

# **PARKERS PRAIRIE**

## **INDEPENDENT SCHOOL DISTRICT #547**



### **2009-10 STAFF HANDBOOK**

**Independent School District #547  
411 South Otter Avenue  
PO Box 46  
Parkers Prairie, MN 56361  
218-338-6011  
Web Site: [www.isd547.com](http://www.isd547.com)**

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**Staff Handbook  
Parkers Prairie  
Independent School District #547**

THE PURPOSE OF THIS HANDBOOK, ALONG WITH THE "POLICIES" HANDBOOK IS TO PROVIDE EACH MEMBER OF THE STAFF WITH IMPORTANT COMMUNICATION REGARDING THE OPERATION OF THE SCHOOLS. IT ALSO PROVIDES THE LEGAL JUSTIFICATION FOR CERTAIN POLICY AND PRACTICE. IT IS MEANT TO INFORM AND MAKE YOUR JOB A LITTLE EASIER. IT ALSO CONTAINS SOME PHILOSOPHY OF EDUCATION, SOME "HOW TO'S" AND SOME "DON'TS".

WE KNOW THAT EACH OF YOU WILL BRING INTO THIS SCHOOL YEAR ENTHUSIASM, COMMITMENT, AND A WILL TO IMPROVE AS AN INDIVIDUAL AND AS A GROUP. WE KNOW AHEAD OF TIME THAT THERE WILL BE ROUGH ROADS; HOW MANY ROUGH ROADS WILL BE DETERMINED TO AN EXTENT BY LUCK, AND, TO A FAR GREATER EXTENT, BY OUR SHARED COMMITMENT, OUR PROFESSIONALISM AS EDUCATORS, OUR TEAMWORK AND SUPPORT OF ONE ANOTHER, AND BY OUR COURAGE TO CONSISTENTLY ACT IN TERMS OF WHAT WE BELIEVE AS EDUCATORS.

LET'S SERVE OUR STUDENTS AND PARENTS BY HELPING OUR STUDENTS TO WORK HARD, TO HAVE HIGH PERSONAL EXPECTATIONS, AND TO EXPECT TO BE HELD ACCOUNTABLE. WE ARE LOOKING FORWARD TO A GREAT YEAR, WORKING WITH A TOP-NOTCH GROUP OF PEOPLE.

SINCERELY,  
KENT BALDRY  
CARYL GORDY  
CONNIE WENKER

### ISD 547 Board of Education

Robert Dorn – Chairman  
Steve Inwards - Vice-Chairman  
Judy Moeller – Clerk  
Jeff Samuelson - Treasurer  
Kirk Lee - Director  
Lyle Oeltjenbruns - Director  
Mary Peterson - Director

### Parkers Prairie School District 547 Administration

Baldry, Kent - Superintendent  
Wenker, Connie - High School Principal  
Gordy, Caryl - Elementary Principal/Special Education Coordinator  
Mesker, Kelly - Activities Director

### High School Certified Staff

Arvidson, Jayne - Physical Education, Health  
Boutain, Stacey – Special Education  
Custer, Daniel - Industrial Technologies  
Ekren, Travis - Science  
Ellsworth, Tamara - Science, Math  
Henderson, Shane – School Psychologist  
Johnston, Peggy - English  
Klaessy, John - English  
Lee, Karen - English, Speech Communications  
Martin, Jennifer – Special Education  
Martin, Laurie - Art  
McDaniel, Michael - Vocational Agriculture  
Mesker, Kelly - Social Science  
O'Brien, Dave – Social Science  
Parsons, Christine - Foreign Language: Spanish  
Pearson, Debra - Vocal Music  
Peterson, Elizabeth - Special Education  
Peterson, Scott - Mathematics  
Plasek, Dale - Instrumental Music  
Powers, Rich - Mathematics  
Powers, Tanya - Social Science, Physical Education  
Schoeneck, Marlene - Science  
Tumberg, Todd - Business Education

### High School Classified Staff

Aldrich, Nicki – Special Education Para  
Amundson, Karen - Superintendent's Secretary  
Arnold, Deb - Assistant Cook  
Bates, Linda - Media Assistant  
Buran, Sari – Special Education Para  
Foley, Liz – Student Registrar  
Guenther, Marcia – 504 Assistant and Resource Room Facilitator  
Horton, Deone - Assistant Cook  
Jirik, John - Custodian  
Kingston, Sharon - Head Cook  
Makela, Tanya – Special Education Para  
Nori, Lisa - Payroll Clerk  
Peppersack, Darcy - High School Secretary  
Revering, Becky - Principal's Secretary  
Schauland, John - Custodial Supervisor  
Skoglund, Bea - Special Education Para  
Velde, Steve - Custodian

### Elementary Certified Staff

Backlund, Robin - Speech Clinician  
Bartlett, Jane - Special Education  
Brever, Melisa - Early Childhood/Special Education  
Buarp, Alicia - Third Grade  
Carlson, Bonnie - First Grade  
Christopherson, Phyllis - Fifth Grade  
Denny, Derek – Fifth & Sixth Grade  
Duberowski, Julie - Kindergarten  
Erickson, Jennifer - Kindergarten  
Grabow, Rachel – Special Education  
Henderson, Shane - School Psychologist  
Kellen, Leah - First Grade  
Lipinski, Deanna – Early Childhood/School Readiness  
Martin, Laurie - Art  
McBrady, Karen - Fourth Grade  
McDaniel, Kari – Second Grade  
Noga, John - Physical Education  
Olson, Ashley – School Social Worker  
Olson, Deb - Title 1  
Parsons, Christy – Elementary Spanish  
Parsons, Kim - Third Grade  
Pearson, Debra - Music & Instrumental Band  
Plasek, Dale - Instrumental Music  
Plasek, Heidi – Early Childhood  
Radtke, Steve - Second Grade  
Schoeneck, Marlene - Science  
Suchy, Sarah – Fourth Grade  
Wagner, Bill – Sixth Grade  
Wippler, Ramona - Early Childhood Family Education

### Elementary Classified Staff

Arnold, Deb - Assistant Cook  
Bettermann, Mary - Teaching Assistant  
Bunde, Nancy - Secretary/Health Aide  
Carlson, Amy – Assistant Cook  
Christian, Kathy - Teaching Assistant  
Cronk, Lee Anne - Media Assistant  
Fyhrie, Elaine - Teaching Assistant  
Henning, Lori - Secretary/Receptionist  
Hoffman, Carol - Teaching Assistant  
Kingston, Sharon - Head Cook  
Klaessy, Kelli - Teaching Assistant  
Klimek, Charlie - Teaching Assistant  
Koep, Anne - Assistant Cook  
Moske, David - Custodian  
Olson, Kristi – Teaching Assistant  
Pomeranz, Lorrie - Teaching Assistant  
Roger Rewitzer - Custodian  
Shaw, Tiera - Teaching Assistant  
Springer, Elaine - Teaching Assistant  
Thompson, Stephanie - School Age Care Provider  
Westfall, Janda – Assistant Cook

**2009-10  
MONTHLY CALENDAR**

**\*August\***

31 New Teacher In-Service

**\*September\***

1 Faculty Pre-School Workshop  
2 Faculty Pre-School Workshop  
Back to School Night-Elementary-6:00-8:00, High School-7:00-9:00  
3 Faculty Pre-School Workshop  
8 First Day of School  
28 Faculty Workshop – NO SCHOOL

**\*October\***

15 Teachers' Convention – No School  
16 Teachers' Convention - No School

**\*November\***

6 End of Quarter 1  
9 Faculty Workshop – NO SCHOOL  
11 Parent -Teacher Conferences – 3:15-8:15  
12 Parent-Teacher Conferences – 3:15-8:15  
13 NO SCHOOL  
26-27 Thanksgiving Break - No School

**\*December\***

23 Winter Break Begins

**\*January\***

4 Classes Resume  
22 End of Quarter 2/Semester 1  
25 Faculty Workshop – NO SCHOOL

**\*February\***

15 President's Day – NO SCHOOL

**\*March\***

1 High School Conferences/Registration – 3:15-8:15  
8 High School Conferences/Registration – 3:15-8:15  
Elementary Conferences – 3:15-8:15  
9 Elementary Conferences – 3:15-8:15  
10 Instrumental Music Contest – NO SCHOOL  
26 End of Quarter 3  
29 Faculty Workshop – NO SCHOOL

**\*April\***

2-5 Spring Break

**\*May\***

30 Baccalaureate – 7:00 p.m.  
31 Memorial Day – NO SCHOOL

**\*June\***

3 Last Day of School - End Quarter 4/Semester 2  
4 Faculty Workshop – NO SCHOOL  
4 Commencement – 7:30 p.m.

## **AIDES (STUDENT)**

Teachers who have student aides, be sure to supervise and be accountable for their whereabouts at all times. If you do not, the program has no value and no credibility.

## **ANNOUNCEMENTS**

Announcements must be turned in to the office prior to the beginning of classes each day. Student announcements must be okayed by an advisor. Students will be accountable for all items in the bulletin. A printed copy will be available in the office by the end of first period. They are also available on the web page. Cancellations due to weather will be announced by 2:00 pm. This includes practices, games or other activities.

## **ASSEMBLIES AND CLASS MEETINGS**

All teachers will be in attendance, seated with the class you advise. Prior approval is needed to not attend. Always accompany your class to meetings. Do not let them dawdle by lockers.

## **ATTENDANCE**

**Campbell v. Board of Education of Town of New Milford validates the school board's policy of setting a limit on the number of days a student can be absent to receive credit.**

**STUDENT:** Every student who has been absent must report to the front office before reporting to class. Do not admit students to class without their "Admit Slip" when they have been absent from your class the previous class period. Students who are absent from school will be assigned some form of makeup work so that they may gain the same knowledge as those students who were present. Students miss the classes most where no homework is assigned. Excessive absences from class will be subject to school policy.

**TEACHER/STAFF:** Teachers' workday start and end times are 7:45-3:30 according to District Policy. See **Teacher Contract**. If, for some reason, you must miss school, you should report it to Becky or Lori at the earliest possible time so that a substitute may be secured. **High school staff** should notify Becky **before** 7:00 a.m. (you may call as early as 6:00 a.m.), either at 218-338-2614 (home) or 218-338-6011, Ext. 100 (school) and leave a message on the phone system. **Elementary staff** should call Lori Henning at 338-4079, Ext. 401 (school) at 6:45 a.m. or leave a message on the phone system. Substitute teachers are sometimes not trained in your particular subject area; therefore, more extensive plans must be made to insure that learning continues in your absence. Seating charts and class rolls are required for each of your classes. Make them out at the beginning of the year and place them in your grade book.

**ALL STAFF MUST RETURN COMPLETED ABSENCE FORMS THE SAME WEEK THEY ARE GONE IN ORDER TO HAVE THOSE DAYS DEDUCTED FROM THEIR SICK/PERSONAL LEAVE BALANCE. OTHERWISE, YOU WILL BE DEDUCTED PAY AT THE END OF THE YEAR IF YOU ARE SHORT TIME.**

Teachers are not to leave their room unattended when classes are in session. There is no way you can exempt yourself from legal responsibility if a student is hurt in any way while unsupervised during your absence from the class. This applies regardless of activity or assignment given students. Supervision at all times is one of your major responsibilities.

## **BELL SCHEDULES**

(see next two pages)

## PARKERS PRAIRIE HIGH SCHOOL BELL SCHEDULE

### REGULAR SCHOOL DAY

**WARNING BELL - 8:15**

**Period 1 - 8:20 - 9:10** (Jr. High Music switches at 8:44 and begins at 8:46)

PASSING - 9:10-9:13

**Period 2 – 9:13-10:03**

PASSING - 10:03-10:06

**Period 3- 10:06 – 10:56**

PASSING – 10:56 – 11:00

**Period 4 – 11:25-12:30 - (15 minutes of reading)**

LUNCH - 11:00-11:25 (dismissed by classroom)

**Period 4 – 11:00-12:05 –**

(Sr. High Band and Choir use for music time; other classes 15 minutes of reading)

LUNCH - 12:05-12:30 (dismissed by classroom)

**Period 5 – 12:30-1:20**

PASSING – 1:20-1:23

**Period 6 – 1:23 – 2:13**

PASSING—2:13-2:16

**Period 7 – 2:16-3:06**

## PARKERS PRAIRIE HIGH SCHOOL BELL SCHEDULE

### ADVISOR/ADVISEE WEDNESDAY – SCHOOL DAY

**WARNING BELL - 8:15**

**Period 1 - 8:20 - 9:04** (Jr. High Music switches at 8:41 and begins at 8:43)

PASSING – 9:04-9:07

**ADIVSOR/ADVISEE: 9:07-9:37**

PASSING – 9:37-9:40

**Period 2 – 9:40-10:24**

PASSING - 10:24-10:27

**Period 3- 10:27- – 11:11**

PASSING – 11:11-11:15

**Period 4 – 11:40-12:45- (15 minutes of reading)**

LUNCH - 11:15-11:40 (dismissed by classroom)

**Period 4 – 11:15-12:20 –**

(Sr. High Band and Choir use for music time; other classes 15 minutes of reading)

LUNCH - 12:20-12:45 (dismissed by classroom)

**Period 5 – 12:45-1:30**

PASSING – 1:30-1:33

**Period 6 – 1:33 – 2:18**

PASSING—2:18-2:21

**Period 7 – 2:21-3:06**

## **BUILDING USE AFTER DISMISSAL**

Teachers must always assure that students assigned to them or students that you have been supervising or assisting have exited the building before you. You are responsible for security; locked doors, closed windows, lights off, students gone. **You are the last one out.**

## **CHEATING**

As a group of people, we tend to like and trust kids. As such, we need to constantly remind ourselves that kids are human; they have great loyalty to each other. They, like adults, will take the easier way if it is available. It is our job to constantly remove opportunity and temptation. Unlocked doors, unsecured papers, carelessly disposed papers, short cut opportunities of any kind are bad. It is healthy for us to be a little paranoid regarding security. It is good for our students, and for our standards and credibility. **\*Please include a cheating policy in your classroom rules.**

## **CHILDREN'S MENTAL HEALTH**

School personnel are Mandated Reporters. If you have heard of, observed, been approached, or suspect that a student may be facing issues of abuse, depression, acting out, anti-social behaviors, lack of cleanliness, hunger, or other concerns, the Child Protection Agency number is 218-739-4491, and contact the principal's office. All reporters have anonymity. Our student's problems are our problems. Whatever the problem; grades, attendance, behavior, family, etc., let's try to be alert and deal with them when the problem is not as large as it may become. The Child Abuse Prevention and Treatment Act of 1974 mandates WE must report suspected instances of child abuse or neglect, as long as we are acting in good faith and have reasonable grounds. Failure to report could be the cause for penalty against us.

## **CHURCH NIGHT (HOMEWORK/NIGHT-OFF NIGHT)**

Wednesday is Church Night. There should be no scheduled activities or events on Wednesdays. All practices must be over by 6:00 p.m.

## **CODE OF ETHICS FOR MINNESOTA TEACHERS**

- A. A teacher shall provide professional educational services in a nondiscriminatory manner.
- B. A teacher shall make reasonable effort to protect the student from conditions harmful to health and safety.
- C. In accordance with state and federal laws, a teacher shall disclose confidential information about individuals only when a compelling professional purpose is served or when required by law.
- D. A teacher shall take reasonable disciplinary action in exercising the authority to provide an atmosphere conducive to learning.
- E. A teacher shall not use professional relationships with students, parents, and colleagues to private advantage.
- F. A teacher shall delegate authority for teaching responsibilities only to licensed personnel.
- G. A teacher shall not deliberately suppress or distort subject matter.
- I. A teacher shall not knowingly make false or malicious statements about students or colleagues.
- J. A teacher shall accept a contract for a teaching position that requires licensing only if properly or provisionally licensed for that position.

## **COMMUNICATION WITH PARENTS AND GUARDIANS**

Parkers Prairie Schools will make every effort to communicate effectively and often with parents regarding school issues, especially grading and student progress. We will provide the following:

1. Report cards at the end of each quarter.
2. Mid quarter report cards.
3. Parent-Teacher conferences twice a year.
4. "At Risk" notices sent home once every other Monday to students who are not progressing academically or those students who are considered to be at-risk.
5. "Parent Request for Information" at any time or at regular intervals, such as every two weeks. Just call us at 218/338-6011.
6. Telephone conferences.
7. Special Education staffings.
8. Special meetings for parent, student, and teachers.

## **Return communication from parents/guardians and students that we request, include:**

1. Early notification of planned absences; vacations, working for parents, etc.
2. Phone call notification (338-6011) after 9:00 a.m. of unplanned absences; illness, emergency, etc.
3. Next Day Notes are accepted, if prior phone call was impossible. (After 24 hours without communication, absence is unexcused.)
4. Complaints and misunderstandings; call us or set up an appointment. We will never purposefully harm or misinform our students or parents. Our goal is to serve your educational needs. Are you aware of the statistic that 90% of the time, people believe the first side of an issue that they hear. This tells us, if there is a problem with a student, we cannot get on the phone fast enough.
5. Change of status; address, family changes, multiple addresses, etc.

## **COMPUTERS**

There should be no technology changes without approval of administration through Sheryl Mostad (her phone numbers are listed on the phone directory). There have been some real inventory headaches in the past.

## **COMPUTER USAGE BY STUDENTS**

Filters that remove access are not 100%. When your students are using computers and the internet they must be supervised thoroughly and at all times. No games are allowed unless approved by the administration or computer specialist.

## **COPY MACHINES**

The new networked computers are going to be a great resource and organizational aide. The business office copier is not networked and should not be used by staff. Students should not use copiers. Student needs for copying should be supervised.

## **CONFIDENTIALITY (DATA PRIVACY)**

Do not talk (casually) about students and their family; their grades, their habits, their weaknesses, their strengths, their family, your opinion, etc. This means everywhere; in your classroom (especially), also in the lounge, the cafeteria, the office, anywhere that ears can hear and your words can be repeated and/or distorted.

All students' records will be treated in accordance with the provision of Public Law 93-380, passed by Congress in 1974 and Chapter 479 of the 1974 Session law of the State of Minnesota.

Let's not talk about one another; if there is an issue, let's discuss it with one another privately and professionally.

## **DISCIPLINE**

Before any learning can occur, classroom discipline is needed. Classroom discipline is an important part of teachers' responsibility. Students assigned to the classroom are the responsibility of the classroom instructor. It is your responsibility to supervise students within the school building. Be at your door when classes pass and occasionally check bathrooms and, in general, assist in seeing that students behave in a proper manner in the school building. Major incidents of misbehavior should always be reported to the principal. Teachers should handle minor classroom disturbances on their own. Remember that no student likes to be embarrassed in front of the whole class. The most appropriate method is to hold a conference alone with the student. Also, a parent contact, in person or over the phone, expressing concern about the work or behavior of their son or daughter is an appropriate step and one that is encouraged. If these steps prove to be ineffective, referral to the principal's office may be appropriate. Whenever possible, notify the principal beforehand of the possible situation which may require the sending of a student to the office. Teachers may request that a student be suspended from a class for one day. A suspension of greater length must comply with the stipulations of The Pupil Fair Dismissal Act of M.S. 121.40 through 121A.56 and District Policy. A student asked to leave class should be told to report to the principal's office.

## **DISCIPLINE--SETTING LIMITS.**

You get the idea. Set your Zero Tolerance Standards the first day, and enforce them consistently every day. You will not have to be the person who "...gets sick of..." or deals with, "...last straws..." As administration, we would much rather deal with a minor matter early than a last straw matter later. Take action! "Actions, not words, define our rules." Setting Limits in the Classroom(MacKenzie) is worth reading, if you want some good, common sense help with your classroom climate.

**(removal of student)**

If a student is out of your control, inform the office. We will come and get the student. Do not send an "out of control" student out on their own. Students who disturb the educational climate and detract from the ability of other students to learn or the ability of the teacher to teach need to be removed. Students may be legally removed from a class, in the short term, for up to five days, through teacher and principal agreement. A conference with parent, student, teacher, and principal would be a prerequisite to readmission. Each of us needs to have high standards for student behavior: respect (disrespect), insubordination (failure to conform, to identify, to comply), offensive language and clothing, care of property, etc. Effective discipline involves setting a great and positive environment. Also, effective discipline involves being able to take care of most situations yourself. However, even the most skilled teacher may at times need office assistance. The office needs to support the positive educational climate in your room and in the halls.

**DOORS (LOCKED AND SUPERVISED)**

To have safe and well managed buildings we must manage all doors and lock them when they are not supervised.

**DRESS**

Dress for teachers should be clean, neat, appropriate and should separate teachers from students.

**EARLY INTERVENTION**

The point at which we as professional educators seek intervention strategies/resources is never "too early". Communicating early and often with students, parents, counselors, outside resources, and administration is a way of doing 'good' business. Please communicate your concerns (academic, behavioral, health, etc.) to the appropriate party (ies). Keep the office informed and used the office to expedite the setting up of meetings or other communication links.

**"EDUCATION IS WHAT REMAINS AFTER WE HAVE FORGOTTEN WHAT WAS LEARNED IN SCHOOL."****EIGHT TO ONE**

The "8-1 Rule" says that students (all of us) need to experience eight positives for every one negative. The extra time that we spend being positive, supportive, optimistic, inviting, and upbeat is well worth the effort. We create a climate where people will motivate themselves.

**EXPECTATIONS**

**We get what we expect. Hardly ever do we get more than we expect from students.** Our expectations should be consistently and realistically high. Expectations can vary from student to student, based upon different learning styles and aptitudes. Use "Classroom Expectations" handouts for all classes. Zero tolerance should drive your class management climate; high expectations should drive your academic climate. Effective classrooms have low (or zero) tolerance and high expectations.

**(CLASSROOM) EXPECTATIONS**

Classroom expectations should include all of the following: overview, grading, make-up time lines, availability at times other than class time, grad standards(if applicable), projects, types of instruction, testing, quizzing, extra credit, attendance, human relations, reporting to parents, consequences, Optional: idiosyncrasies, philosophy, rationale, pet peeve, etc. Include those things that students and parents need to know. Setting up a system that is used day to day is a way to effectively manage the use of time.

**FACULTY LEAVING BUILDING DURING SCHOOL DAY**

Faculty should seldom leave the building during the school day. If you need to leave, inform the principal, so that this temporary absence can be approved and documented. There is a faculty sign out sheet in the high school office.

**FAX MACHINE**

There is a fax machine in the main office area which is available to send or receive hard copy when other services are too slow. The secretaries can assist you. It is not for personal use.

## **FIELD TRIPS (OUT-OF-DISTRICT)**

Field trips can be important learning experiences when closely related to the subjects the students are studying. First of all, dates should be established using the master calendar in the principal's office. A list of field trips will be approved by the school board in September and thereafter on a "as needed" basis. This helps avoid conflict with any previously scheduled event. Secondly, an itinerary of the day should be provided to parent, student and administration, and transportation arranged. Thirdly, parent permit slips must be collected and be on file. When traveling with students and supervising them on a field trip, instruct them as to behavior, courtesy, and being careful. Behave as though you are a reasonable and prudent parent. Anticipate and think like an adolescent. This will allow you to apply "reasonable care". Law suits have shown that we must plan, communicate, and document the competency of our supervision. See Field Trip Form in the back of this handbook.

## **FIRE DRILLS/OTHER EVACUATIONS**

The law now requires that we hold five fire drills, five lock down drills and 1 tornado drill while school is in session. These will be held at different times throughout the school year. In the event of a fire drill and the alarm sounds, you are to take your students out of the building immediately by way of the nearest exit. You are to take your grade book along and in the event of an actual fire or other emergency, take roll to see if anyone is missing. Room doors must be shut and locked after all people have left the room. Please post in your room the fire and tornado exit routes that you are assigned and review them with all of your students. Follow lock-down procedure as indicated in the Crisis Response guide.

## **FUND RAISERS**

Fund Raisers need pre approval through administration. All fund raisers must be approved by the Board of Education. Please take time to teach your students the rules of etiquette.

## **HARASSMENT**

See Harassment and Violence Policy on page 31.

## **INCOMPLETE POLICY**

Any student with an incomplete on their report card, has five days to make up that incomplete in order to be included on the Honor Roll for that quarter.

In most cases, an incomplete becomes a NC five days after reports card are distributed. In the case of an extended illness or family emergency, this five day period can be extended through agreement between teacher and principal.

## **INCLUSIVE EDUCATION**

It is our philosophy and our daily practice to provide curriculum, instruction, classroom climate, and role modeling that promotes and includes cultural diversity, gender/sex equity, and disability awareness. We will not tolerate bias, prejudice, hatred, or harassment in our classrooms, our hallways, and in our activities that limits the potential of any person within our school to succeed to the best of his or her goals, ability, and work ethic. We will daily strive for a climate that promotes mutual respect.

## **INJURIES**

If a student in your care is injured, please obtain an Injury Report from the office and complete the form after dealing with the injury.

## **KEYS**

Teachers are given keys to their particular area in the building and the main entrance and other areas of their responsibility. The building is only as secure as your responsibility of those keys. Under no circumstances are students to be given keys for any area. If keys should be lost or misplaced, report it immediately to the principal. Keys will be turned in to the Head Custodian on check-out day.

## **LANGUAGE: STUDENTS AND STAFF**

Do not accept improper language from students, staff or yourself. Zero tolerance works on language.

## LAW FOR 18 YEAR OLD STUDENTS

At Parkers Prairie High School, our policy states that all students, regardless of age, must adhere to the same rules and regulations. Persons between the ages of 18 and 21 must follow the same regulations as those students under age 18. For example, the school requires that students 18 years and older must provide parental verification of absences. It also means that no student, regardless of age, may smoke on or within view of school property.

## LEARNING PYRAMID

<u>METHOD</u>	<u>AVERAGE RETENTION RATES</u>
Lecture	5 %
Reading	10 %
Technology	20 %
Demonstration	30 %
Discussion Group	50 %
Practice by Doing	75 %
Teaching Others	90 %

## LEAVING THE CLASSROOM OR SUPERVISION ASSIGNMENT

If, for any reason, a staff member needs to leave a group of students, please call the office, so we can provide supervision while you are gone. Do not split your classes (ie. some in room; some in computer lab) without assuring ahead of time that both ends are supervised.

## LESSON PLANS

Lesson plans are to be prepared at least one day in advance. Keep your lesson plans located so substitutes can easily find them.

## LOCKERS

Faculty need to assist in monitoring locker condition, use and misuse. Each grade is assigned a hall area for lockers. Students should have locks for both regular and locker room lockers. Students may buy a lock from the school for \$5.00, which is refundable at the end of the year. Lockers are "on loan" from the school to the student. Lockers should be kept clean and neat, both inside and out. Lockers should contain no pictures, posters, etc. that promote or advertise tobacco, alcohol, or drugs. Sexually explicit pictures or messages or other contents that are offensive or in bad taste are not permitted in lockers. Students are advised to not keep money or other valuables in their lockers. The school will not be responsible for lost or stolen property. The school reserves the right to inspect student lockers, if it is deemed necessary.

## LUNCH PROGRAM

Faculty have the option of purchasing their lunch through the hot lunch program, bringing their own from home, or going home to eat. It is not assumed that a prep period just prior to or immediately following the noon lunch period can be incorporated to result in an extended lunch period. We do have a pre-paid lunch policy that applies to all staff as well.

## MAIL AND DISTRIBUTION

Each teacher has a mailbox in the staff workroom. Please check it at least twice daily. Outgoing mail is taken to the post office twice daily and should be placed in the mail basket in the office.

## MARKING SYSTEM

Letter grades are used for marking report cards. Consideration should be given for the type of class, subject matter, and individual student ability. Report cards will be marked at the close of each marking period. We also send a mid-quarter report card for you to inform parents on the progress of their child/children. Teachers are also encouraged to telephone parents if a problem arises, as well as notifying parents of their children's "good work" or achievement. All teaching staff will participate in the At-Risk Policy for any student who is below average or failing.

## **MEDICAL PRECAUTIONS**

When possible, direct skin contact with body fluids should be avoided.

Disposable gloves are available in the District Office and in the office of the custodian. Gloves are recommended when direct hand contact with body fluids is anticipated (e.g., treating bloody noses, handling clothes soiled by incontinence, cleaning small spills by hand). Hands should be washed after gloves are removed and gloves discarded in a plastic bag or lined trash can and secured. The custodians will arrange for daily disposal.

## **MEETINGS**

Faculty meetings will be held as needed throughout the school year. All faculty members are expected to attend.

## **ORGANIZATION**

Being organized in your dealings with students, other staff, AND the office gives you credibility and earns respect and trust. If you tend to be on the disorganized side, start to change. Talk to people who can assist you. Communication in a timely fashion is very important. Do not let your lack of organization become someone else's crisis.

## **PARENT/TEACHER CONFERENCES**

Parent/Teacher conferences are only one part of a comprehensive communication system. Parents should never be surprised at conference time. Communicate early and often about grades, performance, behavior, concerns, etc.

## **PEP FESTS**

Pep fests may be activity centered, athletic, or academic; honoring any or all school activities. Requests for pepfests need to be made and scheduled at least two weeks in advance of requested date.

## **PASSES**

No student may leave the building during the school day without first obtaining permission from the office. Teachers are not authorized to give a student permission to leave the building. If you find it necessary for a student to leave the building during the school day, the instructor should make the request to the office. If you allow students to leave your room for any reason, including going to the lavatory, give them a pass indicating their name, destination and the time they left your room. Also, record the name of the student and the destination on a sheet of paper. You must know the whereabouts of all students who are assigned to you during the class or study hall at all times. Do not allow students to return to your room without a pass. Check the time on the pass on a regular basis. This will prevent loitering in the halls and all the problems that are associated with it. If any student does not follow these procedures, the teacher may suspend pass privileges for those students for an appropriate period of time.

## **PROFESSIONAL GROWTH**

Some educators create growth in themselves and others. They go the extra mile. Others are studying influences--sources of common sense and stability. The gamut of behaviors and preferred styles is long and this is good. Different viewpoints and approaches are healthy for us and our students, as long as there is no blocking or dragging down. The challenge for each of us should be to grow in some positive way each year, and to harm no one in the process.

## **PROFESSIONAL READING**

There are some really good books on education in the principal's office. Stop by and borrow one.

### **Author**

Allington, Richard  
Armstrong, Thomas  
Beaudoin, Marie-Nathalie  
Blankstein, Alan  
Bluestein, Jane  
Brookhart, Susan  
Faber, Sharon  
Martin-Kniep, Criselle  
Marzano, Robert  
Marzano, Robert

### **Title**

What Really Matters for Struggling Readers  
The Best Schools  
Creating a Positive School Culture  
Failure Is Not An Option  
Mentors, Masters and Mrs. MacGregor  
How to Give Effective Feedback to Your Students  
How to Teach Reading When You're Not a Reading Teacher  
Becoming a Better Teacher  
Transforming Classroom Grading  
Classroom Instruction that Works

Marzano, Robert	A Handbook for Classroom Instruction That Works
McEvan, K. Elaine	10 Traits of Highly Effective Teachers
Nunley, Kathie	A Student's Brain
Nunley, Kathie	Differentiating the High School Classroom
Olson, Carl	Impact (Games)
Popham, James	Transformative Assessment
Price, Hugh	Mobilizing the Community
Reeves, Douglas	The Learning Leader
Rothstein-Fisch, Carrie	Managing Diverse Classrooms
Schmoker, Mike	Results Now
Silver, Harvey	So Each May Learn
Sullo, bob	Activating the Desire to Learn
Tomlinson, Carol	The Differentiated Classroom
Walsh, David	No, Why Kids Need to Hear It
Wolfe, Patricia	Brain Matters
Wong, Harry	The First Day of School
Zemelman, Steven	Best Practice, New Standards for Teaching

## **PURCHASING**

All school purchases need a purchase order and must be approved by the principal. Local purchases need a requisition form and prior approval with a signature by the principal. All out of town purchases will require a P.O. Purchases that do not have pre approval will not be paid for by the district.

### **PURCHASING (DISTRICT CREDIT CARDS)**

As of July 1, 2008, credit cards will no longer be available to check out of the district office. Expenses that are incurred when traveling out of town should be submitted on an Expense Voucher, along with any receipts. Reimbursement will be made through payroll.

As of September 1, 2008, the district will follow the IRS guidelines for meal reimbursement. This guideline states: In order for meal reimbursements to be excludable from taxable wages, employees must be traveling away from home on employee's business with an overnight stay.

### **Purchase Order Procedures for On-Line Ordering**

Complete purchase orders on-line following the instructions below. The P.O. will be printed out in the district office, signed by the principal and ordered.

For local purchases, complete a requisition form (see back); fill out completely, turn in to building principal for signature/approval. After receiving approval, take requisition form to merchant (leave white part with merchant, and return yellow part with the invoice to the district office).

#### **Log-on to Online Ordering**

1. Log onto the SMART eR website.
2. Enter your User ID and password.
3. Click on Login.
4. From the SMART eResources menu, click on **Online Ordering**.
5. Click the **Online Order Request** link.

## ONLINE ORDER REQUEST

1. **Enter comments. Include your last name and indicate what department** the PO should be coded to. Also include information that the user would like the Business Office to know such as; a specific grant is to be used for coding or perhaps a specific site should be charged for the items, etc.
2. **Vendor number** is a required field (\*). Click on "Find" to display all vendors.
3. Select a vendor from the list. If your vendor is not listed, please contact the Business Office to create a vendor for you.
4. In the **Description** field, enter the catalog number and the item description.
5. **Enter the number of Units.**
6. The Unit Type will default to EA. Change it if necessary.
7. **Enter the Rate.**
8. Enter a discount if needed. The number is formatted as 000.000%.
9. It will automatically calculate the total cost per row and the Request Total.
10. **Click Insert if you wish to add another row** (Insert is above "description" on the left).
11. When you are finished with all rows, **click on the "Transfer" link**. Go to step 14. (If you want to save and resume the requisition later, follow steps 12 & 13 before hitting "Transfer".)
12. At this point, you can click on the "Save to Cart" link OR repeat steps 3 through 10 until finished.
13. If you "Save to Cart" - you will get a message telling you that your cart was saved. When finished click on "Transfer"
14. You will receive the message "Your Order Request has been transferred to SMART Finance".
15. If you wish to place another order, repeat steps 1 through 14. Otherwise Logout

### **To retrieve items from a Saved Cart**

1. Click on the "Open Saved Request" link at the top of the page.
2. You will receive a list of all of your saved items.
3. Click on the order you wish to re-open
4. When complete, click on "Transfer"

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## Purchase Order Procedure for Local Purchases

For local purchases, take requisition to merchant, leave top white copy with merchant and return yellow copy with receipt to Karen Amundson in the district office Local businesses need a **signed** requisition form.

Students do not run errands for staff members during the school day. If a student member of an organization or activity is going to purchase for that organization or activity after school, that student must have a requisition form that is filled out by the advisor and approved and signed by the principal.

There are **no exceptions** to this practice; it includes athletic resale, fund raising items, items from student activity accounts, approval items, repair items, etc.

All **cash** collected and bills payable must be turned into the office, IMMEDIATELY. Never use cash from fund raisers, class dues, etc. to pay bills; the auditors need a money trail.

A cash receipt form must be completed and signed by the advisor and student.

The District will not pay bills submitted for payment that did not have pre-approval.

## Procedure for Check Requests

- Complete voucher request.**
- Get principal or superintendent's approval.**
- Turn voucher request into Karen Amundson at the District office.**

## Procedure for Student Activity Accounts

New regulations must be followed to meet auditing requirements. Any requests for funds from student activity accounts must be signed by 2 students and the advisor. Forms are in the district office. Students do not need to be officers or captains but must be members of the activity or class.

## **ROLL**

Attendance is taken at the beginning of each class period by the instructor. All absentees and tardies should be sent via email, JMC Period Attendance or telephone to Becky or Darcy. The names of all students absent and tardy will be compiled and sent via email back to the staff. This list should be kept for your records throughout the school day. **All students who are late will report to their class and not the office for a tardy pass, unless they are late to school, then they should report to the office. Teachers will determine whether the tardy is excused or unexcused and mark it for their records.** All tardies will be sent via email or by telephone to Becky or Darcy. After a student exceeds three unexcused tardies from a class, the teacher will then notify the office. At that time, the office will handle the situation. All teachers will maintain a list of all names of students who are absent or tardy. A "Teacher's Daily Reference" book will be furnished for this purpose. The attendance book will be filed with the principal at the end of each school year.

## **SAFE SCHOOLS**

Monitor your climate everyday. Connect with kids. Talk to kids; ask them about themselves. Classrooms, curriculum, and instructional practices that build self-respect, mutual respect, understanding, and citizenship will make our schools safer places.

## **SCHOOL DAY FOR TEACHERS**

The workday start and end times for the teachers will be set by District Policy. See Teacher Contract.

## **SHOP & SHOP AREAS**

The Ag and Industrial Arts shop and equipment are not to be used by employees and/or students for personal use or for reasons other than class assignments.

## **SMOKING**

We are a smoke-free school. Adults should observe this practice as well as students. The discipline to students who smoke or use chewing tobacco on school property or within sight lines of the school will be issued suspension and a report to the police. First time offenders will have an opportunity to attend "Quit Smoking" classes and/or support groups if they're available.

## **SPECIAL SERVICES**

Many Special Services are available to our school system. If a student is thought to be impaired or to be harmfully involved with chemicals, the student should be referred for assessment to the Special Education Department, counselor or principal. Be especially watchful for impairments and problems among your students. If you suspect any problem, whether it be vision or hearing or illness, please refer these students. If any teacher suspects child abuse, he or she is to report it immediately to the proper authority. We are required by law to make this report, and if it proves to be untrue, we are protected by law, if we are acting in good faith. We need cooperation between mainstream and special education teachers if we are to successfully design courses of study for special students.

## **SPECIFIC INSTRUCTIONAL GOALS**

A review of more than 50 studies found that organizing curriculum around specific learning objectives increased student achievement by 34 percentile points. Assume two students of equal knowledge relative to a given content area are assigned to different courses covering exactly the same content. In one course the teacher provides **specific instructional goals**; in the other course the teacher does not.

Even if the two teachers taught exactly the same way in the two courses using identical examples and assignments, the student in the course in which **clear and specific instructional goals** were provided would outperform the other by 34 percentile points.

## **STORM POLICY**

In the event school is closed for storm days or other emergencies, all students must go home. No extra-curricular activities, including practices, will be held even for town students. When school is dismissed during the school day, all faculty must remain until notified over the intercom that they may leave. This will happen when all students are on their way home and we are sure no students will be remaining in school to be supervised.

In the event of school closings you will be notified by an Instant Alert Message. Closings will be aired on the following radio stations:

**KWAD** (Wadena–106.0 FM), **KIKV** (Alexandria–100.7 & 94.3 FM), **KXRA** (Alex.-1490 AM), **Z99** (Alex. and **KX92** (99.3FM)

and the following TV stations:

**KSAX** (Alex.-Channel 42), **KSTP** (Minneapolis-Channel 5), **WCCO** (Minneapolis-Channel 4), **KCCO** (Alex.-Channel 7), **KARE** (Minneapolis-Channel 11 **WDAY** (Fargo-Channel 6) and **KXJB** (Fargo-Channel 4)

## **STUDENT ADVISORS**

All teachers will be assigned a proportionate number of students who will be their advisees.

### **2009-10 CLASS ADVISORS**

- Grade 7 -** Kelly Mesker, Chair; Jayne Arvidson and Mike McDaniel
- Grade 8 -** Christy Parsons, Chair; Tanya Powers and Karen Lee
- Grade 9 -** Dale Plasek, Chair; Marlene Schoeneck. Todd Tumberg and Travis Ekren
- Grade 10 -** Dave O'Brien, Chair; Scott Peterson and John Klaessy
- Grade 11 -** Tammy Ellsworth, Chair; Peg Johnston, Stacey Boutain and Jennifer Martin
- Grade 12 -** Dan Custer, Chair; Lizz Peterson, Rich Powers, and Laurie Martin

The responsibilities of the class advisors include: attending class meetings, working with class officers in organizing class activities, such as homecoming, float building, parties, dances and seeing that the activities are properly chaperoned. At all activities there must be at least one female and one male chaperone. Class meetings and activity dates will be scheduled by advisors; not students. Class advisor chairpersons will sign requisitions for class expenditures before students bring them to the office.

## **STUDENT GOVERNMENT**

Promote student leadership. Ultimately positive student leadership is as big an influence in the school as our positive leadership. Empower kids to care about school and life. Know and cultivate our leaders.

## **STUDENT USE OF OFFICE**

Students need to be encouraged to use the office before school, after school, and over noon. Please do not issue passes to students to come to the office from your classes. Use the office intercom to communicate anything that is of an extremely important nature or an emergency.

## STUDENT RECORDS

All students' records will be treated in accordance with the provision of Public Law 93-380, passed by Congress in 1974 and Chapter 479 of the 1974 Session law of the State of Minnesota.

## SUPERVISION, DAY TO DAY

All students during the "school day" must have adult supervision. Students will not be permitted in the halls or other unsupervised areas during the school day. Students who are issued hall passes are considered to be under the supervision of the teacher who issued the pass. If a number of students must be sent into the halls, a paper pass will be used. Students in the halls without a pass may be issued detention.

"School Day" is defined as the time from when a student gets on the bus in the morning or enters school district property by any mode of transportation to the time when a student gets off the bus at the end of the school day or when a student leaves the school grounds by any mode of transportation after the school day or after any school district sponsored activity.

Teachers will be at their assigned areas in the morning no later than 8:05 a.m. This supervision will be both an availability to students who need help and morning monitoring of students in the halls. **At passing time, teachers should dismiss students from their doorway and then step out into the hall to provide a presence.** After school supervision should amount to providing a presence in the hall until most students have vacated the building. Chronic loitering after school should be addressed. All behavior that we do not allow in our classrooms should be challenged in the halls, as well.

## SUPPLIES

Materials needed in the class room are available at district expense. This would include paper, paper clips, staplers, tape, marking pens, pencils, tacks, chalk, and index cards. These are available through the office. Please write your name, date and item taken on the check-out tablet. Video and audio tapes are available upon request from the media center. Transparencies and other materials for preparing overheads are also available through the media center. Supplies in business office are for business office only. Teachers will please pick these supplies up personally. **Do not send students to the office to do this for you.**

## SYLLABUS(BUSES)(BI) "A summary or an outline of a course of study."

Please provide the office with a copy of your syllabus for each course. All students must receive a course syllabus for each class. A syllabus is in addition to your "Classroom Expectations" sheet. They may be combined into one document (front and back type arrangement.) Expectations tend to be generic and apply to each course you teach; each syllabus is specific to a class. A syllabus is an abbreviated form of the class curriculum which has been put into a time line.

## TEACHER USE OF OFFICE FOR DISCIPLINARY ASSISTANCE

Different teachers have different comfort levels for discipline. Administration will accept and support that comfort level for every teacher as long as that teacher is serious about the discipline of the entire building and district. In other words, do not ignore things. If you are uncomfortable in dealing with classroom, hallway, cafeteria, etc. situations, refer to a principal. Administration will deal with them and (perhaps) solicit your input on a disciplinary consequence. Administration will keep you informed as to the outcome of your referrals. Also, if you deal with disciplinary situations without using office assistance, inform your principal so that the office is not blindsided by incidents at a later time. Document all discipline or similar situations and inform the office so that it can be documented and corroborated there. If you discipline, do not forget to inform parents.

## TESTING

Testing should be purposeful, challenging, and reflective of the curriculum and goals for learners. Testing should be age appropriate. Testing should be high security, never corrected by students, purposeful in fostering student accountability and student work ethic. Testing is never busy work. Testing is one aspect of student evaluation and grading. Evaluation also involves student growth, student attitude, professional observation, student writing, student projects, and more. School testing is used to assist teachers in determining student grades. Grades determine advancement, recommendations by staff members, college and vocational placements, and the receiving of scholarships and other academic recognition, such as National Honor Society.

## **TEXTBOOKS**

Books are provided to all students at no cost, other than repair or replacement for lost or damaged books. Fines for lost or damaged books must be paid in order for students to receive reports, transcripts, or other requested information from the office. The graduation ceremony will be withheld from Seniors with unpaid fees or fines. **When issuing books, record number and condition and inform students of school policy on fines and result of unpaid fines. REQUIRE PAPER BOOKCOVERS.**

## **TRANSPORTATION REQUESTS**

Permission to use school transportation should be obtained from the athletic director, principal, or superintendent. Lori Henning will schedule the use of vehicles. Drivers must use the log that is provided in vehicles. This includes logging the Driver, start miles, end miles, destination, purpose. Also, do not avoid the pre driving inspection and know where and how to purchase fuel. Always attempt to use a school vehicle before using your own.

## **(THE) VILLAGE**

Confidential and comprehensive counseling services for all employees--1-800-627-8220. When calling, identify yourself as an employee of Parkers Prairie Schools and say you are accessing the **Village EAP (Employee Assistance Program)**.

## **VISITORS (STRANGERS) IN THE BUILDING**

Ask strangers in the building if you can help them. Ask them if they have reported to the office. Direct them to the office. Inform the office. Trust your instincts. Visitor instructions will be posted on all doors.

## FIRE DRILL PROCEDURE

When the fire alarm sounds, the school will be evacuated according to the following schedule:

- A. Teachers will tell students which exit to use. Teachers will be the last one to leave the room, after shutting off lights and closing the door. When students are outside, teachers will check to ensure all students are present. Report the names of any missing students to the principal as soon as possible.  
Take your class books with you during drills.
- B. Once outside the building, move your students away from the building as follows:  
**Front Exit:** proceed down the sidewalk, north of the building, to the corner.  
**North Exit:** move students across the street.  
**Southeast and Southwest Exit:** move students across the street. Students should not be on the street.
- C. Teachers will instruct students to return to class when the "all clear" bell is sounded.
- D. In the event of an evacuation for an actual fire, any staff member who is aware of the location of the fire should transmit that information to the office at once. The principal's secretary will notify the fire department. The custodian in charge will confer with the principal or person in charge.
- E. In the event of a practice drill, the custodians and secretaries will be notified in advance.
- F. The following exit schedule will be used:

**FRONT EXIT**

Media Center,  
111, 112,  
122 - Music Room, 123  
Girls' Locker Room,  
Office Area

**NORTH EXIT**

113, 114, 115, 116, 117,  
118 - Ag Classroom,  
119 - Shop, 120 - Shop,  
Room 121

**SOUTHEAST EXIT**

104, East Gym,  
Weight Room, Lower  
Locker Rooms

**SOUTHWEST EXIT**

102, 103, 105, 106, 107,  
108, 109, 110, 201, 202, 203, Server Room

**NORTH GYM EXIT**

Boys' Locker Room, West Gym

## TORNADO PROCEDURE

(REVISED 7-01-09)

When it is necessary for us to seek shelter because of an approaching tornado, the following procedure will be used. Teachers will be sure all students are informed and understand the procedure. A copy of this notice will be posted by the faculty in their "Home" room.

All students and staff will be notified of the need to report to the tornado shelter areas with an announcement over the intercom.

Occupants of the building will report to the tornado shelter areas which includes: the lower story of the 1927 addition, including the weight room, boys' locker room and shower room and the corridors. The fire doors on each end of the corridors will be closed. Since we are putting the entire student body into this small area, it will be necessary that we move through the doorways quickly and proceed to the farthest end of the rooms that may be available.

The end of the drill will be announced in person or with an "all clear" over the intercom by the principal or her designee.

The following rooms will be evacuated and students will stay on the left side of the corridor and proceed down the hall, south into the **wrestling locker room and weight room:**

**Room 113, 114, 115, 116, 117, Ag Classroom 118, Shop 119,  
Shop Classroom 120, Room 121, any occupants of the East Gym and Room 104.**

The following rooms will be evacuated and students will stay on the right side of the corridor, proceed east toward the Shop, turn and go south down the corridor and proceed into the **corridor in the lower level of the 1927 addition:**

**Room 112, 111, West Girls' Locker Room, West Boys' Locker Room,  
West Gym, Media Center, Room 123 and the Music Room.**

The following rooms will evacuate and proceed through the 1968 addition into the **corridor in the lower level of the 1927 addition:**

**Office Area, Room 102, 103, 106, 107, 108, 109, and 110.**

The following rooms will evacuate and enter into the **corridor in the lower level of the 1927 addition from the west:**

**105, 201, 202 and 203**

As students are moving into the areas, it will be necessary for faculty members to remind them to move together. Students may remain standing, unless it is evident that an actual tornado is hitting the building, at which time students should kneel down, placing their hands locked together over the back of the neck, crouching onto the floor.

The head custodian or his designee, after all students have entered the areas, will close the fire door adjacent to room 105. The other custodian on duty or the last faculty member will close the fire door adjacent to Room 121. It is important that these doors are closed, since it will prevent hallways from becoming a wind tunnel with flying debris, in the event a door is broken open somewhere else in the building. Remember to move quickly and silently and stay calm!

## CHEATING POLICY

### (7 & 8)

It is the belief of District 547 that all students can be successful. It is also the belief of District 547 that students should attain that success without cheating. District 547 understands that the pressure to cheat and the pressure to allow cheating can sometimes be very compelling, but it is always wrong. With much discussion and thought, District 547 has adopted a three tier cheating policy (above and beyond each teacher's specific cheating policy and consequences). Consequences shall be cumulative beginning with seventh grade and continuing through the eighth grade of the student's attendance at Parkers Prairie.

- First offense: report to the office and a meeting between student, parent, teacher, and principal. (This is above and beyond the teacher's classroom consequences.)

- Second offense: report to the office, one (1) day of in-school suspension, one Saturday School assignment, and a meeting of the student, parent, teacher, principal, and superintendent. (This is above and beyond the teacher's classroom consequences.)

- Third offense: report to the office, three (3) days of suspension, three (3) Saturday School assignments, and a meeting with the school social worker. (This is above and beyond the teacher's classroom consequences.)

### (9-12)

It is the belief of District 547 that all students can be successful. It is also the belief of District 547 that students should attain that success without cheating. District 547 understands that the pressure to cheat and the pressure to allow cheating can sometimes be very compelling, but it is always wrong. With much discussion and thought, District 547 has adopted a three tier cheating policy (above and beyond each teacher's specific cheating policy and consequences). Consequences shall be cumulative beginning with ninth grade and continuing through the twelfth grade of the student's attendance at Parkers Prairie.

- First offense: report to the office and a meeting of the student, parent, teacher, and principal. (This is above and beyond the teacher's classroom consequences.)

- Second offense: report to the office, one (1) day of in-school suspension, one (1) Saturday School assignment, and a meeting of the student, parent, teacher, principal, and superintendent. (This is above and beyond the teacher's classroom consequences.)

- Third offense: report to the office, three (3) days of out-of-school suspension, three (3) required Saturday School attendances, meeting with the student, parent/s, teacher, principal, superintendent, and the school social worker or psychologist, ineligible for scholarships awarded by the Dollars for Scholars committee, and ineligible for academic awards including, but not limited to, the National Honor Society, the honor roll, top ten or equivalent and the Dan Duda award. (This is above and beyond the teacher's classroom consequences.)

## DISTRICT 547 SMOKE FREE POLICY

### SMOKE FREE ENVIRONMENT

- WHEREAS, Good health has long been recognized as a major factor in enabling both children and adults to function at optimal levels; and
- WHEREAS, It is now a proven fact that the use of tobacco (smoking and/or chewing) is detrimental to health; and
- WHEREAS, Minnesota's public school students receive classroom instruction about the dangers of using tobacco; and
- WHEREAS, Students participating in sports or activities sanctioned by the MSHSL are aware of the penalties which can be imposed for using tobacco; and
- WHEREAS, Adults employed by the school district serve as role models for the students in the district; and
- WHEREAS, Tobacco use has been identified as the chief, single avoidable cause of death in our society and is not consistent with the mission of education to develop the maximum potential of each individual for leading productive lives. In the interests of providing a healthy, comfortable working and learning environment, we will work towards establishing a tobacco free school; and
- WHEREAS, The success of this policy will depend upon the thoughtfulness, consideration and cooperation of the people involved;
- THEREFORE, BE IT RESOLVED, That the I.S.D. #547 hereby adopts a policy, effective July 1, 1990, requiring the school buildings and school vehicles to be smoke free. The grounds are also to be smoke free when students are present for any curricular or extra curricular event. Be it resolved that no student, regardless of age, may smoke anywhere on school property, including transportation vehicles, or anywhere that they represent the school district.

**Adopted: 4-16-95**

## EMPLOYEE DRUG AND ALCOHOL OFFENSES POLICY

YOU ARE HEREBY NOTIFIED that it is a violation of the policy of I.S.D. 547, Parkers Prairie, for any employee to distribute, dispense, possess, use or be under the influence of any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor, or unlawfully manufacture, distribute, dispense, possess or use or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroid or any other controlled substance as defined in schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation of 21 C.F.R. 1300.11 through 1300.15, before, during or after school hours, at school or in any other school district location as defined below.

"School District Location" means in any school building or on any school premises; in any school owned vehicles or in any other school approved vehicle used to transport students to and from school or school activities; off school property at any school sponsored or school approved activity, event or function; such as a field trip or athletic event where students are under the jurisdiction of the school district, or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business. The terms of this policy are mandatory upon all employees.

YOU ARE FURTHER NOTIFIED that if you are engaged, either directly or indirectly, in work on a federal grant, it is a condition of your continued employment on any such federal grant that you shall abide by the terms of the school district policy on alcohol and drugs and will notify your supervisor, in writing, of your conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction.

Any employee who violates the terms of this policy is subject to disciplinary action, including non renewal, suspension, or termination, as deemed appropriate by the school board.

In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to non renewal, suspension, or termination, as deemed appropriate by the school board.

Sanctions against employees, including non renewal, suspension and termination, shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies. Each employee shall be provided a copy of this policy.

**Adopted 11-19-90**

Distributed to all employees 10-25-90

## HARASSMENT AND VIOLENCE POLICY

(Note: This policy is required by statute. This form of policy has been reviewed and approved by the Minnesota Department of Education in compliance with the mandatory legislation.)

### I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school district prohibits any form of religious, racial or sexual harassment and violence.

### II. GENERAL STATEMENT OF POLICY

- A. It is the policy of Independent School District No. 547 to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The School District prohibits any form of religious, racial or sexual harassment and violence.
- B. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the School District to harass a pupil, teacher, administrator or other school personnel through conduct or Communication of a sexual nature or regarding religion and race as defined by this policy.  
(For purposes of this policy, school personnel includes school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the District.)
- C. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the School District to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.
- D. The School District will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

### III. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE DEFINED

#### A. 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 or retaining employment, or of obtaining 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 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.

**B. Racial Harassment; Definition.**

Racial harassment consists of physical or verbal conduct relating to an individual's race 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. Religious, Harassment; Definition.**

Religious harassment consists of physical or verbal conduct which is related to an individual's religion 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.

**D. Sexual Violence; Definition.**

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes, Section 609.341, include 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.

**E. Racial Violence; Definition.**

Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonable related to, race.

**F. Religious Violence; Definition.**

Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.

**G. Assault; Definition. 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.

**IV . REPORTING PROCEDURES**

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

- B. **In Each School Building.**  
The building principal is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence at the building level. Any adult School District personnel who receives a report of religious, racial or sexual harassment or violence shall inform the building principal immediately.
- C. Upon receipt of a report, the principal must notify the School District Human Rights Officer immediately, without screening or investigating the report. The principal may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the Human Rights Officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the Human Rights Officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the Superintendent or the School District Human Rights Officer by the reporting party or complainant.
- D. **In the District.**  
The School Board hereby designates the Superintendent as the School District Human Rights Officer to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves a Human Rights Officer, the complaint shall be filed directly with the School Board Chairperson.
- E. The School District shall conspicuously post the name of the Human Rights Officer(s), including mailing addresses and telephone numbers.
- F. 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.
- G. Use of formal reporting forms is not mandatory.
- H. The School District will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the School District's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

**V. INVESTIGATION**

- A. By authority of the School District, the Human Rights Officer, upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by School District officials or by a third party designated by the School District.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the School District should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the School District may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence.

- E. The investigation will be completed as soon as practicable. The School District Human Rights Officer shall make a written report to the Superintendent upon completion of the investigation. If the complaint involves the Superintendent, the report may be filed directly with the School Board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

## **VI. SCHOOL DISTRICT ACTION**

- A. Upon receipt of a report, the School District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and School District policies.
- B. The result of the School District's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the School District in accordance with state and federal law regarding data or records privacy.

## **VII. REPRISAL**

The School District will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports 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**

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

## **IX. HARASSMENT OR VIOLENCE AS ABUSE**

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. #626.556 may be applicable.
- B. Nothing in this policy will prohibit the School District from taking immediate action to protect victims of alleged harassment, violence or abuse.

## **X. DISSEMINATION OF POLICY AND TRAINING**

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
- B. This policy shall be given to each school district employee and independent contractor at the time of entering into the person's employment contract.
- C. This policy shall appear in the student handbook.
- D. The School District will develop a method of discussing this policy with students and employees.
- E. This policy shall be reviewed at least annually for compliance with state and federal law.

## Policy Supplement

ISD 547 is committed to the elimination and prevention of harassment (sexual, racial and religious) and student or staff hazing (M.S. 127.46 and M.S. 127.465)

To reach this goal, the district will provide (1) staff development for identification and prevention, (2) classroom curriculum and instruction, (3) student services, and (4) student, staff and community participation. All these strategies will be designed to help prevent hazing, harassment (sexual, racial and religious) and violence.

### I. **Plan for In Service in the Identification and Prevention of Harassment, Hazing and Violence**

After adoption of the Harassment and Hazing policies, all of the district employees, contracted program staff and volunteers will receive an initial training which will include:

- a. Definition of harassment (sexual, racial and religious), hazing and violence.
- b. Explanation of the district policies and grievance procedures.
- c. Legal prohibitions and consequences for violations of the policies.
- d. Pertinent examples of sexual, racial and religious harassment and violence, and hazing.
- e. Overview of harassment, hazing and violence prevention curriculum and resources for educators and parents.

New employees and others who come into contact with learners will receive initial training soon after they begin their responsibilities with the district. Every effort should be made to include the entire district staff in the initial training: administrators, early childhood through adult teachers, aides, office staff, custodial staff, food service workers and bus drivers, etc.

Each subsequent year, ISD 547's employees, contracted program staff and volunteers will be provided with additional training opportunities which will restate the district's commitment to provide harassment and hazing free working and learning environment and provide the staff with opportunities to broaden their knowledge of the issues related to sexual, racial, religious harassment and violence, and hazing. Some examples of subject for in service training include: "the images of females and males in the media and in advertising," "societal expectactations of males and females and the resulting impact on behavior," "spouse battering and family violence in the U.S.," "what is the role of language in sexism?," "historical influences which perpetuate sexism and heterosexism in the legal system and in American life," "how to make the curriculum inclusive of both females and males," "historical implications of race, sex and class," "progress on the multicultural/gender fair/disability aware inclusive education plan and implications for improving the climate in our school," "Twenty-five years with Title IX, how does our school rate and what did our self evaluation show?"

## **II. Plan for Classroom Curriculum and Instruction in the Identification and Prevention of Harassment (sexual, racial and religious) and Hazing, and Violence**

Upon the adoption of ISD 547's policies prohibiting harassment and hazing, all students will receive age appropriate information which includes the following:

- a. A copy of the district's policies on harassment and on hazing.
- b. An explanation of the policies and their purpose.
- c. A definition of the terms in the policies.
- d. Instruction in what to do if one is a victim, a by-stander, or a person who commits acts of harassment, hazing or violence.
- e. A clear delineation of the sanctions against anyone found to have been a person who committed acts of harassment, hazing or violence.
- f. A safe and supportive forum for discussion by the students of the issues involved in harassment, hazing or violence.
- g. Age appropriate curriculum for the classroom on these topics which will include how to treat each other with courtesy and respect.

## **III. Plan for Student Services in the Identification and Prevention of Harassment, Hazing and Violence**

Upon the adoption of ISD 547's policies prohibiting harassment (sexual, racial and religious); and hazing and violence, a plan will be made to provide staff and students with student service professionals (such as counselors, school nurses, social workers and psychologists) who will:

- a. Provide support services to help individuals determine whether or not an experience may have violated either of these school policies.
- b. Provide counseling and other support services to help persons who are the target of these activities to cope with lowered self-esteem.
- c. Provide consultation and support to enable individuals to file a complaint regarding an accusation, when appropriate.
- d. Provide support services to perpetrators or victimizers to deal with their dominance issues.
- e. Provide referral services to other agencies or organizations when needed to meet the needs of individuals.

These services can be provided within the education system or in cooperation with other community agencies.

## **IV. Plan for Student, Staff and Community Participation on the Identification and Prevention of Harassment and Hazing and Violence**

Community representatives will be actively involved in the development of policies and programs relating to harassment, violence and hazing.

Parents will be informed of ISD 547's policy prohibiting these activities by the inclusion of information about the policies and procedures for filing grievances and complaints in printed materials sent home with students who are under 18 years of age.

Members of the community will be informed by the publication of ISD 547's policies in the local newspaper.

In addition, there will be a continuing effort to provide opportunities for further community participation on the issues related to harassment, hazing and violence through its inclusion in Parent Teacher Student Association programs or other public forums. Other organizations could be approached as well.

**Legal References:**

Minn. Stat. 127.46 (Sexual, Religious and Racial Harassment and Violence Policy)  
Minn. Stat. Ch. 363 (Minnesota Human Rights Act)  
Minn. Stat. 626.556 et seq. (Reporting of Maltreatment of Minors)  
42 U.S.C. 2000e et seq. (Title VII of the Civil Rights Act)

**Cross References:**

MSBA/MASA Model Policy 102 (Equal Educational Opportunity)  
MSBA/MASA Model Policy 403 (Discipline, Suspension and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 515 (Violence Prevention)

**Adopted: 8-19-93**

**Revised: 10-23-97**

**\*\*\*ATTENTION\*\*\***  
**DISTRICT 547 POLICY AGAINST RELIGIOUS,  
RACIAL AND SEXUAL HARASSMENT,  
HAZING AND VIOLENCE**

1. Everyone at District 547 has a right to feel respected and safe. Consequently, we want you to know about our policy to prevent religious, racial or sexual harassment and violence of any kind.
2. A harasser may be a student or an adult. Harassment may include the following when related to religion, race, sex or gender:
  - a. name calling, jokes or rumors;
  - b. pulling on clothing;
  - c. graffiti;
  - d. notes or cartoons;
  - e. unwelcome touching of a person or clothing;
  - f. offensive or graphic posters or book covers; or
  - g. any words or actions that make you feel uncomfortable, embarrass you, hurt your
  - h. hazing means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization or for any other purpose.
3. If any words or action make you feel uncomfortable or fearful, you need to tell a teacher, counselor, the principal or the Human Rights Officers, Rich and Tanya Powers.
4. You may also make a written report. It should be given to a teacher, counselor, the principal or the Human Rights Officers.
5. Your right to privacy will be respected as much as possible.
6. We take seriously all reports of religious, racial or sexual harassment, hazing or violence and will take all appropriate actions based on your report.
7. The School District will also take action if anyone tries to intimidate you or take action to harm you because you have reported.
8. This is a summary of the School District policy against religious, racial and sexual harassment, hazing and violence. Complete policies are available in the Superintendent's Office upon request.

**DISCRIMINATION, RELIGIOUS, RACIAL AND SEXUAL HARASSMENT**  
**HAZING, AND VIOLENCE ARE AGAINST THE LAW.**  
**DISCRIMINATION IS AGAINST THE LAW.**

**CONTACT: DISTRICT 547 HUMAN RIGHTS OFFICERS  
RICH (Ext. 123) OR TANYA (Ext. 201) POWERS  
411 SOUTH OTTER AVENUE, PO BOX 46  
PARKERS PRAIRIE, MN 56361-0046  
PHONE: 218-338-6011**

**RELIGIOUS, RACIAL OR SEXUAL HARASSMENT AND  
HAZING REPORT FORM FOR INDEPENDENT SCHOOL DISTRICT NO. 547**

**GENERAL STATEMENT OF POLICY PROHIBITING HARASSMENT AND HAZING**

Independent School District No. 547 maintains a firm policy prohibiting all forms of discrimination. Religious, racial or sexual harassment or violence against students or employees is discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of religious, racial or sexual harassment by any pupil, teacher, administrator or other school personnel, which create an intimidating, hostile or offensive environment will not be tolerated under any circumstances.

Complainant \_\_\_\_\_

Home Address \_\_\_\_\_

Work Address \_\_\_\_\_

Home Phone \_\_\_\_\_ WorkPhone \_\_\_\_\_

Date of Alleged Incident(s) \_\_\_\_\_

Circle as appropriate    hazing/    sexual/    racial/    religious

Name of person you believe harassed or hazed you \_\_\_\_\_

List of any witnesses that were present \_\_\_\_\_

Where and when did the incident(s) occur \_\_\_\_\_

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what if any, physical contact was involved; what did you do to avoid the situation, etc. (Attach additional pages if necessary)

This complaint is filed based on my honest belief that \_\_\_\_\_ has harassed or hazed me. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Complainant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Received by

\_\_\_\_\_  
Date

## CORPORAL PUNISHMENT LAW

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

Section 1. 127.45 CORPORAL PUNISHMENT PROHIBITED.

SUBDIVISION 1. (DEFINITION) For the purpose of this section,

"corporal punishment" means conduct involving:

(1.) hitting or spanking a person with or without an object;

or

(2). unreasonable physical force that causes bodily harm or substantial emotional harm.

SUBDIVISION 2. (PROHIBITION)

An employee or agent of a public school district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.

**\*\*Reasonable force may be used by a teacher or other school employee when necessary to restrain student or prevent harm to another.**

## **Nondiscrimination Policy**

It is the policy of the Board of Education of Independent School District No. 547 to comply with federal and state law prohibiting discrimination and all requirements imposed by or pursuant to regulations issued thereto, to the end that no person shall, on the grounds of race, color, national origin, creed, sex, religion, marital status, status with regard to public assistance, age or disability, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program or in employment, or recruitment, consideration or selection; therefore, whether full-time or part-time under an education program or activity operated by the district.

### **Designation of Official**

The responsibility for the implementation of this policy shall rest with the building principals and the Nondiscrimination Coordinators for the district, who shall investigate and report all suspected violations to Kent Baldry, Superintendent, Parkers Prairie, MN 56361, telephone number (218) 338-6011, Ext. 151, who shall make a final determination on the matter after investigation and review of all available information.

### **Grievance Procedure**

Any person who has a complaint alleging that the school district is not complying with this policy or alleging any actions prohibited by this policy shall present the complaint in writing along with the reasons for the complaint to the Nondiscrimination Coordinator.

The Nondiscrimination Coordinator shall investigate the complaint and determine whether the school district is in fact in violation of federal or state law prohibiting discrimination. A decision shall be made by the Nondiscrimination Coordinator within 15 days of the initial reception of the complaint.

If the Nondiscrimination Coordinator finds the complaint is justified, he/she shall initiate action to rectify the complaint. If he/she finds that the complaint is not justified, he/she shall notify all parties in written communication of that decision.

If any party to the complaint is not satisfied with the findings of the Nondiscrimination Coordinator, an appeal may be made to the Board of Education. The appeal must be requested in written communication to the Board Chairperson no later than 15 days after receipt of the written decision of the Nondiscrimination Coordinator.

A hearing before the Board of Education shall occur no later than 30 days after receipt of a written request for such hearing. The complainant may testify and may request that others testify in the complainant's behalf. The Nondiscrimination Coordinator will present the findings of the investigation called for in Step 2. The Board shall reach a decision and notify both parties of its findings no later than 15 days after the hearing.

If either party is not satisfied with the decision of the Board, appeal may be made to one or more of the following offices:

- |  |  |
|--|--|
| a. Director of the Office<br>for Civil Rights<br>300 South Drive<br>Chicago Illinois 60606<br>312-353-7742 | b. Equal Employment Opportunity<br>Commission (EEOC)<br>Regional Office<br>342 North Water Street<br>Milwaukee, WI 53202<br>414-224-1111 |
| c. Commissioner of Human Rights<br>200 Capitol Square Bldg.<br>St. Paul, MN 55104<br>612-296-5663          |  |

## Annual Field Trip Planning Sheet

Teacher/Grade Level \_\_\_\_\_ School Year \_\_\_\_\_

<b>Month</b>	<b>Location</b>	<b>Rationale</b> Description of Learning Experience – tie to curriculum/Content	<b>Anticipated Student Expense</b>	<b>Transportation</b> (Completed by Office Staff)	<b>Other District Expenses</b>	<b>Actual Dist. Expense</b>	<b>Proposal Approved</b>
<b>Sept.</b>							
<b>Oct.</b>							
<b>Nov.</b>							
<b>Dec.</b>							
<b>Jan.</b>							
<b>Feb.</b>							
<b>March</b>							
<b>April</b>							
<b>May</b>							
<b>June</b>							