Directors has concerns for student and/or staff safety and welfare, or school security.

The employee is entitled to meet with the Board of Directors in a closed session after his/her removal to present his/her point of view.

Employees who are suspended without pay will not be entitled to compensation during the period of suspension.

Employee Benefits (Please refer to Policy 712)

All Employees who work 20 or more hours per week will receive a prorated benefit amount. The maximum amount of this benefit is \$2,800 per year. Employees who work less than 20 hours/week are not eligible for benefits. Staff members may use this specific dollar amount for health insurance, dental insurance, life insurance, retirement or for Children's House tuition.

In addition, Bluffview Montessori School employees who are eligible for benefits are also eligible for tuition assistance for Children's House in the form of up to a 25% discount, not to exceed a \$5,000 total annual spending cap for the entire staff.

Bluffview Montessori School provides a \$25,000 life and long term disability insurance policy to all benefit-eligible staff members. A voluntary Section 125 Flexible Spending Plan is also offered to employees by Bluffview Montessori School.

Employee Status

A regular full time employee is one who averages a five day work week in which he/she averages at least forty hours, excluding school holidays, during the academic year.

A non-exempt employee is an hourly or salaried employee who is covered by provisions of the Fair Labor Standards Act or applicable state laws. Such employees are entitled to overtime pay at the rate of 1 ½ times their regular rate of pay for work required to be performed over 40 hours per week. All overtime worked by non-exempt employees must be approved in advance by the Head of School. All non-exempt employees will have a 30 minute unpaid meal period if their schedule is longer than 4-hours per day. During meals, non-exempt employees are relieved of their job duties and are permitted to leave their work locations.

An exempt employee is a salaried employee who receives a letter of employment that specifies only a yearly salary amount. Exempt employees include but are not limited to: The Head of School, Assistant Head of School, Administrative Assistant, Licensed Teachers, the School Counselor, and the School Nurse.

Equal Employment Opportunity (Please refer to Policy 102)

Performance Evaluations of Instructional and Non-instructional Staff

As a means of assisting in the professional growth and development, a three year professional review cycle has been developed for instructional staff. An annual performance evaluation for a non-instructional staff member is a collaborative effort between the Head of School and the staff member.

Injuries at Work

Any employee who is injured while at work shall make an immediate report of the injury to the administration and seek appropriate medical attention. The employee must complete a *First Report of Injury* and in some instances an OSHA (Occupational Safety and Health Act of 1970) injury form and submit it to the administration.

Letters of Employment

An offer of employment must be in the form of a written Letter of Employment to be deemed a valid offer of employment by the Board of Directors. Once a written Letter of Employment is offered, it must be signed and returned to the Head of School no later than 30 days after issuance. Failure to return a signed Letter of Employment within 30 days of issuance may render the Letter of Employment null and void. The Board of Directors will review all Letters of Employment prior to their issuance.

Off Duty Employee Conduct

Generally, Bluffview Montessori School regards the off duty activities of its employees to be a personal matter rather than that of the school. However, certain types of off duty activities represent a potential concern to the School. For that reason, the following word of caution is provided to all Bluffview Montessori School employees:

A Bluffview Montessori School employee who engages in or is associated with illegal, immoral or hostile/violent conduct, the nature of which adversely affects Bluffview Montessori School or its employees, or the personal ability to fulfill his/her employment responsibilities, may be subject to disciplinary action including termination.

Personal Leave Time (PLT)

All regular full time Bluffview Montessori School employees will receive 96 hours of PLT each year. The personal leave time may be used for personal/family illness or personal business. Part-time employee personal leave days will be prorated according to the average number of hours worked per month (9 months for FTE employees and 12 months for full-year employees). Employees must complete a Leave Request Form and have it approved prior to taking personal leave days or after returning from an illness.

PLT time for the days immediately preceding or following the first and last student days of the school year or the days immediately preceding or following break times may be limited. **Consistency in staffing is important and will be considered by the Head of School when approving PLT.** Time off Requests for these times must be submitted two weeks in advance and PLT will be granted dependent on the ability to find substitutes and in the order that requests are received.

Unused personal leave time: 1) will be forfeited or paid out in accordance with Policy 712; 2) cannot accrue during suspension and 3) cannot be used during suspensions or the period between notices of voluntary or involuntary termination.

If an employee has exhausted all his/her accumulated personal leave days during the year, he/she will be docked financially for subsequent time missed during the period of time specified in the letter of employment. The amount deducted from the payroll check will reflect the number of hours missed and will be a per-hour equivalent of the employee's annual salary.

Other extended unpaid leaves of absence for illness, injury or for personal reasons may be granted at the discretion of the Bluffview Montessori School Board of Directors. A request for an unpaid leave of absence must be submitted to the Board of Directors in writing, stating the reason for the request and the length of the requested absence.

Personal leave time does not accrue during a leave of absence. Extensions will be granted only at the discretion of the Board of Directors.

For other items related to PLT, please see or Policy 712.

Personnel Files

The administration of Bluffview Montessori School will maintain a personnel file on each employee. Each staff member will cooperate with the Head of School in providing the following for his/her file: a copy of the teacher's current Minnesota teaching license and Montessori certificate; copies of all official transcripts; pre-employment materials: application, credentials, references; a copy of the current letter of employment between the school and employee; formal observations and evaluations; documentation of continuing education, professional training and staff development records and naturalization verification form. Employee files may contain any other documentation in regards to the employee's performance including performance awards and concerns/complaints about the employee.

All personnel records are privileged information as outlined in the Minnesota Data Practices Act. Employees have the right to review their personnel file with an administrator present and may take notes or make a copy of any material on file. No employee is allowed to remove any entry from the personnel file and may be dismissed for removing or destroying personnel file contents.

Professional Dress Attire

Employees are expected to dress in a manner consistent with accepted community standards of good taste and decency. The faculty fulfills a valuable educational function through modeling appropriate school attire and in guiding students' choice of clothing. Blue jeans are acceptable attire for staff on Fridays only.

Whistleblower Protections

Employees have the right to complain about workplace practices or policies that they believe to be in violation of law, against public policy and/or fraudulent or unethical. The school will not take any adverse employment action against any employee, or otherwise retaliate against any employee, because:

- The employee, or a person acting on behalf of the employee, reports or is about to report to a public body a violation that the employee knows or reasonably believes has occurred

- or is about to occur, unless the employee knows or has reason to know that the report is false;
- The employee participates in, or is requested by a public body to participate in an investigation, hearing or inquiry held by the public body, or a court action, in connection with a violation;
 - The employee refuses to commit or assist in the commission of a violation; or
 - The employee reports to the school a violation that the employee knows or reasonably believes has occurred or is about to occur, unless the employee knows or has reason to know that the report is false.

For purposes of this policy, a "violation" is any act or omission by the school that is materially inconsistent with, and a serious deviation from: 1) standards implemented in accordance with a law or regulation to protect employees or others from health, safety or environmental hazards; or 2) financial management or accounting standards implemented under a rule or regulation created by the school or a law, rule or regulation designed to protect any person from fraud, deceit or misappropriation of public or private funds or assets under the control of the school.

Employees who wish to report such violations should contact the school's compliance officer. At Bluffview Montessori School, the Chairperson of the Board of Directors has been designated as the compliance officer. Employees should also consult the Policy 750 Whistleblowing for further information about reporting potential misconduct and protections from retaliation.

CLASSROOM OPERATIONS POLICIES AND PROCEDURES

Accidents

Please refer to Policy 105 and the School Emergency Plan.

Animals in the Classroom

Please refer to Policy 602.

Attendance-Student

The staff of Bluffview Montessori School desire for our students to have the best educational experience possible. One essential component for a successful educational experience, adequate academic progress, the creation of a positive classroom experience, and active participation in the classroom community is regular attendance at school. Therefore, it is important that children arrive at school on time and attend school every day.

Our school day begins at 7:45 a.m. Parents or guardians are expected to accompany Children's House students into school as they arrive. Elementary and Erdkinder students are to go directly to the Community Room where supervisors will be waiting. Kindergarten students who arrive by bus may go directly into the school. At 7:15am, Erdkinder students will go back to the Erdkinder rotunda area with a supervisor.

Tardiness is any late arrival or early departure with or without a legitimate reason. It is important that children arrive at school on time every day. Tardiness not only affects the student who is tardy, but causes a disruption in the classroom and is a loss of educational time for children.

Students arriving after 7:45 a.m. are considered tardy. Students arriving after 7:45 a.m. must sign in at the office and receive hall passes to be admitted to their classrooms. Students arriving after 8:00 a.m. or leaving before 2:00 p.m. will be considered $\frac{1}{2}$ day absent (a.m. and/or p.m.)

Our school day ends at 2:10 p.m. Any student not picked up by 2:30 p.m. will be sent to the office and their parents will be called.

Behavior and Discipline

Bluffview Montessori School participates in multiple programs that contribute to a positive learning environment for all students and staff. The foundation for these programs is based around the principles of PBIS (Positive Behavior Interventions and Supports), which is a proactive and interactive approach that establishes a positive culture and supports academic, social, and emotional success. It uses data-based decision making to align curriculum and behavioral supports for all students and staff. It is aimed at supporting a safe and effective school environment while preventing behavioral problems with students.

Bluffview promotes three basic values:

- **Respect yourself**
- **Respect others**
- **Respect the environment**

These values are incorporated into the daily lives of students and staff through both school wide and classroom components:

School wide components

- All school behavior expectation lessons are taught to all students for basic areas of the building that ALL children utilize, including the lunch area, bathrooms, hallways, playground, and peace circle/outside waiting area .
- Behavior matrices have been created for each of the basic areas of the school, and are displayed as reminders for students and staff of the expected behaviors.
- Each year, Bluffview utilizes a central theme to promote positive behavior. The 2020-2021 theme is “On Track to Greatness.”
- Bluffview Montessori has been designated as an International Peace Site, and celebrates International Day of Peace each year in October with an all school assembly and ongoing peace activities.
- Bluffview Montessori utilizes inspiring lessons, books, and materials developed by *The Virtues Project* and *Core Virtues* that encourages students and staff to develop a sense of compassion and integrity and promote acts of service and generosity. The lessons are given through a three year cycle and will include the following virtues during the 2020-2021 school year:

September Respect/Responsibility	October Diligence	November Thankfulness
December Generosity	January Courage	February Loyalty
March Compassion	April Forgiveness	May & June Hope & Heroism

- School spirit and pride are encouraged through our school mascot, the Bluffview Explorer.
- Explorers of the Week are chosen every Wednesday from the Compass Slips that students have brought into the office. The Explorers are offered a “menu” of reinforcers to choose from, and a short article is written and shared in the Winona Daily News.

Classroom components

- Each classroom creates and displays their own Behavior Matrix that defines the behavior expectations throughout their daily schedules.
- Each class, along with their designated Peace Partners (all staff members that are not in general classrooms), participate in a monthly lesson and follow-up activities that promote the virtue of the month.
- Students making positive behavior choices and demonstrating actions representing the virtues that classrooms have learned may be recognized with a “Compass Slip.” Students bring their Compass Slips to the office, exchanging them for a blue sphere which is then placed in our globe. As the globe fills to the North Pole, special activities are planned celebrating the positive choices.

Discipline

Although students at Bluffview make many positive choices, it is understood that students will also make decisions and choices that allow them to learn and become more respectful and kind members of the community. Discipline Policy 507 was revised during the 2015-2016 school year, and can be found in the appendix of this handbook and on the school website. A paper copy can also be obtained in the school office.

Teachers may choose to utilize M.A.P tickets or Office Referral to record student discipline issues.

- M.A.P. Tickets stand for “Make a Plan”, and were created to resemble a ‘warning’ ticket. They are given for minor infractions of the discipline policy. Staff members discuss the behavior that was observed with the individual student, reteach the appropriate behavior, and then make a plan with the student about making better choices in the future. If a student receives three MAP tickets, the office creates an Office Referral, and further consequences may be assessed.
- Office Referrals can also be written by staff members for behaviors that warrant a discussion with an administrator and possible consequences. Office Referrals are entered into the SWIS Behavior Tracking Program that monitors school wide and individual student behavior trends. Data from the program are used by the school behavior team and staff for curriculum and instruction decisions, child study recommendations, and behavior monitoring.

Bluffview utilizes a variety of consequences, which can be found in the Discipline Policy. Consequences are given at the discretion of the administration. Students receiving an Office Discipline Report will, at minimum, visit with an administrator and may be asked to participate in “Compass University” during their lunch/recess or after school. “Compass University” is time spent in the office where students may be asked to discuss their choices, participate in a behavior lesson, or complete homework. Arrangements for after school time will be made with parents for E2 students and with the student for Erdkinder students.

Bicycles

Bicycles are permitted as a mode of transportation to and from school. Students bringing bicycles are asked to walk their bicycles on school grounds and park them in the bike rack. For the safety of all students, bicycles may not be ridden on school grounds. Students and staff who bring bicycles to school do so at their own risk. Bicycles should be locked throughout the school day.

Birthday Treats

Since food allergies can pose a life threatening risk to some students, homemade birthday treats may not be distributed in classrooms. All birthday treats must be commercially manufactured and be delivered in the original packaging for distribution to students.

Birthday party invitations may not be distributed in the classroom or during school time.

Bomb Threat Procedures

Please refer to Policy 105 and the School Emergency Plan.

Bullying Prohibition.

Please refer to Policy 514

Chemical/Biological Agents

Please refer to Policy 105 and the School Emergency Plan.

Chemical/Gas Leaks

Please refer to Policy 105 and the School Emergency Plan.

Child Abuse Reporting

Under Minnesota law, reporting of suspected physical abuse, sexual abuse and neglect is required of all educational and health care professionals. Bluffview Montessori School staff members are mandated reporters and must comply with these reporting laws. If you suspect an instance of child abuse and/or neglect, please inform the Head of School and then call the Department of Human Services (507-457-6200) to make a formal report. You do not need anyone's permission to make a mandated report.

Classroom Assistants

The responsibilities of classroom assistants will include but not be limited to the following: preparation and upkeep of learning environments, supervision of students during lunch and noon recess, preparing materials for instruction, assisting with recording and clerical duties, working directly with individual or small groups of students, attendance at all staff meetings, in-service training and school events as designated by the Head of School. The normal working hours for educational assistants is 7:30 a.m. until 3:00 p.m.

Classroom Snack and Supply Fee

A classroom snack fee is assessed to each student. This fee is used to purchase snacks throughout the school year. The current fee is \$50 per student per school year.

Cleaning

The custodial staff will vacuum classroom carpets, sweep the floors and clean classroom bathrooms daily. Classroom tile floors will be wet mopped and the inside windows will be washed weekly. Please have students put chairs on tables to facilitate cleaning. Please have students pick up paper scraps, straighten shelves, and put garbage bags in the hallway every day. Recycling bins will be emptied on Thursdays. Please remind students that lockers and cubbies must be kept neat, organized and clean at all times and offer assistance as needed.

Likewise, please keep your personal work space, cupboards, shelves and storage areas neat and organized throughout the school year. If a repair need arises, please record it on the white board in the office hallway.

Contacting Teachers

If a parent/guardian or another person wishes to contact you during the "uninterrupted work time", a note will be placed in your mailbox or a message will be left on your voice mail. Teachers should be available to meet with parents or guardians before or after school by appointment.

Student Bus Behavior

Bluffview Montessori School follows the guidelines for student bus behavior as provided by Independent School District 861 in its publication Winona Public Schools Transportation Handbook For Transporting Public and Nonpublic Students. This handbook is provided to each family at the start of the school year. The reader is referred to the handbook for further detail.

Emergency School Closings or Late Starts

All school closings, delays in school openings or early dismissals due to inclement weather will be communicated through our emergency text messaging system, and posted on the Winona and La Crosse radio and television stations and the Bluffview Montessori School web site. Radio or television communications that refer to the **Winona Area Public Schools** will pertain to Bluffview Montessori School as well. Parents and guardians should make advanced arrangements for their children in cases of closings, delays or early dismissals.

Excused and Unexcused Student Absences

Excused Absences

There are times when a child cannot attend school for legitimate reasons. Excused absences are occurrences considered legitimate reasons for non-attendance. Excused Absences include:

- 1) Illness: extended illness related absences might result in a request for a doctor's excuse
- 2) Sickness or death in the family
- 3) Impassable road (Normally the school will be closed on a snow day but there may be good cause for absence for a child who lives in an isolated area where roads have not been properly cleared of snow or other debris.)
- 4) Observance of religious holidays not recognized by public schools. (This refers to legitimate religious holidays recognized by major religions which are sacred to the adherents of the religion and which require non-attendance by the student on days that are not public holidays.)
- 5) Quarantine (This refers to school or doctor ordered exclusion of the child from school due to contagious disease or other legitimate medical reasons.)
- 6) The student is required to be in court.
- 7) Suspension, Exclusion, or Expulsion from school (This refers to students who have been removed from school following 121A.40 Minnesota Fair Pupil Dismissal Law.)
- 8) The student needs emergency medical or dental treatment.
- 9) Other Absences (This refers to special cases of family travel or other special circumstances where the absence from school is agreed upon by the parents, teachers, and the administration prior to the absence.)

Conditions for Other Excused Absences

- The time limits of the approved absence may range from a single day to a week or more. This applies only in those cases where prior permission has been given.

- Prior permission is granted by the administration after a planning meeting with parents, teachers, and administrators (It is the parents' duty to contact the teacher and administration well in advance of the event - two weeks or more - so that there is sufficient time for planning.)
- During this meeting, the parents must provide a legitimate educational rationale for missing school. Teachers and administrators, working with the parents, will then provide the student with a plan that will allow the student to keep up with assigned studies.
- The school reserves the right to deny approval in cases where it is not legitimate to an educational purpose. Teachers and administrators determine legitimate educational purpose.
- An approved absence may be refused if the student is so far behind in his/her studies that, in the judgment of teachers and administrators, an absence from school might have a detrimental effect on the student's education.

Unexcused Absences

The school does not recognize unexcused absences as legitimate reasons for non-attendance. Examples of unexcused absences include:

- 1) The student didn't feel like going to school and health reasons did not prevent attendance.
- 2) The student went shopping.
- 3) The student was helping at home.
- 4) The student was caring for younger siblings.
- 5) The non-attendance was deliberate on the part of the student ("skipping").
- 6) The student was being punished/grounded.

This is not a complete list. There may be any number of other reasons for an unexcused absence.

Procedures to Address Unexcused Absences

Number of Unexcused Absences	School's Response
3	Attendance personnel/Head of School will contact parent by phone or letter and will refer parent/guardian to Winona County Truancy Liaison.
5	Attendance personnel will contact parent by phone or letter of continued truancy. Winona County will contact the parent.
7	Attendance personnel will file educational neglect or truancy charges.

Extra Staff Duties After

School Bus Duty

Instructional and non-instructional faculty (E1, E2, Erdkinder, and Specialist) may be assigned after school bus duties on a weekly rotating schedule. After school bus duty lasts until 2:30 (later if school buses are delayed).

Lunchroom Duty

A teacher or assistant from each classroom must monitor the activities of their students during lunch. The lunch period is a wonderful time to model grace and courtesy and to spend time with the students in a more relaxed environment. Additional faculty members may be scheduled to monitor student activities during lunch or to record student lunches as they leave the serving line.

Recess Duty

The physical education teacher serves as a consistent supervisor during recess; however the supervision of recess is a collaborative effort. A teacher or assistant from each classroom must be present to monitor the activities of students during recess. From time-to-time, additional faculty members may be scheduled to monitor student recess. In order to maximize instructional time, recess should not exceed 30 minutes.

Faculty Meetings

All-staff meetings are planned for the first Monday of every month at 2:30 p.m. Any staff member who needs to be excused from these meetings must notify the Head of School prior to the meeting and make arrangements to get the information from a colleague. Agendas are shared via Google Drive and staff are encouraged to add items as needed or desired.

Faculty Lounge

For the sake of professional morale, please keep conversations in the faculty lounge positive. The faculty lounge is not a place for the discussion of student concerns or other confidential business. Please do your part in keeping the faculty lounge tidy and free of cups, cans, food items, etc.

Field Trips

Field trips to places of cultural or educational significance give enrichment to the curriculum of the classroom. To insure the desired outcome of such trips, teachers should prepare the students for the place or event that is to be visited and the things that are to be seen. A discussion should be held regarding the purposes and goals of the trip.

All proposed field trips must be approved by Head of School at least one week before final plans are made. The *Field Trip Request and Tracking Form* and an information form that includes details of the field trip, costs, transportation means, name of supervisor and a parent/guardian liability waiver must be submitted to the Head of School for approval.

Permission of parents/guardians is required for students to take part in any field trip. If a signed permission slip is not returned by the field trip date, the student will not be allowed to attend the field trip. At the discretion of the teachers involved or the administration, any student who has demonstrated patterns of inappropriate behavior or who has outstanding assignments may be asked to remain at school instead of attending the field trip.

Parents or guardians who are serving as chaperones on field trips must complete a Volunteer Criminal Background Check Form.

Whenever possible, bus transportation should be arranged for a field trip. The use of private vehicles is discouraged. If a staff member is transporting students on a field trip, he/she must: 1) be 21 years of age or older; 2) have a valid, non-probationary drivers' license and, 3) have no physical disability that might impair the ability to drive safely. The vehicle must: 1) have a valid registration; 2) be insured for minimum limits of \$100,000 per person/ \$300,000 per occurrence; 3) have an inspection log and be equipped with an approved emergency kit (both supplied by the school.). Parents/guardians may not transport students other than their own.

Drivers and/or chaperones should be given a copy of the approved itinerary including the route to be followed and a summary of their responsibilities. For field trips, one adult per ten students is required.

Fire Drills

Please refer to the School Emergency Plan.

Greeting Students

All teachers should be ready to greet students personally at their door by 7:40 a.m. to set the tone of their classroom communities for the day.

Gum/Candy Chewing

Gum/candy chewing by students is prohibited in the classroom and on school grounds at all times.

Harassment

Please refer to Policy 413.

Hazing Prohibition

Please refer to Policy 510.

Holiday Celebrations

Holidays offer a time to reflect upon the feelings, beliefs, traditions and events that have great meaning in our lives. While the celebrations of holidays are special and enjoyable, we must use care when we incorporate the discussion of holidays into our curriculum as our school community is composed of individuals with varied religious and cultural backgrounds. Decorations that are hung in the classroom should reflect the season, not the holiday. These times are opportunities to explore the history, dances, stories, songs, traditions, decorations, foods and holidays of diverse cultures.

Inclement Weather

All school closings, delays in school openings or early dismissals due to inclement weather will be communicated through our emergency text messaging system and posted on the Winona and La Crosse, Wisconsin radio and television stations and Bluffview Montessori School web site. Communications that refer to the **Winona Area Public Schools** will pertain to Bluffview Montessori School as well. Parents and guardians should make advanced arrangements for their children in cases of closings, delays or early dismissals.

Injury or Illness of Students

The school nurse or an administrator will dismiss or approve dismissal of students who are ill or injured. Under no circumstance is a student to be dismissed by a teacher or educational assistant without notifying the office. The school nurse, administrative assistant or an administrator will place a phone call to the parent or guardian or to others listed on the emergency form. Prior to pick-up, students who are ill should not be left in the front office. If the school nurse is unavailable, a teacher or teacher assistant should remain with the student in the nurse's office until a parent or guardian arrives.

The parent/guardian or designated person must come into the school office and sign the child out for the day. Under no circumstances, will a child be released from the school building until a parent, guardian, or designated adult signs the child out.

Any injury sustained by a pre-k student requiring medical attention will be reported to the Commissioner of Education within 24 hours.

If a child has an appointment, that child's parent or guardian must also stop in the office to sign the child out for the appointment. The office staff will call the child's classroom when the parent or guardian arrives in the office.

If a parent has a legitimate reason their child should not participate in Physical Education class for a day, they may write an excuse note and send it to school with their child. A written excuse from a physician is needed if a child cannot participate in Physical Education class for an extended period of time.

Injury Report

An *Injury Report* must be completed by any staff member who witnesses an incident involving an injury to a student. After completing the report (in pen or typed – do not use pencil), please submit the report to the office assistant. Appropriate copies will be made for the Head of School, parents/guardians, the nurse, the classroom teacher and for the child's student file.

The parents/guardians will be notified immediately by the school nurse, an administrator or After School Program Coordinator if there is: 1) a head injury; 2) an injury that leaves a large mark, scratch or bruise; 3) a bee sting; 4) heavy bleeding; 5) an injury that requires a paramedic to be called. No attempt should be made to diagnose the seriousness of the incident for the parent/guardian.

Only soap, water, bandages and ice packs may be used by staff members to treat an injury.

Inspection of Property

Individuals upon the premises of Bluffview Montessori School, whether students, employees or guests are expected to conduct themselves in keeping with established norms for personal conduct. In order to provide students and employees with a safe and healthy environment, Bluffview Montessori School reserves the right, at its sole discretion, to conduct inspections on school property of students and visitors existing on Bluffview Montessori School premises. The personal possessions of students, employees and guests may be searched only when the school administration has reasonable suspicion that the search will uncover evidence of a violation of law or school rules.

Inspections may include: 1) lockers/cubbies; 2) knapsacks, briefcases, lunch bags, gym bags or similar devices brought onto or existing on Bluffview Montessori School premises; and 3) clothing with appropriate safeguards for the individual's personal privacy.

As soon as practical after the search of a person's personal possessions, the school administration must provide notice of the search to the student unless disclosure would impede an ongoing investigation by police or the school administration.

Instructional Materials

All Montessori materials, novels and library books, textbooks, computers and other resource materials are the property of Bluffview Montessori School. Please discuss the appropriate use and care for these instructional materials with your students. If, through carelessness or intent, a student damages an instructional material or classroom furniture, a replacement cost will be assessed.

Kidnapping or Abduction

Please refer to the School Emergency Plan.

Library

The library offers a variety of materials for a one-week check out period. Each classroom will schedule a designated library time during the week. In addition to being available for book check out books, the librarian is also available to read to your students.

Fines for overdue library books and replacement costs for lost or damaged books will be assigned by the librarian and should be paid in a timely fashion.

Lunch

Assigned staff members must be present in the community room during the lunch period to supervise lunch and to dismiss the students back to the classroom. Please model and remind students to enter the community room in a single line, sit at the tables properly, speak in quiet lunch room voices, scrape trays and discard lunch materials appropriately, wash the lunch tables, and leave the community room in an orderly fashion.

Teachers on lunch duty are responsible for ensuring that their students clean up after themselves. Supplies are available for sweeping floors, crumbing tables and wiping up spills on floors and tables. Please do not excuse students until the table and the area under the table is clean.

If you are not assigned to lunch duty, please enjoy lunch with other staff members in the lounge. Teachers should not leave the building during lunch time as teachers are considered on duty at all times for supervision purposes.

Meal prices for adults are as follows:

Lunch \$3.85

Breakfast \$1.90

Mailboxes- physical and electronic

Each staff member is expected to check his/her mailbox each morning and before leaving the building each afternoon. Many important pieces of information may be placed there throughout the day. Similarly, it is expected that staff check their email daily as that is the method for most school communication.

Media Emergency

Please refer to the School Emergency Plan.

Parent/ Guardian Handbook

Please familiarize yourself with the Bluffview Montessori School Family Handbook. It is an expectation that each staff member will support and follow this document.

Parenting Leave

In accordance with Minnesota State law, Bluffview Montessori School will grant an unpaid leave of absence for up to six weeks in conjunction with the birth or adoption of a child. This leave of absence will be granted to any regular employee who has worked at least half-time for the previous twelve months and who becomes a biological or adoptive parent. Accumulated personal leave days may be used for parenting leave, if the employee so desires.

Placement of Students

Please refer to Policy 503.

Reporting Absences

When a child is absent from school, parents or guardians are expected to phone the school office before 8:00 a.m. and state the reason for the absence. If the office is not notified, attendance personnel will call to inform parents that the child is absent and inquire about the reason for his/her absence.

Please send any notes regarding absences to the office immediately when received.

Reporting Student Progress

Formal progress reports for each student will be mailed or otherwise distributed to parents or guardians twice a year for students in Kindergarten through eighth grade.

Parent-Teacher conferences will be held in the fall and spring. In addition to these regular conferences, arrangements for other conferences can be made by parents/guardians and teachers at any time during the school year.

Retention and Advancement

Please refer to Policy 504.

Scheduling Exceptions

During the school year there will be scheduling exceptions. These exceptions may occur because of field trips, extra concert rehearsals, immersions, etc. These exceptions may take the form of no students during a scheduled class or no activity space during a scheduled class.

It is important to limit scheduling interruptions during such exceptions. *The entire schedule of the school cannot be allowed to grind to a halt simply because of a scheduling exception that involves a single level or a single subject or specialist class.* To allow such exceptions to impact the entire school is not fair to faculty and students and it is not best practices. Please adhere to the following guidance as to what expectations are for such exceptions:

1. Whenever you are scheduled to have a class, and the students are not involved in the exception activity, it is expected that you will conduct that class (in an alternate space, if necessary)
2. Whenever you are scheduled to have a class, and the students are involved in the exception activity, the expectation is that you will assist in the supervision of those students during that period of time. This applies to specialist teachers as well as regular

- classroom teachers. When you are in this supervision mode, please be on-task and helpful to those faculty members who are conducting the exception activity.

3. Whenever you are scheduled to have prep time, it is expected that you should be able to be involved in your regular prep activities.
4. When the exception activity is over, *everything* must go back to the normal schedule.

If your classroom space is being used for the exception activity, you should have a pre-planned exception activity or lesson that you can deliver to your class in a different space. In some instances, you may need to plan ahead with more than one such activity in order to accommodate other issues, such as weather, that could interfere with your best laid plans (While this may apply most often to PE, it could also involve other faculty members that have *multiple-use spaces*, such as the Band Room.)

Scheduling exceptions can cause involved students to miss PE, Art, Band, or Music. Such exceptions cannot be allowed to impact all students or all teachers to the point that everything in the school grinds to a halt. If the primary activity is impossible, then teachers will be expected to be professionally creative in planning alternative activities or lessons that academically challenge their students and allow other faculty members to continue with their normal schedules or take advantage of valuable prep times.

School Communications

Family communication folders will be sent home each Wednesday. These folders carry important information about school events. Each student will be given a vinyl folder that should last the entire school year. Any all-school announcements, such as the weekly newsletter will be given to the youngest or only child in the family. Each teacher will receive a list of students that are family folder carriers. If a student loses or willingly damages a vinyl folder they will be required to purchase a new one for \$1.00 in the front office.

Teachers should provide a copy of all classroom letters or other communications distributed to students or families to the Head of School. It is imperative that the Head of School has accurate and timely information if questions arise about activities, classroom procedures, etc.

School Dress Code

The dress code of Bluffview Montessori School is implemented for the purpose of fostering an accepting atmosphere, free of societal prejudices and developing a healthy self-concept for all students. Time and place dictate appropriate dress. Specific wear, though fashionable, may prove to be unacceptable in the school setting. Students are expected to be appropriately dressed and acceptably groomed for school at all times.

Any accessory that draws undue attention to a student or poses a safety threat is not permitted. (e.g. excessive make-up, jewelry, hairstyle, unreasonable body jewelry).

Student dress should comply with reasonable standards of cleanliness and safety, be non-restrictive in movement and should not be disruptive to the operation of the school or inappropriate or suggestive for students. (e.g. ads for alcohol, illicit or illegal drugs/tobacco, sexually explicit or demeaning statements.) Clothing that is seen as sexually, racially or religiously offensive or immodest and inappropriate in the opinion of the administration must not be worn at Bluffview Montessori School. Students will be asked to remove offensive clothing and locate suitable replacements before being allowed to enter or return to the classroom.

No gang related signing, insignia, colors; tattoos, paraphernalia, or clothing may be communicated, worn or carried on school ground or at school activities. Inappropriate items of dress may include but are not limited to gloves, bandanas, shoestrings, wristbands or chains of substantial length which could cause harm or are likely to cause others to feel intimidated.

Hats and other head coverings must be removed upon entering the school building and must be stored in student lockers/cubbies until dismissal. Shoes and sandals must be safe and not make marks on the floors.

Students are encouraged to wear play clothing. During the winter months, students will need a coat, boots, snow pants, mittens and a head covering. Students go outside each day when the temperature and wind chill are above zero degrees Fahrenheit.

Children's House students are required to have a complete change of clothing, including socks and underwear. Sandals, clogs or flip flops are not acceptable footwear for Children's House students.

Parents are asked to mark their child's name on boots, coats, backpacks, etc.

School Money

Money for book orders, fundraisers, field trips, snack and supply fees, etc. must not be kept in classrooms (or any other location other than the office). When money is collected, please put it in an envelope, marked with the purpose of the money and deliver it directly to the administrative assistant or the Head of School.

Key Security

Each teacher is given a set of keys. Please be careful not to misplace or lose them as it may create a critical situation for the security of our school. If your keys are lost, please report this fact to the Building Manager. The last teacher leaving the building needs to walk through the building to assess security and then set the alarm near the front door.

Staff members normally are given the following keys:

1. Administrators, Custodian, Office Assistant - Key AA (pass key) and AO (admin offices)
2. Teachers – Key: AA (pass key)
3. Assistants – Key: AA (pass key)
4. Paraprofessionals – Key: 2AA (perimeter doors) but may receive AA if necessary
5. Independent Contractors – Key AA (as needed, i.e. YMCA, ORC, etc.)

In order to ensure that there are no "lost" keys, all staff members must either turn-in or re-check their keys with administration each June.

Severe Weather

Please refer to the School Emergency Plan.

Sexual Harassment

Please refer to Policy 413.

Shooting on Campus

Please refer to the School Emergency Plan.

Smoking and Vaping

Bluffview Montessori School's goal is to allow our students to develop within a healthy environment of learning. Smoking and vaping are therefore prohibited on the premises of Bluffview Montessori School.

Snowballing

Snowballing is not permitted on the school premises due to the bodily dangers involved and risks of permanent injury.

Strangers/Intruders

Please refer to the School Emergency Plan.

Students Fighting

Please refer to the School Emergency Plan.

Student Health Program and Information

Please refer to Medical Policies on Medications and Immunizations on the network Information (I) Drive. The information below is distributed to parents via the family handbook.

The Bluffview Montessori School student health program follows state and local guidelines. To help your child succeed in school, please insure that your child gets regular and adequate sleep, exercise, and a balanced diet.

When your child has contacted a communicable disease, please notify the school nurse immediately. Such diseases include: AIDS, chicken pox, fifth's disease, lice, measles, meningitis, mumps and pink eye.

If your child has a fever, rash, diarrhea, vomiting, or a cough with a fever, please keep him/her home. Strep throat must have been treated with an antibiotic for 24 hours before your child returns to school. Often a day at home and bed rest will prevent more serious illness and encourage more rapid recovery.

In case of an accident or sudden illness, the school will seek proper care for your child. It is very important that the emergency information on file at school is accurate. Please update the office when emergency information changes.

Immunizations

In accordance with the School Immunization Law, students are required to provide an immunization record showing they have received the proper immunizations against diphtheria, tetanus, pertussis, measles, mumps, rubella, and polio (The state may add other immunizations to the ones listed.) If your child has a medical reason for not being immunized or if you conscientiously object to any or all immunizations, you are required to have a signed and notarized statement on file at school. The school may permit a thirty-day grace period for students transferring into school. All others are expected to be in compliance on the first day of school.

Inhalers

In 2001 the Minnesota Legislature passed a law that allows for students in public schools to carry their own inhalers if they are prescription medications for asthma. Bluffview Montessori School believes that it is in the best interest of students with asthma to move toward independent management of asthma during their school years. It is critical however, that inhaled medications be self-administered safely, carefully and accurately. Bluffview Montessori School allows a student to carry his/her inhaler following the criteria listed below.

The inhaler must be properly labeled for the student (name, name of medication, dosage, time, and route).

A parent or guardian must provide a written authorization permitting self-administration and possession of an inhaler.

The physician prescribing the medication must provide a written order.

The School Nurse must assess the student's knowledge and ability to safely possess and use an inhaler at school.

The student must keep a written record of its use at school.

Medications

Medications may be given at school, when necessary. Several conditions must be met in order for medications to be given safely:

All medications require a physician's order and written parental permission (Obtaining a physician's order often does not require a doctor's visit.) The order may be faxed to school (452-6869). These requirements must also be met for Tylenol, Advil, Aspirin and other over-the-counter medications.

All prescription medications must be in the original labeled container. Local pharmacies will provide a second labeled container at no charge. Over-the-counter medications must be in the original box.

An adult must bring medications to the school.

Medications (other than inhalers) must be administered by the School Nurse or other qualified adult.

Sunscreen and insect repellent do not require a doctor's order but must be labeled and kept out of reach of Children's House students at all times.

Student Records

A permanent record of each student is kept on file in the school office. The records include the following information: progress reports, results of standardized tests and attendance records. A separate health record with immunizations and screening reports is kept on file for each student.

All information in a student's record is confidential and will only be discussed with the student's parents or guardians. Any other disclosure of student information may only be done after obtaining written consent of a parent or guardian.

All Bluffview Montessori School employees are expected to be familiar with the Minnesota State and Federal laws and regulations regarding data privacy and confidentiality. Inappropriate disclosure of confidential information by an employee may be grounds for dismissal.

Student Work

Assigned work plans and homework assignments help students develop the ability to work independently, to practice the basic skills initiated during class lessons and to creatively complete enrichment/research extension activities.

Each child in Grades 4-8 is encouraged to have an assignment book in which to copy the daily assignments. Teachers should monitor proper use of the assignment book by his/her students.

When a student has been absent, please keep a list of make-up work to be completed during his/her absence so he/she can keep up with the assigned work.

Please share consistent expectations with your students regarding their assigned student work: 1) Work should be done on regulation paper, done neatly and completely as per the directions given. 2) Math work should be done in pencil. 3) The use of cursive writing should be the expectation for all students. 4) Students should edit their work for correct spelling, punctuation, capitalization, grammar and mechanics. 5) If students keep notebooks for particular subjects, it is expected that the notebooks be organized and done neatly.

Substitute Teachers

Please refer to Policy 408.

Please have a substitute folder available which includes lesson plans, directions for classroom management and daily classroom procedures. Specialist teachers will keep their substitute folder in the front office. It should contain activities that any substitute teacher can lead.

Supplementary Learning Materials

Please refer to Policy 601.

Tardiness – Student

Tardiness interferes with a student's academic progress and is a disturbance to the other students and teachers in the classroom environment. Students should be at school and in their classroom by 7:45 a.m. A student who arrives at school after 7:45 a.m. must stop in the school office to sign in and to pick up a tardy slip to gain admittance to the classroom.

Testing

The Fastbridge screening assessment is administered to students in Grades Pre-K -8 in the fall, winter and spring. This assessment is used to populate our intervention programs.

Minnesota Comprehensive Assessments are administered to students in Grades 3-8 in the spring. When MCA test results arrive, they will be given to parents.

Tornado Drills

Please refer to the School Emergency Handbook.

Travel and Expense Reimbursement Please

refer to Policy 706.

Truancy

Truancy is defined as absence from school with no legitimate purpose. Truancy laws apply to students who attend grades kindergarten through eighth grade at Bluffview Montessori School. Two degrees of truancy are recognized by Minnesota statute: “continuing truant” and “habitual truant.”

Continuing Truant

According to MN Statute 260A.02 Sub.3., a “continuing truant” means a child who is subject to the compulsory instruction requirements of MN Statute 120A.22 and is absent from instruction in a school without valid excuse within a single school year for:

1. Three days if the child is in elementary school
2. Three or more class periods in three days if the child is in middle school, junior high school, or high school.

Habitual Truant

According to Minnesota Statute 260.015 Sub19., a “habitual truant” is a child under the age of 16 years who is absent from school without a lawful excuse for seven days if the child is in elementary school or for one or more class periods of seven school days if the child is in middle school...”

Procedures for Truancy

The **third unexcused absence** will result in the implementation of MN Statute 260A.03 “Notice to parent or guardian when child is a continuing truant.” The attendance officer or administration will inform the parent that:

The child is truant.

The parent or guardian should notify the school if there is a valid excuse for the child’s absence.

The parent or guardian is obligated to require the attendance of the child at school. Parents who fail to meet this obligation may be subject to prosecution.

This notification serves as the notification required by Minnesota Statute 260A.03.

Alternative educational programs and services may be available through District 861.

The parent or guardian has the right to meet with the school administration to discuss a solution to the child’s truancy.

If the child continues to be truant the parent and child may be subject to juvenile court proceedings.

It may be required that a parent or guardian accompany the child to school and attend class with the child for a period of one day.

The **fifth unexcused absence** will result in a referral to the Winona County Truancy Liaison. If the parent or guardian of the continuing truant declines the referral, a truancy petition will be filed with the court administrator and a Child Protection Report may be filed with the Department of Human Services.

If truancies continue after the Liaison meeting, the liaison or Head of School will initiate further action. After **seven truancies**, the child will be designated a habitual truant and a truancy

petition will be filed with the court administrator and a Child Protection Report will be made to the Department of Human Services.

Universal Precautions

OSHA has recommended “universal blood and body-fluid precautions”, most commonly referred to as “Universal Precautions.” Universal Precautions are procedures to protect a person from becoming infected with germs.

“Universal Precautions” means:

- 1) All persons’ blood and certain body fluids should be considered infected with HIV, HBV and/or other blood borne pathogens.
- 2) Infection-control precaution should be maintained to minimize the risk of exposure to these specimens.

The single most important step in preventing exposure to and transmission of any infection is anticipating potential contact with infectious materials in routine as well as emergency situations. Based on the type of possible contact, one should be prepared to use the appropriate precautions and techniques prior to providing care. Diligent and proper hand washing, the use of barriers, the wearing of latex gloves, appropriate disposal of waste products and needles and proper decontamination of spills are essential techniques to infection control. Using common sense in the application of these measures will enhance protection of both the employee and the student.

Care for Students: When possible, students should be encouraged to take care of their own injuries. Students can wash the cut and apply a bandage. Students should be encouraged to apply pressure with their own hand or tissue over a bloody nose. If you assist, you should provide a barrier between your skin and the blood of others. This can be done with gloves or a thick layer of paper towels or cloth.

An exposure incident to blood or other potentially infectious materials through contact with broken skin, mucous membrane or by needle or sharp stick requires immediate washing. Always wash the exposed area immediately with soap and water. If a mucous membrane splash (eye or mouth) or exposure of broken skin occurs, irrigate or wash the area thoroughly.

On an annual basis, the school nurse will conduct a review of the Universal Health Precautions during the beginning of the year staff development meeting.

Use of Telephones

In the event an employee receives a phone call during the school day, the message will be transferred into the employee’s voicemail. Please check your voicemail at least twice a day to assure that you have received your calls.

Bluffview Montessori School telephones should be used for school business only. Personal phone calls should be kept to a minimum and personal business should generally be conducted at a site other than school.

Other than during lunch break, the use of cell phones by employees during the school day is strictly limited to school business calls.

Students should not use your classroom telephone or the office telephone to make after school arrangements or calls to parents/guardians or friends. These are not legitimate reasons to use the telephone. Only in the case of an emergency should a student be allowed to use the telephone during school hours.

Use of Videos/CDs

Please use videos/DVDs for the extension of concepts taught and not as mere entertainment fillers.

Visitors

All visitors and guest speakers should be approved by administration prior to making arrangements for their visit. All visitors must register in the school office and obtain a visitor badge to wear while in the school.

GOVERNANCE

Board of Directors

The Bluffview Montessori School Board of Directors consists of members from the licensed teaching faculty, parents and community members. Teachers are encouraged to run for a position on the board during their employment at Bluffview.

The school does not expect teachers who are still completing their Montessori certification to participate on the board.

Special Board Committees

A number of special committees operate throughout the year to provide advice and guidance to the BOD and Administration. Parents, teachers, administrators, and Board members have many chances to give time and talent to Bluffview Montessori School by serving on these committees. Committee meeting dates appear on the school calendar and/or Inside View

The school does not expect teachers who are still completing their Montessori certification to participate on special committees.

Appendix A

Bluffview Montessori School Board Policies

The most recent copies of all board policies are available on the school's website at:

www.bluffviewmontessori.org

Appendix B

Bluffview Montessori School Initial Incident Report

CS 4001 Winona MN

Today's Date: _____

Name of person completing this form: _____

Individual involved: _____

Date of incident: _____

If this involves an interaction between you and the named individual, have you made an attempt to resolve the dispute?

YES NO

(Please explain your answer below.)

If this involves an interaction between you and the named employee, are you open to meeting jointly with the administration and the employee to resolve the problem?

YES NO

Describe the incident: _____

(Please attach additional pages as necessary.)

For administrative use only

Disposition:

- Resolved with reporting party Resolved with offending party
- Planned disciplinary action: _____

This report shall be maintained in the administrator's anecdotal record for one (1) year.

Administrator Signature

Date

Reviewed by Board Chair

Date

\$26,016 represents +8.4% of the salary scale at the time (was \$24,000) of the strategic plans creation, dictating this as the new base value

		Winona, Minnesota								
	New base:	Board Approved Salary Schedule as of 11.28.18								
Formula used:	26,016	3% of BA	4% of BA	7% of BA	9% of BA	15% of BA	3% of MA	4% of MA	7% of MA	9% of MA
Step yrs of empl	BA/BS	BA + 15	Mont +1	Mont +2	BA + 30	MA	MA+15	Mont +1	Mont +2	MA+30
1	26,016	26,796	27,057	27,837	28,357	29,918	30,816	31,115	32,013	32,611
2	26,276	27,064	27,327	28,115	28,641	30,218	31,124	31,426	32,333	32,937
3	26,539	27,335	27,600	28,397	28,927	30,520	31,435	31,741	32,656	33,267
4	26,804	27,608	27,876	28,681	29,217	30,825	31,750	32,058	32,983	33,599
5	27,072	27,885	28,155	28,967	29,509	31,133	32,067	32,379	33,313	33,935
6	27,343	28,163	28,437	29,257	29,804	31,445	32,388	32,702	33,646	34,275
7	27,617	28,445	28,721	29,550	30,102	31,759	32,712	33,029	33,982	34,617
8	27,893	28,729	29,008	29,845	30,403	32,077	33,039	33,360	34,322	34,963
9	28,172	29,017	29,298	30,144	30,707	32,397	33,369	33,693	34,665	35,313
10	28,453	29,307	29,591	30,445	31,014	32,721	33,703	34,030	35,012	35,666
11	28,738	29,600	29,887	30,749	31,324	33,049	34,040	34,370	35,362	36,023
12	29,025	29,896	30,186	31,057	31,637	33,379	34,380	34,714	35,716	36,383
13	29,315	30,195	30,488	31,368	31,954	33,713	34,724	35,061	36,073	36,747
14	29,609	30,497	30,793	31,681	32,273	34,050	35,071	35,412	36,433	37,114
15	29,905	30,802	31,101	31,998	32,596	34,390	35,422	35,766	36,798	37,486
16	30,204	31,110	31,412	32,318	32,922	34,734	35,776	36,124	37,166	37,860
17	30,506	31,421	31,726	32,641	33,251	35,082	36,134	36,485	37,537	38,239
18	30,811	31,735	32,043	32,968	33,584	35,432	36,495	36,850	37,913	38,621
19	31,119	32,053	32,364	33,297	33,920	35,787	36,860	37,218	38,292	39,008
20	31,430	32,373	32,687	33,630	34,259	36,145	37,229	37,590	38,675	39,398
21	31,744	32,697	33,014	33,967	34,601	36,506	37,601	37,966	39,062	39,792
22	32,062	33,024	33,344	34,306	34,947	36,871	37,977	38,346	39,452	40,190
23	32,383	33,354	33,678	34,649	35,297	37,240	38,357	38,730	39,847	40,591
24	32,706	33,688	34,015	34,996	35,650	37,612	38,741	39,117	40,245	40,997
25	33,033	34,024	34,355	35,346	36,006	37,988	39,128	39,508	40,648	41,407
26	33,364	34,365	34,698	35,699	36,366	38,368	39,519	39,903	41,054	41,821
27	33,697	34,708	35,045	36,056	36,730	38,752	39,915	40,302	41,465	42,240
28	34,034	35,055	35,396	36,417	37,097	39,140	40,314	40,705	41,879	42,662
29	34,718	35,760	36,107	37,149	37,843	39,926	41,124	41,523	42,721	43,520
30	35,066	36,118	36,468	37,520	38,222	40,325	41,535	41,939	43,148	43,955
31	35,416	36,479	36,833	37,895	38,604	40,729	41,951	42,358	43,580	44,394
32	34,375	35,406	35,750	36,781	37,468	39,531	40,717	41,112	42,298	43,089
33	35,770	36,844	37,201	38,274	38,990	41,136	42,370	42,781	44,016	44,838
34	36,128	37,212	37,573	38,657	39,380	41,547	42,794	43,209	44,456	45,287
35	36,489	37,584	37,949	39,044	39,773	41,963	43,222	43,641	44,900	45,740
36	36,854	37,960	38,329	39,434	40,171	42,382	43,654	44,078	45,349	46,197
37	37,223	38,340	38,712	39,828	40,573	42,806	44,091	44,519	45,803	46,659
38	37,595	38,723	39,099	40,227	40,979	43,234	44,531	44,964	46,261	47,125
39	37,971	39,110	39,490	40,629	41,388	43,667	44,977	45,413	46,723	47,597
40	38,351	39,501	39,885	41,035	41,802	44,103	45,426	45,868	47,191	48,073
41	38,734	39,896	40,284	41,446	42,220	44,544	45,881	46,326	47,663	48,553
42	39,122	40,295	40,686	41,860	42,643	44,990	46,340	46,789	48,139	49,039
43	39,513	40,698	41,093	42,279	43,069	45,440	46,803	47,257	48,621	49,529
44	39,908	41,105	41,504	42,702	43,500	45,894	47,271	47,730	49,107	50,025

Appendix D

Bluffview Montessori School: Policy 507 Discipline

BLUFFVIEW MONTESSORI SCHOOL POLICY 507 DISCIPLINE

I. PURPOSE The purpose of this policy is to ensure that students are aware of and comply with the school's expectations for student conduct. Such compliance will enhance the school's ability to maintain discipline and ensure that there is no interference with the educational process. The school will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY The board of directors recognizes that individual responsibility and mutual respect are essential components of the educational process. The board of directors further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others and the environment. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making and responsibility. The school can function effectively with positive behavioral supports and internal discipline based on mutual understanding of rights and responsibilities.

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

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school is that a fair and equitable school-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the board of directors, with the participation of school administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school.

I. AREAS OF RESPONSIBILITY

- A. **The board of directors.** The board of directors holds all school personnel responsible for the maintenance of order within the school and supports all personnel acting within the framework of this discipline policy.
- B. **Head of School.** The Head of School shall hold all school personnel, students and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy.
- C. **Administrators.** The school administrators are given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final board of director's approval. The administrators shall give direction and support to all school personnel performing their duties within the framework of this policy. The administrators shall consult with parents of students conducting themselves in a manner contrary to the policy. The administrators shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. Administrators, in exercising their

lawful authority, may use reasonable force when it is necessary under the circumstances, as a last resort, to correct or restrain a student or prevent bodily harm or death to another. Every effort will be made to initiate the school's CPI team to assist when possible.

- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances, as a last resort, to correct or restrain a student or prevent bodily harm or death to another. Every effort will be made to initiate the school's CPI team to assist when possible.
- E. Other School Personnel. All school personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee or other agent of a school, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances, as a last resort, to restrain a student or prevent bodily harm or death to another. Every effort will be made to initiate the school's CPI team to assist when possible.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

II. STUDENT RIGHTS

All students have the right to an education and the right to learn.

III. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. To be aware of all school rules, regulations, policies and procedures, including those in this policy, and to conduct themselves in accord with them;
- B. To assume that until a rule or policy is waived, altered or repealed, it is in full force and effect;
- C. To be aware of and comply with federal, state and local laws;
- D. To conduct themselves in an appropriate physical or verbal manner; and
- E. To recognize and respect the rights of others.
- F. To respect and maintain the school's property and the property of others;
- G. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;

- H. To attend school daily, except when excused, and to be on time to all classes and other school functions, and remain within the school and its campus during school hours;
- I. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- J. To make necessary arrangements for making up work when absent from school;
- K. To assist the school staff in maintaining a safe school for all students;
- L. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school policy;
- M. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language.

IV. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property; school-sponsored activities or trips; school bus stops; school buses, school vehicles, or any other vehicles approved for school purposes; the area of entrance or departure from school premises or events; and all school-related functions. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school or the safety or welfare of the student, other students, or employees.
 - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 - 2. The use of profanity or obscene language, or the possession of obscene materials;
 - 3. Gambling, including, but not limited to, playing a game of chance for stakes;
 - 4. Violation of the school's Hazing Prohibition Policy;
 - 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
 - 6. Violation of the school's Student Attendance Policy;
 - 7. Opposition to authority using physical force or violence;
 - 8. Using, possessing, or distributing tobacco or tobacco paraphernalia;
 - 9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;

10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances, or look-alike substances, except as prescribed by a physician, including one student sharing prescription medication with another student;
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Violation of the school's Weapons Policy;
13. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
14. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
15. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
16. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
17. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
18. Violation of any local, state or federal law as appropriate;
19. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
20. Violation of the school's Internet Acceptable Use and Safety Policy;
21. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones;
22. Violation of school bus or transportation rules or the transporting district's Student Transportation Safety Policy;
23. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
24. Violation of the school's Search of Student Lockers, Personal Possessions, and Student's Personnel Policy;

25. Possession or distribution of slanderous, libelous or pornographic materials;
26. Violation of the school' Bullying Prohibition Policy;
27. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing that is seen as sexually or morally offensive (or considered immodest or inappropriate in the opinion of staff), hats or other head coverings that are not being worn for specific instructional, safety, religious, or medical reasons, clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which suggests or implies gang membership;
28. Criminal activity;
29. Falsification of any records, documents, notes or signatures;
30. Tampering with, changing, or altering records or documents of the school by any method including, but not limited to, computer access or other electronic means;
31. Violation of Academic Honesty Policy
32. Impertinent or disrespectful language toward teachers or other school personnel;
33. Violation of the school's Harassment and Violence Policy;
34. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school personnel, or other persons;
35. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
36. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
37. Verbal assaults, or verbally abusive behavior, including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating or that degrades other people;
38. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
39. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin or sexual orientation;
40. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
41. Other acts, as determined by the school, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school personnel or surrounding persons,

or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school or the safety or welfare of students or employees.

V. DISCIPLINARY ACTION OPTIONS

The general policy of the school is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school. At a minimum, violation of school rules, regulations, policies or procedures will result in discussion of the violation and a verbal warning. The school shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, administrators, counselor or other school personnel, and verbal warning;
- B. Confiscation by school personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school policy, rule, regulation, procedure, or state or federal law. If confiscated by the school, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges. Referral to community resources or outside agency services;
- J. Financial restitution;
- K. Referral to police, other law enforcement agencies, or other appropriate authorities;
- L. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- M. Out-of-school suspension under the Pupil Fair Dismissal Act;
- N. Preparation of an admission or readmission plan;
- O. Expulsion under the Pupil Fair Dismissal Act;
- P. Exclusion under the Pupil Fair Dismissal Act; and/or

Q. Other disciplinary action as deemed appropriate by the school.

VI. REMOVAL OF STUDENTS FROM CLASS

- A.** Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement and intervention, assigning consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, administrators, or other school employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

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

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

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

C. Procedures for Removal of a Student From a Class.

1. When a teacher determines that the student's behavior meets district grounds for removal from class, the teacher will immediately communicate with the office concerning the problem;
2. Upon receiving the information:
 - a. Depending on the severity of the problem, the teacher may:
 - direct the student to report to the office or other designated area;
 - request a supervisor or designee to come to the class to remove the student, or
 - after securing the supervision for his or her class, escort the student to the office.

3. If removal from class exceeds one class period, parents or guardians will be notified;
4. Records of disciplinary action will be kept in the district student management system;
5. The student will be provided required class work;
6. An administrator or their designee will be responsible for the student.

D. Procedures for Return of a Student to a Class From Which the Student Was Removed.

1. In all removals from class, the student will have a conference with the teacher or an administrator prior to returning to the classroom and may have a conference with other persons if requested by the teacher;
2. Any of the disciplinary actions described in Section “VII – Disciplinary Action Options” may be applied to the situation.

E. Procedures for Notification.

1. Parents/guardians will be notified in a timely manner.

F. Students with a disability; Special Provisions.

1. The Pupil Fair Dismissal Act shall apply to all students with disabilities;
2. If it becomes necessary to suspend a student with a disability for more than five (5) consecutive school days, or ten (10) cumulative days within a school year, a team meeting must occur.
3. In the case of an exclusion or expulsion of a student with a disability, a team meeting shall be held prior to the exclusion or expulsion. The team shall consist of a minimum of an administrator (or designee), the regular education teacher, a special education teacher who is providing direct service, and/or the case manager. Other team members may be added as appropriate. The team shall:
 - a. determine whether the misconduct is related to the disability,
 - b. review any assessments and determine the need for further assessment, and
 - c. review the Individualized Educational Program (IEP) and amend the goals and objectives to develop an alternative IEP program.
4. A student may be placed, through a team meeting and the IEP, in a more restrictive alternative, but shall not be excluded or expelled when the misconduct is related to the student’s disability.
5. When it is determined in a team meeting or a Pupil Fair Dismissal Act hearing that a student’s misconduct is related to the disability, the assessment, IEP, and least restrictive alternative shall be reviewed according to the existing state and federal regulations.

- G. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.
1. The administrator or designee will address reports of chemical abuse and make recommendations for appropriate responses to the individual reported case;
 2. The district shall raise awareness within the community, identify available treatment and counseling programs for students and develop good working relationships and enhance communication between the schools and other community agencies;
 3. A teacher who knows or has reason to believe that a student is using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities shall immediately notify the school's administration.
- H. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.
- a. Administrators will determine appropriate action based on specific violations.
 - b. Reasonable force may be used as a last resort by an administrator or a teacher in restraining students for their protection or the protection of others in situations where potential danger to either a staff member or other students exists. Every effort will be made to initiate the school's Crisis Prevention Team to assist when possible. Corporal punishment shall not be an acceptable form of discipline in the school.
 - c. Disciplinary action taken may include:
 - i. student warning
 - ii. conference with teacher, counselor, administrators, and/or parent
 - iii. removal from class
 - iv. after-school detention
 - v. loss of school privileges
 - vi. modified school programs in accordance with due process
 - vii. referral to school specialists, community agencies, or law enforcement authorities
 - viii. dismissal, suspension, exclusion, or expulsion
- I. Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.
- a. The district is committed to fostering family/school partnerships.
 - b. Parents or Guardians are encouraged to attend school orientation activities prior to, or near, the start of the school year, and parent teacher conferences throughout the year.
 - c. When behavior is deemed inappropriate, school personnel will make a reasonable attempt to notify parents in a timely manner.
- J. Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.

- a. Each school provides a system of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.
- b. Services available for early detection of behavioral problems may include:
 - i. The Child Study Team
 - ii. Counseling Support Services;
 - iii. School Psychologist;
 - iv. Special Education Personnel; and
 - v. Social Work and Mental Health Case Workers.

- A. **“Dismissal”** means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

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

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

C. Suspension Procedures

1. “Suspension” means an action by the school administration, under rules implemented by the board of directors, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the board with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. If a student’s total days of removal from school exceed ten (10) cumulative days in a school year, the school shall make reasonable attempts to convene a meeting with the student and the student’s parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian’s expense. The purpose of this meeting is to attempt to determine the pupil’s need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must

not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, or supervised homework.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
7. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the administrators or the administrator's designee; and
 - c. petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.

8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40- 121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.
9. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
11. Notwithstanding the foregoing provisions, the student may be suspended pending the board of directors' decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures

1. "Expulsion" means a board of directors' action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the board of directors.
2. "Exclusion" means an action taken by the board of directors to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the board of directors.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross- examine witnesses. The school shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school, student, parent or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.
8. The school shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The board of directors may appoint an attorney to represent the school in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the board of directors and served upon the parties within two (2) days after the close of the hearing.
17. The board of directors shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The board of directors may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation

provided that neither party presents any evidence not admitted at the hearing. The decision by the board of directors must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the board of directors may appeal the decision to the Commissioner within twenty-one (21) calendar days of board of directors action pursuant to Minn. Stat. § 121A.49. The decision of the board of directors shall be implemented during the appeal to the Commissioner.
19. The school shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school.

VII. ADMISSION OR READMISSION PLAN

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

VIII. NOTIFICATION OF POLICY VIOLATIONS

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

IX. STUDENT DISCIPLINE RECORDS

The policy of the school is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

X. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school shall continue to provide special education and related services during the period of expulsion or exclusion

XI. DISTRIBUTION OF POLICY

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

XII. REVIEW OF POLICY

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

<i>Legal References:</i>	Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act) Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students) Minn. Stat. § 120B.232 (Character Development Education) Minn. Stat. § 121A.26 (School Pre-assessment Teams) Minn. Stat. § 121A.29 (Reporting; Chemical Abuse) Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act) Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension) Minn. Stat. § 121A.582 (Reasonable Force) Minn. Stat. §§ 121A.60-121A.61 (Removal From Class) Stat. Ch.125A (Students With Disabilities) 20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004) 29 U.S.C. § 794 <i>et seq.</i> (Rehabilitation Act of 1973, § 504) 34 C.F.R. § 300.530(e)(1) (Manifestation Determination)
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Adopted: 8-19-2014
Reviewed: 8-18-17 by Board of Directors

Revised:

Appendix E

BLUFFVIEW MONTESSORI SCHOOL POLICY 514 STUDENT BULLYING PROHIBITION

I. PURPOSE

Bluffview Montessori School strives to provide safe, secure and respectful learning environments for all students in the school building, on school grounds, school buses and at school-sponsored activities. Bullying, like other disruptive or violent behavior, is conduct that interferes with a student's ability to learn and a teacher's ability to educate.

This policy protects students against bullying and harassment on the basis of actual or perceived race, ethnicity, color, creed, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability, status with regard to public assistance, age, military status, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic defined in Chapter 363A. This policy also protects any student who voluntarily participates in any school function or activity, whether the student is enrolled in the school or not.

II. DEFINITIONS

A. Prohibited conduct (“bullying”) means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students creating an actual or perceived imbalance of power between the student engaging in bullying and the target of bullying that has or can be reasonably predicted by repeated forms or pattern to have one or more of the following effects:

1. Placing the student in reasonable fear of harm to the student's person or property.
2. Causing a substantially detrimental effect on the student's physical or mental health.
3. Substantially interfering with the student's educational opportunities and performance.
4. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

- B.** "**Cyberbullying**" means using electronic information and communication technologies to bully. This may include, but is not limited to a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network, Internet, website or forum, transmitted through a computer, cell phone, or other electronic device.
- C.** "**Remedial response**" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of the student who is the target of the prohibited conduct. Remedial response also means a measure to stop and correct retaliation for asserting, alleging, reporting or providing information about prohibited conduct (retaliation) or knowingly making a false report about prohibited conduct (false report), prevent retaliation or false reports from recurring and protect, support and intervene on behalf of the student who is the target of the prohibited conduct.
- D.** "**Immediately**" means as soon as possible but in no event longer than 24 hours.
- E.** "**School employee**" includes school board members, administrators, educators, assistants, school counselors, psychologists, other school mental health professionals, nurses and other school-based/linked medical providers/health professionals, cafeteria workers, custodians, extracurricular activities advisors, paraprofessionals, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the school and its students.

III. PROHIBITIONS

Bullying of a student or group of students is prohibited:

- A.** During any school-sponsored or school-sanctioned programs, activities, events or trips.
- B.** In the school building, school property, on school buses or other school-provided transportation, and at designated locations for students to wait for buses and other school-provided transportation.
- C.** Through the transmission of information from a school computer or computer network, or other electronic school equipment.
- D.** When communicated through any electronic technology or personal electronic device while on school property, on school buses or other school-provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities.
- E.** Off campus communication and use of electronic technology which seriously disrupts any student's education.

Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited. False accusations or reports of bullying against another student are also prohibited.

IV. RESPONSE

- A. Investigation-** The Head of School or designee (hereinafter Head of School/designee) is the person responsible for receiving reports of bullying at the

building level. They will ensure this policy and its procedures are fairly and fully implemented and serve as the primary contact on policy and procedural matters implicating both the district or school and department. If the complaint involves the Head of School/designee, the complaint shall be made or filed directly with the Board Chair.

When investigating a complaint, Head of School/designee may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved.
2. The levels of harm, surrounding circumstances, and nature of the behavior.
3. Past incidences or past or continuing patterns of behavior.
4. The relationship between the parties involved.
5. The context in which the alleged incidents occurred.

Investigation of a bullying incident shall be initiated within three school days of receipt of a report and be completed within 10 school days, unless the Head of School/designee grants in writing an additional five-day extension due to extenuating circumstances. **See Attachment A for the investigation process.**

B. Consequences - Many student conflicts can be resolved immediately and do not require reporting or creation of an incident report. The school must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Appropriate responses and consequences are outlined in either the Student Handbook or in **Attachment B**.

C. Appeal - Any party who is not satisfied with the outcome of the investigation may appeal to the school's human rights officer within 10 school days of notification of the Head of School/designee's decision. The human rights officer will conduct a review of the appeal and, within 10 school days of receipt of the appeal, will affirm, reverse or modify the findings of the report. The human rights officer shall notify the party requesting the appeal and the Head of School that its decision is final and shall document that notification in the incident report.

D. School Employees - When it is determined that a school employee was aware prohibited conduct was taking place but failed to report it, the employee will be considered to have violated this policy. The Head of School shall consider employee discipline for such violations.

E. Reprisal - The school will take appropriate action against any student or school employee who retaliates against any person who reports alleged bullying or against any person who testifies, assists or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment or intentional disparate treatment.

V. NOTICE AND DISSEMINATION OF REQUIREMENTS

The school will give annual notice of this policy to students, parents or guardians, and employees, and this policy shall appear in the student handbook and posted in an electronic format in the languages appearing on its district/school website. This policy should also be:

- A. Posted in the school's administrative offices and throughout each school building in areas accessible to students and school employees.
- B. Included in the school's student handbook on school policies.
- C. Be given to each school employee and independent contractor at the time of entering into the person's employment contract.

VI. PROFESSIONAL DEVELOPMENT AND EDUCATION

A. Staff - Professional development will be offered annually to build the skills of all school employees to implement this policy. The content of such professional development shall include, but not be limited to

1. Developmentally appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them in a manner that does not stigmatize the victim.
2. Information about the complex interaction and power differential that can take place between and among an actor, target and witness to the bullying.
3. Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk, and any specific interventions that may be particularly effective for addressing bias-based bullying.
4. Recognizing, responding to and reporting bullying.
5. Information about the incidence and nature of cyberbullying.
6. Information about Internet safety issues as they relate to cyberbullying.
7. A review of the school's reporting requirements related to bullying and cyberbullying.

B. Student Education - Each school shall incorporate into the school curriculum developmentally appropriate programmatic instruction to help students identify, prevent and reduce bullying and create a safe learning environment. The Head of School or designee shall determine the scope and duration of the units of instruction and topics covered but should include evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct to engage all students in creating a safe and supportive school environment. **See Attachment C for more information on student instruction.**

SCHOOL ACTION Attachment A – Investigation process

- I. The Head of School/designee shall perform the investigation.
 - A. Investigation of a bullying incident shall be initiated within three school days of receipt of a report and be completed within 10 school days, unless the Head of

School/designee grants in writing an additional five-day extension due to extenuating circumstances. The Head of School/ designee shall document the extension in the investigation report and shall notify the parties involved. The Head of School/designee will make every effort to protect the confidentiality of those who report bullying incidents and is responsible for keeping and protecting access to any written records of the investigation.

B. Prior to the investigation of an incident, the Head of School/designee will take immediate steps, at its discretion, to protect the alleged actor(s), target(s), bystander(s) or reporter pending completion of an investigation. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the complainant from additional incidents of bullying or retaliation.

C. The purpose of the investigation is to make a determination as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident, such as the nature of the behavior, past incidents or continuing patterns of behavior, the relationship between the parties involved and the context in which the alleged incident occurred. The investigation shall include:

1. Identifying the alleged actor(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
2. Conducting an individual interview in a private setting with the alleged actor and target. The alleged actor and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders. The investigation may also consist of any other methods and documents deemed pertinent by the Head of School/designee.
3. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education, including but not limited to, a negative impact on academic performance, educational opportunities and participation in school activities was affected.
4. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan to prevent the recurrence of an incidence that will restore a sense of safety for the target and other students who have been impacted.
5. If the Head of School/designee determines the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination, the Head of School/designee may wish to consult with either a law enforcement officer or legal counsel. Law enforcement shall only be contacted if all other available remedies have been exhausted.
6. When appropriate, preparing a report identifying his/her recommendation for individual consequences.
7. Comprehensively documenting the details of the investigation.

8. When the investigation is complete, the Head of School/designee shall ensure the investigation report is attached to the incident report.

Attachment B – Additional information on disciplinary actions

I. Remedial actions may include:

A. For the student harmed: protect, support and intervene on behalf of the student who is the target of the prohibited conduct.

1. Support may include:

- a. referral to student support staff for one-to-one support or social skills training;
- b. daily check-in and check-out with a trusted adult in the school;
- c. choice to participate in a restorative process, facilitated by a trained facilitator.

B. For the student who violated the prohibited conduct policy: the school may use multi-tiered levels of response that are individualized, consistent, reasonable, fair, age-appropriate and should match the severity of the student's behavior and their developmental age. The consequences must be a natural and logical match to the prohibited behavior; consequences must be paired with meaningful instruction and guidance; and must be carefully planned with well-defined outcomes.

Consequences may include:

1. A referral to appropriate staff for teaching and re-enforcing appropriate school behavior: mini-courses or skill modules to guide restitution;
2. a referral to participate in a restorative process facilitated by a trained facilitator if the student admits to having caused harm;
3. a meeting between the administrator and the family of the student who did the harm;
4. a coordinated behavior plan that may include behavior contracts with a plan to prevent the prohibited conduct from recurring; individual counseling and one-to-one support to change behavior;
5. warning, suspension, exclusion, expulsion or transfer.

The school should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity. The school may review school-wide behavior data as well as the data related to the person who did the harm and the person harmed. If the investigator determines that a violation of this policy may be the result of school climate needs, the school may conduct classroom, school-wide training.

When an investigation determines that bullying occurred, the Head of School/designee shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The Head of School/designee shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

1. The actor is no longer bullying and is interacting civilly with the target.

2. The target reports feeling safe and is interacting civilly with the actor.
3. School staff observe an increase in positive behavior and social-emotional competency in the actor and/or the target.
4. School staff observe a more positive climate in the physical location where bullying incidents were high.

REMEDIAL RESPONSE AND REFERRALS

The Head of School/designee shall design and implement remedial measures to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the target of the bullying, and take corrective action for documented systemic problems related to bullying. The Head of School/designee shall refer students who bully to positive-behavior small-group interventions (for anger management, trauma or social skills) within the school, if possible, to reinforce the behavioral expectation they violated and increase their social-emotional competency. The Head of School/designee shall ask a school mental health professional to refer targets of bullying to individual or group therapy where they can openly express their feelings about their bullying experience, or social-skills training and/or groups where they can practice assertiveness and coping mechanisms.

Attachment C – Student Instruction

Administration is encouraged to take such actions as deemed appropriate to accomplish the following goals:

- Engage students in creating a safe and supportive school environment.
- Partner with parents and other community members to develop and implement prevention and intervention programs.
- Engage all students and adults in integrating education, intervention and other remedial responses into the school environment.
- Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct.
- Teach students to advocate for themselves and others.
- Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct.
- Foster student collaborations to create a more conducive environment for a supportive school climate.

Possible units of instruction could include:

1. Social emotional learning.
2. Appropriate behavior online/on social media and cyberbullying awareness and response.
3. Valuing diversity in school and society.

4. Advocacy skills for themselves and others.
5. Skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying.

The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught. The school shall satisfy the documentation requirements established by the Head of School or designee to ensure compliance with this curricular requirement

Adopted: 6-16-04

Reviewed: 8-18-17 by Board of Directors

Revised: 1-22-14

Appendix F

BLUFFVIEW MONTESSORI SCHOOL POLICY 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.** It is the policy of Bluffview Montessori School (the "school") 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. Bluffview Montessori School prohibits any form of 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.
- B.** A violation of this policy occurs when any pupil, educator, administrator, or other personnel of Bluffview Montessori School harasses a pupil, educator, administrator, or other personnel, either individually or as a group, through conduct or communication based on a person's race, color, creed, religion,

national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, as defined by this policy. (For purposes of this policy, school personnel includes members of the Board of Directors, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of Bluffview Montessori School.)

- C.** A violation of this policy occurs when any pupil, educator, administrator, or other personnel of Bluffview Montessori School inflicts, threatens to inflict, or attempts to inflict violence upon any pupil, educator, administrator, or other school personnel or group of pupils, educators, administrators, or other school personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- D.** The school will act to investigate all complaints, either formal or informal, of harassment or violence regarding race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any pupil, educator, administrator, or other school personnel who is found to have violated this policy.
- E.** The Head of School is hereby designated by the Board of Directors as the responsible party to administer this policy. The Board of Directors will annually designate a second employee to be the Human Rights Officer to receive reports and complaints of abuse, harassment, or violence alleged to have occurred within the workplace or educational environment as defined by this policy. If the complaint involves the Human Rights Officer, the complaint shall be filed directly with the Head of School.
- F.** The Human Rights Officer shall inform the Head of School regarding any allegations, complaints, or knowledge of potential violations of this policy as well as of any school action resulting from such allegations, complaints, or knowledge. Should the allegations, complaints, or knowledge involve the Head of School, the Human Rights Officer shall inform the Chair of the Board of Directors.

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, (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”
1. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
 2. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 3. “Age” means the person is over the age of 25 years.
 4. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 5. “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.
 6. “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.
 7. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having

an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.

8. "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.
9. "Gender identity/expression"

E. Sexual Harassment; Definition

1. "Sexual harassment" consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:
 - a. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
2. Sexual harassment may include, but is not limited to:
 - a. Unwelcome verbal harassment or abuse;
 - b. Unwelcome pressure for sexual activity;
 - c. Unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of pupil(s) by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
 - d. Unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;

- e. Unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. Unwelcome behavior or words directed at an individual because of gender.

F. "Sexual Violence"

- 1. "Sexual violence" is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
 - a. Touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - b. Coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - c. Coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. Threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

G. "Violence"

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

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of harassment or violence prohibited by this policy by a pupil, educator, administrator, or other school personnel of the school district, or any person with knowledge or belief of conduct toward a pupil, educator, administrator, or other school personnel which may constitute harassment or violence as defined by this policy should report the alleged acts immediately to an appropriate school official designated by this policy. The school encourages the reporting party or complainant to use the report form available from the Head of School, the school office, or the school website, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to the Human Rights Officer or to the Head of School.

- B.** The Head of School is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy. Any adult school 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 Human Rights Officer or the chair of the Board of Directors by the reporting party or complainant. School personnel who fail to inform the designated report taker of a report of harassment or violence in a timely manner may be subject to disciplinary action.
- C.** Upon receipt of a report, the Head of School must notify the Human Rights Officer immediately, without screening or investigating the report. The Head of School 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 Head of School to the Human Rights Officer. If the report was given verbally, the Head of School 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 will result in disciplinary action against the Head of School. If the complaint involves the Head of School, the complaint shall be made or filed directly with the Human Rights Officer by the reporting party or complainant.
- D.** Bluffview Montessori School shall conspicuously post the name of the Human Rights Officer, including mailing address, email address, and telephone number, both in the school building and on the school website.
- E.** Submission of a good faith complaint or report of religious, racial, or sexual harassment or violence will not affect the complainant or reporter's future employment, grades, or work assignments.
- F.** Use of formal reporting forms is not mandatory.
- G.** Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. Bluffview Montessori School will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

V. INVESTIGATION

- A.** By authority of Bluffview Montessori School, the Human Rights Officer, upon receipt of a report or complaint alleging religious, racial, or sexual harassment shall immediately undertake or authorize an investigation. The investigation may be conducted by school officials or by a third party designated by the school.

- 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 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 circumstance.
- D.** In addition, the school may take immediate steps, at its discretion, to protect the complainant, pupils, educators, administrators, or other school personnel pending completion of an investigation of alleged religious, racial, or sexual harassment or violence.
- E.** The investigation will be completed as soon as practicable. The Human Rights Officer shall make a written report to the Head of School upon completion of the investigation. If the complaint involves the Head of School, the report must be filed directly with the Board of Directors. 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.
- F.** It shall be the general practice to inform a student's parent or guardian prior to any questioning of the student by a school representative. This general practice is not, however, mandated by this policy.
- G.** If the complaint involves a member of the Board of Directors, the Board of Directors shall authorize a qualified neutral third party to conduct an appropriate investigation. The authorization shall request that the investigation be concluded as soon as practicable. The investigator shall prepare a written report summarizing his or her investigation, conclusions, and recommendations and shall present it to the Board of Directors. The Board of Directors shall consider the investigator's report based upon the principles detailed in this policy and shall determine what, if any, response is appropriate.

VI. SCHOOL ACTION

- A.** Upon receipt of a report, Bluffview Montessori School will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. School action taken for violation of this policy will be consistent with requirements of applicable Minnesota and federal law and Bluffview Montessori School policies.

- B.** The result of the school's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school in accordance with state and federal law regarding data or records privacy.
- C.** The investigative reports containing identification information and statements of complaints, witnesses, and others who may have been interviewed shall be retained by Bluffview Montessori School as a confidential document and shall be subject to discovery and disclosure in whole or in part as determined by school's legal counsel.

VII. REPRISAL

- A.** Bluffview Montessori School will discipline or take appropriate action against any pupil, educator, administrator, or other school personnel who retaliates against any person who makes a good faith report of alleged religious, racial, or sexual harassment or violence or any person who testifies, assists, or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES.

- A.** 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 a 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 Bluffview Montessori School from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A.** Board Policy 413 shall be communicated to parents and students of the school in writing by the following means:
 1. By providing a summary of this policy (found in Board Policy 413a) to each school employee and independent contractor at the time of entering into an employment contract with the school.
 2. By posting a summary of this policy (found in Board Policy 413a) conspicuously in an area of the school building that is accessible to pupils and personnel.

3. By posting a short, easy-to-read statement regarding this policy conspicuously in areas of the school building where pupils are likely to see it. See Board Policy 413b for suggested language. The statement shall inform students of:
 - a. Their right to be free from harassment and violence of any kind.
 - b. How to report incidents of harassment or violence.
 - c. What they can expect when they report an incident of harassment or violence.
 4. By printing a summary of this policy (found in Board Policy 413a) in the Family Handbook.
 5. By providing a printed summary of this policy (found in Board Policy 413a) to the parents or guardians of newly enrolled students.
 6. By distributing a summary of this policy (found in Board Policy 413a) to the parents or guardians of all students no less than twice a year, either through the school's weekly newsletter or in some other form.
 7. By posting the complete text of Board Policy 413 in an easily accessible location on the school website.
 8. A copy of the full Board Policy 413 along with a complaint form will be available upon request from the school office.
- B.** On no less than an annual basis, the school shall help students understand their rights under Board Policy 413, in developmentally appropriate terms, through programming provided on either the school or classroom level.
- C.** The school shall provide regular training for all school personnel informing them of the rights provided under this policy, their responsibilities under this policy, the procedure for reporting violations under this policy, and the process for investigating complaints filed under this policy. "Regular" means frequently enough to ensure that all school personnel are aware of the policy and any changes made to the policy.
- D.** Each year prior to the September opening of school, the Head of School will prepare a plan for the year which will include planned communication activities to reach students, parents, and employees. The plan will include procedures for posting, publishing, and other forms of distribution of the policy as well as planned student programs designed to instruct students in their rights and obligations under the policy. This communication plan will be submitted to the Human Rights Officer.

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. 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)
Puller v. Indep. Sch. Dist. No. 701, 528 N.W.2d 273 (Minn. Ct. App.
1998)

Adopted: 4-18-06

Reviewed: 8-18-17 by Board of Directors

Revised:

Appendix G

BLUFFVIEW MONTESSORI SCHOOL POLICY 105 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this crisis management policy is to act as a guide for the Head of School, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school. The step-by-step procedures suggested by this policy will guide the development of a School Crisis Management Plan for Bluffview Montessori School. This plan will coordinate protective actions prior to, during and after any emergency or potential crisis situation.

II. GENERAL STATEMENT OF POLICY

The school administrators shall develop a building-specific School Crisis Management Plan that shall include:

- A. General crisis procedure;
- B. Crisis-specific procedures; and
- C. Other additional procedures.

The School Crisis Management Plan shall be created in consultation with local community response agencies and other appropriate individuals and groups likely to be involved in assisting with a school emergency.

III. General Information

A. Elements of the Crisis Management Policy

1. General Crisis Procedures

This crisis management policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation and sheltering, as well as designates the individual(s) who will determine when these actions will be taken.

a. Internal Physical Communication System

The Head of School will have a cell phone in order to be contacted at all times in the event of a potential crisis. The Head of School will appoint at least two designees in the event that he/she is unavailable. The alternative designees may include members of the school's emergency team.

b. Resource

The school has a copy of the most recent edition of the Comprehensive School Safety Guide to assist in the development of the school's emergency plan.

c. Special Needs Procedures for Staff and Children

The school's crisis management team will meet in the fall of each year to ensure that there are specific procedures for the safe evacuation of each student and staff member with special needs. If an emergency situation/crisis occurs at Bluffview Montessori School, the assignments made for each student and staff member at the fall planning meeting will be implemented by the assigned staff and will include specific procedures for evacuating students and staff with special needs.

i. The evacuation procedures will include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. This may include students who do not have a 504 plan or an individualized education program (IEP).

ii. The evacuation procedures will also address transporting necessary medications and medical equipment used by students and staff during the school day.

b. Lockdown Procedures

Lockdown procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when

determined to be necessary by the Head of School or his or her designee. The Head of School or designee will announce the lockdown over the public address system. Emergency responders use plain language when responding to emergencies or crisis situations. School district staff will also use plain language rather than code words. Provisions for emergency evacuation will be maintained even in the event of a lockdown. Specific lockdown procedures are included in the school's crisis management plan.

e. Evacuation Procedures

Evacuations of classrooms or the school building shall be implemented at the discretion of the Head of school or his/her designee. The Crisis Management Plan will include procedures for transporting students and staff a safe distance from harm to a designated safe-area location until released by the Head of School or designee. Safe-area locations may change depending on the specific emergency situation. The evacuation procedures will also include planning for students and staff with special needs related to evacuation.

f. Sheltering Procedures

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe-areas that maximize the safety of inhabitants that may change depending on the specific emergency. The Head of School or designee will announce the need for sheltering over the public address system and specific sheltering procedures will be included in the school's Crisis Management Plan.

2. Crisis-Specific Procedures

The crisis-management policy includes crisis-specific procedures for potential crisis situations that may occur during the school day or at school-sponsored events and functions. These procedures are designed to enable the Head of School to tailor response procedures when creating the school's management plan.

3. School Emergency Response Teams

a. Purpose

The school's emergency response team serves as a first responder for school emergencies and assists the Head of School in developing and revising emergency plans. The school emergency response team implements the Crisis Management Plan.

b. Composition

The Head of School will select a school emergency response team that will be trained to respond to emergency situations. The school emergency response team members will receive ongoing training to

carry out the school's crisis management plans and will have knowledge of procedures, evacuation routes and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the Head of School. The office will maintain a current list of school emergency response team members which will be updated annually. The Head of School, administrative staff, and his/her alternate designees, will know the location of that list in the event of a school emergency. The list may be in an electronic and/or paper format, but must be accessible in the event of a power outage.

c. Leaders

The Head of School or designee shall serve as the leader of the crisis response team and the primary contact for emergency response officials. In the event the primary designee is unavailable (e.g. out of the building), the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that the Head of School or alternative designee assume a liaison role and be available to emergency response officials.

IV. Preparation before an Emergency

A. Communication of the Crisis Management Plan

1. School Employees

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they should be aware of their role in responding to crisis situations. This also applies to non-teacher school personnel who have direct contact with students. All staff shall be aware of this Crisis Management Policy and Bluffview's Crisis Management Plan. The Crisis Management Plan will be reviewed with all employees annually and shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant crisis management plan and shall receive periodic training on plan implementation.

2. Students and Parents

Students and parents shall be made aware of the district's crisis management policy and the school's Crisis Management Plan. The Crisis Management Plan shall set forth how students and parents are made aware of specific school plans. Students shall receive specific instruction on plan implementation and shall participate in the required number of drills and practice sessions throughout the school year.

C. Visitors

1. Entrance Procedures

Visitors must proceed directly to the office to sign-in and must wear a visitor badge while in the school building.

2. Building Entrances

School doors are locked following morning arrival. All visitors must use the main entrance and be admitted into the building by office staff. All doors will be locked prior to and after regular building hours.

D. Facility Diagrams and Site Plans

- 1.** The school building will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside the building, and the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots and utility shut-offs. All facility diagrams and site plans will be regularly updated whenever a major change is made to the building. Facility diagrams and site plans will be available in the office and will be easily accessible. They will be included in the crisis management policy. Facility diagrams and site plans will also be provided to first responders, such as fire and law enforcement personnel.

E. Emergency Telephone Numbers

1. External Communication

a. Emergency Response Contact Information

The school will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list includes telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the schools office and will be updated annually.

b. Staff Training on Making Emergency Calls

School employees will receive training on how to make emergency contacts, including 911 calls.

2. Internal Building Communications

The School Crisis Management plan will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. The plan will identify a primary and secondary method of communication for

both internal and secondary use. The plan will include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

F. Warning and Notification System

1. Maintenance of the school's warning system

The school shall maintain a warning system designed to inform students, staff and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for the building. The school may consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

2. Notification of the District Warning System to Staff and Students

It shall be the responsibility of the Head of School to inform students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. The Crisis Management Plan includes the method and frequency of dissemination of the warning system information to students and employees.

G. School Closure Procedures

- 1. Inclement weather school closures** will normally correspond to the Winona Public School District closures. However, the Head of School may make decisions about closing school for crisis-specific reasons. School closure procedures will set forth the criteria for school closure and will specify how closure decisions will be communicated to staff, students, families and the school community (designated broadcast media, local authorities, email, text message or school web site) and will discuss the factors to be considered in closing or reopening the school.

2. External Communication Methods for Parents and Guardians

School closure procedures will also include a reminder to parents and guardians to listen to designated radio and TV stations for school closing announcements where possible.

H. Media Procedures

The Head of School has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or school closure. The Head of School may also designate a spokesperson who will notify the media in the event of a crisis or school closure. The spokesperson shall receive training to ensure that the school is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

I. Behavioral Health Crisis Intervention Procedures

1. Short-Term Intervention Procedures

Behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention counselors, or others in the community. Counseling procedures will be used whenever the Head of School determines it to be necessary, such as after an assault, a hostage situation, shooting or suicide. A school administrator shall develop and implement grief-counseling procedures to be used whenever necessary, such as after an accident, an assault, hostage situation, shooting, death or suicide. The procedures shall provide for the implementation of a plan utilizing available resources such as the school psychologist, counselor, community grief counselors or others in the community. The behavioral health crisis intervention procedures shall include the following steps:

- a. Meet with school counseling staff to determine the level of intervention for students and staff (was the crisis on campus, are there student or staff witnesses, etc.).
- b. Designate specific rooms as private counseling areas.
- c. Escort siblings and close friends of the victim(s) and other highly stressed students and staff to counseling area.
- d. Prohibit the news media from interviewing or questioning students or staff.
- e. Provide follow-up services with students and staff who receive counseling.
- f. Resume normal school routines as soon as possible.

2. Long Term Recovery Intervention Procedures

The following components may involve both short-term and long-term recovery planning:

- a. Physical/structural recovery
- b. Fiscal recovery
- c. Academic recovery
- d. Social emotional recovery

J. Planning and Preparing for Fire

1. Safe Area

The Head of School will designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area shall not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products or combustion, (depending on the wind direction, where the building on fire is located, the direction from which

the fire department is arriving and the location or fire equipment, the distance may need to be extended).

2. Accessibility of Building Facility Diagram and Site Plan

The school's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside the building. The facility diagram and site plan will identify the location of the fire alarm panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.

3. Staff Training on Evacuation Routes

Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternative routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternative routes.

4. Additional Staff Training

Certain employees, such as those who work in hazardous areas in the building, will receive training on the location and the proper use of fire extinguishers and protective clothing and equipment.

5. Conducting Fire Drills

Fire drills will be conducted periodically without warning at various times of the day and under different circumstances (e.g., lunchtime, recess and during assemblies.) State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 2999F.30. See Minn. Stat. 121A.035.

6. Fire Drill Schedule and Log

A record of fire drills conducted at the building will be maintained in the school's office.

7. Preparation and Planning for Sites

The school will have prearranged sites for emergency sheltering, relocation and reunification, and transportation as needed.

8. Essential Staff Functions

The Head of School will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., phones, building manager, etc.). The Head of School or designee will meet local fire or law enforcement agents upon their arrival.

V. Sample Procedures Included in This Policy

A. A template for universal and emergency specific procedures for the various hazards/emergencies listed below is attached to this policy. The template is to be used by the school when drafting the Crisis Management Plan. After approval by

the Board of Directors, an adopted procedure will become an addendum to the crisis management policy.

B. Universal Response Procedures for All Types of Emergency Response

1. Evacuation/relocation
2. Lockdown procedures
3. Reverse evacuation
4. Severe weather shelter
5. Shelter-in-place procedures
6. Student reunification/release

C. Emergency Specific Response Procedures

1. Assault (physical/sexual)
2. Bomb Threat
3. Demonstration
4. Fight/Disturbance
5. Fire
6. Hazardous materials
7. Hostage
8. Intruder
9. Media Procedures
10. Medical emergency
11. Severe weather: tornado/severe thunderstorm/flooding
12. Shooting
13. Suicidal threat or attempt
14. Suspicious package or email: chemical/biological threat
15. Terrorism
16. Threat
17. Threat incident report form
18. Weapons

VI. Miscellaneous Procedures

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms and janitorial closets. The school will maintain material safety data sheets for all chemicals on campus. State, federal law and OSHA require that pertinent staff have

access to material safety data sheets in the event of a chemical accident.

Legal References:

42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)
Minn Stat. Ch. 12 and 12A (Emergency Management and Natural Disasters)
Minn. Stat. §121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. §121A.035 (Crisis Management Policy)
Minn. Stat. §326B.02 subd. 6 and 326B.106 (Fire Code and General Powers Comm. Labor and Industry)
Minnesota Rules Chapter 7511 (Minnesota State Fire Code)
Minn. Stat. §299F.30 (Fire Drill in School)
Minn. Stat. §609.605 subd. 4 (Trespass on School Property)
Title IX, Part E, Subpart 2, Section 9532 and 20 U.S.C. § 7912 (Unsafe School Choice Option)

Title IX Statement of Non-Discrimination

Bluffview Montessori School does not discriminate on the basis of sex in its education program or activities, including in employment, that it is required by Title IX not to discriminate in such a manner, and that questions regarding Title IX may be referred to the Title IX Coordinator, Sherry Lohmeyer, at (507) 452-2807 or slohmeyer@bluffviewmontessori.org.