

ANOKA-HENNEPIN SCHOOLS

POLICY HANDBOOK

2013-14



A guide for families and students on policies
and more in Anoka-Hennepin schools

Welcome! Whether your child is in kindergarten and wondering what's ahead, or if your child is a high school senior who's looking forward to graduation, we want your family to have a great experience.

This handbook, along with your school's handbook, are guides to help you throughout the year. There is a lot information packed into this handbook. You will find useful information in the first section, which covers the basics about our schools, including curriculum, activities, homework and more.

The second section covers key policies for the Anoka-Hennepin School District, which are approved by the School Board. We want you to have this information so you know how we handle matters of conduct and discipline consistently and fairly. **Your school may establish additional guidelines, so please review their handbook as well.**

Your school may require that you review sections of this handbook with your child and sign a checklist. If so, your child should return the checklist to the person designated by your school.

If you have questions about anything in here, please contact your school, and you'll be referred to the appropriate person.

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General Information

BEING ABSENT, ARRIVING LATE AND LEAVING EARLY

Attendance

Regular attendance in school is essential to the success of our students. As parents and guardians, you play the most important role in your child's education. Making sure your child arrives at school every day rested, well fed and ready to learn is a great contribution to your child's education.

Children who are well should be at school every day that school is in session. Students who are ill should not be in school. Refer to page 10 for "Is my child well enough to go to school?"

Compulsory Education law

Under the Compulsory Education law, students between the ages of seven and 16 are required to receive instruction each year. Children under age seven who are enrolled in kindergarten or a higher grade are also subject to the law.

Minnesota education law 120A.22 – Compulsory instruction
Subdivision 1. Parental responsibility. The parent of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship.

Subdivision 5. Ages and terms. (a) Every child between seven and 16 years of age must receive instruction. Every child under the age of seven who is enrolled in a half-day kindergarten, or a full-day kindergarten program on alternate days, or other kindergarten programs shall receive instruction. Except as provided in subdivision 6, a parent may withdraw a child under the age of seven from enrollment at any time.

Subdivision 6. Children under seven. (a) Once a pupil under the age of seven is enrolled in kindergarten or a higher grade in a public school, the pupil is subject to the compulsory attendance provisions of this chapter and section 120A.34, unless the board of the district in which the pupil is enrolled has a policy that exempts children under seven from this subdivision.

- (b) In a district in which children under seven are subject to compulsory attendance under this subdivision, paragraphs (c) to (e) apply.
- (c) A parent or guardian may withdraw the pupil from enrollment in the school for good cause by notifying the district. Good cause includes, but is not limited to, enrollment of the pupil in another school, as defined in subdivision 4, or the immaturity of the child.
- (d) When the pupil enrolls, the enrolling official must provide the parent or guardian who enrolls the pupil with a written explanation of the provisions of this subdivision.
- (e) A pupil under the age of seven who is withdrawn from enrollment in the public school under paragraph (c) is no longer subject to the compulsory attendance provisions of this chapter.

- (f) In a district that had adopted a policy to exempt children under seven from this subdivision, the district's chief attendance officer must keep the truancy enforcement authorities supplied with a copy of the board's current policy certified by the clerk of the board.

Absent or late to school

If your child will be absent, arrive late or leave early, please call the school attendance line. You can call 24 hours a day and leave a message. If a child is not at school, and the school has not received notice of an absence, the school will call a parent or guardian. If we don't hear from you, your child's absence will be recorded as unexcused. Absence due to weather concerns will be excused only if reported by a parent or guardian.

Special absence guidelines for grades K-5

- A student is considered tardy if he/she arrives within 60 minutes after the start of the school day.
- A student is considered absent for half a day if he/she misses more than 60 minutes at the start or end of a school day.
- A student is considered absent for a full day if he/she misses four or more hours of the school day.
- A student is also considered absent for a full day if he/she arrives to school, but is picked up within 90 minutes.

Early dismissal

Early dismissals are discouraged. Students leaving a few minutes early often miss important last minute instructions and/or reminders. Interrupting classes to call students to the office also distracts other students and interrupts end of the day classroom routines. **Early dismissals should occur only in rare circumstances and requests must go through the school office.** Please make every effort to schedule appointments outside of school hours.

- Students leaving early will be marked as early out. This is considered the same as a tardy.

Unexcused absences and tardies

Regular attendance is a crucial part of success in school. There are consequences when students are continually absent from school without a valid excuse. If an elementary student is absent three days within a single school year; or a secondary student is absent from three or more class periods on three days within a school year without excuse that student is considered a "continuing truant," according to state law (statute 260A.02). The school is required by law to notify a parent when a child is a continuing truant and if the child continues to be truant there may be juvenile court proceedings. Once a child is considered a continuing truant, parents and guardians are given an opportunity to explain their child's absences.

When an elementary student is absent seven or more days from school within a single school year; or a secondary student is absent from one or more class periods on seven days within a single school year without excuse, that student is considered a

“habitual truant,” according to state law (statute 260C.007). Anoka-Hennepin schools refer habitually truant students to the county attorney.

At the elementary level, attendance letters will be sent home when absences or tardies become excessive so families can take corrective action and address the issue.

If a student will not be attending school due to cold weather or other concerns, a parent or guardian must call the school to report the absence or the student will be counted as absent. Absence due to weather or other concerns will be excused if reported by a parent or guardian.

Release of students: late arrival/leaving early

Students will only be released to persons other than legal parents or guardians if a note is received from the parent/guardian and a valid photo ID is presented - verbal requests and phone calls cannot be honored. **If a student arrives late or leaves early, parents/guardians must sign their students in or out at the office.**

Please check in at the office when picking up your child – do not go directly to your child’s classroom.

Also see “Policy regarding parental contact with students during the school day” on page 58.

Dropping off items

If you are dropping off an item such as lunch, homework or textbooks go to the office and a school staff member will deliver the item to the classroom, or call the child to the office at an appropriate time.

UNUSUAL HAPPENINGS

Cancellation of school

School is canceled only in extraordinary circumstances such as serious winter weather, equipment failure or public crisis. School staff, district administration and the School Board are aware of the difficulties created by an abrupt cancellation of school. Closing announcements are shared via the district website, school websites, social media (Facebook/Twitter), e-newsletters, ParentLink phone calls, and local news media (such as WCCO Radio 830 AM).

Cold weather questions and answers

The following questions and answers have been developed in response to common questions about the operation of school on cold days.

How cold does it have to be to close school?

The safety of all our students is our first priority when determining if it is safe for schools to stay open in very cold weather. In making this decision, we use the National Weather Service wind chill chart, which uses a combination of air temperature and wind

speed to determine the length of time a person may safely be outside. The goal is to be within the wind chill range where students can be outside for 30 minutes without risk of frostbite. This should give students time to walk to school or wait for the bus safely. By dressing children properly, parents and guardians can protect against the effects of cold weather.

Even though the frostbite range is very cold, businesses and government offices typically remain open, and most school districts in Minnesota, including those in the metro area, usually remain open.

The decision to close school is a serious one, and it affects many working families who would have to take a day off of work or find day care on short notice. Some families do not have these options and their children may be left home alone. Often, children are more at risk when we close school. As the largest school district in Minnesota, with more than 240,000 residents and 39,000 students, many families and businesses are affected when Anoka-Hennepin closes school.

What if I am concerned about the weather and school is in session?

In cases of very serious winter weather, parents and guardians have the final decision on whether to send their child to school. If school is open, students are expected to attend. However, if parents or guardians feel their children would be in danger they can choose to keep them home. The absence will be excused if the parent or guardian calls to report it prior to the start of school. If the school is not contacted, the student will not receive an excused absence. Students who are already in school will not be excused if they choose to go home.

Does the district lose money if school is closed?

No. The district does not lose state aid if school closes for weather or other emergencies. State revenue is based on the number of students enrolled in school, not on the number of days in school.

Will elementary students be allowed outside for recess when it is 25 below zero?

No. The guideline for keeping children inside for recess is 0 degree temperature or 10 degrees below zero wind chill. Accommodations for children with special medical needs can be made with the Health Services office; written documentation from a doctor will be required.

Are student crossing guards allowed out in cold weather?

Yes. School staff check student crossing guards to ensure that they have warm and proper clothing to be out in cold weather.

Here are tips on appropriate dress for cold weather:

- Wear several layers, the layer of air between each piece of clothing acts as extra insulation.
- Wear clothing that insulates, shields and breathes. Wool and polypropylene are good insulators.
- Outer layers should be wind and waterproof.
- Wear wool socks and well-fitting waterproof boots.

- Wear a hat to prevent heat loss.
- In most cases, mittens are warmer than gloves.
- In extreme cold, cover all areas of exposed skin.

What if my bus is late?

If the school bus is more than 15 minutes late, students should return home and call the transportation department at 763-506-1125.

In a school emergency

During a crisis, or threat of crisis, school officials and law enforcement take specific, planned steps to keep students safe. School and district administration understand that parents and guardians may wish to take their children out of school during these times. Unfortunately, parents' desire to take their child may create situations that further complicate a crisis.

If parents or guardians choose to come to school during an emergency, they will not have the kind of access to the school and their students that they are used to. Here is what you need to know:

- Parents should refrain from coming to campus during an emergency, unless asked to do so. The school may close the campus and parking lot to everyone except police, emergency workers and school officials.
- The presence of additional people on or near campus makes it more difficult for police, emergency workers and school staff to do their jobs. Parents who do come to school will have to wait until district and law enforcement officials are certain the situation is safe.
- Until all students and the school building are safe and secure, schools generally do not release students.
- If there is an evacuation of school, all students are moved to a secure, safe location away from school under the supervision of teachers and administrative staff.
- Because of the need to maintain order, school staff may not release students even if parents or guardians have told their children to leave. Students are safer under the supervision of school staff than on their own.

During a crisis, our district puts a priority on providing accurate, timely information as it becomes available. Information is shared via the district website, school websites, social media (Facebook/Twitter), e-newsletters, ParentLink phone calls, and local news media. School closings and instructions to parents will be provided through these outlets. The district office at 763-506-1000 also will provide as much information as possible.

Field trips

Teachers may schedule field trips during the year to enhance the educational experience. The classroom teacher or school office will communicate information regarding any organized field trip. Parent consent is needed for a student to attend field trips. If a student is not able to attend a field trip, when possible an alternate educational experience will be provided. If you are unable to fund your child's field trip cost, please contact the school office to discuss a possible solution.

BREAKFAST, LUNCH AND SNACKS

Breakfast and lunch

Good nutrition is an essential part of a good education. It is critical also for proper childhood development. It starts with a good breakfast to give children energy and nutrition for the day. Eating breakfast and lunch makes it easier for students to concentrate on learning, think clearly and be on their best behavior.

If your child has special dietary concerns that the school should know about, talk with school administration, food service and health service personnel.

The lunchroom is an extension of the classroom. Students are expected to behave properly and obey lunchroom staff.

Current prices for school breakfasts and lunches are as follows:

	<u>Breakfast</u>	<u>Lunch</u>
Elementary student	\$1.20	\$2.10
Secondary student	\$1.35	\$2.25
Reduced-price student	\$0.00	\$0.40
Milk		\$0.50

Meal account management

Each student receives a meal account personal identification number (PIN). This is the code that students use to pay for their breakfasts and lunches. This PIN will become a student's permanent meal account number as long as they are enrolled in an Anoka-Hennepin school. Please include this number on checks sent for lunch payment.

An online meal account management system allows parents and guardians to view meal account balances, track meal purchase history, set up email alert reminders for low balances, make online payments to meal accounts and view PIN's. Payments may be made with a credit or debit card, or direct bank account withdrawal. The Anoka-Hennepin meal system is a prepaid system. All meals and a la carte items are paid for by money deposited in an account before meals are served.

Payments can be made 24 hours per day, seven days a week and holidays. When school is in session, payments made by midnight will be processed the next day at 6 a.m. Payments made by 10 a.m. will be processed the same day at 10:45 a.m. When school is not in session, processing will be delayed. An automated phone call will be made when a student's account balance is low.

An A-HConnect account is required to use the online services. Families who have an A-HConnect account but have forgotten their password should call the district office at 763-506-HELP (4357) to reset it. Passwords can also be reset on the A-HConnect website, www.anoka.k12.mn.us/ahconnect.

When requesting a new account, parents must fill out the account request form and return it to their child's school with a picture ID for verification purposes. The same account can be used for all children in a household. Once the account is set up, a message will be sent to your email address or home address if you do not include an email address.

Apply for free or reduced-price meals

Students may have the opportunity to receive school breakfast and lunch free or at a reduced cost if their family income meets certain guidelines. Applying for the program is important even if you do not want your child to participate. Schools receive additional funding for educational programs based directly on the number of students who qualify for free or reduced-price lunch. These funds are used to provide additional educational support and opportunities for students in every school.

Applying for the program is easy. Applications are mailed to families in late July or early August. If your household meets the income qualifications on the back of the application, complete it and mail it to the Child Nutrition program office at 2727 N. Ferry St., Anoka, MN 55303 or bring it to school. Once school has started, please allow 10 working days for processing. A new application needs to be completed each school year. Eligibility is not retroactive, it begins after the application is approved. Information provided on the application is confidential. If you have not already received a form and you believe that your family income may be within the guidelines for the program, or if your household circumstances change anytime during the school year, you may request an application from your school or from the school district's Child Nutrition program by calling 763-506-1240. You can also complete an application online at: <https://mealapplication.anoka.k12.mn.us/fma/>.

Homemade food, snacks and treats

There may be special occasions for students to share treats with the class. Food provided by parents or guardians to a classroom should be consistent with the district's wellness policy, see page 68. Please send only pre-packaged treats to school for class events; an ingredient list must be available if needed. Homemade food cannot be handed out to children. Schools may serve students only foods obtained from sources approved and inspected by federal, state or local regulatory authority.

Providing healthy food options to classrooms

The district wellness policy is part of an effort by the federal government to encourage more healthy eating and exercise during the school day. The policy is designed to promote nutritious choices for any food that students may encounter during the school day, from the lunchroom to the classroom. To meet the goals of the district's wellness policy, parents and guardians should think of healthy options when they want to bring food to a classroom. You may ask, what's the harm with a cupcake, cookie or piece of candy, etc., once in a while? The occasional treat is not the problem. Unfortunately, sugary, fat-filled and generally unhealthy treats have become the norm rather than the exception. Most sweet treats are high in fat, high in sugar, and low in nutrients. In addition, prepackaged sweets and treats are high in trans-fats and preservatives; many nutrition experts recommend limiting consumption of these kinds of fats and additives. Ultimately, we want our students to have more choices than just sweets. Regular exposure to low-nutrient foods

makes it harder for children to learn how to make healthy choices. We don't want to teach that the only "fun" foods are sugary, fat-filled ones.

Here is a list of suggestions for healthy treats to provide to Anoka-Hennepin classrooms. Check with your child's teacher or the school nurse before bringing food with nuts or other potential allergens. Foods listed below also are great snacking ideas anytime.

- Instead of pop: 100 percent juice, flavored water (no sugar added), low-fat or non-fat plain or flavored milk.
- Fresh fruit assortment (you may consider including low-fat whipped topping).
- Dried fruit and 100 percent fruit snacks.
- Vegetable trays with low-fat dip.
- Whole-grain crackers with cheese.
- Pretzels, low-fat popcorn, rice cakes, bread sticks, graham crackers and animal crackers.
- Angel food cake topped with fruit (angel food cake is lower in sugar and fat than other cakes).
- Bagel slices with peanut butter or jam.
- Pizza with low-fat toppings (vegetables, Canadian bacon), or pizza dippers with marinara sauce.
- Low-fat pudding, low-fat yogurt.
- Low-fat breakfast or granola bars (look for brands low in sugar, too).
- Trail mix or cereal mix (whole-grain, low sugar cereals with dried fruits, etc.).

Healthy classroom celebration snacks are now available from the Child Nutrition department. The menu features fun, healthy foods including fruits, vegetables, low/non-fat dairy and whole grains. It's the convenient way to buy fresh, healthy snacks for your child's class - no more worrying about last minute trips to the store! Contact the Child Nutrition site supervisor at your child's school.

STAYING HEALTHY AND SAFE

Make sure your child is immunized

The Minnesota School Immunization Law (MS 121A.15) requires all students to provide proof of childhood immunizations. Rules require proof of chickenpox disease or varicella immunization. Proof of disease must consist of information from a medical provider indicating the year of chickenpox. Vaccination for varicella consists of two shots. The second measles, mumps, rubella (MMR) vaccine is required before entry to kindergarten.

A tetanus and diphtheria (Td) booster is required for all students seventh grade and older. Seventh graders in Minnesota continue to be required to have Hepatitis B vaccination in a series of two or three shots. Please consult with your medical provider with regard to immunizations required before entering kindergarten. Private medical providers may give the immunizations. If you have no medical insurance that covers immunizations your

student may be immunized at Anoka or Hennepin County community health clinics. For clinic dates, times, and locations call Anoka County at 763-323-6100 or Hennepin County at 612-348-2884.

The Health Service office at your student's school needs proof of the month, day and year your student's immunizations were given. If the school does not receive written documentation of the required immunizations, your student will be excluded from school. The state law does allow a process for parents or guardians to file a legal exemption to immunizations for medical reasons or conscientiously held beliefs. The exemption must be notarized and turned into the student's Health Service office at his/her school. Please contact the Health Service at your student's school if you would like help with the exemption process.

Early childhood screening

In Minnesota, all children are required to complete early childhood screening before they enter kindergarten. Ideally, the screening should be completed prior to a child turning four years old, and must be completed before the child attends public kindergarten. Screening is a FREE, simple check of a young child's health and development. It does not determine kindergarten readiness.

Screening includes:

- A development assessment.
- Vision and hearing checks.
- Height and weight measurement.
- An immunization and health history review.

Call 763-433-4833 for more information if:

- You are new to the district.
- Your child is over 4 and has NOT been notified.
- Your child is entering kindergarten in the fall and has not been screened.
- To schedule an appointment.

If you use a TTY number, please call using Minnesota Relay at 1-800-627-3529, or 711.

Screening is offered daily throughout the school year at the Sorteberg Early Childhood Center (SECC), 11400 Magnolia St. NW, in Coon Rapids.

Vision and hearing screenings

Vision and hearing screenings are conducted in accordance with State Health Department recommendations and within staffing availability. Screenings are not done on your student every school year. Screenings are not a comprehensive examination. Please do have your medical provider examine your student if you are questioning your student's vision or hearing. If you require financial assistance with accessing care, there are several good resources as follows: Anoka County Child and Teen (763-422-6932) and First Call for Help (211 or 651-291-0211).

Is my child well enough for school?

Parents are frequently concerned about when students should stay home from school because of illness. It is important to have a child care plan for the days your child is ill and must stay home from school.

Here is some information that can help you decide if your child should stay home:

- If a student has had a fever of 100 degrees or more, the student should stay home for 24 hours after the temperature returns to normal.
- If a student has vomited or had diarrhea, the student should stay home until 24 hours after the last episode.
- If a student has had any rash that may be disease-related or the cause is unknown, check with a family physician before sending the student to school.
- If a student is ill, **please call the school daily** to report the illness.
- If your student has a chronic health disease that causes the symptoms of fever, vomiting, diarrhea and/or rash please check with the school nurse to discuss parameters for keeping your student home.

Remember that a child who is ill with an infectious disease can spread the disease when in contact with others in the family and community. Frequent handwashing is one of the best ways to limit spread of disease. Set a good example by washing your hands often and helping your child develop good hand washing habits.

If you have questions about these guidelines or your child's illness, please call your school nurse or family physician.

See the illness/disease chart on page 12 and 13.

Medication

The number of medication doses given by Anoka-Hennepin Health Service staff has increased dramatically in recent years.

With so many students needing medication during the school day, procedures have been developed to ensure students' safety. Our Health Service staff request parent or guardian cooperation with these School Board approved procedures. Prescription medication may be given with medical provider and parent permission.

Only FDA approved medications can be administered to students through Health Services. Herbal, dietary supplements and alternative medications will need to be administered to students outside of the school day at home. All medications administered at school must be provided by the parent or guardian.

1. The parent or guardian shall bring all prescription medicines to the school's Health Service.
2. If this is not possible, the following procedure must be followed:
 - a. Parent or guardian must count the number of pills in the prescription labeled bottle.
 - b. The parent or guardian must seal the medicine bottle with tape and write the number of pills on the tape, or
 - c. After counting the pills, the parent or guardian must place the prescription labeled bottle of medicine in an envelope, seal it, and write the number of pills on the envelope.

- d. If the medication is in liquid form, the parent or guardian must draw a line indicating the level of liquid medicine in the bottle.
 - e. Parent or guardian will send the medicine to school with the student, instructing him/her to take the medicine to Health Services upon entering school.
 - f. The nurse/health paraprofessional will count the medicine upon its arrival in the Health Services office; if there is a question, the parent or guardian will be contacted.
3. All discontinued medication must be picked up by the parent or guardian from Health Services or it will be disposed of appropriately.

Field trip medication procedures

Schools also follow district procedures for administering medication to students while they are on field trips. Health Service personnel and teachers work together to ensure that students receive regular daily as well as emergency medication if needed while on field trips. For more information on this, please call your school Health Service office.

Can my student take medication during an after-school activity?

Anoka-Hennepin Health Service personnel are not available to give medications after school hours during activities. Therefore, medications, including inhalers, are not accessible to students or staff after school hours.

If students participating in after-school activities anticipate the need to use inhaler medicine before, during or after the activity, they may take their inhalers from Health Services at the end of school and return them the following day.

Students may also bring their inhalers from home when they return to school for evening activities.

Minnesota Health Care Programs

Minnesota Health Care Programs have free and low-cost health insurance for children and families who qualify. (Medical Assistance has no monthly premium. MinnesotaCare has a monthly premium based on household income.)

Your child may qualify if your household income is below:

Family size	Monthly income	Yearly income
2	\$3,556	\$42,672
3	\$4,478	\$53,736
4	\$5,400	\$64,800
5	\$6,322	\$75,864

Income is one factor for qualifying. Other rules and limits apply. For more information, call your county office or visit www.dhs.state.mn.us/healthcare. The income limits above are valid until June 30, 2014.

To get a Minnesota Health Care Programs (MHCP) application:

- Print one from www.dhs.state.mn.us/healthcare.
- Call 877-KIDS-NOW toll free.
- Call Anoka County Health Services at 763-422-7030.

Latex allergies and balloons

Because some individuals are allergic to latex, Anoka-Hennepin School District strives to minimize use of latex-containing products that commonly cause allergic reactions.

Latex, a milky fluid produced by rubber trees, is processed into a wide variety of products, including latex balloons. Balloons are common causes of allergic reactions in persons sensitive to latex. The severity of the reaction depends upon the degree of sensitivity of the person. In rare instances, exposure to latex particles released when a balloon pops can include life-threatening symptoms, such as shock, severe breathing difficulties or loss of blood pressure.

Due to possible allergic reaction to latex, most balloons are not allowed in school. However, Mylar balloons, which can be recognized by their silver material, are allowed in school. If you are uncertain of the material in a particular balloon, do not bring it to school.

Please notify an administrator or Health Services staff member if your child is allergic to latex.

Indoor air quality

From Anoka-Hennepin School District's building and grounds department:

- No dogs, cats, rodents, rabbits, reptiles, birds, exotic animals or other pets are allowed (animals provided by the district-approved science curriculum will be allowed if the Indoor Air Quality policy is followed). Additional use of animals may be available by applying for a variance request from the indoor air quality coordinator.
- Minimize food storage in classrooms and offices. If food is going to be stored in these areas, it must be stored in a rigid, airtight container.
- Limit food consumption in classrooms and offices. If food consumption is to occur, then the following steps are to be followed:
 - 1) Spills cleaned up and/or reported to custodial staff immediately;
 - 2) Food waste disposed of in a lined garbage container; and
 - 3) Waste removed by custodial staff within a 12-hour period.
- Limit plants in classrooms and offices. No plants should be placed on or above a unit ventilator.
- Air freshener products, such as "plug-ins" and electronic air fresheners, must not be used in the schools.
- No latex balloons should be used within the building.

For questions regarding indoor air quality, contact the district's indoor air quality coordinator at 763-506-1225.

Bicycles and bicycle rack

Students with the permission of their parents may ride bicycles to and from school. Parents are strongly encouraged to have their children wear a helmet.

IS MY CHILD WELL ENOUGH FOR SCHOOL?

ILLNESS/DISEASE	SYMPTOMS/ SIGNS	INCUBATION PERIOD	SCHOOL ACTION AND COMMENTS ON COMMUNICABILITY	SOURCE OF INFECTION AND MODE OF TRANSMISSION
Chicken Pox	Fever and skin rash that comes in crops. Rash begins on the chest, back, under arms, neck, and face; changes to blisters and then scabs.	Usually 13-17 days; can be as long as 3 weeks	Exclude from school until blisters have dried into scabs, usually about 6 days after the rash appears.	Virus spread by direct contact with the blister fluid or by droplets - from the nose and throat of an infected person during sneezing and coughing. Readily communicable. One attack usually confers immunity. DO NOT give aspirin as there is a risk of Reye Syndrome. Children on immunosuppressive drugs are at high risk.
Cold Sores (Herpes Simplex)	Cold sores (fever blisters) appear on the lips and face, less often in the mouth. Sores usually crust and heal within a few days. May be confused with impetigo.	2-12 days	No exclusion necessary for mild oral herpes in children who are in control of their mouth secretions.	Virus is transmitted by direct contact with infected persons, a majority of whom have no apparent infections.
Common Cold Respiratory Infections (viral)	Runny nose, sneezing, chills, tiredness, fever, muscle aches, sore throat, cough, which may last 2-7 days.	Colds: 1-3 days Other acute respiratory illness: up to 10 days	Exclude from school until child is without fever for 24 hours and is well enough to participate in normal, daily activities.	Different viruses spread directly through coughing, sneezing, and explosive manner of speech in which droplets are cast; indirectly through articles freshly soiled by discharges of infected person.
Fifth Disease	Rarely any symptoms other than a rash ("slapped cheek") that begins on cheeks; later found on the backs of arms and legs. Rash is very fine, lacy, pink, and tends to come and go in sunlight or heat.	4-20 days	No exclusion necessary unless fever is present.	Human Parovirus B19 spread through contact with infected respiratory secretions; good hand washing decreases transmission.
Influenza	Sudden onset of fever, headache, muscle pain, generalized discomfort, cough and sore throat.	1-3 days	Exclude from school until temperature has been normal for 24 hours and child is well enough to participate in normal activities.	Virus spreads directly through coughing, sneezing, and contact with nose or throat discharges of patient.
Impetigo	Blister-like sores that form an oozing, sticky, yellow crust and itching.	Usually 1-10 days	Exclude from school until child has been treated with antibiotics for at least a full 24 hours. Encourage good hand washing. Avoid close contact with other children.	Bacteria spreads by direct contact with persons or articles freshly soiled with discharges from nose or throat of patient; airborne transmission also occurs. Usually caused by staphylococcus or streptococcus.
Infectious Mononucleosis	Fever, sore throat, tiredness, and swollen glands, especially behind the neck. Sometimes there is a rash. Often children have no symptoms at all.	4-6 weeks	Exclude from school until the child is well enough to return to normal activities.	Epstein-Barr virus spreads person to person through saliva; spread can also occur by kissing or sharing items such as drinking cups, bottles or toys.
Lice (head)	Itching of the scalp. Look for: 1) crawling lice in the hair, 2) eggs (nits) glued to the hair near the scalp, and 3) scratch marks on scalp or back of neck at hairline.	Nits (eggs) hatch in 6-10 days	Exclude from school until first treatment is completed. Advise exam of household contacts for lice.	Louse transmitted primarily by direct contact with infested persons. Lice can also be transmitted through combs, brushes, bedding, wearing apparel, headwear including hair ornaments, helmets, and sleeping bags.

ILLNESS/DISEASE	SYMPTOMS/ SIGNS	INCUBATION PERIOD	SCHOOL ACTION AND COMMENTS ON COMMUNICABILITY	SOURCE OF INFECTION AND MODE OF TRANSMISSION
Hand, Foot, and Mouth Disease	Sores occur toward the front of the mouth, on the sides of the tongue, inside the cheeks, and on the gums; may last 7-10 days. In most cases, sores can be found on the palms of the hands, the fingers, and the soles of the feet. A low-grade fever may last 1-2 days.	Usually 3-5 days	Exclude until temperature is normal for 24 hours and child is well enough to participate in normal, daily activities. Sores may still be present.	Coxsackievirus spreads through contact with nose and throat discharge and stool of infected persons. Hand washing important.
Pink Eye (Conjunctivitis)	Bacterial: pink or red conjunctiva with pus that causes matting of the eyelids, pain or redness of eyelids. Viral: pink conjunctiva with clear watery discharge and without pain or redness of eyelids.	1-3 days	Refer for medical diagnosis and treatment; if bacterial (with pus), exclude from school until 24 hours after treatment begins. Viral (without pus): no exclusion.	Most are viral in etiology, some bacterial. May be spread through hand-eye contact.
Reye Syndrome	Sudden onset of violent vomiting, mental confusion, extreme sleepiness, or fatigue, twitching or jerking movements, hostility, coma.	1-7 days following viral infection (cold, flu, chicken pox)	<ol style="list-style-type: none"> 1. If one or more symptoms appear, call physician immediately. 2. Go to emergency room of hospital. 3. Do not give aspirin to a child with a viral illness. 4. Exclude from school until clinically well. 	Usually follows viral infection. It is not contagious. Cause unknown. No prevention. Requires immediate attention at onset of symptoms. Most common in young children.
Ringworm	Body: Ringworm appears as flat, spreading ring-shaped lesions. The edge of the lesion may be dry and scaly or moist and crusty. As the lesion spreads outward, the center often becomes clear. Scalp: Ringworm may be hard to detect in the early stages. It often begins as a small, scaly patch on the scalp. Mild redness and swelling may occur. Infected hairs become brittle and break off easily.	Body: 4-10 days Scalp: 10-14 days	Exclude from school until 24 hours after treatment has been started.	Lesions must be covered when participating in contact sports. Fungus spread by contact with infected person, animal or contaminated articles.
Scabies	Rash and intense itching which may be more severe at night. Common locations to see the rash are folds of skin between fingers, around wrists, elbows, and armpits. Other areas where rash may appear are knees, waistline, thighs, male genitals, abdomen, chest, and lower portion of buttocks. Infants may be infected on head, neck, palms, and soles of feet.	2 weeks - 2 months: Symptoms may appear in less than 1 week if the person has had scabies before.	Exclude from school until 24 hours after treatment begins.	Mite is transferred by direct contact with skin or through shared bedding, towels, and clothing of a person with scabies. Treat all members of household at the same time.
Streptococcal Sore Throat / Scarlet Fever	Sudden onset of fever, sore throat, swollen glands, headache, abdominal pain, nausea and vomiting in severe cases. With scarlet fever a very fine raised rash is present. A fuzzy, white tongue may occur. The rash appears most often on the neck, chest, in folds of the armpit, elbow, groin, and the inner thigh. Later there may be peeling of the skin on the fingertips and toes.	Usually 1-3 days	Exclude until throat culture report is received. If positive for strep, exclude from school until 24 hours after antibiotic treatment is started and until clinically well. Communicable until 24 hours after treatment is started. Exclude from school until temperature has been normal for 24 hours.	Bacteria spreads directly from nose and throat discharges of infected persons.

Schools provide a bicycle rack for students to store their bicycles during the day. Using the bike rack is a privilege that can be taken away. Students must not tamper with someone else's bike, bike lock or misuse the bike rack. Students should be respectful of everyone who uses the bike rack, and only park their bikes with the front tire through the rack. It is the responsibility of students to lock their bikes to the rack. Please, only one bike per lock, and do not lock bikes together.

For safety reasons, it is important that students move away from the bike rack immediately after locking their bikes in the morning or unlocking them in the afternoon. All bike riders should walk their bicycles when on school grounds. Bike riders are expected to cross streets at the corners just as other students do and to follow the school safety patrol. To avoid hitting other students crossing at the same time, bike riders should walk their bikes across intersections. When riding on the street, "ride on the right."

Scooters, skateboards, in-line skates, and roller tennis shoes

Students may not use in-line skates, roller skates, skateboards or scooters on school property. Students who use any of these to travel to school must not use them once they reach school property. Parents are strongly encouraged to have their children wear a helmet when riding or wearing these items.

Students who wear roller shoes (tennis shoes with wheels) cannot use the wheels during the school day or on school property because of the safety hazard they pose to the wearer and to other students.

The school is not responsible for lost, stolen or damaged items that are worn or ridden to school. Items that pose a nuisance to the school environment may be confiscated and returned at a later time.

Nuisance and hazardous items (toys, electronic devices, etc.)

For health and safety, and to maintain an appropriate environment for learning, the possession or use of items judged by school staff to be hazardous or a nuisance are not allowed on school property and at school-sponsored events. Examples of such items vary by school, but may include, and are not limited to: electronic devices, toys, trading cards, or other items deemed disruptive by school staff.

If you have a question about whether an item should be brought to school, contact school administration.

The school is not responsible for lost, traded, stolen or damaged items that should not be in school according to this guideline. Items that pose a nuisance may be confiscated and returned at a later time. There may be additional discipline as determined by school administration.

Special notice regarding electronic items: With the growing popularity of MP3 players, mobile phones and other electronic devices, parents and guardians should be aware that schools are not responsible for lost, stolen or damaged items – no matter

how expensive. Students who choose to bring these to school do so at their own risk. Keep in mind that elementary schools do not have lockable lockers, and that any item causing a disruption may be taken away at the teacher's (or other staff member's) discretion to be returned at a later time.

Searching lockers and desks

Student lockers and desks are property of the school and school district and therefore can be searched by school personnel.

Also see search and seizure in the district discipline policy on page 44.

Canine building and grounds sweeps at the secondary level

To ensure the safety of all Anoka-Hennepin students and staff, building administrators often partner with law enforcement to conduct canine sweeps of parking lots and lockers. These sweeps occur randomly throughout the year and their intention is to prevent individuals from bringing chemicals or controlled substances on school property. We want to do all we can to ensure a safe and productive learning environment.

Dress code

Schools follow the dress code policy that is spelled out in the district discipline policy in sections II.B and III.B.12 (pages 41 and 42). In brief, dress and grooming must meet standards of safety, health and decency. Clothing, attire or personal grooming that disrupts the educational process or that violates common standards of decency as they apply to a school setting are not permitted.

Upon approval of school administration, head coverings and hats may be worn for special events, medical or religious reasons.

For physical education, elementary students must wear white-soled tennis shoes. Because of safety concerns slip-on tennis shoes are not permitted. Dark-soled tennis shoes are not allowed.

Elementary students go outside for recess, so in the winter months it is important to dress your child in warm winter wear, such as winter coats, hats, scarves, gloves or mittens, and boots. See "Cold weather questions and answers," on page 7.

SPECIAL PROGRAMS AND SERVICES

Alternative programs for middle and high school students

The Anoka-Hennepin School District offers alternative programs for high school and middle school students who do not excel in traditional school settings. Students are referred to these programs from their high school or middle school.

The secondary programs offer:

- Academic high school courses using small group, individualized or computerized instruction.
- Elective courses that meet diploma credit requirements.
- Vocational exploration.
- Independent study curriculum that will work in conjunction with classes offered in the program.

The school district offers alternative education programs with high expectations for students:

- COMPASS Programs serve students in grades five through 12, for more information call 763-506-1560.
- Crossroads Alternative High School, 1313 Coon Rapids Blvd. NW, Coon Rapids, 763-506-7400, serves students in grades nine through 12. This is a full-day program. Work experience classes, transportation and lunch are available.
- Crossroads West Campus, 12439 Champlin Drive, Champlin, 763-433-4500, which serves ages 18 through 21. This campus focuses on college and career readiness while completing a diploma. Flexible scheduling includes full-day, half-day and on-line courses. Additional programming is available through work seminar options along with partnerships at STEP, Anoka-Ramsey Community College, University of Minnesota and other colleges in the area. Breakfast and lunch are provided as well as full transportation from each of the district's high schools.

Students can self-refer to these alternative schools or be referred by their principal or counselor. The program is designed for students who need a smaller class setting, more flexibility or for those who are not being successful in a traditional school. For more information on alternative programs in Anoka-Hennepin contact the principal of Crossroads Alternative High School, 763-506-7400.

Students who qualify for alternative education should have a referral from their previous high school or can self-refer for consideration into the program.

Options for success in high school or to return and earn a diploma

The Graduation Incentives program is designed to encourage high school students who are not succeeding in the traditional school or who have dropped out of school to choose from a variety of nontraditional education programs to be successful in school.

Graduation Incentives, established by the state, allows qualifying students to enroll in:

- Alternative programs.
- Area learning centers.
- Post secondary courses at a college, community college or technical college, if eligible.
- Any public school.
- Adult Basic Education classes operated under Community Education.

A student ages 15-20 who meets any one of the following criteria is eligible to choose a nontraditional education program:

- Limited English proficiency or speaks English as a second language.
- Substantially below performance on a local achievement test.
- At least one year behind in satisfactorily completing coursework.
- Pregnant or a parent.
- Assessed as chemically dependent.
- Has been physically or sexually abused.
- Has experienced mental health problems.
- Homeless sometime in the last six months.
- Referred by a school district for enrollment in an eligible nontraditional program.
- Excluded or expelled from school.
- Has withdrawn or is chronically truant.

For more information contact the principal of Crossroads Alternative High School at 763-506-7400.

Special education services for early childhood

Children from birth through age five who have special needs may be eligible for services through the Anoka-Hennepin Early Childhood Special Education (ECSE) programs.

Children who appear to be having difficulty in the areas of speech expression and/or understanding, motor development, vision, hearing, learning or social-emotional adjustment may be eligible. The child would participate in a "play-style" developmental evaluation to determine the range of the child's developmental skills. Following the evaluation, the appropriateness of service and program options would be discussed with the parents.

Why would Early Childhood Special Education be needed?

It is important for all children to be able to develop their abilities to benefit from their learning environments. The child with special needs should be identified at as young an age as possible so that services appropriate for the child and family can be made available. Early identification and services for children with special needs will benefit the children throughout their school years. All school districts in the state have been mandated to offer educational services to preschool age children (birth to age five) who demonstrate a significant delay in their development.

What services are available through Early Childhood Special Education?

A variety of instructional models are used, depending on a child's age and needs. Home-based services are usually suggested for a child under three years, and a preschool setting is typically suggested for older children. A teacher, speech clinician, occupational therapist or physical therapist might be involved in a child's program depending upon the needs identified. Developmental or adapted physical education services may also be provided for the child who is over three years of age.

Audiology services, social work, school nursing, school psychology, and transportation services are available to all ages of children and families depending on individual educational needs. Additionally, services from a variety of community agencies might also be suggested. School staff work together with appropriate community and county service agencies.

When children are enrolled in the Early Childhood Special Education program, an Individual Education Plan (IEP) or Individual Family Service Plan (IFSP) is written with the family. These plans help focus the child's educational needs and keep all people involved with the child informed about the his or her progress and service needs.

What is included in an evaluation?

The evaluation process typically begins with an observation and/or screening of the child and a discussion with the parents. If further evaluation is needed, children are tested individually, with the support and input of their family in the process. Parents will be asked to complete a questionnaire regarding their child's routine and skills within the home environment. Upon completion of all parts of the evaluation, team members review the results with the child's family. If the child's test scores meet state defined eligibility criteria, the team will discuss options for service. These recommendations vary according to the child's individual needs.

How are these services provided?

Children below the age of three typically receive services in their home or child care setting from a teacher, speech clinician, occupational or physical therapist. The home visits usually consist of play-based intervention designed around the child's strengths and needs. Frequency and the amount of service vary by the child's needs and the family schedule. For children over the age of three, a special education classroom setting or community preschool program is frequently recommended.

Can I afford it if my child needs it?

All Early Childhood Special Education services through the school district are provided free of charge to the family. Teams including parents, determine whether a child qualifies for ECSE services due to a disability. The team will then determine the services necessary for the child to benefit from the program. Any services the team determines necessary for the child's program are provided at no cost to the family, including transportation.

What about parent support?

Parent support groups and parent training groups are offered to families in the Anoka-Hennepin School District. Participation is voluntary. These groups offer parents and families the opportunity to meet other families with special needs children, and discuss issues that are important or unique to their child's development.

For further information about Early Childhood Special Education programs:

- For children under age three call Anoka Area Interagency Early Intervention Program at 763-433-4888.

- For children over age three, call the Anoka-Hennepin School District's special education evaluation office at 763-506-7920. If you use a TTY number, please call using Minnesota Relay at 1-800-627-3529, or 711.

Special education services for K-12

Students (ages 3-21) who experience learning problems due to physical, emotional, mental or learning disability may be recognized under state and federal special education law. Federal law has identified 13 disability categories that include developmental cognitive delays, developmental delays (ages 3-7 only), physical disabilities, autism, health problems, vision, hearing, speech or language impairments, traumatic brain injury and specific learning disabilities.

Parents of children who are experiencing learning difficulties or behavior issues at school because of disabilities are advised that the district has a process known as "Child Find" to identify, locate and evaluate students who, because of their disability, need or are believed to be in need of special education and related services.

Please contact the Anoka-Hennepin Special Education office at 763-506-7924 if you would like to discuss your child's potential need for an evaluation and eligibility for special education or related services. The office is located at Sandburg Education Center, 1902 2nd Ave, Anoka. If the child is between the ages of birth and 3, the parent should contact the Anoka Area Help Me Grow Referral Line at 763-433-4888 (or 866-693-GROW, the state referral line number) for more information about infant and toddlers intervention services. This office is located at Sorteberg Early Childhood Center, 11400 Magnolia St NW, Coon Rapids.

See page 58 for the non-discrimination policy.

PARENTS, VISITORS AND VOLUNTEERS

Parents' role in homework at the secondary level

In general, students who spend more time on homework do better in school. Completing homework regularly also helps students develop good work habits and self-discipline. While secondary students need to become independent in getting their homework done, parents can help them develop good habits.

- Help your child be organized with schoolwork. Encourage him or her to write down all assignments in a planner or notebook. (A student planner is provided to all middle and high school students.)
- Help your child develop a daily routine for completing homework that allows enough flexibility for school activities plus time to spend with friends.
- Provide a quiet place to study, away from the distraction of television.
- Sometimes homework is difficult. When your child asks for help or is struggling, help your child find the resources (people, books, and reference material) to get it done. The student should also talk to the teacher for clarification or help. Don't do the work for your child.

- Provide basic supplies and resources your child will need, such as pencils, pens, paper, and a dictionary.
- Other handy items include stapler, paper clips, maps, a calculator, tape, and a thesaurus. Show an interest in your child's work and offer to take him or her to the library or elsewhere to do research if needed.

Media center accommodations

Parents should feel comfortable communicating with the school's library media specialist regarding their child's choice of books. Please see your school media specialist with any concerns about reading content or any special circumstances your family may have. Accommodations will be made to meet your child's needs.

Parenting is challenging . . . resources for you

Parents and others who help children grow up face many changes and challenges. Help in meeting those challenges is readily available.

Community Education classes are available throughout the school year to help parents. They include The Magic of Reading Aloud, Parenting with Love and Logic, Paying for College Without Going Broke, and much more. To learn about additional opportunities and registration information visit www.DiscoveryCommunityEd.com or call 763-506-5766.

The Parent Involvement Resource Center (PIRC) loans printed, audio and video materials. From the birth of your children until they leave the nest, you'll find interesting and helpful information and ideas for family activities, understanding your adolescent, promoting his or her success at school, and tackling problems both large and small. There is something for everyone, whether you are parenting as a single person, married person or grandparent.

PIRC is now located inside door 1 at 2727 N. Ferry Street, Anoka, and is open from 8 a.m. to 4:30 p.m. on school days. To find out how easy it is to use PIRC, call Beth Kuehn at 763-506-1567, or stop by to browse.

Visitors

Parents, guardians and visiting guests are welcome. **For everyone's safety, all visitors must sign in at the office, receive and wear a visitor badge at all times. Visitors not displaying a visitor badge will be referred to the office.** Upon leaving, we ask that visitors, parents and guardians sign out in the office.

Classroom visits by parents and guardians can inform them about the learning materials and strategies used in their child's school. Arrangements should be made with the school in advance as to the date and length of visit. This will ensure that visits are informative for parents and guardians and do not disrupt learning activities, tests, and other classroom schedules and routines.

See the visitor policy on page 68.

Volunteers

Volunteers help in a wide variety of ways, both in and out of the classroom. In years past they've assisted students with reading and math, judged science fairs and other academic competitions, chaperoned field trips, performed clerical work, assisted with school websites, served on school and district committees, and much more.

Each school has a volunteer services coordinator who helps recruit volunteers and match them with opportunities.

- All volunteers will be asked to complete a volunteer application form and a criminal record history release form each school year before they start their volunteer assignment.
- When volunteering, remember that you must sign in at the office and wear a volunteer badge at all times.

Anyone interested in volunteering in an Anoka-Hennepin school can contact Sue Archbold at 763-506-1585 or your school's volunteer services coordinator.

Procedures for concerns, complaints

We hope that your family's experience with the Anoka-Hennepin School District is positive and meets the needs of your child(ren). If you are unhappy, we invite you to express your concerns or complaints.

Through experience we have learned that the person best able to address a concern is generally the person closest to it. With that in mind we suggest that you start at the top of the list below. If you are not satisfied, then move to the next step and so on.

Expressing a concern

- If you have a concern or complaint, please talk first with your child's teacher or coach.
- If your child's teacher or coach is not able to handle the issue, please contact the school principal.
- If the issue is not handled satisfactorily at the school, you may bring it to the school district by contacting the appropriate associate superintendent:
 - o Elementary, Dr. Mary Wolverton: contact administrative assistant Debbie Koffski, 763-506-1061, debbie.koffski@anoka.k12.mn.us
 - o Middle school, Dr. Jinger Gustafson: contact administrative assistant Susan Bonte, 763-506-1008, susan.bonte@anoka.k12.mn.us
 - o High school, Jeff McGonigal: contact administrative assistant, Lori Valstad, 763-506-1009, lori.valstad@anoka.k12.mn.us
- If you feel the associate superintendent does not handle the issue satisfactorily, you may share your concern or complaint with the superintendent and School Board by contacting the administrative assistant to the superintendent and School Board. This is currently Sue Seul, 763-506-1002 or sue.seul@anoka.k12.mn.us. She will notify the superintendent and the School Board.

Getting a response from the district

The superintendent or the appropriate associate superintendent or other cabinet member will respond to you and copy the School Board. Some investigation or analysis may be needed for a complete response. You will be notified of the approximate time frame for getting a complete response.

STUDENT INFORMATION

Guidelines for use of student photos

Anoka-Hennepin staff, volunteers, representatives of the news media and others occasionally photograph, audio and/or video record students (including participants in Community Education activities). The photos, audiotape and videotape may be used in school, district and community newsletters, e-newsletters, newspapers, activity programs, yearbooks, brochures, educational videos, podcasts, websites, social media sites and television, and for other appropriate uses. Parents or guardians may choose to limit the use of their child's photo. When a child enrolls in an Anoka-Hennepin school, parents or guardian(s) will be asked to select one of the following options:

Section A: Photos

- **No Restriction:** A child's photo will be taken and/or a child may be videotaped or audiotaped for all purposes as described above.
- **Partial Restriction:** A child's photo will be taken and used only for the school yearbook (individual and group photos for class and activities), the class photo and school identification records.
- **Full Restriction:** A child's photo will be taken but used **only** for internal school identification records; it will not be used in the school yearbook/class photo.

The parents' or guardians' choices will be recorded in the child's records. Parents or guardians may change their photo choice at any time by completing a new option form, which is available from their school.

Although the school will take reasonable steps to prevent students with full or partial restrictions from being photographed, the school cannot guarantee that a student will not be photographed/videotaped as part of a large group, such as participating in a school assembly, walking through a school hallway, and other situations where there are large numbers of students.

Do you need student data?

The Minnesota Government Data Practices Act (MGDPA) gives the public access to many types of school district data. The superintendent has designated specific staff members to assist citizens who request data.

For data, contact the following:

Designee for public data:

Mary Olson, Director of Communication and Public Relations:
763-506-1111

Designee for regular education student data:

Neil Klund-Schubert, Technology and Information Services:
763-506-1026

Designees for special education student data:

Cherie Peterson, Assistant Director of Special Education:
763-506-1359

Designee for personnel data:

Sarah Kriewall, Director of Employee Services:
763-506-1101

Designee for labor relations data:

Brandon Nelson, Labor Relations and Benefits
763-506-1082

District Data Practices Compliance Official:

Paul H. Cady, District General Counsel:
763-506-1089

WHAT MY CHILD WILL LEARN

English Language Arts

Reading

Learning to read, write, speak and listen are all parts of your child's language development. The kindergarten English language arts program is designed to build on the language that children bring to school and to promote interest in books and learning to read. They participate in meaningful whole class, small group and independent reading activities.

The curriculum combines:

- Skill instruction and experience in reading and writing.
- Phonemic awareness and phonics instruction.
- Experience with both literature and informational text.

Children learn to:

- Talk and write about experiences.
- Read what they write or dictate.
- Learn letters and letter sounds.
- Learn to read words.
- Look at and read many books.
- Listen to many stories and poems.
- Use reading strategies.
- Read and write sight words.

Writing

Kindergartners regularly engage in a mini-lesson (with explicit instruction focused on writing skills and strategies), write, confer with a teacher about their writing, and share their writing with others including peers, parents and teachers. Students assume the role of author as they develop personal narratives focused on small moments, which are experiences from the writer's life. A small moment should include a beginning, middle and end, stretching across pages. Kindergartners are introduced to the D'Nealian form of manuscript letters. These forms are designed to minimize the changes children learn when introduced to cursive handwriting later. It is expected that children will write the manuscript alphabet by the end of kindergarten.

Mathematics

Kindergarten students will develop a broad background in mathematics and number sense through a variety of everyday experiences. By the end of the year, students should be able to do the following:

Number knowledge

- Count forward to at least 31, backward from 20.
- Read, write and represent numbers from 0 to at least 31.
- Find a number that is 1 more or 1 less than a given number.
- Compare and order numbers in the range of 0-20, with and without materials.
- Find sums and differences of numbers between 0 and 10.
- Compose and decompose numbers up to 10, with materials.

Algebraic foundations

- Recognize, create, complete and extend patterns using shape, color, size, number, sounds and movements.

Geometry and measurement

- Recognize and sort basic 2- and 3-dimensional shapes (squares, circles, triangles, rectangles, trapezoids, hexagons, cubes, cones, cylinders and spheres).
- Use shapes to model real-world objects.
- Compare and order objects according to length, size, weight and position.

Social Studies

The kindergarten social studies program is hands-on and content-rich. During the school year, children in kindergarten will develop an awareness of themselves as unique individuals and as members of social groups. They will learn about the past by reading stories set in different times and places.

Kindergarten students will begin to learn and apply basic social studies skills, including understanding and using maps. They will also learn the difference between basic needs and wants.

Science

The kindergarten science curriculum is inquiry-based and hands-on. Kindergarten students will make predictions, record their observations and describe changes they observe throughout the following units:

- **Materials in our world:** Students use their five senses to observe, describe, sort, and compare the properties of various woods, paper and fabrics. Students engage in hands-on experiences that heighten students' awareness, curiosity and understanding of the physical world. They discover some objects are found in nature and some objects are designed by people.
- **Animals and plants:** Students engage in hands-on interactions with animals and plants to identify the different parts. Students create a habitat for plants and animals, and care for the natural system.
- **Weather:** Students will observe day-to-day changes in weather throughout the year using their senses and simple tools. These concepts will be learned in the Every Day Math® daily routines.

Health

What children will study this year:

- Bus safety.
- Dental health.
- Staying healthy.

Music

What children will study this year:

Elements of music: Music is demonstrated during movement, speaking/singing, listening, playing instruments, and creating activities. Simple rhythms using short and long sounds are also explored and practiced. Students build a music vocabulary as they acquire understanding of music elements. As students acquire understanding of music elements they begin to recognize and are able to describe various sounds of instruments, music from different cultures of the world, and various styles of music.

Songs: Acquiring songs to sing by memory is emphasized.

Pitch: Singing is a learned skill that everyone can achieve. It is important to develop the skill of pitch matching. When playing instruments, the understanding of high sounds and low sounds is emphasized.

Steady beat: Moving to a steady beat is emphasized. A steady beat is defined as playing percussion instruments with a steady beat.

Art

In kindergarten, art is taught by the classroom teacher and not an art specialist.

It is the goal of the elementary art program to develop an understanding of art that will lead to a lifetime of art appreciation. Students will be introduced to learning about and creating visual art by:

- Encountering the elements of art: line, shape, color, texture, value, space and form.
- Experimenting with creating different types of lines.
- Learning about the warm and cool colors.
- Exploring how artists use form in their artwork.
- Making different types of artwork.
- Using a variety of art materials and tools.
- Learning about artists and how they create artwork.
- There are three main assessments in kindergarten:
 - Line Quilt
 - Van Gogh Sunflowers
 - 3-D Sculpture

Physical Education

What children will study this year:

- Moves safely in school environments:
 - Students will be able to understand everyone has their own personal space.
 - Students need to move safely during physical education and other learning activities.
- Demonstrates motor skills:
 - Walking, jumping, hopping, galloping, etc. during physical education activities.
- Participates with sportsmanship:
 - Students will understand and demonstrate rules and procedures to help them play fair.

In order to participate safely and successfully, students should have tennis shoes for physical education activities and recess. Adaptations and modifications will be made for students on an as needed basis.

Media

Students visit the library media center on a regular basis for book check-out. Kindergartners are not provided instruction by the library media specialist.

Children who read achieve. The school library media center provides valuable resources and support for students. Kindergartners have opportunities to select books, explore their own interests, and check out books to take home.

What my child will learn:

- Reading is an important part of becoming successful in school.
- Borrowing books requires responsible book care.
- Books are a shared resource and need to be returned when due.

English Language Arts

Reading, writing, viewing, speaking, listening, and thinking are all parts of the English language arts program.

Reading

The literacy curriculum combines:

- Whole group instruction focused on improving comprehension strategies.
- Small group guided reading instruction at their reading level focused on word work/decoding, increasing fluency and writing in response to reading.
- Independent reading activities to reinforce and demonstrate understanding of the skills and strategies being taught.

Writing

First graders regularly engage in a mini-lesson (with explicit instruction focusing on writing skills and strategies), write, confer with a teacher about their writing, and share their writing with others including peers, parents and teachers. Students in first grade assume the role of author as they develop personal narratives focused on small moments (trimesters one and two) and all-about (trimester three). A small moment focuses on an experience from the writer's everyday life that includes several sentences stretched across pages having at least one character and a clear beginning, middle and end. As authors write an all-about, they learn about the layout of informational text, which often includes a table of contents and pages or chapters. Students will have writing opportunities across curricular areas. First graders continue to practice using the D'Nealian form of manuscript letters.

Mathematics

Grade one students will develop a broad background in mathematics and number sense through a variety of everyday experiences. By the end of the year, students should be able to do the following:

Number knowledge

- Read, write and represent numbers to 120.
- Use place value language of tens and ones to describe numbers between 10 and 100.
- Count forward and backward from any number up to 120.
- Find a number that is 10 more or 10 less than a number in the range of 10-120.
- Compare and order numbers up to 120.
- Use a variety of strategies to solve addition and subtraction problems in real-world contexts.
- Compose and decompose numbers up to 12.
- Skip count by 2s, 5s and 10s.

Algebraic foundations

- Recognize, create, describe and use patterns and rules to solve problems.
- Find the missing number in an equation.
- Represent real-world situations using objects and number sentences.

Geometry and measurement

- Describe characteristics of basic 2- and 3-dimensional shapes.
- Combine and take apart 2- and 3-dimensional shapes.
- Measure length of an object using multiple copies of another object.
- Tell time to the hour and half-hour.
- Identify pennies, nickels and dimes.
- Find the value of a group of coins up to one dollar, using pennies, nickels and dimes.

Data foundations

- Use counting and comparison skills to create and analyze bar graphs and tally charts.

Social Studies

The first grade social studies program is hands-on and content-rich. During the school year, children in first grade learn about the unique features of social groups (e.g., families, schools and communities) and how people interact with their environment. They will learn that people are citizens of a community and that they produce goods and services that support the community. Sample topics include:

- Citizenship at home and at school.
- Natural resources.
- Changes over time (homes, schools, transportation and communication).
- Economics: goods and services.

Children also learn and apply social studies skills, including:

- Using maps and globes to locate specific places and landforms.
- Reading and creating timelines.
- Comparing life long ago and today (homes, schools, transportation and communication).
- Comparing goods and services.

Science

The first grade science curriculum is inquiry-based and hands-on. First grade students will make predictions, record their observations and describe changes they observe throughout the following units:

- **Pebbles, sand and silt:** Students will investigate the natural world by using simple tools to describe, sort and classify earth materials. They will group earth materials based on properties of size, shape and color and observe their similarities and differences. The students will explore places where earth materials are found and used in everyday life. Students will organize and communicate observations through drawing and writing. They will acquire the vocabulary related to the earth materials unit.
- **Insects:** Students will understand that insects as living things grow, change and interact within their habitat to survive. They come to know firsthand the life sequences of the mealworm, milkweed bug and the butterfly. The students will observe structures and behaviors of the insects, discuss their findings and record observations over time. They will see the life cycle of insects unfold and compare the stages of metamorphosis exhibited by each species.

Health

What children will study this year:

- Recognizing emotions and expressing them in a healthy way by knowing and using conflict resolution skills.
- The attributes of the Anoka-Hennepin Education for Character Plan.
- Age-appropriate personal strategies for:
 - Bus safety.
 - Playground safety.
 - Bike safety.
 - Fire safety.
 - Personal safety.
- How to make healthy food choices.

Music

What children will study this year:

Pitch: Exploration of the singing voice is emphasized. Singing is a learned skill that everyone can achieve. It is important to develop the skill of pitch matching. Understanding of high and low pitch (*sol/mi*) is also emphasized when playing instruments and when introducing reading of notation.

Steady beat: Moving with and identifying the steady beat is emphasized.

Rhythm: Simple rhythms using short and long sounds are emphasized and practiced when students sing, play instruments, read music, and create/improvise. Rhythms learned in grade one are quarter notes (♩), two eighth notes (♪), and quarter rests (♩).

Elements of music: Students continue to analyze how compositions are put together and demonstrate knowledge of expressive qualities in music such as tempo and dynamics.

History and culture: Students learn to recognize and describe various sounds of instruments, music from many cultures and various styles of music, both vocal and instrumental.

Art

This course is taught by an art specialist. It is the goal of the elementary art program to develop an understanding of art that will lead to a lifetime of art appreciation. Students will continue to learn about and create visual artworks by:

- Exploring the elements of art: line, shape, color, texture, value, space and form.
- Making different types of artwork.
- Using a variety of art materials and tools.
- Learning about artists and how they create art.
- Looking at a variety of artwork.
- Discovering how different lines and shapes are used in order to create an artwork.
- Using the color wheel to experiment with color mixing and explore different color relationships: primary, secondary, warm and cool colors.
- Determining the differences between shape (2-D) and form (3-D).

Physical Education

What children will study this year:

- Movement and coordination skills.
- Spatial awareness.
- Teamwork and sportsmanship.

Units/assessments:

- Introduction to physical education.
- Cardiovascular fitness.
- Nutrition.
- Muscular fitness.
- Lifelong fitness.

In order to participate safely and successfully, students should have tennis shoes for physical education activities and recess. Adaptations and modifications will be made for students on an as needed basis.

Media

Students visit the Library Media Center once in a digital day cycle for literature appreciation, information literacy instruction and book check-out.

As first graders, students learn to navigate and locate library materials, choose topics of personal interest, explore the styles and artistry of many authors and illustrators.

What my child will learn:

- The location of books he or she is interested in.
- The library has an organization scheme (fiction/non-fiction).
- The role of an author and an illustrator.
- Borrowing books requires responsible book care.
- Books are a shared resource and need to be returned when due.

English Language Arts

Reading, writing, viewing, speaking, listening, and thinking are all parts of the English language arts program.

Reading

The literacy curriculum combines:

- Whole group instruction focused on improving comprehension strategies.
- Small group guided reading instruction at their reading level focused on word work/decoding, increasing fluency and writing in response to reading.
- Independent reading activities to reinforce and demonstrate understanding of the skills and strategies being taught.

Writing

Second graders regularly engage in a mini-lesson (with explicit instruction focusing on writing skills and strategies), write, confer with a teacher about their writing, and share their writing with others including peers, parents and teachers. They assume the role of author as they develop personal narratives focused on small and many moments (trimesters one and two), how-tos (trimester two), and all-about (trimester three). A many moment story is described as two or more episodes linked together by a common focus to make a complete story; an effective many moment story includes a strong lead and ending that tie the episodes together. Developing a how-to provides an author the opportunity to teach an audience how to do something using illustrations and a sequence of steps. As second grade authors write an all-about, they learn about the layout of informational text, which often includes a table of contents and pages or chapters.

Second graders continue to practice using the D'Nealian form of manuscript letters. They are also introduced to cursive writing.

Mathematics

Grade two students will develop a broad background in mathematics and number sense through a variety of everyday experiences. By the end of the year, students should be able to do the following:

Number knowledge

- Read, write and represent numbers to 1,000.
- Use place value language of hundreds, tens and ones to describe numbers between 10 and 1,000.
- Round numbers to nearest 10 and 100.
- Find a number that is 10 more or 10 less and 100 more or 100 less than a three-digit number.
- Compare and order numbers up to 1,000.
- Use a variety of strategies to solve 2-digit addition and subtraction problems in real-world contexts.
- Demonstrate fluency of addition and subtraction basic facts.
- Estimate and use mental strategies and algorithms to find sums and differences up to 100.

Algebraic foundations

- Recognize, create, describe and use patterns and rules to solve problems.
- Interpret number sentences that involve unknowns and find the values for the unknowns.
- Create real-world situations to represent number sentences.

Geometry and measurement

- Describe, compare and classify 2- and 3-dimensional figures according to the number of faces, sides, edges and vertices.
- Identify and name basic 2- and 3-dimensional shapes.
- Use tools to measure length.

- Tell time to the quarter-hour.
- Distinguish between a.m. and p.m.
- Identify pennies, nickels, dimes and quarters.
- Find the value of a group of coins, using pennies, nickels, dimes and quarters.
- Find coin combinations that equal a given amount.

Data foundations

- Add/subtract to create and obtain information from tables, bar graphs and tally charts.

Social Studies

The second grade social studies program is hands-on and content-rich. During the school year, children learn how people live together in communities. Topics include:

- Citizenship in the community and the role that citizens play in their community.
- America's cultures.
- Geographic features affect communities and culture.
- Economics: producers and consumers in our community.

Children also learn and apply basic social studies skills, including:

- Demonstrating rights and responsibilities of citizens in a community.
- Share and compare different traditions, customs and cultures.
- Geography skills: using map keys and grids to read maps, locating landforms, using globes, making maps, etc.
- Describe the connections between producers and consumers.

Science

The second grade science curriculum is inquiry-based and hands-on. Second grade students will learn and use the engineering design process to find solutions to design challenges.

Students will make predictions, record observations, ask questions and conduct investigations in the following units:

- **Solids and liquids:** Students will observe and describe objects in terms of the materials they are made of and their physical properties. Students will observe, record and recognize that physical properties can be changed, but not all materials respond the same way to what is done to them.
- **Motion:** Students will demonstrate the motion of an object and describe the motion by a change in its position over time. Students will explore and describe that force such as a push or a pull can change the motion of an object.
- **Plants:** Students will describe and sort plants based on their physical characteristics. Students will explore and describe how a plant changes during the life cycle. Students will recognize the needs of a plant for survival and how the plant environment can affect these needs.

Health

- How to express emotions in a healthy way by:
 - Demonstrating an understanding of individual differences.
 - Knowing conflict resolution skills.
 - Knowing how friends and family influence health.
- The attributes of the Anoka-Hennepin Education for Character Plan.
- Age appropriate personal safety strategies for:
 - Bus safety.
 - Playground safety.
 - Bike safety.
 - Fire safety.
 - Personal safety.

Music

Pitch: Students begin to discover relationships between specific pitches using *do, re, mi, so and la*. Students continue to refine the skill of in-tune singing while beginning to read simple melodies on a music staff using *do, re, mi, so and la*. Performance testing for singing in a group with accurate pitch and rhythm is accomplished. On instruments, emphasis is on the relationship between pitches such as

stepping up or down, skipping pitches and big leaps between pitches. Performance testing for playing simple melodies on classroom instruments is accomplished.

Rhythm: Beat patterns in sets of two and three are emphasized. Students continue to read, sing, play instruments, and improvise simple rhythms adding tied quarter notes (♫), half notes (♩), half rests (⏸), and dotted half notes (♩.).

Elements of music: Students continue to analyze how compositions are put together and demonstrate knowledge of expressive qualities in music such as tempo and dynamics.

History and culture: Students learn to recognize and describe various sounds of instruments, music from many cultures and various styles of music, both vocal and instrumental.

Art

This course is taught by an art specialist. It is the goal of the elementary art program to develop an understanding of art that will lead to a lifetime of art appreciation. Students will continue to learn about and create visual artworks by:

- Exploring the elements of art: line, shape, color, texture, value, space and form.
- Making different types of artwork.
- Using a variety of art materials and tools.
- Learning about artists and how they create art.
- Looking at a variety of artwork.
- Exploring how to create tints and shades.
- Discovering how artists create a feeling of depth in their artworks.
- Exploring how to use different materials to create visual and physical textures.

Physical Education

What children will study this year:

- Movement and coordination skills.
- Spatial awareness.
- Teamwork and sportsmanship.
- Introduction to physical education.
- Cardiovascular fitness. • Muscular fitness.
- Nutrition. • Lifelong fitness.

In order to participate safely and successfully, students should have tennis shoes for physical education activities and recess. Adaptations and modifications will be made for students on an as needed basis.

Media

Students visit the Library Media Center once in a digital day cycle for literature appreciation, information literacy instruction and book check-out. As second graders, students learn to navigate and locate library materials, choose topics of personal interest, and explore literature genres.

What my child will learn:

- The location of books he or she is interested in.
- The library has an organization scheme (subjects and authors).
- There are many different forms of literature to explore (genre).
- Borrowing books requires responsible book care.
- Books are a shared resource and need to be returned when due.

English Language Arts

Reading, writing, viewing, speaking, listening and thinking are all parts of the English language arts program.

Reading

The literacy curriculum combines:

- Whole group instruction focused on improving comprehension strategies.
- Small group guided reading instruction at their reading level focused on word work/decoding, increasing fluency and writing in response to reading.
- Independent reading activities to reinforce and demonstrate understanding of the skills and strategies being taught.

Children learn to:

- Use phonics to pronounce new words.
- Acquire new vocabulary.
- Write in response to what they read.
- Read many types of literature, fiction and nonfiction.
- Use comprehension strategies.

Writing

Third graders regularly engage in a mini-lesson (with explicit instruction focusing on writing skills and strategies), write, confer with the teacher about their writing, and share their writing with others including peers, parents, and teachers.

Students assume the role of author as they create the following types of writing:

- Friendly letter (trimester one).
- Poetry: uses language that evokes sensory images and feelings and features of figurative language, rhythm, and sound patterns. Poetry may involve rhythm or verse, but not everything that rhymes is poetry (trimester one).
- Personal narrative: a sequence of two or more scenes that are united to convey emotion, with descriptive details (trimesters one and two).
- Essays: a short work (literary composition) on a single subject expressing a personal view (trimesters two and three).
- Research: uses the essay writing process for research and presentation. Students access non-fiction print and non-print materials, summarize research by creating a graphic organizer in Kidspiration, and use the graphic organizer to write a paragraph (trimester three).

Students will also write across curricular areas.

Third graders transition from manuscript to cursive writing.

Mathematics

Grade three students will develop a broad background in mathematics and number sense through a variety of everyday experiences. By the end of the year, students should be able to do the following:

Number and operations

- Read, write, and represent numbers to 100,000.
- Use place value language of ten thousands, thousands, hundreds, tens and ones to describe numbers between 10,000 and 100,000.
- Round numbers to nearest 10,000, 1,000, 100 and 10.
- Find a number that is 10,000 more or 10,000 less than a five-digit number.
- Find a number that is 100 more or 100 less than a four- or five-digit number.
- Find a number that is 1,000 more or 1,000 less than a four- or five-digit number.

- Compare and order numbers up to 100,000.
 - Add and subtract multi-digit numbers.
 - Use addition, subtraction, multiplication and division to solve real-world problems.
 - Represent multiplication and division in various ways.
 - Multiply a two- or three-digit number by a one-digit number.
 - Recognize that fractions can be used to represent parts of a whole.
- Order and compare fractions with like denominators by using models.

Algebraic concepts

- Create, describe and apply single-operation input-output rules involving +, - and \times in various contexts.
- Create real-world situations to represent number sentences.
- Interpret number sentences involving \times , \div and unknowns.
- Use \times and \div facts to represent real-world situations.
- Find values of unknowns to make number sentences true.

Geometry and measurement

- Identify parallel and perpendicular lines.
- Use parallel and perpendicular lines to describe and create geometric shapes.
- Sketch polygons.
- Measure distances to nearest half unit.
- Find the perimeter of a polygon.
- Tell time to the minute and determine elapsed time, using digital and analog clocks.
- Make change up to one dollar in several different ways.
- Determine temperature to nearest degree ($^{\circ}\text{F}$ and $^{\circ}\text{C}$).

Data analysis

- Collect, organize, display and interpret data.
- Use and understand frequency tables, bar graphs, picture graphs and number line plots.

Social Studies

The third grade social studies program is hands-on and content-rich. During the school year, children in third grade will learn about the characteristics of communities from different times and places.

Sample topics include:

- Elements of geography.
- Government: local, state and national.
- Change in communities over time (how and why communities change or stay the same over time and what happens as a result).
- Diversity in a community (how cultures around the world have contributed to U.S. culture).
- Economics in the community (people make economic decisions based on location and resources found in a community).

Children also learn and apply basic social studies skills, including:

- Understanding the elements of maps and how to locate cities, states, countries and major geographic features on a map.
- Creating maps to represent major features of a region or country.
- Citizenship skills (e.g., volunteering, voting, solving problems, etc.).
- Reading time lines, graphs, diagrams and charts.
- Sequencing (placing events in order).
- Comparing cultures: similarities and differences.
- Understanding relationships between supply and demand; producer and consumer.

Science

The third grade science curriculum is inquiry-based and hands-on. Third grade students will learn and use the engineering design process to find solutions to design challenges. Students will make observations, ask testable questions and conduct investigations in the following units:

- **Sun, moon and stars:** Introduces students to objects we see in the sky through outdoor observations made during the day and at night, active simulations, readings, videos, and discussions. Students study the sun, moon and stars to learn that these objects move in regular and predictable patterns that can be observed, recorded and analyzed.
- **Sound and light:** Students learn to discriminate between sounds generated by dropped objects, how sounds can be made louder or softer and higher or lower, how sounds travel through a variety of materials, and how sounds get from a source to a receiver. The investigations provide opportunities for students to explore the natural and human-made worlds by observing and manipulating materials in focused settings using simple tools.
- **Structures of life:** Students observe, compare, categorize and care for a selection of organisms, and in so doing they learn to identify properties of plants and animals and to sort and group organisms on the basis of observable properties. Students investigate structures of the organisms and learn how some of the structures function in growth and survival.

Health

What children will study this year:

- How to express emotions in a healthy way by:
 - Demonstrating an understanding of individual differences.
 - Knowing and using conflict resolution skills.
- The attributes of the Anoka-Hennepin Education for Character Plan.
- Age appropriate personal safety strategies for:
 - Bus safety.
 - Bike safety.
 - Personal safety.
 - Playground safety.
 - Fire safety.
- The consequences of using drugs, alcohol and tobacco.

Music

What children will study this year:

Pitch: Students continue to refine the skill of in-tune singing while reading melodies. Students know the pitch relationships between *do*, *re*, *mi*, *so*, *la*, *high do*, *low la*, and *low sol* and their relationship on the music staff. On instruments, the emphasis continues to be the relationship between pitches that step up or down, repeat, or big leaps. Performance testing for using a system to read pitch is accomplished. Improvisation is emphasized in third grade by having students make up their own melodies. Performance testing of improvising simple melodies is accomplished.

Rhythm: Students continue to work on rhythm combinations by singing, playing instruments, improvising and reading. Improvisation is emphasized in third grade by having students arrange known rhythms while instantaneously performing them. Performance testing for improvisation and reading notation is a focus. Third grade students will be able to use and identify quarter notes (♩), two eighth notes (♪), half notes (♫), dotted half notes (♩.), whole notes (♩.), four sixteenth notes (♯♯♯♯), quarter rests (♩), and half rests (♩). They will begin to understand compound rhythms.

Elements of music: Students continue to analyze how compositions are put together and demonstrate knowledge of expressive qualities in music such as tempo and dynamics.

History and culture: Students learn to recognize and describe various sounds of instruments, music from many cultures including Minnesota American Indian and various styles of music, both vocal and instrumental.

Art

This course is taught by an art specialist. It is the goal of the elementary art program to develop an understanding of art that will lead to a lifetime of art appreciation. Students will continue to learn about and create visual artworks by:

- Exploring the elements of art: line, shape, color, texture, value, space and form.
- Exploring the principles of art: pattern, balance, contrast, emphasis and repetition.
- Creating different types of artwork.
- Using a variety of art materials, tools and techniques.
- Learning about artists and how they create art.
- Looking at a variety of artwork from around the world, including Ojibwe and Dakota art.
- Exploring symbols and how they are used in art.
- Talking about their work and the work of others.

Physical Education

What children will study this year:

- Students will build on previous year's knowledge.
- Participate in fitness assessments.
- Students will be exposed to rules and strategies for physical activities.
- Teamwork and sportsmanship.

Units/assessments:

- Introduction to physical education.
- Cardiovascular fitness. • Muscular fitness.
- Nutrition. • Lifelong fitness.

In order to participate safely and successfully, students should have tennis shoes for physical education activities and recess. Adaptations and modifications will be made for students on an as needed basis.

Media

Students visit the Library Media Center once in a digital day cycle for literature appreciation, information literacy instruction and book check-out.

As third graders, students learn to use the online catalog to locate library materials, are guided through the formal research process, explore new literature genres and authors, and make personal reading choices that are a "good fit."

What my child will learn:

- The location of books he or she is interested in.
- The library has an organization scheme which can be searched using the online catalog.
- New literature genres and authors.
- Borrowing books requires responsible book care.
- Books are a shared resource and need to be returned when due.

English Language Arts

Reading, writing, viewing, speaking, listening, and thinking are all parts of the English language arts program.

Reading

The balanced literacy model includes modeled, shared and guided reading focused on skill and strategy instruction. Independent reading activities follow to reinforce and show their understanding of the skills and strategies being taught.

Children learn to:

- Use phonics and context to decode words.
- Expand their vocabulary.
- Monitor comprehension (self correction).
- Read, listen to, and respond to many types of literature (fiction and nonfiction).
- Use comprehension strategies.
- Write stories and reports.

Writing

Fourth graders regularly engage in a mini-lesson (with explicit instruction focusing on writing skills and strategies), write, confer with the teacher about their writing, and share their writing with others including peers, parents and teachers. Students assume the role of author as they create poetry, essays, friendly letters, informational report, personal narratives and thank you notes.

Descriptions of the types of writing students engage in follow:

- Poetry uses language that evokes sensory images and feelings and features of figurative language, rhythm, and sound patterns. Poetry may involve rhyme or verse, but not everything that rhymes is poetry (trimester one).
- An essay is a short work (literary composition) on a single subject expressing a personal view (trimester one).
- An informational report builds upon the essay unit as students access non-fiction print and non-print materials, synthesize research, create a PowerPoint presentation and prepare an oral presentation (trimester two).
- A personal narrative is a sequence of two or more scenes that are united to convey emotion and includes descriptive details (trimester three).

Students will also write across curricular areas. In addition to receiving instruction on the types of writing named above, students also write in writer's notebooks and use their writing skills in all content areas.

Fourth graders continue to practice manuscript and cursive writing.

Mathematics

Grade four students will develop a broad background in mathematics through a variety of everyday experiences. By the end of the year, students should be able to do the following:

Number and operations

- Demonstrate fluency with \times and \div facts.
- Use place value understanding to multiply a number by 10, 100 and 1,000.
- Add, subtract and multiply multi-digit numbers.
- Assess the reasonableness of results in multiple contexts.
- Estimate the products and quotients of multi-digit whole numbers.
- Solve multi-step real-world problems using $+$, $-$ and \times of multi-digit numbers.

- Divide multi-digit numbers by one- or two-digit numbers.
- Represent equivalent fractions.
- Order and compare whole numbers, fractions and decimals.
- Add and subtract fractions with like denominators using models.
- Read and write decimals from thousandths to thousands.
- Round decimals to nearest tenth.

Algebra

- Create and use input-output rules involving $+$, $-$, \times and \div in various contexts.
- Interpret number sentences involving \times , \div and unknowns.
- Use real-world situations involving \times or \div to represent number sentences.
- Use \times , \div and unknowns to represent real-world situations.
- Find values of unknowns to make number sentences true.

Geometry and measurement

- Describe, classify and sketch triangles (equilateral, right, obtuse, and acute).
- Describe, classify and sketch quadrilaterals (squares, rectangles, trapezoids, rhombuses, parallelograms, and kites).
- Measure and compare angles.
- Find the areas of geometric figures that can be divided into rectangular shapes.
- Justify why length and width are multiplied to find the area of a rectangle.
- Use slides, flips and turns to establish congruency and understand symmetries.

Data analysis

- Collect, organize, display and interpret data, including data represented by fractions and decimals.
- Use and understand bar graphs, timelines and Venn Diagrams.

Social Studies

The fourth grade social studies program is hands-on and content-rich. During the school year, children in fourth grade learn about the major regions of the United States. Sample topics include:

- The five themes of geography: location, place, human-environmental interactions, movement and regions.
- Characteristics of each region of the United States: east, south, midwest, and west.

What makes each region unique?

- Climate.
- Geography: location, landforms, etc.
- Culture.
- Economy.
- People, events and ideas.
- Change in regions: how and why regions change (e.g., population centers and settlement, patterns, business and industry, use of resources, transportation, economies, major historical events, culture).
- Similarities and differences between U.S. regions.
- Minnesota geography.

Children also learn and apply basic social studies skills, including:

- Applying the five themes of geography (i.e. location, place, human-environment interaction, movement, region).
- Analyzing how climate and geography affect regions.
- Reading and using a variety of maps.
- Reading and making maps, graphs, diagrams and charts.
- Applying basic citizenship skills (e.g., working together in groups to solve problems, rights and responsibilities of citizens, forms of government, national symbols).
- Identifying cause and effect, identifying point of view, making generalizations and forming conclusions and predicting outcomes.

Science

The fourth grade science curriculum is inquiry-based and hands-on. Fourth grade students will learn and use the engineering design process to find solutions to design challenges. Students will make observations, ask testable questions and conduct investigations in the following units:

- **Water:** Students develop an awareness of the importance of water in our lives. Students investigate how water interacts with different surfaces, surface tension and identify properties of water. Students will also study the water cycle and investigate how water gets to our homes and how people can affect the quality and supply.
- **Electricity and magnetism:** Students observe the interaction of magnets with a variety of common materials that display forces of attraction and repulsion. Students identify materials that are conductors and insulators. Students construct and investigate heat energy and build a simple circuit. Students use the engineering process to make an electromagnet.
- **Earth materials:** Students gain experience with characteristics of solid materials from the earth – rocks and minerals. Students take materials apart to find what they are made of and learn the difference between a rock and a mineral. Students observe, describe, test and record properties of minerals.

Health

What children will study this year:

- How to express emotions in a healthy way by:
 - Demonstrating an understanding of individual differences.
 - Knowing and using conflict resolution skills.
- The attributes of the Anoka-Hennepin Education for Character Plan.
- Age appropriate personal safety strategies for:
 - Bus safety.
 - Playground safety.
 - Bike safety.
 - Fire safety.
 - Personal safety.
 - Societal violence and prevention strategies.
- Age appropriate nutritional requirements.
- The consequences of using drugs, alcohol and tobacco by:
 - Knowing the refusal skills needed to effectively cope with various situations.
- Strategies to prevent the spread of communicable disease.
- The difference between communicable and non-communicable diseases.
- The changes that will occur in the human body.

Music

What children will study this year:

Singing: Performance testing on singing alone with accurate pitch and rhythm is accomplished.

Pitch: Students read, write, sing, create and play melodies using *low sol, low la, do, re, mi, fa, sol, la* and *high do*. Fa is added in grade four. Students learn the letter names of the staff lines (e, g, b, d, f) and spaces (f, a, c, e) and use them to play melodies on classroom instruments.

Improvisation: Performance testing on improvising (making up on the spot) melody and accompaniments using classroom instruments and voice is a continued emphasis.

Rhythm: Students continue to acquire skills in singing, playing instruments, improvising and reading complex rhythms including new rhythms of syncopation (♪♪♪), eighth and two sixteenths (♪♪), and two sixteenths and an eighth (♪♪♪).

Elements of music: Students continue to analyze how compositions are put together and demonstrate knowledge of expressive qualities in music; such as tempo and dynamics.

History and culture: Students learn to recognize and describe various sounds of instruments, music from many cultures and various styles of music, both vocal and instrumental.

Art

This course is taught by an art specialist. It is the goal of the elementary art program to develop an understanding of art that will lead to a lifetime of art appreciation. Students will continue to learn about and create visual artworks by:

- Exploring the elements of art: line, shape, color, texture, value, space and form.
- Exploring the principles of art: pattern, balance, contrast, emphasis and repetition.
- Examining how art is a form of visual communication.
- Communicating ideas through their artwork and determining meaning in the artwork of others.
- Analyzing how artists use the principle of art, repetition in their work, while creating it in their own.
- Experimenting with creating different types of contrast in artwork.

English Language Arts

Reading, writing, viewing, speaking, listening, and thinking are all parts of the English language arts program.

Reading

The balanced literacy model includes modeled, shared and guided reading focused on skill and strategy instruction. Independent reading activities follow to reinforce and demonstrate understanding of the skills and strategies being taught.

Children learn to:

- Use phonics and context to decode words.
- Monitor comprehension (self correction).
- Expand their vocabulary.
- Write and respond to literature and informational text.
- Use comprehension strategies.

- Determining how artists create points of emphasis within an artwork.
- Creating different types of artwork.
- Using a variety of art materials, tools and techniques.
- Learning about artists and how they create art.

Physical Education

What children will study this year:

- Students will build on previous year's knowledge.
- Participate in fitness assessments.
- Students will be exposed to rules and strategies for physical activities.
- Teamwork and sportsmanship.

Units/assessments:

- Introduction to physical education.
- Cardiovascular fitness.
- Nutrition.
- Muscular fitness.
- Lifelong fitness.

In order to participate safely and successfully, students should have tennis shoes for physical education activities and recess. Adaptations and modifications will be made for students on an as needed basis.

Media

Students visit the Library Media Center once in a digital day cycle for literature appreciation, information literacy instruction and book check-out.

As fourth graders, students continue to use the online catalog to access library materials both print and online, practice the formal research process, and make personal reading choices that are a "good fit."

What my child will learn:

- The location of books he or she is interested in.
- The library has an organization scheme which can be searched using the online catalog.
- There is a process for conducting research.
- Borrowing books requires responsible book care.
- Books are a shared resource and need to be returned when due.

Writing

Fifth graders regularly engage in a mini-lesson (with explicit instruction focusing on writing skills and strategies), write, confer with the teacher about their writing, and share their writing with others including peers, parents and teachers. Students assume the role of author as they create essays/formal letter, an informational report, poetry, realistic fiction and thank you notes. Descriptions of the types of writing students engage in are as follows:

- An essay is a short work (literary composition) on a single subject expressing a personal view (trimester one).
- An informational report builds upon the essay unit as students access nonfiction print and non-print materials, synthesize research, create and share a Word document and an oral presentation (trimesters one and two).
- Poetry uses language that evokes sensory images and feelings and features of figurative language, rhythm, and sound patterns. Poetry may involve rhythm or verse, but not everything that rhymes is poetry (trimester two).

- Realistic fiction writing offers authors an opportunity to get ideas for their stories by noticing moments and issues in their lives. They learn how to choose a story idea, develop a character, and create a believable story line with scenes depicting the character's motivation and the obstacles that get in the way (trimester three).

Students will also write across curricular areas. In addition to receiving instruction on the types of writing named above, students also write in writer's notebooks and use their writing skills in all content areas.

Fifth graders continue to practice manuscript and cursive writing.

Mathematics

Grade five students will develop a broad background in mathematics through a variety of everyday experiences. By the end of the year, students should be able to do the following:

Number and operations

- Divide multi-digit numbers.
- Assess the reasonableness of results in multiple contexts.
- Solve multi-step real-world problems using $+$, $-$, \times and \div of multi-digit numbers.
- Read and write decimals using place value to describe decimals in terms of groups from millionths to millions.
- Find 0.1, 0.01 and 0.001 more and 0.1, 0.01 and 0.001 less than a number.
- Order fractions and decimals and locate them on a number line (including mixed numbers and improper fractions).
- Recognize and generate equivalent decimals, fractions, mixed numbers and improper fractions.
- Round numbers to nearest 0.1, 0.01 and 0.001.
- Add and subtract fractions, mixed numbers, and decimals to solve real-world and mathematical problems.

Algebra

- Create and use rules, tables, spreadsheets and graphs to describe patterns of change and solve problems.
- Use a rule or table to represent ordered pairs and graph them on a coordinate system.
- Use properties of arithmetic to generate equivalent numerical expressions and evaluate expressions involving whole numbers.
- Determine if an equation or inequality involving a variable, for which the value is given, is true or false.
- Create real-world situations that correspond to equations and inequalities.
- Use equations and inequalities that involve variables to represent real-world situations.
- Solve equations involving variables when the values for the variables are given.

Geometry and measurement

- Describe and classify 3D figures (cubes, prisms, pyramids) by number of edges, faces, types of faces and vertices.
- Recognize and draw a net for a 3D figure.
- Develop and use formulas to determine the area of triangles and quadrilaterals.
- Find the surface area of rectangular prisms.
- Understand what volume is and how to determine the volume of rectangular prisms.

Data analysis

- Create and analyze double bar graphs, line graphs, spreadsheets and other graphs to display data that includes fractions and decimals.
- Determine mean, median and range.

Social Studies

The fifth grade social studies program is hands-on and content-rich. During the school year, children in fifth grade learn about the major people and events that contributed to the development of the United States. Sample topics include:

- First Americans.
- Exploration.
- Colonization.
- American Revolution.
- Early U.S. Government.
- Early Minnesota History.

Children also learn and apply basic social studies skills, including:

- Studying the past (i.e., What happened? When did it happen? Who took part in it? How and why did it happen? What is the impact on us today? What have we learned from it?).
- Using primary sources, secondary sources, oral histories and literature to understand history.
- Considering perspectives: Who is telling the story? Who is telling the history?
- Reading and using a variety of maps.
- Reading and making time lines, graphs, diagrams and charts.
- Applying basic citizenship skills (e.g., working together to solve problems, rights and responsibilities of citizens, forms of government, national symbols).
- Placing events in chronological order, identifying cause and effect, identifying point of view, making generalizations and forming conclusions, and predicting outcomes.

Science

The fifth grade science curriculum is inquiry-based and hands-on. Fifth grade students will learn and use the engineering design process to find solutions to design challenges. Students will make observations, ask testable questions and conduct investigations in the following units:

- **Environments:** Students learn about basic concepts in environmental biology. All living things depend on the conditions in their environment. The study of the relationships between one organism and its environment builds knowledge of all organisms. Students conduct multiple investigations with plants and insects in order to understand how environmental factors affect organisms and their environment.
- **Landforms:** Students plan and conduct experiments, which show changes to landforms over time. Students will learn that change takes place when things interact; all things change over time; patterns of interaction and change are useful in explaining landforms. Students also learn about renewable and non-renewable energy resources.
- **Models and designs:** Students conduct investigations that will help develop the concept of a scientific model. Students explore the concepts of force and motion while learning about and using the engineering process.

Health

What children will study this year:

- How to express emotions in a healthy way by:
 - Demonstrating an understanding of individual differences.
 - Knowing and using conflict resolution skills.
- The attributes of the Anoka-Hennepin Education for Character Plan.
- Age appropriate personal safety strategies for:
 - Bus safety.
 - Playground safety.
 - Bike safety.
 - Fire safety.
 - Personal safety.
 - Societal violence and prevention strategies.
- Age appropriate nutritional requirements:
 - Knowing how nutrients are needed for optimum health and disease prevention.
- The consequences of using drugs, alcohol and tobacco by:
 - Knowing the refusal skills needed to effectively cope with various situations.
- Strategies to prevent the spread of communicable disease.
- The difference between communicable and non-communicable diseases.
- The changes that will occur in the human body.

Music

What children will study this year:

Pitch: Students read, write, sing, create, improvise and play melodies using *low sol, low la, do, re, mi, fa, sol, la and high do*. *Ti* is added in grade 5. Students expand their knowledge of letter names on the staff and use them to play melodies on classroom instruments.

Music notation: Students will read, write, sing, create, improvise and play using:

- Accurate placement of notation on the music staff for pitch letter names or solfege.
- Correct note values treble clef, natural, flat, sharp, meter signature, bar line, measure, sixteenth notes, dynamic markings, form markings for coda (additional ending) and D.C. al Fine (go back to the beginning).

Rhythm: Students continue to acquire skills in singing, reading, writing, improvising, creating, and playing complex rhythms in simple and compound time. Students will add the rhythmic figures of eighth-quarter (♩), quarter-eighth (♩), and dotted quarter-eighth (♩).

Harmony: Students sing two-part music. Students will be assessed in performance of part songs in a group. Performance testing on playing simple harmonic patterns accurately on classroom instruments will be accomplished.

Elements of music: Students continue to analyze how compositions are put together and demonstrate knowledge of expressive qualities in music; such as tempo and dynamics.

History and culture: Students learn to recognize and describe various sounds of instruments, music from many cultures including Minnesota American Indian and various styles of music, both vocal and instrumental.

Art

This course is taught by an art specialist. It is the goal of the elementary art program to develop an understanding of art that will lead to a lifetime of art appreciation. This year, students will learn that art is continuously changing. Students will continue to learn about and create visual artworks by:

- Exploring the elements of art: line, shape, color, texture, value, space and form.
- Exploring the principles of art: pattern, repetition, contrast, unity, balance, emphasis movement and rhythm.
- Examining how art is a form of visual communication.
- Creating different types of artwork.
- Using a variety of art materials, tools and techniques.
- Learning about artists and how they create art.
- Exploring traditional and contemporary Ojibwe and Dakota art.

Physical Education

What children will study this year:

- Students will build on previous year's knowledge.
- Participate in fitness assessments.
- Students will be exposed to rules and strategies for physical activities.
- Teamwork and sportsmanship.

Units/assessments:

- Introduction to physical education.
- Cardiovascular fitness. • Muscular fitness.
- Nutrition. • Lifelong fitness.

In order to participate safely and successfully, students should have tennis shoes for physical education activities and recess. Adaptations and modifications will be made for students on an as needed basis.

Media

Students visit the Library Media Center once in a digital day cycle for literature appreciation, information literacy instruction and book check-out.

As fifth graders, students continue to use the online catalog to access resources both print and online, continue to apply the formal research process with specific focus on information ethics, copyright, plagiarism and Internet safety, and continue to expand their personal reading choices.

What my child will learn:

- The location of books he or she is interested in.
- The online catalog is a vehicle for accessing information for personal or school use.
- Follow ethical standards while conducting research.
- Borrowing books requires responsible book care.
- Books are a shared resource and need to be returned when due.

State and district test information

Tests or assessments, are one part of the educational program provided by Anoka-Hennepin Schools. Students take a variety of tests, from those given by individual teachers, to district and state standardized tests. Each test has a specific purpose designed to give the teacher, student and parent information about the academic performance and progress of the student. Explained briefly below are three of the tests given to all Anoka-Hennepin elementary students.

Two standardized tests for elementary students are the Measures of Academic Progress and the Minnesota Comprehensive Assessments. The Measures of Academic Progress, or MAP, are given to all students in grades two through eight. The Minnesota Comprehensive Assessments, or MCAs, are given to all students in grades three through eight, 10 and 11.

Elementary students in kindergarten through grade three take the Developmental Reading Assessment, or DRA. Kindergarten students take the DRA in the spring, and first through third grade students take it in the fall and spring. The DRA is given to fourth through eighth grade students as needed. The ACCESS for ELLs is a test that is given to English learners (ELs) in grades K-12 annually. It measures social and academic language proficiency in the areas of reading, writing, listening and speaking.

Here are some general tips on preparing for tests:

- Get a good night's sleep and a nutritious breakfast before taking each test.
- Become familiar with the directions and the test format by taking any practice tests that are available.
- Participate in any school-provided practice tests.
- Provide your child with a clean, quiet study area.
- Encourage your child to read daily. Discuss with your child what he or she is reading. Ask questions like: 'What was the main point of the book or article? What were some important details that supported the main point?'
- Encourage your child to use math every day. Some math activities your child will do include: balance a checkbook, figure the miles per gallon of your car, determine the best buy among grocery items, calculate the amount saved when an article in a store is discounted, double a recipe, compute a baseball batting average or football passing rate.

MAP

Students take MAP tests each fall in math and reading. A score is available a few days after each test is completed, but detailed information is provided to parents once all tests for the testing season are finished. MAP estimates the learning level of the student in those subjects, and it tracks the student's progress over time. The purpose of MAP is to give teachers information about their students to help plan instruction. MAP is a useful tool to identify those areas where a student excels and areas where additional help may be needed.

A service for parents provided through the MAP reading test is the Lexile score included on a student's MAP report. You can use this score to find books that are appropriate for your child's reading level. Use your child's Lexile score at the website www.lexile.com/families.

MCA

The Minnesota Comprehensive Assessments are reading and mathematics tests that help schools and districts measure their students' progress toward the state's academic standards. The purpose of the MCAs is to measure grade level proficiency. Students take these in the spring and results are mailed home in September. Science MCAs are given in grades five and eight and in high school.

DRA

The Developmental Reading Assessment is a method to assess and document students' development as readers over time. During the test, the teacher listens to the child reading, observes the child's reading behaviors, documents the performance and uses this to plan future instruction. The DRA assesses two key areas: word accuracy and comprehension. The information from the DRA helps classroom teachers in grades one through three to identify students who are struggling as they learn, and to intervene immediately to support literacy development. The DRA also help to identify students who already read well.

ACCESS for ELLs

The ACCESS for ELLs is given each year to English learners to monitor their progress in acquiring academic English. The test assesses the four language domains of listening, speaking, reading and writing. Test items are derived from five content areas of the English Language Development standards: social and instructional language, language arts, mathematics, science and social studies. Test results are mailed to families in the fall.

Policies, Procedures and Guidelines

Bullying Prohibition Policy Including Cyberbullying, No. 514.0

Note: Discipline Policy 506.0 also addresses bullying. It states: "Violations against persons communicated or attempted to be communicated by any means. Such violations include but are not limited to: verbal and/or nonverbal intimidation/threats; stalking; obstruction; assault; fighting; extortion; bullying, racial harassment; harassment on the basis of disability; sexual harassment/violence; indecent exposure; hazing."

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. To the extent such conduct affects the educational environment of district schools and the rights and welfare of its students and is within the control of the district in its normal operations, it is the district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. Appropriate administrative and staff follow-up will be provided for targets and offenders of bullying. While Anoka Hennepin School District cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel, the purpose of this policy is to assist the district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

This policy defines bullying and cyberbullying, which includes actions during the school day and related functions. It lists consequences for anyone who bullies another person and reporting procedures for victims and witnesses.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on district property, at school related functions, or in electronic form otherwise known as cyberbullying. This policy applies to all of the academic and nonacademic (for example, athletic and extracurricular) programs of the district and will be enforced before, during, or after school hours on all school property, including the school bus, school functions, or events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students or employees to be free from a hostile school environment taking into consideration the totality of the circumstances on and off campus. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying.
- B. No district employee shall permit, condone, or tolerate bullying. Any district employee who observes an act of

bullying shall intervene to attempt to stop the act and shall report it to the appropriate person. Likewise, any person who receives a report of an act of bullying shall report it to the appropriate person.

- C. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- D. Retaliation against a target, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages directly or indirectly in an act of bullying, reprisal, or intentional false reporting of bullying or permits, condones, or tolerates bullying may be subject to discipline for that act in accordance with the district's policies and procedures. The district may take into account the following factors:
1. The age, developmental and maturity levels of the parties involved;
 2. The levels of harm, surrounding circumstances, and nature and severity of the behavior;
 3. Past incidences or past or continuing patterns of behavior;
 4. The relationship between the parties involved; and
 5. The context in which the alleged incidents occurred.

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

- G. The district will act to investigate all complaints of bullying and will take appropriate action against any student or district employee who is found to have violated this policy.

III. DEFINITIONS

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

- A. Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behavior must be aggressive and include:
1. An imbalance of power: Students who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
 2. Repetition: Bullying behaviors happen more than once, or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone

from a group on purpose. There are three types of bullying:

1. Verbal bullying is saying or writing mean things.
Verbal bullying includes:
 - Teasing
 - Name-calling
 - Taunting
 - Threatening to cause harm
2. Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:
 - Leaving someone out on purpose
 - Telling other children not to be friends with someone
 - Spreading rumors about someone
 - Embarrassing someone in public
3. Physical bullying involves hurting a person's body or possessions. Physical bullying includes:
 - Hitting/kicking/pinching
 - Spitting
 - Tripping/pushing
 - Taking or breaking someone's things
 - Making mean or rude hand gestures

Bullying can take a variety of forms. As noted above, it can be a written, verbal, or electronic expression, a physical act or gesture, graphic representation (e.g. graffiti). Bullying may include the misuse of technology in any form, including sending or posting e-mail messages, instant messages, text messages, blog or social media postings, digital pictures or images, or other electronic postings, regardless of whether such acts are committed on or off district property and/or with or without the use of district resources.

Bullying based on a protected classification set forth in the district's Equal Educational Opportunity Policy (race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, or age) may also constitute a violation of the district's Harassment, Violence, and Discrimination Policy.

- B. "District employee" for purposes of this policy includes school board members, district employees, agents, volunteers, contractors/vendors, or persons subject to the supervision and control of the district.
- C. "Immediately" or "immediate" means as soon as possible but in no event longer than 24 hours.
- D. "On district property, at school-related functions, or in electronic form" means all district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for district purposes, the area of entrance or departure from school grounds, premises, or events, all school-related functions, school-sponsored activities, events, or trips, the use of any district technology equipment or system on or off-campus, the use of a personal digital device on campus, or off-campus electronic communication that causes or threatens to cause a substantial and

material disruption at school or interference with the rights of students or employees to be secure. District property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations or events or through use of district technology resources, the district does not represent that it will provide supervision or assume liability at these locations or events, or through use of district technology resources.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to an administrator, counselor, or student services advocate in that school. A student may report bullying anonymously. However, the district's ability to take action against an alleged offender based solely on an anonymous report may be limited.
- B. A report (verbal or written) should be made immediately, or as soon after the incident as possible; delays between the date of the alleged incident and the reporting date may make investigations more difficult.
- C. The district encourages the target or other reporting party to use a report form; oral and electronic reports shall be considered complaints as well. The report form is available in the counseling and administrative office of each school, the district office, and on the district's website at: <http://www.anoka.k12.mn.us/complaintform>
Upon request for qualified persons with a disability, alternative means of filing a complaint, such as through a personal interview or by tape recording, will be made available.
- D. Nothing in this policy shall prevent any person from reporting harassment, violence, or discrimination directly to the Title IX Coordinator/Equity Coordinator or to the superintendent:
 - Title IX Coordinator/Equity Coordinator
 - Mailing address: 2727 North Ferry Street, Anoka, MN 55303
 - Telephone: (763) 506-1000
 - Email: titleIXcoordinator@anoka.k12.mn.us
 - Superintendent, Anoka Hennepin School District
 - Mailing address: 2727 North Ferry Street, Anoka, MN 55303
 - Telephone: (763) 506-1000
 - Email: superintendent@anoka.k12.mn.us
- E. District employees shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building principal or designee immediately.
- F. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- G. Submission of a good faith complaint or report of bullying will not affect the target's or reporter's future employment, grades, work assignments, or educational or work environment.

- H. The district will respect the privacy of the target, the reporter, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. DISTRICT ACTION

- A. Upon receipt of a complaint or report of bullying, the district shall undertake or authorize an investigation by District officials or a third party designated by the district, consistent with the Harassment, Violence and Discrimination Policy. <http://www.anoka.k12.mn.us/complaintform>
- B. The district shall take immediate steps to protect the target, reporter, students, or others as necessary pending completion of an investigation of bullying, consistent with applicable law.
- C. Upon completion of the investigation, the district will take appropriate action pursuant to the School Discipline Policy. Such action may include, but is not limited to, warning, suspension, exclusion, loss of privilege, expulsion, transfer, remediation, termination, or discharge. The district may also contact law enforcement if the behavior is criminal in nature. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; district policies; and regulations. Appropriate administrative and staff follow-up will be provided for targets and offenders of bullying.
- D. The district is not authorized to disclose to a target or reporter private educational or personnel data regarding an alleged offender who is a student or district employee.
- E. School officials will notify the parent(s) or guardian(s) of students involved in a bullying incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.
- F. The district shall monitor all incidents of bullying as fully set forth in Section IX of the Harassment, Violence and Discrimination Policy.

VI. APPEAL

If the report has not been resolved to the satisfaction of the target, s/he may appeal to the Title IX/Equity Coordinator within ten (10) school days of receipt (verbal or written) of the findings of the district investigation. The Title IX/Equity Coordinator will conduct a review of the appeal and, within ten (10) school days of receipt of the appeal, will affirm, reverse, or modify the findings of the report. The decision of the Title IX/Equity Coordinator is final.

VII. REPRISAL

The district will discipline or take appropriate action against any student or district employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a

proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, harassment, or intentional disparate treatment.

VIII. PROGRAMMING

The district shall implement annual bullying prevention and character development education programs for students to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

IX. NOTICE

The district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

X. REVIEW OF THE POLICY

This policy will be reviewed by the Board or its designee on an annual basis and, if necessary, will be revised to conform with applicable state and federal law.

Chemical/Controlled Substance Policy for Students, No. 533.3

Note: Discipline Policy 506.0 also addresses chemical/controlled substances. It states: "Possession, use (including being under the influence and look alike substances) and/or transmission of controlled substances including but not limited to any narcotic drug, hallucinogenic drug, inhalant, toxic or mood altering substances, intoxicating beverage, any paraphernalia associated with such controlled substances, or any controlled substance or the unauthorized use of prescription drugs."

The Anoka-Hennepin School District is committed to helping all students fully realize their potential. To do this, it is necessary that the educational process allow students to make informed decisions about chemicals/controlled substances. One increasingly important issue in our society is the use, use, possession and/or transmission by students of mood-altering and/or chemical/controlled substances, including alcohol, drugs, and, inhalants and look-alike substances. Students cannot make full use of the total school program if they are involved with these substances; chemicals can seriously inhibit their capacity to learn and to function effectively in our schools.

It is the intent of this School District that our students, their parents/guardians, and all staff be made aware of the danger inherent in making unwise choices regarding the use of mood altering and/or chemical/controlled substances. It is also the intent of the school district to uphold State and Federal laws pertaining to the possession and/or use of controlled substances. The primary responsibility for helping individual students who are involved with chemicals lies with their parents/guardians. Our schools will act in conjunction with parents/guardians to help their children by providing a safe and healthy school environment and appropriate prevention efforts.

Therefore, the Anoka-Hennepin School Board supports the following four components of the Chemical/Controlled Substance Policy for Students:



2013-2014 CALENDAR

GRADES 1 THROUGH 12 INCLUDING EVERYDAY KINDERGARTEN

2013-2014 Calendar Key Dates - GRADES 1-12

July 4-5..... School District closed
 Aug 20-22..... New Teacher Orientation
 Aug 26-29..... Workshop
 Sept 2..... Labor Day, School District closed
 Sept 3..... First Day of School
 Sept 3..... Everyday Kindergarten A-L students only
 Sept 4..... Everyday Kindergarten M-Z students only
 Oct 7..... Elementary PLC/Conf, no elementary students
 Oct 16..... Staff Development, no students
 Oct 17-18..... EM Professional Conference, no school
 Nov 27..... End of Trimester I
 Nov 29..... School not in session
 Nov 28-29... Thanksgiving break, School District closed
 Dec 2..... Staff Planning Grading, no students
 Dec 23-Jan 3..... Winter break, no school
 Dec 24-25..... School District closed
 Jan 1..... School District closed
 Jan 6..... School resumes
 Jan 20..... Martin Luther King's Birthday, no school
 Feb 17..... President's Day, School District closed
 Feb 18..... Elem (1/2 Staff Dev 1/2 Conf), Sec Staff Dev, no students
 Mar 7..... End of Trimester II
 Mar 10-14..... Spring break, no school
 Mar 14..... Spring Holiday - 10 mo. Employees
 Mar 17..... Staff Planning Grading, no students
 Apr 18..... School District closed
 Apr 21..... Staff Planning/Staff Development
 May 26..... Memorial Day, School District closed
 Jun 11..... End of Trimester III
 Jun 12..... Staff Planning Grading, no students

NOTE: Every effort will be made to make up instructional days lost to emergency closings. Make up of lost instructional days will occur first by converting days designated as "staff planning" (Dec 2, Mar 17, June 12); second by reducing spring break or extending the school year beyond June 11th.

3/2013

Families with kindergartners must refer to their kindergarten calendar. Some days that kindergartners do not attend school are not indicated on this calendar.

KEY - GRADES 1-12

- Schools Not In Session - No school for students, teachers, paras, cooks
- Staff Planning/Staff Development - No school for K-12 students
- Elementary Staff Development/Conf. - No school for K-5 students
- Schools Not In Session - No school for students, teachers, paras, cooks
Parent/Teacher Conference Conversion Day - Check w/ individual buildings for actual conference schedule
- School District Closed
- End of Trimester
- New Teacher Orientation

JULY					JANUARY				
M	T	W	TH	F	M	T	W	TH	F
1	2	3	4	5	6	7	1	2	3
8	9	10	11	12	13	14	15	16	17
15	16	17	18	19	20	21	22	23	24
22	23	24	25	26	27	28	29	30	31
29	30	31							
AUGUST					FEBRUARY				
M	T	W	TH	F	M	T	W	TH	F
			1	2	3	4	5	6	7
5	6	7	8	9	10	11	12	13	14
12	13	14	15	16	17	18	19	20	21
19	20	21	22	23	24	25	26	27	28
26	27	28	29	30					
SEPTEMBER					MARCH				
M	T	W	TH	F	M	T	W	TH	F
2	3	Knndg A-L	4	Knndg M-Z	5	6	7	8	9
9	10	11	12	13	10	11	12	13	14
16	17	18	19	20	17	18	19	20	21
23	24	25	26	27	24	25	26	27	28
30					31				
OCTOBER					APRIL				
M	T	W	TH	F	M	T	W	TH	F
	1	2	3	4		1	2	3	4
7	8	9	10	11	7	8	9	10	11
14	15	16	17	18	14	15	16	17	18
21	22	23	24	25	21	22	23	24	25
28	29	30	31		28	29	30		
NOVEMBER					MAY				
M	T	W	TH	F	M	T	W	TH	F
				1				1	2
4	5	6	7	8	5	6	7	8	9
11	12	13	14	15	12	13	14	15	16
18	19	20	21	22	19	20	21	22	23
25	26	27	28	29	26	27	28	29	30
DECEMBER					JUNE				
M	T	W	TH	F	M	T	W	TH	F
2	3	4	5	6	2	3	4	5	6
9	10	11	12	13	9	10	11	12	13
16	17	18	19	20	16	17	18	19	20
23	24	25	26	27	23	24	25	26	27
30	31				30				



2013-2014 CALENDAR

ELEMENTARY DIGITAL DAYS

2013-2014 Calendar Key Dates for Digital Days:

July 4-5..... School District closed
 Aug 20-22..... New Teacher Orientation
 Aug 26-29..... Workshop
 Sept 2..... Labor Day, School District closed
 Sept 3..... First Day of School
 Sept 3..... Everyday Kindergarten A-L students only
 Sept 4..... Everyday Kindergarten M-Z students only
 Oct 7..... Elementary PLC/Conf, no elementary students
 Oct 16..... Staff Development, no students
 Oct 17-18..... EM Professional Conference, no school
 Nov 26..... End of Trimester I
 Nov 27..... School not in session
 Nov 28-29..... Thanksgiving break, School District closed
 Dec 2..... Staff Planning Grading, no students
 Dec 23-Jan 3..... Winter break, no school
 Dec 24-25..... School District closed
 Jan 1..... School District closed
 Jan 6..... School resumes
 Jan 20..... Martin Luther King's Birthday, no school
 Feb 17..... President's Day, School District closed
 Feb 18..... Elem (1/2 Staff Dev 1/2 Conf), Sec Staff Dev, no students
 Mar 7..... End of Trimester II
 Mar 10-14..... Spring break, no school
 Mar 14..... Spring Holiday - 10 mo. Employees
 Mar 17..... Staff Planning Grading, no students
 Apr 18..... School District closed
 Apr 21..... Staff Planning/Staff Development
 May 26..... Memorial Day, School District closed
 Jun 11..... End of Trimester III
 Jun 12..... Staff Planning Grading, no students

NOTE: Every effort will be made to make up instructional days lost to emergency closings. Make up of lost instructional days will occur first by converting days designated as "staff planning" (Dec 2, Mar 17, June 12); second by reducing spring break or extending the school year beyond June 11th.

3/2013

Families with kindergartners must refer to their kindergarten calendar. Some days that kindergartners do not attend school are not indicated on this calendar.

KEY - ELEMENTARY DIGITAL DAYS

- Schools Not In Session - No school for students, teachers, paras, cooks
- Staff Planning/Staff Development - No school for K-12 students
- Elementary Staff Development/Conf. - No school for K-5 students
- Schools Not In Session - No school for students, teachers, paras, cooks
Parent/Teacher Conference Conversion Day - Check w/ individual buildings for actual conference schedule
- School District Closed End of Trimester
- New Teacher Orientation

JULY					JANUARY				
M	T	W	TH	F	M	T	W	TH	F
1	2	3	4	5	6	7	1	2	3
8	9	10	11	12	13	14	15	16	17
15	16	17	18	19	20	21	22	23	24
22	23	24	25	26	27	28	29	30	31
29	30	31							
AUGUST					FEBRUARY				
M	T	W	TH	F	M	T	W	TH	F
			1	2	3	4	5	6	7
5	6	7	8	9	10	11	12	13	14
12	13	14	15	16	17	18	19	20	21
19	20	21	22	23	24	25	26	27	28
26	27	28	29	30					
SEPTEMBER					MARCH				
M	T	W	TH	F	M	T	W	TH	F
2	3	4	5	6	3	4	5	6	7
9	10	11	12	13	10	11	12	13	14
16	17	18	19	20	17	18	19	20	21
23	24	25	26	27	24	25	26	27	28
30					31				
OCTOBER					APRIL				
M	T	W	TH	F	M	T	W	TH	F
	1	2	3	4		1	2	3	4
7	8	9	10	11	7	8	9	10	11
14	15	16	17	18	14	15	16	17	18
21	22	23	24	25	21	22	23	24	25
28	29	30	31		28	29	30		
NOVEMBER					MAY				
M	T	W	TH	F	M	T	W	TH	F
				1				1	2
4	5	6	7	8	5	6	7	8	9
11	12	13	14	15	12	13	14	15	16
18	19	20	21	22	19	20	21	22	23
25	26	27	28	29	26	27	28	29	30
DECEMBER					JUNE				
M	T	W	TH	F	M	T	W	TH	F
2	3	4	5	6	2	3	4	5	6
9	10	11	12	13	9	10	11	12	13
16	17	18	19	20	16	17	18	19	20
23	24	25	26	27	23	24	25	26	27
30	31				30				



**ANOKA-HENNEPIN
SCHOOLS**
A future without limit

2013-2014 CALENDAR

KINDERGARTEN EVERY OTHER DAY (EOD)

2013-2014 Calendar Key Dates - EOD

July 4-5 School District closed
 Aug 20-22 New Teacher Orientation
 Aug 26-29 Workshop
 Sept 2 Labor Day, School District closed
 Sept 3 First Day of School
 Sept 3 B Day for students with Last Name A-L
 Sept 4 A Day for students with Last Name A-L
 Sept 5 B Day for students with Last Name M-Z
 Sept 6 A Day for students with Last Name M-Z
 Oct 7 Elementary PLC/Conf, no elementary students
 Oct 16 Staff Development, no students
 Oct 17-18 EM Professional Conference, no school
 Nov 26 End of Trimester I
 Nov 27 School not in session
 Nov 28-29 Thanksgiving break, School District closed
 Dec 2 Staff Planning Grading, no students
 Dec 23 - Jan 3 Winter break, no school
 Dec 24-25 School District closed
 Jan 1 School District closed
 Jan 6 School resumes
 Jan 20 Martin Luther King's Birthday, no school
 Feb 17 President's Day, School District closed
 Feb 18 Elem (½ Staff Dev ½ Conf),
 Sec Staff Dev, no students
 Mar 7 End of Trimester II
 Mar 10-14 Spring break, no school
 Mar 14 Spring Holiday - 10 mo. Employees
 Mar 17 Staff Planning Grading, no students
 Apr 18 School District closed
 Apr 21 Staff Planning/ Staff Development
 May 26 Memorial Day, School District closed
 Jun 11 End of Trimester III
 Jun 12 Staff Planning Grading, no students

NOTE: Every effort will be made to make up instructional days lost to emergency closings. Make up of lost instructional days will occur first by converting days designated as "staff planning" (Dec 2, Mar 17, June 12) second by reducing spring break or extending the school year beyond June 11th.

3/2013

KEY - EOD

- Schools Not In Session -
No school for students, teachers, paras, cooks
- Staff Planning/Staff Development -
No school for K-12 students
- Elementary Staff Development/Conf. -
No school for K-5 students
- Schools Not In Session -
No school for students, teachers, paras, cooks
Parent/Teacher Conference Conversion Day -
Check w/ individual buildings for actual conference schedule
- School District Closed End of Trimester
- New Teacher Orientation

Kindergarten Attendance

- Group A (Mon./Wed.) Group B (Tues./Thurs.)
(Fridays = Equalize Days)

JULY				
M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

A = 10/45 JANUARY B = 9/45				
M	T	W	TH	F
		1	2	3
6 ●	7 ■	8 ●	9 ■	10 ●
13 ●	14 ■	15 ●	16 ■	17 ■
20	21 ■	22 ●	23 ■	24 ●
27 ●	28 ■	29 ●	30 ■	31 ●

AUGUST				
M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

A = 9/54 FEBRUARY B = 9/54				
M	T	W	TH	F
3 ●	4 ■	5 ●	6 ■	7 ■
10 ●	11 ■	12 ●	13 ■	14 ●
17	18	19 ●	20 ■	21 ■
24 ●	25 ■	26 ●	27 ■	28 ●

A = 10 SEPTEMBER B = 10				
M	T	W	TH	F
2	3 ■ <small>A-L</small>	4 ● <small>A-L</small>	5 ■ <small>M-Z</small>	6 ● <small>M-Z</small>
9 ●	10 ■	11 ●	12 ■	13 ■
16 ●	17 ■	18 ●	19 ■	20 ●
23 ●	24 ■	25 ●	26 ■	27 ■
30 ●				

A = 7/61 MARCH B = 8/62				
M	T	W	TH	F
3 ●	4 ■	5 ●	6 ■	7 ■
10	11	12	13	14
17	18 ■	19 ●	20 ■	21 ●
24 ●	25 ■	26 ●	27 ■	28 ■
31 ●				

A = 9/19 OCTOBER B = 10/20				
M	T	W	TH	F
	1 ■	2 ●	3 ■	4 ●
7	8 ■	9 ●	10 ■	11 ●
14 ●	15 ■	16	17	18
21 ●	22 ■	23 ●	24 ■	25 ■
28 ●	29 ■	30 ●	31 ■	

A = 10/71 APRIL B = 10/72				
M	T	W	TH	F
	1 ■	2 ●	3 ■	4 ●
7 ●	8 ■	9 ●	10 ■	11 ■
14 ●	15 ■	16 ●	17 ■	18
21	22 ■	23 ●	24 ■	25 ●
28 ●	29 ■	30 ●		

A = 9/28 NOVEMBER B = 9/29				
M	T	W	TH	F
				1 ●
4 ●	5 ■	6 ●	7 ■	8 ■
11 ●	12 ■	13 ●	14 ■	15 ●
18 ●	19 ■	20 ●	21 ■	22 ■
25 ●	26 ■	27	28	29

A = 10/81 MAY B = 11/83				
M	T	W	TH	F
			1 ■	2 ●
5 ●	6 ■	7 ●	8 ■	9 ■
12 ●	13 ■	14 ●	15 ■	16 ●
19 ●	20 ■	21 ●	22 ■	23 ■
26	27 ■	28 ●	29 ■	30 ●

A = 7/35 DECEMBER B = 7/36				
M	T	W	TH	F
2	3 ■	4 ●	5 ■	6 ●
9 ●	10 ■	11 ●	12 ■	13 ■
16 ●	17 ■	18 ●	19 ■	20 ●
23	24	25	26	27
30	31			

A = 5/86 JUNE B = 3/86				
M	T	W	TH	F
2 ●	3 ■	4 ●	5 ■	6 ●
9 ●	10 ■	11 ●	12	13
16 ●	17 ■	18 ●	19 ■	20
23 ●	24 ■	25 ●	26 ■	27
30				



2013-2014 CALENDAR

KINDERGARTEN EXTRA (KX)

2013-2014 Calendar Key Dates - KX

July 4-5..... School District closed
 Aug 20-22..... New Teacher Orientation
 Aug 26-29..... Workshop
 Sept 2..... Labor Day, School District closed
 Sept 3..... First Day of School
 Sept 3..... Everyday Kindergarten A-L students only
 Sept 4..... Everyday Kindergarten M-Z students only
 Oct 7..... Elementary PLC/Conf, no elementary students
 Oct 16..... Staff Development, no students
 Oct 17-18..... EM Professional Conference, no school
 Nov 26..... End of Trimester I
 Nov 27..... School not in session
 Nov 28-29..... Thanksgiving break, School District closed
 Dec 2..... Staff Planning Grading, no students
 Dec 23-Jan 3..... Winter break, no school
 Dec 24-25..... School District closed
 Jan 1..... School District closed
 Jan 6..... School resumes
 Jan 20..... Martin Luther King's Birthday, no school
 Feb 17..... President's Day, School District closed
 Feb 18..... Elem (½ Staff Dev ½ Conf), Sec Staff Dev, no students
 Mar 7..... End of Trimester II
 Mar 10-14..... Spring break, no school
 Mar 14..... Spring Holiday - 10 mo. Employees
 Mar 17..... Staff Planning Grading, no students
 Apr 18..... School District closed
 Apr 21..... Staff Planning/Staff Development
 May 26..... Memorial Day, School District closed
 Jun 11..... End of Trimester III
 Jun 12..... Staff Planning Grading, no students

NOTE: Every effort will be made to make up instructional days lost to emergency closings. Make up of lost instructional days will occur first by converting days designated as "staff planning" (Dec 2, Mar 17, June 12); second by reducing spring break or extending the school year beyond June 11th.

3/2013

KEY - KX

- Schools Not In Session - No school for students, teachers, paras, cooks
- Staff Planning/Staff Development - No school for K-12 students
- Elementary Staff Development/Conf. - No school for K-5 students
- Schools Not In Session - No school for students, teachers, paras, cooks
Parent/Teacher Conference Conversion Day - Check w/ individual buildings for actual conference schedule
- School District Closed End of Trimester
- New Teacher Orientation

JULY					JANUARY				
M	T	W	TH	F	M	T	W	TH	F
1	2	3	4	5	6	7	1	2	3
8	9	10	11	12	13	14	15	16	17
15	16	17	18	19	20	21	22	23	24
22	23	24	25	26	27	28	29	30	31
29	30	31							
AUGUST					FEBRUARY				
M	T	W	TH	F	M	T	W	TH	F
			1	2	3	4	5	6	7
5	6	7	8	9	10	11	12	13	14
12	13	14	15	16	17	18	19	20	21
19	20	21	22	23	24	25	26	27	28
26	27	28	29	30					
SEPTEMBER					MARCH				
M	T	W	TH	F	M	T	W	TH	F
2	3 <small>Kindg A-L</small>	4 <small>Kindg M-Z</small>	5	6	3	4	5	6	7
9	10	11	12	13	10	11	12	13	14
16	17	18	19	20	17	18	19	20	21
23	24	25	26	27	24	25	26	27	28
30					31				
OCTOBER					APRIL				
M	T	W	TH	F	M	T	W	TH	F
7	8	9	10	11		1	2	3	4
14	15	16	17	18	7	8	9	10	11
21	22	23	24	25	14	15	16	17	18
28	29	30	31		21	22	23	24	25
					28	29	30		
NOVEMBER					MAY				
M	T	W	TH	F	M	T	W	TH	F
				1				1	2
4	5	6	7	8	5	6	7	8	9
11	12	13	14	15	12	13	14	15	16
18	19	20	21	22	19	20	21	22	23
25	26	27	28	29	26	27	28	29	30
DECEMBER					JUNE				
M	T	W	TH	F	M	T	W	TH	F
2	3	4	5	6	2	3	4	5	6
9	10	11	12	13	9	10	11	12	13
16	17	18	19	20	16	17	18	19	20
23	24	25	26	27	23	24	25	26	27
30	31				30				

1. Compliance with current statutes concerning a minor's use/possession/transmission of alcoholic beverages, illegal drugs/chemicals, tobacco products, drug related devices/paraphernalia, inhalants, or misuse of prescription, look-alike substances, and/or over-the-counter medication.
2. Chemical/controlled substance use/abuse prevention education and the promotion of wise choices concerning the individual's health.
3. An early intervention in the use/abuse process including identification, consistent consequences, pre-assessment; and, when appropriate, provide a list of resources for families of outside agencies for formal assessment.
4. A supportive school environment for non-using students, including those who have been involved with chemical/controlled substances in the past, and for those whose families are disrupted by substance abuse.

Policy in Practice: Chemicals/Controlled Substances

The use/misuse/possession/distribution of chemicals/controlled substances is addressed in section B paragraph two of the Anoka-Hennepin School district discipline policy. The use of mood-altering substances continues to be an important issue in our society and is especially damaging to our youth. Students can not make full use of the total school program if they are involved with these substances, and such involvement has a negative affect on the entire school community, thus consequences related to their use/possession/ distribution are very harsh and will be fully enforced. Carefully read the following procedure for a clear understanding of the policy.

I. Possession/Use/Misuse of Chemicals/Controlled Substances at School or School activities:

- This procedure does not include tobacco possession/use: see the individual school's policies concerning tobacco use.
- For medications, refer to the School Guidelines for Student Medication and MN Immunization Law
- **This procedure does include "look alike substances", which are presented as alcohol, narcotics or mood-altering substances.**

It is a violation of the Anoka-Hennepin chemicals/controlled substance policy if it has been determined that:

- A. a student has consumed/used any alcohol, narcotic, inhalants or mood-altering substance while at school or a school sponsored activity (any prescription or over the-counter medication a student is required to take must be administered in accordance with district policy).
- B. a student, on school grounds or at a school activity is under the influence of alcohol, narcotics, inhalants or mood altering substances regardless of the amount consumed or where consumption took place.
- C. a student has possessed alcohol, narcotics, inhalants, mood altering substances or drug paraphernalia on school grounds or at school activities.

In each case:

- Parents will be informed when a student has been found to have violated the policy.

- All activity eligibility consequences shall follow the Minnesota High School League Rules and Regulations and building policy.
- Local law enforcement officials will be informed of the violation.
- All Federal and State rules and regulations concerning special education students will apply to this policy.
- The school's chemical abuse pre-assessment team will be notified. The chemical abuse pre-assessment team's responsibility is to address reports of chemical abuse problems and making recommendation for appropriate responses to the individual reported cases.

Possession/use/misuse of chemicals/controlled substances at school or school activities:

Grades K-5

First offense:

- A. possible suspension
- B. Parent conference stressing preventative measures. (If it is determined that an assessment is appropriate, the parents will be asked to provide for the completion of the assessment, and the parents will be asked to provide a detailed written summary of the assessment by the evaluation agency, but may decline.)

Second/subsequent offenses:

- A. Ten-day suspension and possible referral to the School Board for an expulsion of up to one calendar year.
- B. Parent conference stressing preventative measures. (If it is determined that an assessment is appropriate, the parents will be asked to provide for the completion of the assessment, and the parents will be asked to provide a detailed written summary of the assessment by the evaluation agency, but may decline.)

This policy shall be reviewed with secondary students three times per year.

Grades 6-8 (offenses cumulative during middle school years and cumulative over one calendar year as a student moves from eighth to ninth grade. Thus if an offense in eighth grade was followed by another offense with in a calendar year, that would count as a second offense and lead to a referral to the Board for expulsion)

First offense:

- A. Five-day suspension
- B. Parent conference stressing preventative measures. (If it is determined that an assessment is appropriate, the parents will be asked to provide for the completion of the assessment, and the parents will be asked to provide a detailed written summary of the assessment by the evaluation agency, but may decline.) Parents will be informed that a second offense during a student's middle school career or a second offense within a calendar year as a student moves from 8th to 9th grade will result in a referral to the School Board for an expulsion of up to one calendar year.

Second/subsequent offenses:

- A. Ten-day suspension and referral to the School Board for an expulsion of up to one calendar year.

- B. Parent conference stressing preventative measures.
(If it is determined that an assessment is appropriate, the parents will be asked to provide for the completion of the assessment, and the parents will be asked to provide a detailed written summary of the assessment by the evaluation agency, but may decline.)

Grades 9-12 (offenses cumulative during high school years and cumulative over one calendar year as a student moves from eighth to ninth grade. Thus if an offense in eighth grade was followed by another offense with in a calendar year, that would count as a second offense and lead to a referral to the Board for expulsion)

The following consequences apply regardless of whether the offense took place in school, on district property, in a district vehicle, at a school or district activity, or at a school bus stop. These consequences may also apply for offenses which take place at other locations, but directly affect school programs or activities. An administrator, with the approval of an associate superintendent, may use their discretion to apply more appropriate consequences when needed to provide for the health and safety of all students.

First offense:

- A. Five to ten-day suspension
- B. Parent conference stressing preventative measures. (If it is determined that an assessment is appropriate, the parents will be asked to provide for the completion of the assessment, and the parents will be asked to provide a detailed written summary of the assessment by the evaluation agency, but may decline.) Parents and student will be informed that a second offense during a student's high school career will result in a referral to the School Board for an expulsion of up to one calendar year.

Second/subsequent offenses:

- A. Ten-day suspension and referral to the School Board for an expulsion of up to one calendar year.
- B. Parent conference stressing preventative measures. (If it is determined that an assessment is appropriate, the parents will be asked to provide for the completion of the assessment, and the parents will be asked to provide a detailed written summary of the assessment by the evaluation agency, but may decline.)

II. Distribution and/or intending to distribute chemicals/controlled substances

K-5: Any student who, on school property or at a school-sponsored activity: sells*, buys, or provides alcohol, narcotics, inhalants, or any mood-altering substance (including look alike substances); or who possesses with the intent to sell or provide alcohol, narcotics, inhalants or any mood-altering substance (including look alike substances); will be:

- A. Suspended from school for up to 10 school days.
- B. Referral to building pre-assessment team (may include but is not limited to: building principal, building nurse, teacher/case manager, school social worker, and student learning advocate.)

- C. Parent conference stressing preventative measures.
(If it is determined that an assessment is appropriate, the parents will be asked to provide for the completion of the assessment, and the parents will be asked to provide a detailed written summary of the assessment by the evaluation agency, but may decline.)

- D. Reviewed for possible expulsion from the Anoka-Hennepin School District for up to one school year.

**This includes exchange for goods, services, or monetary gain.*

Grade 6-12: Any student who, on school property or at a school-sponsored activity: sells*, buys, or provides alcohol, narcotics, inhalants, or any mood-altering substance (including look alike substances); or who possesses with the intent to sell or provide alcohol, narcotics, inhalants or any mood-altering substance (including look alike substances); will be:

- A. Suspended for 10 days and be referred to the School Board for an expulsion of up to one calendar year.
- B. Parent conference stressing preventative measures. (If it is determined that an assessment is appropriate, the parents will be asked to provide for the completion of the assessment, and the parents will be asked to provide a detailed written summary of the assessment by the evaluation agency, but may decline.)
- C. All activity eligibility consequences shall follow the Minnesota High School League Rules and Regulations and building policy.
- D. Local law enforcement officials will be informed of the violation.
- E. All federal and state rules and regulations concerning special education students will apply to this policy.
- F. The school's chemical abuse pre-assessment team will be notified. The chemical abuse pre-assessment team's responsibility is to address reports of chemical abuse problems and making recommendation for appropriate responses to the individual reported cases.

**This includes exchange for goods, services, or monetary gain.*

A note to parents:

Our schools need to be a safe environment for all students. Please read this policy carefully and discuss it with your children.

The Anoka-Hennepin School District firmly enforces all aspects of the School Discipline Policy to provide all students with a safe school experience.

Occasionally, a student violates the Policy on Weapons section by mistakenly bringing a weapon, such as a pocketknife, to school.

The policy is enforced regardless of whether or not the student intended to bring the weapon to school.

Please emphasize the following cautions with your child:

- *If you want to attend school in the Anoka-Hennepin district, DO NOT bring anything that could be considered a weapon to school with you.*
- *Weapons are not allowed on your person, in your desk or locker, or in your car in the school parking lot.*

The district is also very serious about the policy related to controlled substances. No controlled substances – drugs, marijuana and alcohol – are allowed in school or within the school zone, defined as within 300 feet of school property.

District Student Discipline Policy 506.0

I. PHILOSOPHY

A. Statement of Philosophy on Conduct and Discipline: The care, management, and control of the school district is vested in the School Board by Minnesota Public School Law (MS 120.A.20).

This policy is designed to keep our schools safe.

- *It lists student rights and responsibilities.*
- *It clearly outlines the disciplinary actions that are taken for policy violations.*

B. Schools have a responsibility to parents and students which goes beyond the educational program. They must provide students with a suitable environment while on the school premises and at other school activities away from the school grounds. An environment conducive to learning must be maintained to ensure an equal educational opportunity for all students. Because an environment is partially determined by the conduct of the students, student self-discipline relative to rules and regulations is a desired goal. These rules and regulations are designed to promote a desired environment for learning. It shall, therefore, be a policy of Anoka-Hennepin Independent School District No. 11 that every student abides by all rules and regulations of the district.

C. Before effective learning can take place, reasonable order or discipline must be present. Basically, the responsibility of classroom discipline rests with teachers; however, the principal is responsible to provide supervision, guidance, and assistance to teachers in handling discipline problems. Experience indicates that a positive approach to discipline is effective. Early intervention in attempting to improve a student's behavior is strongly encouraged. This may include but should not be limited to early involvement of parents or guardians and utilizing available resources, including referral to the child study team and the use of support services.

D. The Anoka-Hennepin School District recognizes its obligations to comply with the provisions of the Pupil Fair Dismissal Act and MS 121A.61 (and removal of students from class statute). In local, state, and Federal proceedings, the fundamental question has been and is one of fairness for students. The elements of due process are designed to ensure that this goal is reached. Due process is the implementation of procedure which, when adhered to, guarantees the protection of individual rights.

II. STUDENT DISCIPLINE: STUDENT RIGHTS AND RESPONSIBILITIES

A. This statement of rights is not expected to cover every situation that may arise. The rights of an individual are preserved only by the protection and preservation of the rights of others. All students attending Anoka-Hennepin District No. 11 schools have the right to:

1. A free and appropriate education as defined by state and Federal statutes
2. Equal educational opportunity and freedom from discrimination
3. Due process as defined by state and Federal statutes and rules

4. Freedom of inquiry and expression

5. Data privacy

6. Be informed of school rules

B. Rights bring responsibilities and a student is responsible for the manner in which his/her individual rights are exercised. This statement of responsibilities is not expected to cover every situation that may arise. All students attending Anoka-Hennepin District No. 11 schools have the responsibility to:

1. Attend school daily, except when excused, and to be on time to all classes and other school day functions,

2. Pursue and attempt to complete the course of study prescribed by the state and local school authorities,

3. Make necessary arrangements to make up school work when absent,

4. Assist school staff in maintaining a safe school for all students enrolled therein,

5. Be aware of all school rules and regulations and conduct themselves in accordance with them,

6. Assume that until a rule is waived, altered, or repealed, it is in full effect,

7. Be aware of and comply with state and local law,

8. Be aware of and comply with State High School League and regulations and School Board policy when participating in extracurricular activities,

9. Be willing to volunteer information in disciplinary cases and cooperate with school staff should they have important knowledge relating to such cases,

10. Protect and take care of school property and the property of others,

11. Dress and groom to meet fair standards of safety, health, and standards of decency,

12. Avoid inaccuracies in student newspapers or publications and indecent or obscene language, both written and verbal,

13. Express ideas in a manner that will not demean or slander others.

III. CODE OF STUDENT CONDUCT

A. Disciplinary action may be taken for any behavior, which is disruptive of good order or violates the rights of others. The school has the authority and obligation to establish and enforce reasonable standards of conduct. In accordance with the Pupil Fair Dismissal Act and MS121A.61 Discipline and removal of students from class, a student may be removed from class, suspended, excluded, or expelled from school for:

1. Willful violation of any reasonable School Board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements.

2. Willful conduct that significantly disrupts the rights of other students to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities, or

3. Willful conduct which endangers the pupil or other pupils, or surrounding persons, including school district employees, or the property of the school
- B. The following list identifies unacceptable acts subject to disciplinary action in this school district. Violation of any of these offenses before, during or after school hours while on school property, the school bus, or any other approved vehicle used to transport students; or at school functions or events held at other locations or off school grounds if the action interferes with or obstructs the mission or operations of the school or the safety of the student, other students and staff or the aiding and abetting of such acts may lead to the implementation of a disciplinary action or consequence listed in part C, including expulsion. However, a violation of item two regarding the transmission of chemicals/controlled substances, and item four regarding possession, use and/or transmission of a weapon, possession of a destructive explosive, or the threatened use of and/or the intent to use a destructive explosive device will lead to the immediate initiation of the expulsion process.
1. Truancy and unauthorized absence.
 - a. As required by current statutes, regulations of the Department of Education and the School Board of this district, students shall be in attendance each day that school is in session. Students returning to school following an absence will be expected to complete all the missed assignment within a reasonable period of time.
 - b. Truancy, for purposes of this policy, is the absenting of one's self from school or class without approval. The authority to decide whether an absence is excused or unexcused rests with the building principal.
 - c. If a student develops a pattern of tardiness to school or class, disciplinary action will be taken.
 2. Possession, use (including being under the influence and look alike substances) and/or transmission of controlled substances including but not limited to any narcotic drug, hallucinogenic drug, inhalant, toxic or mood altering substances, intoxicating beverage, any paraphernalia associated with such controlled substances, or any controlled substance or the unauthorized use of prescription drugs.
 3. Possession, use, and/or transmission of tobacco, nicotine products, Electronic Cigarettes, or look-a-likes in any form.
 4. Possession, use, and/or transmission of a weapon(s) or any object that can reasonably be considered a weapon(s): weapon means a knife; firearm or an item which looks like a firearm, whether loaded or unloaded, in working or nonworking condition; destructive explosives, any incendiary device or look alike and/or the threatened intent or intent to cause an explosion; or any other device or instrument which is utilized in such a manner so as to threaten, intimidate or produce bodily harm or the fear of such.
 - a. A student who commits a weapons infraction will be immediately suspended from school
 - b. The expulsion process will be immediately initiated.
 5. Possession and/or use of any electronic device, including a computer, in a manner, which threatens or intimidates others and/or disrupts the educational process;
 6. Violations against persons communicated or attempted to be communicated by any means. Such violations include but are not limited to: verbal and/or nonverbal intimidation/ threats; stalking; obstruction; assault; fighting; extortion; bullying, racial harassment; harassment on the basis of disability sexual harassment/violence; indecent exposure; hazing;
 7. Violations against property including tampering with, unauthorized use of, damage to, or destruction of school property or the property of school personnel and/or others (even though such an act was accidental or a result of poor judgment); vandalism; trespassing; arson; theft or robbery; possession of stolen property;
 8. Violations of school procedures or acts disruptive to the educational process, including disobedience, disruptive and disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, use of profanity, improper activation of fire alarms, activation of stink bombs and unauthorized access to school data;
 9. Violation of school bus or transportation rules;
 10. Violation of parking or school traffic rules and regulations;
 11. Possession, distribution, or display of slanderous, libelous, pornographic, racist, or gang related materials or symbolism;
 12. Student attire and/or personal grooming which creates a danger to health or safety; creates a disruption to the educational process, or violates common standards of decency as they apply to a community school setting, and/or any apparel, jewelry, accessories, or matter of grooming which by virtue of its color arrangement, trademark, or any other attribute (as a primary purpose) denotes membership in an organized gang;
 13. Criminal activity;
 14. Violation of other school rules, policies, or procedures.
- C. Disciplinary action or consequences for these offenses may include but are not limited to the following
1. Student conference
 2. Parent contact
 3. Parent conference
 4. In-school monitoring
 5. Referral to in-school support services
 6. Detention
 7. Removal from class
 8. Saturday School
 9. Suspension from extracurricular activities
 10. Physical restraint
 11. Suspension from school

12. Referral to Child Study Team (see Due Process/Total Special Education Systems manual)

13. Referral to community, county or outside agencies

14. Transfer to another school building

15. Expulsion or exclusion from school

16. Referral to police or other law enforcement agency

D. When determining an appropriate action, the administrator will consider the extent of the disruption to the safety of an individual or a group or to the disruption of the learning environment in the schools.

E. Students with Disabilities:

1. If the alleged violator is a student with a disability under IDEA or Section 504 of the Rehabilitation Act, the specific placement and services for the student will be consistent with state and federal requirements and are to be determined by the student's IEP Team.

2. Use of Conditional Procedures: Students with disabilities who demonstrate behaviors which interfere with the student's or others' safety and or learning, which has not been ameliorated through the use of positive behavioral interventions, may result in an IEP Team determination to use a conditional procedure in conjunction with continued use of positive behavioral interventions. The school district maintains procedures for use of conditional procedures, which are consistent with state and federal law.

IV. STUDENT DISCIPLINE: POLICIES

A. Disruptive Student Policy

1. As stated in the philosophy of our District Student Discipline Policy, an environment conducive to learning must be maintained to ensure equal educational opportunity for all students. Because an environment is partially determined by the conduct of the students, student self-discipline relative to district, building and classroom rules and regulations is a desired goal.

2. It shall; therefore, be a policy of the Anoka-Hennepin School District that:

- Every student abides by the rules and regulations of this district.
- Disciplinary action including expulsion may be taken for behaviors, which are disruptive or violate the rights of others to an environment conducive to teaching and learning.

3. Early intervention in attempting to improve a student's pattern of disruptive behavior is strongly encouraged. This should include involvement of parents/guardians and the utilization of available school district resources provided for students, including screening by the child study team.

4. A student will be referred to the school board for expulsion, if various appropriate interventions have been implemented and documented and the student persists in behavior which:

- violates any reasonable School Board regulation. Such regulation must be clear and definite to

provide notice to pupils that they must conform their conduct to its requirements, or

b. significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities, or

c. endangers the pupil or other pupils, or surrounding persons, including school district employees, or the property of the school.

B. Policy on Weapons

1. It is the policy of the Anoka-Hennepin School District to maintain a positive, safe and secure learning and working environment. Therefore, the District will not tolerate weapons as defined in this policy at any time on school property or in the school zone, * including district owned buildings and grounds; leased or rented facilities; school sponsored activities; field trips; school buses and other school vehicles; and school bus loading and unloading areas. Students and visitors may not possess, store, handle, transmit, or use any weapons in any of the school environments listed above. Any student found to possess, store, handle, transmit, or use any weapon before, during, or after school hours would be subject to administrative and/or legal action.

* School zone: The area surrounding school property to a distance of 300 feet or one city block, whichever distance is greater, beyond school property.

2. Students who become aware of a weapon (that is not subject to an exception listed in this policy) being brought to school or on school property must immediately notify an adult staff member. A student, who becomes aware that he/she is in possession of a weapon and immediately notifies an adult staff member, may avoid, depending on circumstances, being considered to be in possession of a weapon. Students should not, however, pick up or transport the weapon.

C. Definition of Weapon: weapon is defined as a knife, firearm, or an item which looks like a firearm, whether loaded or unloaded, in working or non-working condition; destructive explosives, any incendiary device or look-alike and/or the threatened intent or intent to cause an explosion; or any other device or instrument which is utilized in such manner so as to threaten, intimidate or produce bodily harm or the fear of such. Weapons include, but are not limited to the following:

- All firearms, loaded, unloaded, working or not working
- Other firearms of all types including pellet, BB, stun, splat, starter pistols, and/or look-a-likes, or replica firearms which include facsimile or toy versions of firearms and reasonably appear to be a pistol, revolver, shotgun, sawed-off shotgun, rifle, machine gun, rocket launcher, or any other firearm
- Knives including switchblade or automatically opening blades, butterfly knives, Swiss army knives, pocket knives, box-cutters/utility knives hunting knives, daggers, swords, razors

4. Artificial knuckles or similar objects designed to be worn over or inside the fist or knuckles
 5. Blackjacks, clubs, throwing stars, martial arts devices
 6. Explosives and/or similar devices and/or the threatened intent to cause an explosion
 7. Poisons, chemicals, combustible or flammable liquids, or substances capable of causing bodily harm
 8. Slingshots, bows and arrows
 9. Chemical irritant i.e. pepper spray, mace
 10. Any other device or instrument used to intimidate, threaten, or inflict bodily harm or fear
- D. Exceptions: This policy, in accordance with Minnesota law, provides for the following exceptions:
1. Licensed police officers, military personnel, licensed security personnel
 2. Instructors of school district approved firearm safety courses or activities conducted on school property
 3. School district approved possession and use of weapons by ceremonial color guards
 4. School district approved possession and use of starter guns for athletic contests
 5. School district approved equipment and tools used and stored appropriately on school property for instructional or work-related purposes by workers and students
 6. Other exceptions as granted by the superintendent
- E. Implementation of the Policy on Weapons
1. Weapons violation, Federal law: Pursuant to the Federal "Gun Free Schools Act of 1994" any student who brings a weapon (firearm and/or destructive device as defined under Federal law) shall be expelled from school for not less than one year.
 2. Middle school students: Possession of a weapon, as defined in this policy, by students in middle school, grades six through eight, will lead to the immediate initiation of the expulsion process and may lead to referral to the police. The School Board will expel middle school students for a period of not less than the equivalent of one trimester of student contact days, and not more than 12 months. Alternative educational services will be provided to the student during the expulsion. A student in middle school will reenter school on the day the expulsion is completed.
 3. High school students: Possession of a weapon, as defined in this policy, by students in high school, grades nine through graduation, will lead to immediate initiation of the expulsion process and referral to the police. The School Board will expel high school students for a period of not less than the equivalent of one trimester of student contact days, and not more than 12 months. Alternative educational services will be provided to the student during the expulsion. A student in high school will reenter school on the first day of the new term closest the completion of the expulsion.
4. Administrative Discretion: While the Anoka-Hennepin School District forbids the possession, use or distribution of weapons by students, the superintendent's designee may use discretion in determining whether, under specific circumstances outlined by district administration and the school board, a course of action other than a referral to the school board for expulsion is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.
5. Elementary school students: Principals in the elementary schools, when disciplining students in grades K-5 for possession of a weapon, as defined in this policy, will suspend the student and determine the intended and actual danger to other students and staff. (Note Expulsion may be recommended.) The principal will inform the student's parents of the disciplinary action. In all cases the student will receive information regarding the danger of weapons.
6. Students with Disabilities:
- a. Students with disabilities may be suspended for violation of school rules in accordance with state and federal law.
 - b. If the student is in violation of the district drug, alcohol policy or has a weapon as defined by federal law is a student with a disability under IDEA or Section 504 of the Rehabilitation Act, the student may be placed in a 45 school day interim alternative placement, the specific placement and services for the student will be consistent with state and federal requirements and are to be determined by the student's IEP Team.
 - c. The use of seclusionary time out or restraint of a student with a disability requires development of a behavior plan which meets specific criteria of state and federal law and rule.
- F. Search and Seizure
1. School Facilities/School Lockers: While the student has exclusive control over his/her locker, desk, workstation, and other similar assigned areas of school property as against other students, such possession is not exclusive as against the school and its officials. The lockers, desks, work stations, and other similar assigned areas remain the property of the school and, at any time it is deemed necessary, the principal or his/her designee has the authority to conduct a search and confiscate items considered illegal illicit, or disruptive to the educational process or evidence tending to prove a violation of law or a rule of the School District.
 2. Students and their Personal Possessions: While the student has exclusive control over his/her property in his/her immediate possession as against other students it is not exclusive as against the school and its officials. When a reasonable suspicion arises that use or possession of a student's property is illegal, illicit, disruptive, or a danger to that student or others, a search may be made of the student's person and/or personal property; including vehicles.

3. Conducting a search

- a. Before conducting a search, the principal or designee will determine that there is a reasonable suspicion that the search of a student or of a student's personal property will produce evidence that the student has violated or is violating either the law or the rules of the School District.
- b. The search shall be conducted in a manner, which is reasonably related to the objective of the search and is not excessively intrusive into the student's privacy in light of the age and sex of the student and the nature of the violation. Items considered illegal, illicit, disruptive to the educational process, or evidence tending to prove a violation of law or of a rule of the School District may be confiscated.

4. Procedures to Implement the Policies on Search and Seizure

- a. Only the building principal or specific designee shall be responsible for determining if a search will be conducted.
- b. A written record of each search will be kept by the principal or designee on a form provided for this purpose; including the facts upon which a reasonable suspicion rests, location, time, reason for the search and/or seizure, persons present, and disposition of items.
- c. A search of a student's person or personal property shall be done as discreetly and privately as possible without compromising safety.
- d. Those items considered to be illegal, illicit, disruptive, a general nuisance to the educational process, or evidence tending to prove a violation of a law, or a rule of the District may be seized. The storage, return, or disposition of seized items shall be at the discretion of the principal, subject only to legal impoundment.
- e. Repossession of school property shall not be considered seizure.
- f. The School District retains the authority to patrol school parking lots and inspect the exteriors of automobiles or other motor vehicles on school property. The interiors of vehicles on school property may be inspected and searched when the principal or specific designee has a reasonable suspicion to believe that materials which are illicit, illegal, or disruptive to the education process are contained inside that vehicle.

V. Removal of Students from Class

- A. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class.
- B. Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
 2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
 3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
 4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.
- C. Removal from class is the short-term exclusion of a student from class during which the school retains custody of the student. Students violating the code of student conduct may be removed from class at the discretion of the classroom teacher for the duration of the class or activity period. If the student is to be removed for additional time, this and the conditions for return to class will be determined at a conference between the principal and the teacher. Students removed from class shall be the responsibility of the principal or designee. The principal or designee shall inform the student and the student's parent/guardian of the conditions for returning to class.
- D. If a student's total days of removal from class exceeds ten (10) cumulative days in a school year, the principal or designee shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian prior to removing the student from class. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services.
- E. Parent notification: Parents shall be notified of a violation of the rules and of the resulting disciplinary action. Under unusual circumstances, principals may determine that it is not necessary to notify the parent/guardian.
- F. Modified Learning Program: The short-term modification of a student's program, not to exceed five days per infraction, during which the school district retains custody of the student.
- G. Out of School Suspension:
1. Suspension is the short-term exclusion, not to exceed five days (unless the student presents a danger to themselves or others) per infraction of the student from school during which the school is relieved of the custody of the child. If the suspension is longer than five days, the suspending administrator must provide the superintendent or designee with a reason for the longer suspension. A suspension may not extend beyond fifteen days. Upon the sixth day of a suspension an alternative form of education must be presented to the child, i.e. supervise homework.
 2. Suspensions shall be utilized in accord with the Pupil Fair Dismissal Act and with Anoka-Hennepin School District policy.

H. Exclusion and Expulsion

1. Exclusion is an action taken by the School Board to prevent enrollment or reenrollment of a student for a period that shall not extend beyond a school year.
2. Expulsion is an action taken by the School Board to prohibit an enrolled student from further attendance for a period of time that shall not extend beyond one calendar year from the date the child is suspended for the expellable offense.
3. Exclusion and expulsion shall be utilized in accordance with the Pupil Fair Dismissal Act and Anoka-Hennepin School District policy.

VI. SUMMER SCHOOL

- A. Summer school is not a state or federally mandated program, and students are not required to attend. Anoka-Hennepin Independent School District No. 11 has rules and regulations regarding the granting of credit for courses taken during the summer school; essentially these regulations state that participants must make up every day of absence from summer school in order to complete the necessary minimum number of hours for course credit. Excessive absence could result in a student being dismissed from a summer school credit course.
- B. Parents and students should be aware that summer school also differs from the regular school year in that alternative programs are not provided for students who exhibit attendance and/or behavior problems. Students will be dropped from summer school for violations of the student code of conduct.
- C. Anoka-Hennepin School District No. 11 recognizes its obligations to provide students the elements of due process. Due process is the implementation of procedures which when adhered to guarantees the protection of equal rights. Before a student is dropped from summer school, the appropriate due process components will be followed.
- D. The Anoka-Hennepin School District's discipline policy applies to summer school.

VII. COMMUNICATION/DISTRIBUTION OF POLICY

- A. Publication: This policy shall be published and distributed annually for all students utilizing one or more of the following methods: publication in a student handbook; publication in a principal's newsletter to parents with the request that the parent discuss the policy with the student; publication in pamphlet form to be distributed; and/or publication in a district wide mailing to parents.
- B. Building-level Supplement: The building principal may supplement this policy with rules and regulations for a particular building. However, no such rule or regulation shall be inconsistent with School Board policy.
- C. Dissemination to Students: This policy and supplemental building rules and regulations shall be reviewed with students in classrooms at the beginning of each school year.
- D. Annual Review: The principal and representative staff and students in each school building shall confer at least annually to review the discipline policy and to assess whether the policy is appropriate and has been enforced. Any recommended changes shall be forwarded to the Superintendent for review.

Policy in Practice:

Physical Aggression/Fighting

Physical aggression/fighting is addressed in section B paragraph six of the Anoka-Hennepin School District discipline policy. Disputes between students need to be handled by reporting the dispute to a school staff member and by following the mediation and conflict resolution processes, which are available at your school. Anoka-Hennepin District 11 is committed to creating a positive climate in all of our schools, where all students feel comfortable, safe and ready to learn, thus physical aggression/ fighting has no place in our schools. Physical aggression/fighting is extremely disruptive to the school setting, therefore Anoka-Hennepin's consequences for such behavior are very harsh.

The following consequences will be applied if it has been determined that a student has been physically aggressive toward another student or **if a student has to be restrained in order to prevent harm to another student**. Physical aggression will be defined as: any physically violent contact with another student or group of students **regardless of who initiated it**, in which a student intentionally inflicts or **attempts to inflict** bodily harm on another person. The consequences may apply regardless of whether the offense took place in school, on district property, in a district vehicle, or at a school/district activity. The consequences may also apply for offenses which take place at other locations, but directly affect school programs or activities.

Note: Any physical aggression toward a staff member will result in an immediately ten day suspension and a referral to the school board for an expulsion of up to one calendar year. If a staff member is injured while attempting to protect the safety of others, any student who contributed to this injury by their actions or their failure to comply with staff instructions, may be suspended and referred to the school board for an expulsion of up to one calendar year.

Grades 6-8 (offenses cumulative during middle school years)

First offense:

- a. possible suspension
- b. parent conference,
- c. counseling session with school/peer mediation or with an external agency,
- d. parents and student will be notified that further offenses may result in a referral to the School Board for an expulsion of up to one calendar year.
- e. referral to law enforcement officials

Second offense:

- a. five to 10-day suspension,
- b. parent conference,
- c. counseling session with school/peer mediation or with an external agency,
- d. possible referral to the school board for a conditional expulsion
- e. referral to law enforcement officials

Further offenses:

- a. Ten-day suspension
- b. referral to the School Board for an expulsion of up to one calendar year
- c. referral to law enforcement officials.

Grades 9-12 (offenses cumulative during high school years)

An administrator will use his/her discretion to determine if there has been a violation of the physical aggression policy.

An administrator, with the approval of an associate superintendent, may use his/her discretion to apply more appropriate consequences when needed to provide for the safety of all students.

All federal and state rules and regulations concerning special education students will apply to these policy procedures.

First offense:

- a. five-day suspension,
- b. parent conference,
- c. parents and student will be notified that any further offenses will result in a referral to the School Board for an expulsion of up to one calendar year
- d. referral to a local law enforcement agency
- e. referral to Activities Director

Further offenses:

- a. ten-day suspension
- b. referral to the School Board for an expulsion of up to one calendar year
- c. referral to law enforcement officials.

Procedures concerning Promoting/Instigating/Aiding physical aggression

Promoting/instigating/aiding physical aggression -- contributing to an act of physical aggression verbally or through behavior or by preventing the intervention of a staff member who is attempting to stop an act of physical aggression.

An administrator will use his/her discretion to determine if there has been a violation of the promoting/ instigating physical aggression policy.

An administrator, with the approval of an associate superintendent, may use his/her discretion to apply more appropriate consequences when needed to provide for the safety of all students.

All federal and state rules and regulations concerning special education students will apply to these policy procedures

First offense:

- a. possible suspension
- b. conference with parents and student stressing appropriate conflict resolution strategies.
- c. Parent and student will be reminded of the consequences directed by the district's Promoting/Instigating/Aiding Physical Aggression policy procedures **which include expulsion**

Second offense:

- a. suspension
- b. conference with parents and student stressing appropriate conflict resolution strategies.
- c. parent and student will be reminded of the consequences directed by the district's Promoting/ Instigating/Aiding Physical Aggression policy procedures **which include expulsion**

Further offenses:

- a. suspension
- b. possible referral to the School Board for an expulsion of up to one calendar year

Please see page 60 for explanation of Reasonable Force when used on students.

Policy in Practice:

Guidelines for Student Threats to Staff

Note: Discipline Policy 506.0 addresses student threats to staff. It states: "Anoka-Hennepin School District No. 11 will take threats of violence against persons or school property, whether physical, verbal or written, including threats via computer, seriously."

Discipline procedures:

1. The student will be suspended immediately upon being identified and the parents/guardians informed. If security is an immediate consideration, in-school suspension, or immediate referral to the policy may be implemented.
2. The Principal or designee will investigate the incident to determine the content of the threat, who is involved, the circumstances under which the threat was made, and the potential seriousness of the threat.
3. The Principal will inform the staff member of the availability of the police liaison officer, the city police or the county sheriff as a resource.
4. At the conclusion of the investigation the following may occur:
 - A. If the staff member agrees, a meeting will be held with the student and his/her parents, the administrator and any other appropriate staff from the building or district. The student will be asked to explain the behavior toward the staff member, and will be given the opportunity to apologize. The staff member will have the opportunity to speak to the student and parents about the threat. The outcome of this meeting will be taken into consideration when the conditions for the student's return to school, and the consequences for the behavior (listed in #5 and #6) are determined by the principal with input from the staff member who was threatened.
 - B. The student and staff member will not meet; the suspension of the student will remain in effect, the principal will inform the parent/guardian of the outcome of the investigation by telephone or at a meeting, and any of the options in #5 and/or #6 may be implemented.
5. The consequences for the student may include:
 - A. A suspension for 1-10 days,
 - B. Agreed upon restitution or community service,
 - C. A transfer to another building within the District,
 - D. A recommendation for expulsion from the District,
 - E. Charges may be filed with the police or sheriff's department.
6. The readmission plan at the home building, or the building to which the student is transferred, may include:
 - A. A psychological evaluation by an outside agency,
 - B. A meeting with the student, parent/guardian, counselor/dean/SSA, prevention advisor, principal and/or other appropriate staff,
 - C. A change of schedule for the student,
 - D. An agreement that the student join a support group or activity.

Policy in Practice:

School Bus Discipline Rules and Regulations

The following rules and regulations have been adopted by the Anoka-Hennepin District 11 School Board. It is hoped that these guidelines will help us to provide safe transportation to and from school for your student. Students should be at the bus stop five minutes prior to the scheduled time. As per Minnesota Statute 123B.90 "Riding a school bus is a privilege, not a right".

Students who have the opportunity to ride district school buses may do so as long as they display behavior that is reasonable and safe. Choosing to engage in unacceptable behavior will result in loss of bus service. The bus driver is responsible for the safety and discipline of students on the bus. The building principal is available to give assistance to the driver and will determine the consequences of misbehavior, and the reinstatement of bus service for the offending student(s) should a suspension become necessary. A suspension applies to all buses unless otherwise designated by school officials. The responsibility for student supervision by the district shall begin when the student boards the bus in the morning and is retained until the child leaves the bus at the end of the day, or until released to the parent/guardian in a manner consistent with guidelines on release of students.

TRANSPORTING OF SCHOOL RELATED/ NON-RELATED ITEMS

Under the Laws and Rules for the Operation of School Buses in the State of Minnesota, it is stated "...no materials, including guns, loaded or unloaded; gasoline cans, empty or full; animals or any other object of dangerous or objectionable nature are transported in the school bus when children are being transported." Cell phone use, along with the use of digital or video photography is strictly prohibited on the bus.

Band instruments that will be allowed on the bus are those that are small enough to be held in the student's lap. Instruments may not be in the aisle or take the space of a student. Hockey sticks, lacrosse sticks, golf clubs, sleds, or any other unacceptable recreational equipment will not be allowed on regular buses. Ice skates, skate shoes, skateboards, in-line skates, and bats will not be allowed in the bus unless **enclosed** in an athletic-type canvas bag or are otherwise inaccessible. Damage to personal items is not covered by the bus contractor's/district's insurance coverage.

ASSIGNED BUSES ONLY

Students are assigned to buses and bus stops. No change in either bus or stop is permitted without change in either bus or stop is permitted without transportation department authorization. Temporary changes may be made by school administrators for authorized emergencies only.

Failure to ride the assigned bus to/from the assigned bus stop may jeopardize the safety of students and may result in disciplinary action.

Behavior Guidelines and Consequences

CLASS I OFFENSES

1. Spitting
2. Excessive noise
3. Horseplay/mischief/distracting behavior
4. Eating/drinking/littering on bus

5. Leaving seat/standing without permission from driver
6. Use of liquid containers in any form
7. Profanity, verbal abuse, harassment, obscene gestures or possession of unacceptable material
8. False identification/refusal to identify oneself
9. Riding unassigned bus or using unassigned bus stop
10. Opening window past safety line
11. Riding or attempting to ride any bus during a bus suspension
12. Disobedience to the driver/para-educator/bus patrol
13. Cell phone use
14. Other offenses as reported by the driver or principal

CLASS II OFFENSES

1. Hanging out of windows
2. Throwing/shooting of any object
3. Bullying and/or physical aggression against any person
4. Profanity/threats directed toward bus driver/paraprofessional
5. Possession/use of tobacco or any controlled substance
6. Vandalism to bus (restitution will be made)
7. Holding onto or attempting to hold onto any portion of the exterior of the bus or any "Danger Zone" infringement
8. Lighting of matches, lighters or any flammable object or substance
9. Unauthorized entering or leaving bus through emergency exit/tampering with the bus equipment
10. Possession or threat of weapons/explosives/flammables
11. Other offenses as reported by the driver or principal
12. Possession/use of laser pens or pointers
13. Any offense committed on any bus outside of regular transportation to and from school (activity, field trip, shuttles, etc) will carry a minimum penalty of a Class II first offense.

Consequences of Bus Offenses

CLASS I

- 1st Offense:** Warning or 1-5 days suspension
2nd Offense: 1-10 days suspension
3rd Offense: 1. 5-10 day min. suspension
2. Possible loss of all bus service
3. Parent/Principal meeting/optional
4th Offense: Loss of bus service

CLASS II

- 1st Offense:** 5 days suspension
2nd Offense: 10 days suspension
3rd Offense: 1. 10 day min. suspension
2. Possible loss of all bus service
3. Parent/Principal meeting/optional
4th Offense: Loss of bus service

The bus and the bus stop are extension of the school day. Bus and bus stop consequences may be superseded by district policy. The bus driver has the authority to assign seats. The sexual/racial/religious harassment policy, weapons policy, and bullying policy will be strictly enforced on the school bus as well as at school. Video cameras may be used on school buses.

Equal Educational Opportunity Policy, No. 102.0

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the Anoka Hennepin School District.

II. GENERAL STATEMENT OF POLICY

- A. It is the district's policy to provide equal educational opportunity for all students. No student shall be discriminated against on the basis of race, color, creed, religion, national origin, sex/gender, marital status, disability, status with regard to public assistance, sexual orientation or age. The district does not deny any student access to the benefits and opportunities of its educational programs. The district also makes reasonable accommodations for students with disabilities.
- B. The district prohibits the harassment of any individual for any of the categories listed above. For definitions and information about the types of conduct that constitute violation of the district's policy on harassment and violence and the district's procedures for addressing complaints, refer to the district's Harassment, Violence, and Discrimination Policy. The district prohibits retaliation against anyone who brings a complaint or participates in an investigation.
- C. This policy applies to all of the academic and nonacademic programs of the district, including, for example, coursework, co-curricular and extracurricular activities, and other rights or privileges of enrollment. This policy will be enforced before, during, or after school hours on all school property, including the school bus, school functions, or events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students or employees to be free from a hostile school environment taking into consideration the totality of the circumstances on and off campus.
- D. It is the responsibility of every district employee (For purposes of this policy, "district employee" includes School Board members, district employees, agents, volunteers, contractors/vendors, or persons subject to the supervision and control of the district.) to comply with this policy, to intervene to attempt to stop any violations of this policy, and to report all violations of this policy.
- E. Any student, parent or guardian having any questions regarding this policy should discuss it with the building principal or the Title IX Coordinator/Equity Coordinator:
Title IX Coordinator/Equity Coordinator
Mailing address: 2727 North Ferry Street, Anoka, MN 55303
Telephone: (763) 506-1000
Email: titleIXcoordinator@anoka.k12.mn.us
- F. The reporting procedures set forth in the Harassment, Violence and Discrimination Policy shall be used to report violations of this policy.

Harassment, Violence and Discrimination Policy, No. 413.0

Note: Discipline Policy 506.0 also addresses harassment. It states: "Violations against persons communicated or attempted to be communicated by any means. Such violations include but are not limited to: verbal and/or nonverbal intimidation/threats; stalking; obstruction; assault; fighting; extortion; bullying, racial harassment; harassment on the basis of disability; sexual harassment/violence; indecent exposure; hazing."

It is the policy of the Anoka-Hennepin School District No. 11 to maintain a learning and working environment that is free from harassment, violence or discrimination based on actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status. The district prohibits any form of harassment, violence or discrimination based on actual or perceived protected class status.

It will be a violation of this policy for any student or district employee to (1) harass a student or district employee through conduct or communication (e.g., physical, verbal, graphic or written) or to (2) inflict, threaten to inflict or attempt to inflict violence; or to (3) discriminate against a student or District employee based on that student's or employee's actual or perceived protected class status.

This policy applies to all of the academic and nonacademic (for example, athletic and extracurricular) programs of the district and will be enforced before, during, or after school hours on all school property, including the school bus, school functions, or events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students or employees to be free from a hostile school environment taking into consideration the totality of the circumstances on and off campus.

The district will investigate all complaints of harassment, violence or discrimination—whether formal or informal, verbal or written—based on a student's or district employee's actual or perceived protected class status, and will discipline or take appropriate action against any student or District employee who is found to have violated this policy. Appropriate administrative and staff follow-up will be provided for targets and offenders of harassment, violence and discrimination.

While this policy addresses the reporting and responses to harassment, violence or discrimination, the district recognizes the importance of preventing harassment, violence and discrimination before it occurs through ongoing practices, programs and training. The district shall implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

I. DEFINITIONS

- A. District employee. For purposes of this policy, district employee includes school board members, district employees, agents, volunteers, contractors/vendors, or persons subject to the supervision and control of the district.
- B. Discriminate. The term "discriminate" includes segregate or separate and, for purposes of discrimination based on sex, it includes sexual harassment.
- C. Harassment. Harassment is unwelcome conduct that is based on race, color, creed, religion, national origin, sex/gender, marital status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status. A single incident of harassment may implicate more than one protected class. For example, a student may be targeted because of his race and sexual orientation.
1. Harassing conduct may take many forms, including but not limited to verbal acts and name-calling, as well as nonverbal behavior that is physically threatening, harmful, or humiliating. Harassment includes the use of derogatory language, intimidation, and threats; unwanted physical contact or physical violence; and the use of derogatory language and images in graffiti, pictures or drawings, notes, e-mails, electronic postings and/or phone or text messages related to a person's membership in a protected class. Harassment includes behavior that may not be directed at a particular person, but may instead consist of harassing conduct (e.g. physical, verbal, graphic, or written) that creates a hostile environment for students or employees.
 2. Conduct is unwelcome if the student or employee did not request or invite it and considered the conduct to be undesirable or offensive. Submission or failure to complain does not mean that the conduct was welcome; the circumstances must be examined.
 3. With respect to students, a "hostile environment" exists when harassment is sufficiently severe, persistent, or pervasive to interfere with or limit one or more students' abilities to participate in or benefit from the education program.
 4. With respect to district employees, a "hostile environment" exists when harassment is sufficiently severe or pervasive so as to alter the conditions of the victim's employment and create an abusive working environment.
- D. Sex-Based Harassment.
1. "Sex-based harassment" includes both sexual harassment and gender-based harassment.
 2. Sexual harassment is harassment of a sexual nature. 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. the conduct or communication has the purpose or effect of creating a hostile environment.
3. "Gender-based harassment" means non-sexual harassment of a person because of the person's sex, including harassment based on gender identity and expression. Gender-based harassment includes, but is not limited to, harassment based on the person's nonconformity with gender stereotypes, regardless of the actual or perceived sex, gender identity, or sexual orientation of the harasser or target of the harassment.
4. "Gender stereotypes" refers to stereotypical notions of masculinity and femininity or expectations of how boys or girls should act.
- E. Sexual Orientation Based Harassment.
1. "Sexual orientation-based harassment" means non-sexual harassment of a person because of the person's actual or perceived sexual orientation or association with or advocacy for a person or group (e.g., family members or friends) who are lesbian, gay, bisexual or transgender ("LGBT").
 2. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness.
- F. Racial, Color, Creed or National Origin Harassment.
1. Racial, color, creed or national origin harassment consists of physical or verbal conduct based on an individual's perceived or actual race, color, creed or national origin.
 2. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors. This includes harassment of students born in the United States who have relatives that are from other countries.
- G. Religious Harassment.
- Religious harassment consists of physical or verbal conduct based on an individual's perceived or actual religious beliefs.
- H. Disability Harassment.
1. Disability harassment consists of physical or verbal conduct based on an individual's perceived or actual disability.
 2. A person with a disability is any person who (1) has a physical or mental impairment which substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment. This includes students who are protected by Title II of the Americans with Disabilities Act and/or Section 504 of the Rehabilitation Act.
 3. Disability harassment also may deny a student with a disability a free and appropriate public education (FAPE). Harassment of a student based on disability may decrease the student's ability to benefit from his or her education and amount to a denial of FAPE.

I. Other Protected Class Harassment.

Harassment of other protected classes consists of physical or verbal conduct based on an individual's perceived or actual protected class status.

J. Sexual Violence.

Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another person's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas. Sexual violence may include, but is not limited to:

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

K. Racial, Color, Creed or National Origin Violence.

Racial violence is a physical act of aggression or force, an assault, or the threat thereof, that is directed toward a student or employee based on their perceived or actual race, color, creed, or national origin.

L. Religious Violence.

Religious violence is a physical act of aggression or force, an assault, or the threat thereof, that is directed toward a student or employee based on their perceived or actual religion.

M. Disability Violence.

Disability violence is a physical act of aggression or force, an assault, or the threat thereof, that is directed toward a student or employee based on a perceived or actual disability.

N. Other Protected Class Violence.

Other Protected Class violence is a physical act of aggression or assault on another based on their actual or perceived protected class status.

O. 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 on another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

II. GENERAL REPORTING PROCEDURES

A. The adoption and implementation of a proper reporting system will help the district comply with the Minnesota Human Rights Act and federal law by ensuring that the district promptly addresses allegations of harassment and violence.

B. Pursuant to Title IX, each district must designate at least one employee (Title IX Coordinator) to coordinate its efforts to comply with and carry out its responsibilities under the regulations, including Title IX complaint investigations. 34 C.F.R. § 106.8(a).

C. Each district must also publish grievance procedures providing for prompt and equitable resolution of sex discrimination complaints, including complaints of sexual harassment. In addition, under Section 504 and Title II, districts are required to have grievance procedures to address disability harassment.

D. Minnesota Statutes section 121A.03 requires that districts have reporting procedures for sexual, religious, and racial harassment and/or violence complaints.

1. For purposes of meeting the state reporting requirements, the following reporting procedures will be made available for district employees and students who wish to report an incident or incidents that may involve harassment, violence or discrimination based on actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status.
2. The district personnel designated in this policy are to receive oral or written complaints and reports of harassment, violence or discrimination based on race, color, creed, religion, national origin, sex/gender, marital status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status.

III. REPORTING PROCEDURES FOR INCIDENTS OF HARASSMENT AND/OR DISCRIMINATION AGAINST DISTRICT EMPLOYEES

A. Reporting Complaints

1. Any District employee who believes he or she has experienced harassment, violence or discrimination on the basis of his or her actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status, or any person with knowledge or belief of conduct which may constitute harassment, violence or discrimination, should report the alleged acts immediately, or as soon as possible, to an appropriate district official designated by this policy.
2. Although the district encourages the alleged target or other reporting party to use the report form set forth in this policy, use of the formal reporting form is not required. Oral reports shall be considered complaints as well. The form is available from the principal of each building, the district office, and on the district's website. Upon request for qualified persons with a disability, alternative means of filing a complaint, such as through a personal interview or by tape recording, will be made available.
3. In the District. The school board designates the Director of Employee Services as the district human rights officer to receive employee reports or complaints of harassment, violence and discrimination at:
Mailing address: 2727 North Ferry Street, Anoka, MN 55303
Telephone: (763) 506-1000
Email: humanrightsofficer@anoka.k12.mn.us

If the complaint involves the human rights officer, the complaint shall be filed directly with the superintendent at:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303

Telephone: (763) 506-1000

Email: superintendent@anoka.k12.mn.us

If the complaint involves the superintendent, the complaint shall be filed directly with the school board:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303

Telephone: (763) 506-1000

Email: schoolboard@anoka.k12.mn.us

If the complaint involves a school board member, the complaint shall be filed directly with the school board chair:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303

Telephone: (763) 506-1000

Email: schoolboard@anoka.k12.mn.us

If the complaint involves the school board chair, the complaint shall be filed directly with the school board vice chair:

Mailing address: 2727 North Ferry Street, Anoka, MN 55303

Telephone: (763) 506-1000

Email: schoolboard@anoka.k12.mn.us

4. In Each School Building. The school principal is the person responsible for receiving oral or written reports of harassment, violence or discrimination at the school level. Any district employee who receives a report shall inform the principal immediately. If the principal is not available on the date of the report, then the employee must forward the oral or written report/complaint directly to the human rights officer. If the complaint involves the principal, the employee will provide his or her report directly to the superintendent or the district's human rights officer. Upon receipt of a report, the principal must notify the district human rights officer immediately, without screening or investigating the credibility of the report. The principal may request, but may not insist on, a written complaint. If the report is verbal, the principal shall prepare and provide to the human rights officer a written statement of the facts alleged within 24 hours of receiving the report. Failure to forward any harassment or violence report or complaint may result in disciplinary action against the principal.
5. Nothing in this policy shall prevent a district employee from reporting harassment, violence, or discrimination directly to the district human rights officer or to the superintendent.
6. The complaint (verbal or written) should be reported immediately, or as soon after the incident as possible; delays between the date of the alleged incident and the reporting date may make investigations more difficult.
7. The willful filing of a false report will be considered to be a violation of district policy.
8. Although confidentiality cannot be assured, the district will respect the privacy of the alleged target, the reporter (if someone other than the alleged target), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

B. Investigation – District Employees

1. The human rights officer, upon receipt of a report or complaint, will promptly undertake or authorize an investigation. The investigation may be conducted by district officials or by a neutral third party designated by the district.
2. The investigation will be completed within 30 calendar days from receipt of the complaint, unless impracticable.
3. The investigation may, as appropriate, consist of personal interviews with the alleged target, the reporter (if someone other than the alleged target), 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.
4. In determining whether alleged conduct constitutes a violation of this policy, the district will consider the facts and 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.
5. The district, at its discretion, may take immediate steps, based on the severity of the allegations, to protect the parties involved in the complaint process pending completion of an investigation.

C. School District Action – District Employee

1. Upon completion of the investigation, the district or neutral third party designated investigator will make a written report to the human rights officer. If the complaint involves the human rights officer, the report must be filed directly with the superintendent. If the complaint involves the superintendent, the report must be filed directly with the school board. The report will include the facts, a determination of whether the allegations have been substantiated and whether a violation of this policy has occurred.
2. Upon completion of the investigation, the human rights officer will inform the alleged target of his or her right to review the written report at the school building where the target is employed or enrolled, in accordance with state and federal law regarding data or records privacy.
3. In the event a complaint is substantiated, the district will take appropriate and effective action depending on the circumstances. Such action may include, but is not limited to, training, counseling, warning, suspension, transfer, remediation, or termination. District action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and district policies.

IV. REPORTING PROCEDURES FOR INCIDENTS OF HARASSMENT AND/OR DISCRIMINATION AGAINST STUDENTS

A. Reporting a Complaint

1. Any student who believes she/he has experienced harassment, violence or discrimination on the basis of his or her actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status should report the alleged acts immediately, or as soon as possible, to an administrator, counselor, or student services advocate in that school.
2. Any District employee who observes an act of harassment, violence or discrimination toward a student shall intervene to attempt to stop the act and shall report it to the appropriate person immediately, or as soon as possible.
3. Any District employee or student who witnesses or has knowledge or belief of conduct that may be harassment, violence or discrimination toward a student shall inform an administrator, counselor, or student services advocate immediately, or as soon after the incident as possible. A counselor or student services advocate must promptly report the information to an administrator.
4. The complaint (verbal or written) should be reported immediately, or as soon after the incident as possible; delays between the date of the alleged incident and the reporting date may make investigations more difficult.
5. The school board designates the Title IX Coordinator/Equity Coordinator to monitor and receive student reports or complaints of harassment, violence and discrimination against students:
Title IX Coordinator/Equity Coordinator
Mailing address: 2727 North Ferry Street, Anoka, MN 55303
Telephone: (763) 506-1000
Email: titleIXcoordinator@anoka.k12.mn.us
6. The school board designates the 504 Coordinator to monitor and receive student reports or complaints of disability harassment, violence and discrimination:
504 Coordinator
Mailing address: 2727 North Ferry Street, Anoka, MN 55303
Telephone: (763) 506-1000
Email: 504coordinator@anoka.k12.mn.us
7. If the complaint involves an administrator, the complaint should be filed directly with the Title IX/Equity Coordinator, who will advise the Superintendent. If a complaint involves the Title IX/Equity Coordinator, the complaint shall be filed directly with the superintendent. If the complaint involves the superintendent, the complaint shall be filed directly with the school board:
Mailing address: 2727 North Ferry Street, Anoka, MN 55303
Telephone: (763) 506-1000
Email: schoolboard@anoka.k12.mn.us
8. If the complaint involves a school board member, the complaint shall be filed directly with the school board chair:
Mailing address: 2727 North Ferry Street, Anoka, MN 55303
Telephone: (763) 506-1000
Email: schoolboard@anoka.k12.mn.us

9. If the complaint involves the school board chair, the complaint shall be filed directly with the school board vice chair:
Mailing address: 2727 North Ferry Street, Anoka, MN 55303
Telephone: (763) 506-1000
Email: schoolboard@anoka.k12.mn.us
 10. Nothing in this policy shall prevent any person from reporting harassment, violence, or discrimination directly to the Title IX Coordinator/Equity Coordinator or to the superintendent:
Superintendent, Anoka Hennepin School District
Mailing address: 2727 North Ferry Street, Anoka, MN 55303
Telephone: (763) 506-1000
Email: superintendent@anoka.k12.mn.us
 11. Although the district encourages the reporting student to use the report form set forth in this policy, use of formal reporting forms is not required. Oral reports shall be considered complaints as well. The form is available in the counseling and administrative office of each school, the district office, and on the district's website at: <http://www.anoka.k12.mn.us/complaintform>
Alternative, accessible means of filing a complaint, such as through a personal interview or by tape recording, will be made available for individuals with disabilities.
- ##### B. Investigation– Students
1. Upon receipt of a report or complaint, the district shall promptly undertake or authorize an investigation. The investigation will be completed within thirty days from receipt of the complaint, unless impracticable.
 2. The investigation may, as appropriate, consist of personal interviews with the alleged target, the reporter (if someone other than the alleged target), 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.
 3. In determining whether alleged conduct constitutes a violation of this policy, the district will consider the age and level of understanding of the student(s) involved, the facts and 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.
 4. The district may, at its discretion, take immediate steps, based on the severity of the allegations, to protect the parties involved in the complaint process pending completion of an investigation.
 5. The intentional filing of a false report will be considered to be a violation of the student discipline policy.

C. School District Action – Students

1. The investigator shall document his or her findings within five school days of concluding the investigation.
2. Upon conclusion of the investigation and receipt of the findings, and if harassment is found to have occurred, the district will take appropriate and effective action with respect to the target and the offender, and document the action taken. If the investigator determined that a violation of this policy has occurred, such appropriate action may include, but is not limited to, an education component, alternative dispute resolution, training, counseling, warning, class transfer, suspension, expulsion, or transfer. If both the target and the alleged offender agree to attempt to mediate the complaint using the school's formal mediation process, this will be encouraged.

D. Timelines and Notification to Parents/Guardians

1. The parent(s)/guardian(s) of the target and/or the alleged offenders of bullying, harassment, violence or discrimination should be notified of the report before the close of the current school day, but not later than two school days of the report being filed, unless otherwise directed by law enforcement or required by law, or if in the professional judgment of the District notification is not warranted. The parents/guardians of both the target and the alleged offender(s) shall be notified if there is a physical assault, unless otherwise directed by law enforcement or required by law.
2. Following the investigation, the person handling the complaint or a representative of the District will communicate with the target regarding the outcome of the investigation.
 - a. This communication will include the parent(s)/guardian(s) of the student at the parent's/guardian's request if the student is under age 18, or at the student's request if over 18.
 - b. If the investigation has not been completed within three school days, a verbal summary of the progress of the investigation will be given to the target at that time.
3. The target and/or the parent(s)/guardian(s) of the target may review any relevant data in the office of the employee completing the report if requested.
 - a. Copies of the data will not be released to a student but may be released to the parent(s)/guardian(s) of the target upon request of the parent(s)/guardian(s).
 - b. The alleged offender(s) or his/her parent(s)/guardian(s) may not examine or have access to the data unless a court order is received by the District. The alleged offender(s) or his/her parent(s)/guardian(s) may not be informed of the individual identity of the reporter by any staff person investigating the complaint.
4. The privacy and data privacy rights of all persons involved must be respected in accordance with current state and federal laws.

E. Who is Responsible for Carrying Out This Reporting Procedure

1. When a report is made or referred to an administrator, that person or his or her designee is responsible for carrying out and documenting this reporting procedure.
2. When a report is made or referred to the Title IX Coordinator/Equity Coordinator, that person or his or her designee, is responsible for carrying out and documenting this reporting procedure.
3. When a report is made to the superintendent, that person or his or her designee is responsible for carrying out and documenting this reporting procedure.
4. The district's 504 Coordinator or his or her designee, is responsible for carrying out and documenting this procedure in connection with complaints of disability harassment, violence or discrimination.
5. Incidents that include violence as defined in this procedure should also be referred to the police liaison officer serving the building for a possible separate criminal investigation.
6. When the report involves alleged harassment, violence or discrimination by a district employee or employee of an agency contracted by the District against a student, the investigation will be performed by the TitleIX/Equity Coordinator.

F. Harassment or Violence as Abuse

1. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes section 626.556 may be applicable.
2. Nothing in this policy will prevent or prohibit the district from taking immediate action to protect victims of alleged harassment, violence or abuse.

V. NO REPRISAL

There will be no retaliation against any target or reporter of harassment, violence or discrimination under this policy, nor against any person who participates in an investigation. The district will take appropriate action against any student, teacher, administrator or other district employee who retaliates against any person who makes a good faith report, who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to the report. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VI. APPEAL

If the report or grievance has not been resolved to the satisfaction of the target of harassment, violence or discrimination, s/he may appeal to the human rights officer if a district employee, or the Title IX/Equity Coordinator if a student, within ten (10) school days of receipt of the findings of the district investigation. The district investigator will conduct a review of the appeal and, within ten (10) school days of receipt of the appeal, will affirm, reverse, or modify the findings of the report. The decision of the district investigator is final.

VII. CONFLICT OF INTEREST

If there is a conflict of interest with respect to any party affected by this policy, appropriate accommodations will be made, such as, but not limited to, appointing or contracting with a neutral third-party investigator to conduct the investigation, or recusing from the process the person for whom a conflict or potential conflict of interest exists.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the agencies identified below, or initiating an action in state or federal court.

Minnesota Department of Human Rights
Freeman Building
625 Robert Street North
St. Paul, MN 55155
toll free: 800.657.3704
tty: 651.296.1283
fax: 651.296.9042
www.humanrights.state.mn.us

U.S. Department of Education
Office for Civil Rights, Region V
500 W. Madison Street - Suite 1475
Chicago IL 60661
Tel: 312.730.1560
TDD: 312.730.1609

IX. MONITORING OF INCIDENTS

The Title IX/Equity Coordinator will monitor the frequency, nature, and severity of harassment, and the district's response to harassment incidents over time, in order to address the effectiveness of the district's prevention efforts and compliance with this policy.

X. DISSEMINATION OF THE POLICY

1. Each school will ensure that this policy is discussed at the start of each school year with all staff and with each student in a manner appropriate to his/her age and level of understanding and the principal or a designee will document the date it was discussed in each classroom.
2. This policy, including possible consequences for a violation, will be in the student handbook of every school.
3. This policy will be conspicuously posted throughout each school and other District buildings in areas accessible to students and staff. Posters will be made available to each school for duplication.
4. This policy will be sent to every home by mail at the start of each school year as part of the district publication, Back to School News. If a newsletter is sent to the homes of students, a summary of this policy/procedure will be included in that newsletter at least once each year.
5. This policy shall be given to each district employee and independent contractor at the time of entering into the person's employment contract.

XI. REVIEW OF THE POLICY

This policy will be reviewed by the Board or its designee on an annual basis for effectiveness and appropriateness and, if necessary, will be revised to conform with applicable state and federal law.

Policy in Practice:

The Language of Harassment

The district is committed to creating an inclusive and positive climate in all of our schools so all students feel comfortable, safe and ready to learn. The language of harassment has no place in our schools.

The language of harassment is addressed in section III B, paragraph six of the Anoka-Hennepin School District discipline policy. It is language that creates a hostile, offensive or intimidating school environment.

It is communication of any kind (words, writing, symbols) that is intended to or has the effect of hurting, demeaning, degrading, abusing, insulting and/or intimidating another person or groups of people, related to a person's race, color, creed, religion, national origin, sex/gender, marital status, disability, status with regard to public assistance, sexual orientation, age, family care leave status, or veteran status. Such communication, even a single incident, may constitute a violation of the law.

Some examples of different kinds of harassment in schools are:

Race, Color, Religion or National Origin Harassment

- Students anonymously insert offensive notes into African-American students' lockers and notebooks, use racial slurs, and threaten African-American students who try to sit near them in the cafeteria.
- A student posts on a Facebook page "the Mexicans in our school should all go home." The next day a loud argument involving two students discussing "racist Facebook posts" occurs in the hallway at school.

Sexual Harassment

- Shortly after enrolling at a new high school, a female student has a brief romance with another student. After the couple break ups, other male and female students begin routinely calling the new student sexually-charged names, spreading rumors about her sexual behavior, and sending her threatening text messages and e-mails.

Sexual Orientation/Gender-Based Harassment

- Over the course of a school year, a high school student is called names (including anti-gay slurs and sexual comments) both to his face and on social networking sites. He is threatened and ridiculed at school because he does not conform to stereotypical notions of how teenage boys are expected to act and appear (e.g., effeminate mannerisms, nontraditional choice of extracurricular activities, apparel, and personal grooming choices).

Disability Harassment

- Several classmates repeatedly call a student with a learning disability "retard" while in school and on the school bus.

Harassment is banned not just at school during school hours, but also before or after school hours on all school property, including the school bus, school functions, or school events held at other locations. The policy also applies to any off-campus conduct that causes or threatens to cause a substantial and material disruption at school, or interferes with the rights of students or

employees to be free from a hostile school environment taking into consideration the totality of the circumstances on and off campus. Some examples of off-campus conduct that spill over into school are as follows:

- A student alleges that she was sexually assaulted by another student off school grounds and that, upon returning to school, she was taunted and harassed by other students who are the assailant's friends.
- While at home, a student posts a song that contains statements about a fellow student's sexual orientation on Facebook for his 1,000 "friends," many of whom are students at his school. The song goes "viral" and is the primary topic of conversation at school for weeks, and results in the harassed student staying home and missing school.

An example where off-campus conduct does not have a continuing effect at school (so that the school is not in a position to impose consequences):

- At a neighborhood party on a Saturday night, two students got into racial name-calling and a fight broke out between the students. There were no repercussions at school following the incident.

The district's discipline policy addresses and gives consequences for such language, but we as a community have to work together to stop this type of harassment. Parents and district staff need to let all of our students know that such language is wrong and it should not be tolerated. In order to create an inclusive and positive learning community students, parents and district staff must work to end the language of harassment through education and appropriate consequences.

After an investigation an administrator will use his/her discretion to determine if there has been a violation of policy concerning the language of harassment. If there has been such a violation, disciplinary action or consequences, as set forth below, may follow.

An administrator, with the superintendent's designee, may use his/her discretion to apply more appropriate consequences when needed to provide for the safety of all students.

All federal and state rules and regulations concerning special education students will apply to these policy procedures.

A first offense will result in an education session concerning the language of harassment, and may also include one or more of the following:

- Up to a 5-day assignment to a learning center.
- Up to a 10-day OSS (out-of-school suspension).
- Parent/guardian conference.
- Parents/guardians and student will be notified that any further offenses may result in a referral to the School Board for an expulsion of up to one calendar year.
- Referral to a local law enforcement agency.
- Referral to Activities Director (grades 9-12).

A second offense will result in an education session concerning the language of harassment, and may also include one or more of the following:

- Up to a 10-day OSS (out-of-school suspension).
- Parent/guardian conference.
- Referral to the board for an expulsion of up to one calendar year.
- Referral to a local law enforcement agency.
- Referral to Activities Director (grades 9-12).

Further offenses will result in an education session concerning the language of harassment, a dismissal or suspension, and may also include one or more of the following:

- Parent/guardian conference.
- Referral to the board for an expulsion of up to one calendar year.
- Referral to a local law enforcement agency.
- Referral to Activities Director (grades 9-12).

When determining an appropriate action, the administrator will consider the extent of the disruption to the safety of an individual or a group, the disruption of the learning environment in the schools, and whether the conduct has created a hostile environment for a student or group of students.

If a student exhibits multiple and/or escalating violations of policy concerning the Language of Harassment in spite of appropriate interventions, graduated disciplinary action or consequences shall be imposed.

To report concerns contact:

Jennifer Cherry, Title IX coordinator
763-506-1120
Jennifer.Cherry@anoka.k12.mn.us
Educational Service Center
2727 N. Ferry Street
Anoka, MN 55303

Hazing Prohibition Policy, No. 526.0

Note: Discipline Policy 506.0 also addresses hazing. It states: "Violations against persons communicated or attempted to be communicated by any means. Such violations include but are not limited to: verbal and/or nonverbal intimidation/threats; stalking; obstruction; assault; fighting; extortion; bullying, racial harassment; harassment on the basis of disability; sexual harassment/violence; indecent exposure; hazing."

This policy prohibits the practice of hazing in the Anoka-Hennepin School District, on or off school grounds.

- *It defines hazing.*
- *It outlines procedures for reporting hazing.*
- *It outlines action the district will take regarding a report of hazing.*

I. PURPOSE

The purpose of this policy is to maintain a positive and safe learning and working environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. POLICY STATEMENT

- No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.

- B. No teacher, administrator, volunteer, contractor or other employee of the School District shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibition contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The School District will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. "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. The term "hazing" includes but is not limited to:
 1. Any type of physical brutality such as striking, branding, electric shocking, or placing a harmful substance on the body.
 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation; or that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 5. Any activity that causes or requires the student to perform a task that involves violation of State or Federal law or of a School District policy or a school regulation.
- B. "Student Organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of hazing, or any person with knowledge or belief of conduct which may constitute hazing, shall report the alleged act(s) immediately to an appropriate School District official designated by this policy.
- B. The building Principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to the Student Services Coordinator or to an Associate Superintendent.
- C. Teachers, administrators, volunteers, contractors, and other school employees of the school district shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building Principal immediately.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, or work assignments.

V. SCHOOL DISTRICT ACTION

- A. Upon receiving a complaint or report of hazing, the School District shall undertake or authorize an investigation by our School District administration or a third party designated by the School District.
- B. The School District may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others, pending completion of an investigation of hazing.
- C. Upon completion of an investigation, the School District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School District action taken for violation of this policy will be consistent with the requirements of the applicable bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, and other School District policies and regulations.

VI. REPRISAL

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

VII. DISSEMINATION OF POLICY

This policy shall appear in each building's student and staff handbook and in the School District's Student Discipline Policy Manual, and in the Administrative Policy Manual. It shall be published annually in a format which shall be accessible to the communities included in this.

Non-discrimination of individuals with disabilities policy, No. 402.0

It is the policy of the Anoka-Hennepin School District No. 11 to provide a free and appropriate public education to all handicapped students within its jurisdiction, regardless of the type of handicap or its severity.

Students who are handicapped consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973 will be identified, evaluated, and provided with appropriate instruction and educational services. Persons who are thought to be handicapped shall have the following rights in accordance with Section 504:

1. Right to file a grievance with the district concerning allegations of violations of Section 504 regulations.
2. Right to an evaluation drawing upon different sources.
3. Right to be informed of any actions pertaining to eligibility and any proposed service plans.
4. Right to review any personal information in an understandable mode.
5. Right to periodic evaluations.
6. Right to evaluation prior to any significant change in services.
7. Right to contest the district's proposed actions through an impartial hearing.
8. Right to be represented by counsel in the impartial hearing.
9. Right to appeal the decision from any hearing.

Policy regarding parental contact with students during the school day, No. 903.2

The Anoka-Hennepin School District recognizes the rights of both the biological parents of a student to have equal access to communication with their child during the school day. At the same time the District realizes the importance of providing a learning environment for all students that is free of distractions and disruptions. Whenever possible parents/guardians should arrange to meet with and/or talk with their children outside the school day. In the event of an emergency which requires parental contact with a child during the school day, the parent/guardian should telephone or go to the office of the building principal to:

1. Request that the child be called to the office to meet with the parent/guardian and/or to speak with the child on the telephone.
2. The principal or designee may determine if the child may leave class at that time to meet or talk with the parent/guardian.
3. This policy and the procedures will be implemented equally with all parents/guardians whether custodial or non-custodial.

The School District recognizes that disputes often arise between divorced or estranged parents; however, it is not the arbitrator of these disputes and will not assume that role. Accordingly, the

This policy outlines the procedures parents follow if they need to meet with their child during the school day for an emergency.

Anoka-Hennepin School District will not enforce custody or parental visitation orders that are not specifically directed at it.

Procedures

1. The principal or designee may select the meeting place and determine the length of time the student may be away from class. If appropriate, the principal or designee may be present when the parent/guardian meets with the child.
2. Parents/guardians may not go to classrooms, cafeterias, or other school locations to meet with their children unless they first check into the principal's office and receive permission to do so.
3. When a non-custodial parent/guardian requests to take his/her child off school grounds during the day or to pick a child up in school at the end of the school day for the purpose of taking the child off school grounds, written permission must be granted for this release by the parent with whom the child resides and the school may contact the parent with whom the child resides to inform them.

The Pledge of Allegiance, No. 531.0

I. PURPOSE

The school board recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

II. GENERAL STATEMENT OF POLICY

Students in this school district shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

- A. By each individual classroom teacher or the teacher's surrogate; or
- B. Over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

III. EXCEPTIONS

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school personnel must respect another person's right to make that choice.

IV. INSTRUCTION

Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.

Pupil Fair Dismissal Act, Statute 121A.46

SUSPENSION PROCEDURES

Minnesota Statute 121A.46

Subdivision 1. The school administration shall not suspend a pupil from school without an informal administrative conference with the pupil. The informal administrative conference shall take place before the suspension, except where it appears that the pupil will create an

This is an excerpt from the Pupil Fair Dismissal Act, a state law. Anoka-Hennepin follows these procedures when suspending, excluding or expelling a student.

immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension.

Subd. 2. At the informal administrative conference, a school administrator shall notify the pupil of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the pupil may present the pupil's version of the facts.

Subd. 3. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of sections 121A.40 to 121A.56, shall be personally served upon the pupil at or before the time the suspension is to take effect, and upon the pupil's parent or guardian by mail within 48 hours of the conference. The district shall make reasonable efforts to notify the parents of the suspension by telephone as soon as possible following suspension.

In the event a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the pupil and the pupil's parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing.

Subd. 4. Notwithstanding the provisions of subdivisions 1 and 3, the pupil may be suspended pending the school board's decision in the expulsion or exclusion hearing; provided that alternative educational services are implemented to the extent that suspension exceeds five days.

EXCLUSION AND EXPULSION PROCEDURES

Minnesota Statute 121A.47

Subdivision 1. No exclusion or expulsion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the pupil and parent or guardian. The action shall be initiated by the school board or its agent.

Subd. 2. Written notice of intent to take action shall:

- (a) Be served upon the pupil and the pupil's parent or guardian personally or by mail;
- (b) Contain a complete statement of the facts, a list of the witnesses and a description of their testimony;
- (c) State the date, time, and place of the hearing;
- (d) Be accompanied by a copy of sections 121A.40 to 121A.56;
- (e) Describe alternative educational services accorded the pupil in an attempt to avoid the expulsion proceedings; and
- (f) Inform the pupil and parent or guardian of the right to:
 - (1) Have a representative of the pupil's own choosing, including legal counsel, at the hearing. The district shall advise the pupil's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the department of children, families, and learning;
 - (2) Examine the pupil's records before the hearing;
 - (3) Present evidence; and
 - (4) Confront and cross-examine witnesses.

Subd. 3. The hearing shall be scheduled within ten days of the service of the written notice unless an extension, not to exceed

five days, is requested for good cause by the school board, pupil, parent or guardian.

Subd. 4. The hearing shall be at a time and place reasonably convenient to pupil, parent or guardian.

Subd. 5. The hearing shall be closed unless the pupil, parent or guardian requests an open hearing.

Subd. 6. The hearing shall take place before:

- (1) An independent hearing officer;
 - (2) A member of the school board;
 - (3) A committee of the school board; or
 - (4) The full school board; as determined by the school board.
- The hearing shall be conducted in a fair and impartial manner.

Subd. 7. The school board shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense. Testimony shall be given under oath. The hearing officer or a member of the school board shall have the power to issue subpoenas and administer oaths.

Subd. 8. At a reasonable time prior to the hearing, the pupil, parent or guardian, or representative shall be given access to all public school system records pertaining to the pupil, including any tests or reports upon which the proposed action may be based.

Subd. 9. The pupil, parent or guardian, or representative shall have the right to compel the attendance of any official employee or agent of the public school system or any public employee or any other person who may have evidence upon which the proposed action may be based, and to confront and to cross-examine any witness testifying for the public school system.

Subd. 10. The pupil, parent or guardian, or representative shall have the right to present evidence and testimony, including expert psychological or educational testimony.

Subd. 11. The pupil cannot be compelled to testify in the dismissal proceedings.

Subd. 12. The recommendation of the hearing officer or school board member or committee shall be based solely upon substantial evidence presented at the hearing and must be made to the school board and served upon the parties within two days of the end of the hearing.

Subd. 13. The school board shall base its decision upon the recommendation of the hearing officer or school board member or committee and shall render its decision at a meeting held within five days after receiving the recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's recommendations provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the commissioner of children, families, and learning of the basis and reason for the decision.

Subd. 14. A school administrator shall prepare and enforce an admission or readmission plan for any pupil who is excluded or expelled from school. The plan may include measures to improve the pupil's behavior and require parental involvement in

the admission or readmission process, and may indicate the consequences to the pupil of not improving the pupil's behavior. The law includes an appeal process. For more information contact Greg Cole, (763) 506-1650.

Reasonable Force Standard, Statute 121A.582

(Also see Minnesota Statute 121A.582)

1. In certain instances, it becomes necessary for staff members to use reasonable force to provide a safe environment for students. Reasonable force may be used on a student without his/her consent when used by an administrator, teacher, school bus driver or other agent of the school in the exercise of lawful authority and when it is necessary under the circumstances to correct or restrain a student, or prevent bodily harm or death to another.
2. Reasonable force shall be defined as the physical force necessary, but in no greater measure than is necessary to prevent the adverse actions of one or more students from affecting other students or staff members.
3. Reasonable force may be used by staff members: (a) to quell a disturbance threatening injury to others; (b) to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil; (c) for the purpose of self-defense; (d) for the protection of persons and/or property; and (e) to direct the movement or actions of a student in order to avoid undue or deliberate disruption of the classroom or other parts of the school. Such acts, or any one of them, shall not be construed to constitute corporal punishment within the meaning and intention of this policy.
4. Crisis Prevention Intervention (CPI) training is made available to staff throughout the year. Staff is encouraged to make use of the de-escalation techniques as pro-active measures of limiting the need for restraint.
5. If physical restraint becomes necessary with a special education student, a Critical Incident Report must be completed.

Student Records Policy Statement, No. 515.1

The Superintendent of Schools is the 'designated authority' for the school district regarding collection, storage and dissemination of information relating to students. In carrying out the duties and responsibilities, the Superintendent:

- A. May delegate certain activities relating to student records to administrators and/or counselors.
- B. Shall develop guidelines for the collection, storage and dissemination of student records.
- C. Shall execute responsibilities relating to student records in

This policy outlines procedures established to protect the individual student's right to privacy. It outlines:

- *who has access to records.*
- *rights of parents, guardians and students regarding records.*
- *types of student information available to the public.*
- *procedures to prohibit release of public information about a student.*

accordance with federal and state laws and regulations and in accordance with established procedures protecting the rights of individuals.

- D. Shall provide adequate information to the public relating to the types of records maintained on students, of the procedure and right to inspect student records and of the name of the individual responsible for student records.
- E. Shall provide ongoing monitoring and evaluation of the student records system to assure appropriate change relative to federal and state laws and guidelines and the needs of the district.

The policy can be found in its entirety at www.anoka.k12.mn.us/500students.

Use of Law Enforcement Officers or Appropriate School Personnel to Remove Students with IEPs, Policy 506.2

The Anoka-Hennepin school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

Therefore it is the policy of the Anoka-Hennepin School district that any student, inclusive of a student with an IEP, who engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school by appropriate school personnel and/or a law enforcement officer in accordance with state statutes regarding use of reasonable force.

Staff Notification of Violent Behavior by Students Policy, No. 529.0

I. PURPOSE

This policy addresses staff notification of violent behavior by students. The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members regarding students with a history of violent behavior in order to serve the student and protect students and staff members. The School Board authorizes administration to establish procedures for compliance with this policy as well as procedures for compliance with data privacy and notice requirements set forth in the District's Protection and Privacy of Pupil Records policy.

II. DEFINITIONS

For purposes of this policy, terms have the meaning given them.

- A. Administration - "Administration" means the person or persons responsible for performing the school district's obligations under this Policy including but not limited to the superintendent or his/her designee as well as school building principals.

- B. Classroom Teacher - “Classroom Teacher” means the instructional personnel responsible for the course or room to which a student is assigned at any given time.
- C. Incident(s) of Violence - “Incident(s) of violence” means willful conduct that endangers the pupil or other pupils, or surrounding persons, including school district employees, or damages property of the schools. Incident(s) of violence do not include injury or damage which is accidental or is the result of negligence. An incident of violence includes a violent incident described in notices received from either law enforcement or the juvenile courts. Administration is responsible for determining whether certain conduct meets the definition.
- D. Legitimate Educational Interest - Legitimate educational interest includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and student health and welfare. It includes a person’s need to know in order to:
1. Perform an administrative task required in the school or employee’s contractor position description approved by the school board;
 2. Perform a supervisory or instructional task directly related to the student’s education; or
 3. Perform a service or benefit for the student or the student’s family such as health care, counseling, student job placement or student financial aid;
 4. Maintaining a safe educational environment for staff and students and;
 5. Consistent with the purposes for which the data are maintained.
- E. School Staff Member - “School Staff Member” includes:
1. A person licensed by the State and appointed by the school board to an administrative, supervisory, instructional or other professional position such as a principal, teacher, counselor or school psychologist;
 2. A person employed by or under contract to the school board to perform a special task such as a paraprofessional, school bus driver, secretary, clerk, occupational therapist, or the school board attorney for the period of his or her performance as an employee or contractor; and
 3. A substitute for persons listed above for the period of his or her performance as a substitute.

III. STAFF NOTIFICATION

- A. If the administration has confirmed that a student has demonstrated a pattern of incidents of violence and/or a single incident of violence demonstrates violent behavior, the administration shall determine that the student has a history of violent behavior warranting notice under this policy.
- B. Recipients of Notice - Each classroom teacher of a student with a history of violent behavior will receive notification from the administration prior to placement of the student in the teacher’s classroom. In addition, notice will be given by the administration to other school staff members who have a legitimate educational interest in the data.

- C. Determination of Who Receives Notice - Detailed determination of which school staff members have a legitimate educational interest will be made by the school administration. School staff members who receive notice under this Policy may provide notice to someone substituting for them or for another staff member who has received notice.

Policy and Code of Ethics for Acceptable Use of Electronic Information, Communication and Technology Resources, No. 524.2

Note: Discipline Policy 506.0 also addresses acceptable technology use. It states: “Possession and/or use of any electronic device, including a computer, in a manner, which threatens or intimidates others and/or disrupts the educational process.”

The Technology Steering Committee is charged with the management of the Information, Communication, and Technology (ICT) resources of the school district. These resources include all voice, video, and data systems. These systems include: telephones, television monitors, portable electronic devices, computers, servers, local and wide area networks, the connections to other computer networks via TIES, and the Internet and stored electronic data. A part of this management responsibility includes the establishment and administration of an acceptable use policy and implementation guidelines of these resources by staff, students and other users.

The intent of this statement is to give an overview of user responsibility, acceptable and unacceptable use of these resources without exhaustively enumerating all such responsibilities, uses and misuses. The policy is not intended to interfere with efficient work habits but to protect employees and the students and families we serve by establishing expectations for behavior as well as the boundaries we need to keep with our students and families. *The Acceptable Use Guidelines* document contains more specific information.

District Responsibilities

Under the Children’s Internet Protection Act (CIPA), districts are required to restrict minors’ access to internet-based materials. The District has licensed a commercial internet filtering package that meets or exceeds the CIPA requirements for student protection. In addition, the school district has created units of learning to educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

User Responsibility

- Comply with all existing school board policies as they may be interpreted to apply to ICT resources, including but not limited to the following:
 - Staff:** Selection and Reconsideration of Instructional Materials and Resources; Harassment, Violence and Discrimination; Use and Rental of School Facilities; Protection and Privacy of Pupil Records; and the Media Materials Selection Policies
 - Students:** Student Discipline and Harassment, Violence and Discrimination Policies; Bullying Prohibition Policy
- Respect the privacy of other users, and not intentionally seek information on, obtain copies of, or modify files,

other data or passwords belonging to other users without permission.

- Comply with legal protection provided by copyright and license to programs, data and documents.
- Help maintain the security of the district ICT resources by adhering to all security rules developed by the Technology Steering Committee and/or the users' buildings.
- Monitor and supervise any individual to whom access to ICT resources is granted by you, the user.
- Comply with the acceptable use policies of all ICT resources to which the district has access.

Acceptable

- Our buildings and schools provide the resources for employees to fulfill their professional duties (in many cases, this is a computer with district-approved software and an office/classroom phone). Under normal circumstances these resources should meet staff members' professional communication needs.
- Use that encourages efficient, cooperative and creative methods to perform the user's job duties or educational tasks.
- Use related to instructional, administrative, and other support activities considered consistent with the mission of the district.
- Use of district ICT resources for authorized and appropriate access to voice, video, and data systems, software or data, both locally and at other sites.
- Use consistent with the mission of the Anoka-Hennepin School District.
- In execution of professional duties, any use of personal phones to communicate with students, parents, staff, or others must comply with all district policies relating to professional codes of ethics and behavior.

Unacceptable

- Providing, assisting in, or gaining unauthorized or inappropriate access to the district's ICT resources, including any type of voice, video, or data information server.
- Activities or excessive personal use of ICT resources that precludes staff from performing job duties effectively or that interferes with student learning.
- Activities that result in the loss of another student/staff member's work or unauthorized access to another student/staff member's work.
- Distribution of any material in such a manner that might cause congestion of the voice, video, and data networks.
- Distribution or collection of obscene, abusive, or threatening material via telephone, video, electronic mail, Internet or other means.
- Use of ICT resources for a commercial, political, or profit-making enterprise, except as specifically agreed to with the appropriate district supervisory staff.
- In execution of professional responsibilities, personal email accounts, personal web sites, personal web collaboration tools, or social networking tools (e.g., Facebook, mySpace), to communicate with students, parents, staff, or

others, except as authorized by the Superintendent, Cabinet member, or school Principal using the district exception approval process (see Acceptable Use Guidelines for details)

Guidelines for Implementation of Acceptable Use Policy for Electronic Information, Communication and Technology Resources

ACCEPTABLE USE POLICY AND GUIDELINES GENERAL INFORMATION

Enforcement of the policy

- The Employee Services Department is responsible for reviewing annually with Department Directors, Supervisors, and Principals the Acceptable Use Policy (AUP) and Acceptable Use Guidelines (AUG) documents.
- Employee Services presents the AUP/AUG to all new employees as part of the new employee orientation session.
- Employees are required to review and formally acknowledge, through a signed statement or web-based acceptance mechanism, the AUP/AUG documents annually.

Consequences of breach of policy

Use of Information, Communication, and Technology (ICT) resources is a privilege, not a right. The district recognizes that some personal use of district email, voice mail, and computer systems - including use during non-work time is acceptable; however, excessive use or abuse of these privileges (as outlined in the AUP adopted by the school board) is unacceptable. Abuse of these privileges may result in one or more of the following consequences:

- Suspension or cancellation of use or access privileges
- Payments for damages or repairs
- Discipline under appropriate school district policies including suspension, expulsion, exclusion or termination of employment, or civil or criminal liability under applicable laws

Data Privacy

- By authorizing use of ICT resources, the District does not relinquish control over materials on the systems or contained in files on the systems. Files stored on school-based computers and communications via email, Internet browsers, or voice mail are not private.
- Electronic messages and files stored on school-based computers may be treated like any other school property. Administrators, faculty, or network personnel may review files and messages to maintain system integrity and, if necessary, to ensure that users are acting responsibly.
- School district employees and students should also be aware that data and other material and files maintained on the school district system may be subject to review, disclosure, or discovery. The school district will cooperate fully with local, state, and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.
- All data on students maintained by the school, school district, or by persons acting for the school district are private and may be accessed or shared only with those having an educational

need to know. The only exception is “directory information,” which has been designated by the district as public information unless specifically restricted by the individual. Directory information includes:

- Name and photo
- Name of school attended
- Date of birth
- Grade in school
- Participation in officially recognized activities and sports
- Awards and honors
- Weight and height of members of an athletic team
- Dates of attendance (enrollment dates)
- Last grade completed
- Date of graduation
- Immunization history

***Use of Copyrighted Material:**

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Compliance with federal copyright law is expected of all students, faculty, and staff at Anoka-Hennepin schools. “Copyright” is legal protection for creative intellectual works, which is broadly interpreted to cover just about any expression of an idea. Text (including email and web information), graphics, art, photographs, music, and software are examples of types of works protected by copyright. The creator of the work, or sometimes the person who hired the creator, is the initial copyright owner. All or part of a copyrighted work may be used only if (a) you have the copyright owner’s permission, or (b) you qualify for a legal exception (the most common exception is called “fair use”). “Use” of a work is defined for copyright purposes as copying, distributing, making derivative works, publicly displaying, or publicly performing the work.

Copying, distributing, downloading, and uploading information on the Internet may infringe the copyright for that information. Even an innocent, unintentional infringement violates the law. Violations of copyright law that occur on or using the District’s networks or other resources (copiers, computers, etc.) may create liability for the school district as well as the user. Accordingly, repeat infringers will have access privileges terminated.

DISTRICT NETWORK HARDWARE AND SOFTWARE GUIDELINES

Network Electronics

The district’s Wide Area Network (WAN) infrastructure, as well as the building-based Local Area Networks (LANs) have been implemented with performance planning and appropriate security major parts of the process. Guarantees of an appropriate level of network efficiency, reliability, and manageability, along with acceptable use practices and most effective use of resources are foremost priorities of the Technology Steering Committee. Modifications to an individual building network infrastructure and use will almost always affect LAN performance and quite often will have an impact on the efficiency of the WAN. For this reason, any additional network electronics including, but not limited to, switches, routers, and wireless access points are to be purchased, installed, and configured only by Network Services.

Network Devices

Before any network devices can be added to an individual building’s network, Network Services must grant permission.

To gain this permission, a letter should be written to the supervisor of Network Services detailing the need and intended use.

In the case of servers, the letter must also include the information content of the server, along with the name and credentials of a staff member who ultimately will be responsible for the use, maintenance, and content of the server

Authorization of Building Remote Access

Staff wanting remote access to the district network must submit an application to the Network Services department. Upon approval of the application, Network Services will supply remote access to district computing resources. The remote access user must follow recommended security practices of the network, including the use of up-to-date antivirus software.

Basic Standards for Desktops and Laptop Computers

- Employing Active Directory when logging onto district computers and servers provides a high level of security when using district-defined password criteria (password requirements are addressed later in this document).
- Your computer should be secured whenever it is not in use by invoking the password on the computer and/or logging off the network. Leaving a computer open or logged in while you are away enables anyone to potentially access your grade book, email, and other information-sensitive files.
- Desktop and laptop computers connected to the network must have an up-to-date version of antivirus software with current definition files.
- All district workstations should be completely powered off at the end of each workday.

Maintenance of Local Hard Drives

Situations do occur that require hard drives to be reformatted and erased.

- Only software considered part of the “district image,” which is consistent throughout the district, will be reinstalled.
- Approved software purchased by the building will need to be reinstalled by the building technology support staff. With this in mind, installation disks of specific school purchased software should be kept in an identified location at your building.
- Unlicensed software will not be reinstalled, nor will we be able to retrieve personal data files from the local hard drive.
- Individuals are responsible for making backups of their data files.

Removable Media

All removable media (USB devices, external hard drives, CDs, flash drives, etc.) with sensitive data must be securely protected with a password or stored in a secure location.

Software and Hardware Purchases

Keep in mind that not all software available may work on our district computers or network. By the same token, not all hardware is compatible with our network. Therefore, it is essential that all curriculum areas, central departments, and site technology staff collaborate with Network Services, Desktop Services, and their Technology Facilitator before decisions involving purchases of hardware or software are made.

- Software should be ordered directly through the district Purchasing Department, using the TIES finance system. Information on standard district software can be found on the district website, Purchasing Department pages.
- No unlicensed software should be installed on district computers.
- For technology/hardware purchases, refer to the district website, Technology Purchasing pages. For items not listed on the website, contact your technology facilitator.

Passwords

All users that have access to the district WAN, either to access files on servers or to use the district email system, must maintain a password for their account. Password Criteria are:

- Minimum of 8 characters
- May not contain your name – either first or last
- Must include both letters and numbers
- Must include at least one OF THESE (these ONLY) special characters: { } - _ . ~ ` ! @ # \$ ^ & * + = [] | : ; < , > ? /
- Must include both one upper case and one lower case letter
- May not include more than four repeating characters (aaaa, bbbb, etc.)
- May not match more than four characters from previous passwords
- We recommend you don't use dictionary words because they are easily hacked.

Users are not authorized to share their user name or password with other staff, except with authorized technology support staff. All users are required to change the default password assigned when their network account is created. In addition, all staff users must change their password every 120 days (this includes a 14-day reminder period) or on request from building technology support personnel.

Electronic Devices

The District defines electronic devices as, but not limited to, the following:

- Laptop and desktop computers
- Tablets
- Wireless email and text-messaging devices, i.e., iPod
- Smart Phones

For purposes of this document, the term “Personal Electronic Device” refers to staff- or student owned electronic devices.

District Electronic Device Standards and Support

District technology staff provides basic installation, synchronization, and specific software support for district electronic devices. District technology support staff includes the building's technology teacher, technology para, and technology facilitator, as well as Network Services, Desktop Services, and Communications Technology Department staff. Buildings should purchase an extended protection plan (warranty) in situations where conditions promote breakage.

District electronic devices contain sensitive data, posing a security risk to both individuals and the school district. These devices also have the added risk of being stolen, misplaced, or left unattended. Therefore, password protection is required on all District electronic devices. In cases where the device is lost or

stolen, the owner's direct supervisor must be notified. If the user is using active sync with the device in order to check district email, the device owner and/or supervisor must inform the Communications Technology Department to ensure sensitive data can be removed from the device.

Staff-Owned Electronic Device Standards and Support

District technology staff are not responsible for supporting staff-owned electronic devices. Users can access their district email using District-approved security protocols, which currently include https:// or SSL and are listed in the *Guidelines for Staff Access to District Resources from Outside District Facilities* which is maintained by the Technology and Information Services Department. Users requiring setup support on their device should contact their device provider. In all cases where staff are using personal electronic devices to access any District resources, including email, staff are responsible for safeguarding the data by not sharing their user name and password with others and logging out of district resources when they are not specifically using them.

Student-Owned Electronic Device Use

The District is committed to providing students with a safe, secure, and positive learning and working environment. The use of portable electronic devices on school property can compromise or interfere with this goal; therefore, the use and possession of such devices must be regulated. Given the prevalence and exponential growth of the types of portable electronic devices available, the District, building administration, and teacher maintains the right to control the time, place, and manner in which electronic devices are used.

Parents/guardians are advised that the best way to contact their child during the school day is by calling the school office.

The possession, use, or sharing of electronic devices in locker rooms, rest rooms, or any other area that could constitute an invasion of any person's reasonable expectation of privacy is strictly prohibited. Any device used for such purposes shall be confiscated and searched by school personnel. Students are required to relinquish electronic devices to school personnel when directed. Refusal to comply with such directives will be considered insubordination and the student will be subject to disciplinary action.

Access Internet Resources on a personal electronic device

All buildings have a Guest wireless network. The “ISD11” wireless network is reserved for district electronic devices only, and should not be accessed by non-district electronic devices.

Staff and students using their personal electronic devices may use the Guest wireless network for instructional and administrative purposes. Limited personal use of the District's Guest wireless network is permitted if the use:

- Poses no tangible cost to the District
- Does not unduly burden the District's computer or network resources
- Has no adverse effect on an employee's job performance or on a student's academic performance

Access to the District's electronic communications system is a privilege, not a right. Accepting the Terms of Service, the user shall abide by the regulations and guidelines.

Below are the guidelines for each of the grade levels and Special Education.

Elementary School – Student Guidelines

At elementary school levels, electronic devices must be concealed and shall not be powered on or used in any way during regular operations of the school day, during other school-sponsored and supervised group activities during the school day (e.g., during student assemblies, field trips, events, or other ceremonies, etc.), or when their use is otherwise prohibited by school personnel.

Middle School – Student Guidelines

Electronic devices may be used in the classroom with teacher or administrator approval. A portable electronic device may not be used to make phone calls or send text messages during the school day. Students wishing to use portable electronic devices for educational purposes outside the classroom must have teacher and/or administrator approval. Taking pictures or video and audio recording other students or school staff is prohibited without the permission of a teacher or administrator per district guidelines. Portable electronic devices used without the appropriate approval may result in disciplinary action. Student removal of a memory chip or battery from a phone in the process of being confiscated is considered grounds for disciplinary action by school administration.

High School – Student Guidelines

Electronic devices may be used in the classroom with teacher or administrator approval. An electronic device may be used to make calls before or after school, during the individual student's assigned lunch, or during passing time. Taking pictures or video and audio recording other students or school staff is prohibited without the permission of a teacher or administrator per district guidelines. Electronic devices used without the appropriate approval may result in disciplinary action. Student removal of a memory chip or battery from a phone in the process of being confiscated is considered grounds for disciplinary action by school administration.

Special Education

Access is based on individual student needs. If use of a portable electronic device is required in individual instances to assist a student with the student's education, as part of a student's Individual Education Plan (IEP), or as a part of a 504 plan, the use of such device must be documented within the student's IEP or 504 plan and communicated to building administration and staff.

Liability Statement

The district assumes no responsibility for loss or damage to personal electronic devices, whether in the possession of staff or students. Staff should make every attempt to store confiscated devices in a secure area. The Anoka-Hennepin School District bears no responsibility for, nor are its employees obligated to investigate, the theft of any personal electronic device.

INTERNET USE GUIDELINES

Use of Web tools:

- All Anoka-Hennepin teachers are encouraged to develop and maintain classroom websites as a way to communicate on an ongoing basis with students and parents/guardians. Teachers must use district-provided Web software for classroom

websites to limit students' potential exposure to inappropriate material on the Internet and to ensure compliance with School Board policy regarding solicitation of students.

- All Anoka-Hennepin central departments are encouraged to develop and maintain a department website. websites must conform to district design standards and be up to date.
- Web announcements promoting a business are prohibited by district Solicitation Policy. The Superintendent/Associate Superintendents may make exceptions if benefits are judged sufficient to merit exception.

Student Internet Use:

Under the Children's Internet Protection Act (CIPA), districts are required to restrict minors' access to internet-based materials. The District has licensed a commercial internet filtering package that meets or exceeds the CIPA requirements for student protection.

Students using district-provided Internet access must first have the permission of and must be supervised by the district's professional staff. Students using district-provided Internet access are responsible for good behavior on line just as they are in a classroom or other area of the school. If students use their personal device using their own data plan (3G/4G), they will not be filtered by the district Internet filter. Inappropriate use of the Internet using a personal data plan will be subject to discipline. The same general rules for behavior and communications apply. Parents should be made aware of student Internet use by means of a written notice, perhaps in the student handbook or a student delivered handout.

COMMUNICATION TOOLS

Staff email

The district manages an email system for staff business/communications purposes. All email messages are retained on the system until deleted by the staff member. Staff are expected to remove old messages in a timely fashion; system administrators may remove such messages if not attended to regularly by the individual user.

Electronic messages stored on district servers are treated like any other school property. That said, system administrators will not intentionally inspect the contents of a user's email account or disclose such contents to other than the sender or intended recipient without the consent of the sender or intended recipient, unless required to do so by law or District policies, or to investigate complaints regarding email which is alleged to contain material contrary to District policies.

Staff members are provided with district email accounts to improve the efficiency and effectiveness of communication, both within the organization and with the broader community. Staff using email to correspond with parents and students must adhere to the following:

- Staff must use a school-provided email account for all parent and student communications. Use of a staff personal email account for parent/student communication is not authorized.
- Email is not an effective medium for contentious, emotional, or highly confidential issues. These issues are more effectively dealt with through a phone call or personal meeting.

- Email messages to parents should be consistent with professional practices used for other correspondence. This includes grammar, format, and salutation.
- Email to students should be consistent with professional practices for other correspondence and may not include content of a personal nature.
- All emails that reside on the District servers are not confidential. email messages may be requested by the public under the Right-to-Know Law and may, unless they are exempt under the law, be open to public inspection.
- emails should be short and directional in nature and include only the facts.
- Communicate only with parents at email addresses listed in the Student Information System (SIS) unless steps have been taken to verify that the communication is occurring with a parent/guardian that has educational rights for the student.
- Communicate with students using only the email address listed in the SIS. That email address is the official, district-provided student email account.
- Carbon copy parents on emails to students.
- Care should be given when using student names. Refer to students by first name, initials, or “your son/daughter,” depending on the content. Do not discuss nonrelated students.

Staff are required to:

- Check email at least daily
- Respond to email messages in a timely fashion, usually considered to be within 2 working days.
- Delete messages after reading them. If you need to keep messages for any reason, file them in personal folders rather than the Exchange server folders.
- Avoid sending enclosures larger than 1 MB. For large file transfers, used shared folders on building servers.
- Subscribe only to list services that are critical to your job responsibilities.
- Do not forward or otherwise respond to “chainmail” type communications.
- Do not respond to spam or phishing attempts by clicking on any links or providing any account information. Know that district network/communications staff will NEVER ask for account information via email.
- Do not send email messages to all staff. Messages you would like to send to all staff should be sent to the Communications and Public Relations Department for inclusion in staff e-newsletter if appropriate.

Student email:

Secondary (grades 6 through 12) students will be provided district email accounts through our Anoka-Hennepin Apps system to promote effective communication. District-provided student email accounts are a privilege and district guidelines regarding the use of student email must be strictly followed. Student email accounts must be used for educational purposes only. If a student receives email with libelous, defamatory, offensive, racist, or obscene remarks, they are required to retain the mail and report it to a teacher immediately.

Acceptable use of student email includes:

- Email should be used to communicate with a teacher regarding assignments, class projects, and class activities.
- Email should be used to include links to share homework documents created in Google Docs with the teacher or fellow students. Enclosing documents in an email is discouraged.
- Email communication between students should be used to facilitate collaboration, planning, and research for school-related projects and activities.
- Email is not confidential or private and can be read by teachers or district personnel.

Unacceptable use of student communication includes:

- Email must not contain libelous, defamatory, threatening, offensive, racist, or obscene remarks.
- Email should not be forwarded without the senders’ permission.
- Students cannot attempt to send email from another person’s account or attempt to impersonate another student’s email address.
- Students cannot forward spam, jokes, images, executable files, or viruses. Doing so will cause a loss of internet and email privileges.
- Students cannot send inappropriate links, images, or executable files.

Student Google websites:

Secondary (grades 6 through 12) students are provided access to Google Sites through the Anoka-Hennepin Apps system to promote effective communication and collaboration. District provided student websites are a privilege and district guidelines regarding the use of student created websites must be followed. Student created websites must be used for educational purposes only. Students can, upon graduation, transfer their Google Sites from their AHApps account to a personal account. Contact your technology teacher for instructions on how to transfer your digital portfolios.

Acceptable use of student created Google Sites includes:

- Google Sites used to communicate with a teacher regarding assignments, class projects, and class activities.
- Google Sites between students should be used to facilitate collaboration, planning, and research for school-related projects and activities.
- Google Sites are not confidential or private and can be read by teachers or district personnel.

Student created Google Sites should not include personal information including: addresses, birth dates, phone numbers, or personal identifiers.

Unacceptable use of student Google Sites includes:

- Google Sites that contain libelous, defamatory, threatening, offensive, racist, or obscene remarks.
- Google Sites with inappropriate links, images, or executable files.
- Google Sites for non-educational uses.

Electronic Transmission of Educational Data

When records containing educational records or private data are transmitted electronically, either by using email or an FTP site, staff are expected to protect the privacy of the data by password protecting the record or file. Staff are also expected to ensure records are sent only to individuals with a right to said records.

Telecommunications System

The district maintains a telecommunications system that has these features/capabilities:

- A phone in every classroom. To ensure our students are not interrupted during class time, this phone is accessed from within the district system only. Callers from outside the district cannot dial the classroom directly.
- Teachers/staff who do not have actual office space are assigned “phantom” phone numbers that can be programmed to ring any phone in the district. To ensure students are not interrupted during learning time, staff with phantom numbers should program their phone number to ring in the classroom only during non-student-contact times, such as a prep hour or before/after school is in session.
- Voice mail box for all staff members.

Staff are required to:

- Check voice mail daily.
- Return calls within 2 working days.
- Delete messages after listening to them.
- Record a greeting that includes, “If you need immediate assistance, please press zero.” *This is mandatory because that “zero out” also directs 911 calls to the office in an emergency situation.*
- Record your name to ensure callers know that they have reached the correct voice mail box.

Use of Automated Calling System:

- Only the superintendent or a designee are authorized to make all-District calls.
- Only principals are authorized to make all-school calls except in emergency situations.
- Messages to specific groups within a school must be authorized by the principal.
- Overuse of the automated calling system (more than once a week) should be avoided except when needed for emergency messages.
- Messages related to district closure, including cancellation of after-school activities, or emergency situations must be authorized through the Communications and Public Relations Department to ensure a consistent message is being sent.

ENERGY MANAGEMENT

The District strives to reduce our environmental footprint by pursuing energy conservation efforts and practices. Staff and students attend instructional sessions regarding energy conservation best practices.

These guidelines are in place with regards to computers and monitors:

- All computers are to be powered off at the end of the day.
- Power management features are enabled on each computer.

POLICY/GUIDELINES LOGISTICS:

- Adoption: Committee, Superintendent, School Board
- Distribution: On paper and via the District website to staff; to students and parents/guardians in the Elementary Handbook and Secondary Handbook and on the district website; electronically on the district Internet Information Server.
- Revision: The Technology Steering Committee will periodically review and maintain these guidelines. Requests for guideline amendments should be forwarded to the Chief Technology and Information Officer for consideration by the committee.

Video Surveillance on School Grounds and in School Buildings, No. 712.0

I. PURPOSE

Maintaining the health, welfare, and safety of students, staff and visitors while on school district property as well as the protection of school district property are important functions of the school district. The School Board recognizes that video/electronic surveillance systems may serve as a deterrent of prohibited activity and assist with monitoring and investigating activity on school property.

II. GENERAL STATEMENT OF POLICY

A. Placement

1. School district building and grounds may be equipped with video cameras.
2. If school district buildings and grounds are equipped with video cameras, a conspicuous notice will be posted to notify students, staff and the public that they may be recorded.
3. Video surveillance may occur in any school district building or on any school district property.
4. Video surveillance will not be used in bathrooms or locker rooms, although surveillance may occur in hallways in the vicinity of bathrooms or locker rooms.

B. Use of Videotape.

1. Videotapes will be viewed only by the appropriate school building administrator (and/or designee). The videotape will be used by the building principal to assist in determining whether or not an incident actually occurred, and if so, the severity of the incident. Information obtained from the tapes that reveal unlawful actions may be brought to the attention of the school police liaison officer and/or law enforcement agencies. Neither the parent/guardian of the student that has been videotaped nor the student will be allowed to view the tape, in accordance with data privacy laws, unless the student is the only subject on the video tape or the building principal has received written permission from the parent/guardians of all other students on the video tape in question. Upon written request, the school district will provide a written summary of the taped incident(s) to a student pictured on the tape or the student's parent/guardians.
2. Each building principal (and/or designee) will be responsible for the security of the video equipment and for the handling of the videotapes. A log will be kept at each school using video surveillance equipment that will record the use and rotation of the videotapes. Videotapes will be reviewed by the building principal (and/or designee) and stored for a period of at least five school days before they are reused.
3. A videotape will be released only in conformance with the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 and the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g and the rules and/or regulations.

Policy on Visitors to Anoka-Hennepin School District Buildings and Sites, No. 903.1

I. PURPOSE

The purpose of this policy is to inform the school community and the general public of the position of the School Board on visitors to school buildings and other school property and leased sites.

Parents and others are welcome to visit schools. However, for safety reasons, all visitors must report to the school office. This policy outlines procedures for visitors during the school day.

II. GENERAL STATEMENT OF POLICY

- A. The School Board encourages interest on the part of parents and community members in school programs and student activities. The School Board welcomes visits to school buildings and school property by parents and community members, provided the visits are consistent with the health, education, and safety of students and employees and are conducted within the procedures and requirements established by the Anoka-Hennepin School District.
- B. The School Board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

III. VISITOR LIMITATIONS

- A. All visitors to Anoka-Hennepin buildings and sites must register with the administrative office upon arrival and departure.
- B. Visitors to Anoka-Hennepin buildings and sites will receive and must wear a highly visible visitor badge to signify their status and the fact that school administration has authorized their presence in the building.
- C. Visitors who wish to meet with or observe teachers should schedule appointments in advance and register with the administrative office upon arrival.
- D. If school district personnel or volunteers see a visitor in the building without a visitor badge, they will courteously escort the visitor to the administrative office or immediately notify the administrative office of the presence of the visitor.
- E. Pursuant to this policy, an individual or group may be denied permission to visit a school or school site; or such permission may be revoked if the visitor does not comply with the school district procedures and regulations, or if the presence of the individual or group is not in the best interest of students, employees, or the school district.
- F. Pursuant to state statute, an individual who enters school property and does not comply with the policy and its requirements may be charged with criminal trespass and thus may be subject to criminal penalty.

Wellness Policy, No. 533.5

I. PURPOSE

The Anoka-Hennepin School District is committed to promoting and protecting students' health, well-being and ability to learn. Thus, Anoka-Hennepin School District supports healthy eating and healthy physical activity. It strives to provide a healthy school nutrition environment which is conducive to good learning. These efforts also contribute positively to a reduction in childhood obesity and diet related chronic disease.

This policy defines guidelines that the district follows to provide healthy food and a healthful environment for students and staff. Also included are guidelines for the contents of vending machines and wellness topics in the curriculum.

II. GENERAL STATEMENT OF POLICY

By working toward the following goals, Anoka-Hennepin School District supports the evidence based link between health wellness and improved educational outcomes of Anoka-Hennepin School District students.

- A. Food and beverages sold or served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.
- B. Students will have access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe and pleasant settings with adequate time for students to eat. School stores and snack vending machines will offer snacks that follow the same state and federal regulations as the Child Nutrition Program for nutrient content.
- C. To the maximum extent practicable, all schools will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program, Fruit and Vegetable Snack Program, and Child and Adult Care Food Program [including suppers]).
- D. Schools will provide nutrition promotion, nutrition education and physical education to foster lifelong habits of healthy eating and physical activity. Schools will establish connections between health education, school meal programs and related community services.
- E. All students will have opportunities, support and encouragement to be physically active on a regular basis.
- F. Each school will have a School Health, Wellness and Safety Committee to address healthy living, wellness to staff and students and safety. The committee will assist the district Health, Wellness and Safety Committee in meeting the implementing, monitoring and reporting requirements of this policy. School/Site administrators will meet with the committee at least two times per year to discuss wellness issues at their school.
- G. Staff will work with legislators to fund issues that address the nutritional needs of the student during the school day.

- H. A Student Wellness link will be established on the district/school website to publicize opportunities in the area of nutrition and physical activity throughout the district.

The Wellness Policy was designed by the Wellness Task Force which is a subcommittee of the Health, Wellness and Safety Committee. The Wellness Task Force strives to include persons from the schools and community including parents, students, representatives from Child Nutrition, Health Service, Community Education, curriculum directors, members of the School Board, school administration, teachers, health professionals and members of the public. The Health, Wellness and Safety Committee shall continue to develop, implement, monitor, review, and recommend revisions regarding the Wellness Policy. The Health, Wellness and Safety Committee will also serve as a resource to school sites for implementation of the policy. (In the Child WIC Reauthorization Act of 2004, the U.S. Congress per Public Law 108-265 instructed schools to establish a school wellness policy. Anoka-Hennepin has established a policy for public schools in our district.)

III. NUTRITION AND ENVIRONMENTAL GUIDELINES

A. Food Environment

1. Students will be encouraged to start each day with a healthy breakfast since children who come to school hungry may find it difficult to stay alert and learn. If a full breakfast program is not feasible, schools will have healthy breakfast items available that students can purchase on campus in school stores or vending machines.
2. It is a goal that bus schedules and morning breaks should be coordinated to allow students ample time before class to eat breakfast if they haven't eaten at home.
3. Lunch periods will be scheduled as near the middle of the school day as possible.
4. It is a goal to provide students sufficient time to eat during meal periods with at least 10 minutes for breakfast and 20 minutes for lunch from the time the student is seated.
5. It is a goal to provide dining areas that will be attractive and include enough seating areas to accommodate all students who would like to sit and eat lunch, as well as, enough serving areas so that students do not have to spend too much time waiting in line.
6. Hand-washing facilities will be available for students and they will be reminded to wash their hands before meals (to prevent the spread of germs and reduce the risk of illness).
7. Drinking water will be available for students.

B. Food Service Operations

1. Anoka-Hennepin School District will develop a coordinated and comprehensive outreach, promotion and pricing plan to ensure maximum participation in the school meal program and will make certain that all eligible children that qualify receive free and reduced-price meals.

2. Schools will ensure that students eligible to receive free or reduced price meals and milk are not treated differently from other students nor are they easily identified by their peers.
 3. Anoka-Hennepin School District will employ a food service director who is properly qualified, certified and/or credentialed according to professional standards to administer the school food service program and satisfy reporting requirements.
 4. All child nutrition personnel will have adequate pre-service training, participate in ongoing professional development and strive to hold a state issued or equivalent training certificate.
 5. The Child Nutrition Program will adopt methods of cooking that decrease fat, calorie and sodium levels in food.
 6. Anoka-Hennepin School District will plan menus that will meet the nutrition standards recommended in the Dietary Guidelines for Americans and ensure that the school meals program meets all requirements set forth under U.S.D.A. 7 CFR Part 210 and Part 220.
 7. Anoka-Hennepin School District will involve families and community organizations in the development of programs to provide school meal options that are culturally sensitive and meet special dietary needs.
- #### C. Food and Beverages Served / Sold During the School Day
1. Food and beverages offered will be nutrient dense (According to the Academy of Nutrition and Dietetics and others, nutrient-dense foods are those foods that are rich in important nutrients (vitamins, mineral, fiber, and/or protein) when compared to their calorie count.) including whole grain products, fiber-rich fruits and vegetables.
 2. Food and beverages offered will include a variety of healthy choices that are of excellent quality, appealing to students and are served at the proper temperature.
 3. Food and beverages offered will minimize use of fats, sodium and sugar as defined by the Dietary Guidelines for Americans.
 4. Portion sizes will be age-appropriate (An age-appropriate diet is one that provides adequate nutrition and is appropriate for a child's state of development) for elementary, middle and high school students respectively.
 5. A la carte, snack bars, vending and school stores will increase the variety of choices of nutritious food such as fruits, vegetables, whole grains and low-fat or non-fat dairy foods.
 6. Nutrition information for products offered in snack bars, a la carte, vending and school stores should be available.
 7. All beverages sold or given away on school premises during the school day must be non-carbonated.
 8. If food is provided for classroom celebration, it must be commercially prepared.

9. Classroom snacks and celebrations should reinforce the importance of healthy choices. Families will receive information from the school on foods that are appropriate for such celebrations. Schools will identify up to four special celebration days where exceptions are made to the food requirements under this policy. Additional exceptions must be approved by the site administrator.
10. It is a goal that when fundraisers involve selling food, they should promote positive health habits. Information will be provided on fundraising opportunities that promote health and wellness. Schools will collaborate with parent groups and booster clubs to select healthy foods and snacks as part of their programs.
11. It is the goal that concession stands promote and provide nutrient rich food and beverage choices.

IV. COMMUNITY COLLABORATION

A. Communications with Parents

1. Anoka-Hennepin School District will support parents' efforts to provide a healthy diet and daily physical activity for their children. Anoka-Hennepin School District will share information about healthy food options available in school and suggestions for home.
2. Anoka-Hennepin School District will provide information about physical education and other school-based physical activity opportunities before, during and after the school day and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

B. Product Marketing in Schools

1. School based marketing will be consistent with nutrition education and health promotion. The promotion of healthy foods including fruits, vegetables, whole grains and low-fat dairy products is encouraged.
2. Schools are encouraged to consider nutritious products, competitive pricing, and product placement and promotion strategies for the consumption of healthy foods.

C. Opportunities Before and After School

1. Anoka-Hennepin School District encourages the participation of all students in activities such as co-curricular activities, extra-curricular activities, Community Education programs, community and family activities that promote physical activity.
2. Anoka-Hennepin School District and individual schools will offer a range of activities that meet the needs, interests and abilities of all students including boys, girls, students with disabilities and students with special healthcare needs.
3. Anoka-Hennepin School District encourages community use of its facilities for physical activity outside of the normal school day consistent with the district's facility use policy.
4. All schools will offer physical activity programs such as co-curricular, extra-curricular, intramural or Community Ed programs.

5. After school childcare and enrichment programs will provide and encourage – verbally and through the provision of space, equipment and activities – daily periods of moderate to vigorous physical activity for all participants.

V. CURRICULUM

- A. Schools will provide education to foster lifelong habits of healthy eating and physical activity. Schools will establish linkages between health education, physical education, school meal programs and related community services.
- B. Integrating Nutrition Education into the Classroom Setting
 1. Schools will provide nutrition education and engage in nutrition promotion that:
 - a. is offered at each grade level as part of a comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
 - b. is part of not only health education and Family and Consumer Science classes but also classroom instruction in subjects such as math, science, language arts, social sciences and elective subjects;
 - c. promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods and health enhancing nutrition practices;
 - d. emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
 - e. links with school meal programs, other school food and nutrition related community services;
 - f. teaches media literacy with an emphasis on food marketing; and
 - g. includes training for teachers and other staff.
 2. Staff is encouraged to model good nutrition.
- C. School Gardens
 1. Understanding the science of growth of plants for food and the place of plant matter in the ecological system by use of school gardens is a proper study for students through experiential learning.
 2. A school garden (outdoor classroom or edible school-yard) is defined as one:
 - a. created, maintained and used by the students of the school;
 - b. where the garden is an integral part of the standards based curriculum of the district as taught in the school;
 - c. where the gardening program conforms to district curricular guidelines and beliefs about learning; and
 - d. where the gardening program is supervised by school staff.
 3. The district will work to establish pilot programs which link school gardens to standards based curriculum and evaluate the pilots for a more systematic roll out of the garden programs.

4. The district will seek to work with community partners and to establish resources to provide educational curricula and professional development for garden instructors, students and their gardens.
5. Staff and persons associated with school gardens will engage appropriate district staff to have gardens approved and installed.

D. Physical Education

1. All students will be provided opportunities for physical education as defined by Anoka-Hennepin School District curriculum guidelines.
2. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

E. Integrating Physical Activity into the Classroom Setting

1. For students to meet Anoka-Hennepin School District guidelines for physical activity, they need opportunities for physical activity beyond physical education class.
2. Classroom teachers are encouraged to develop opportunities for physical activity that can be incorporated into subject lessons and are encouraged to provide short, physical activity breaks during class.
3. Staff is encouraged to model physical activity.
4. Staff is encouraged to find creative ways to promote physical activity before, during and after the school day.

F. Promoting a Healthy Lifestyle

1. Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities such as watching television.
2. The district's Transportation Department, with the help of Safe Routes to School, will work with the schools to promote safe, active trips on foot and bicycle for children not eligible for bus transportation.

G. Rewards and Punishment

1. Physical activity is important, therefore, staff will use reasonable judgment before using physical activity or the withholding of physical activity as punishment. "Ex: all students should participate in scheduled physical activities, but if a student is disruptive during recess or a physical education class, the teacher may restrict the student's involvement to gain control of their behavior."
2. Food will not be used as a reward or punishment. Teachers are encouraged to offer non-food items as classroom rewards. Staff will not be reimbursed for purchases of candy, pop, and other food rewards effective the 2009/2010 school year. Site administrators may allow purchases of foods or snacks for testing days based on research and recommended best practices. Per the Americans with Disabilities Act, special consideration will be given for individuals with an Individual Evaluation Plan or 504 accommodations.

VI. MONITORING AND POLICY REVIEW

- A. The superintendent or designee will ensure compliance with this Wellness Policy through the Health, Wellness and Safety Committee. At the school level, the principal or designee will ensure compliance with the Wellness Policy and report on the school's compliance to the Health, Wellness and Safety Committee. The superintendent will expand the responsibility of each school's Health, Wellness and Safety Committee to assist in the implementation of the reporting and monitoring requirements of this policy.
- B. The Health, Wellness and Safety Committee will be responsible for coordinating information from schools and departments, compiling data and reporting to the superintendent regarding compliance of this policy. The Health, Wellness and Safety Committee will establish methods to monitor results of the policy and measure compliance throughout the district. The Health, Wellness and Safety Committee will review the plan on a yearly basis and make recommendations to the superintendent as necessary.
- C. Policy review and assessment of items monitored shall be repeated every three years to help maintain compliance, assess progress and determine areas in need of improvement. The Health, Wellness and Safety Committee will revise the Wellness Policy and develop work plans to facilitate their implementation as necessary.
- D. The superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established Wellness Policy based on input from the Health, Wellness and Safety Committee. The report will assess the implementation of the policy including the extent to which schools are in compliance and will describe the progress made in attaining the goals of the policy. The report will be provided to the School Board and distributed to groups as directed by the School Board. The report will be made available to the public once approved by the board.



Anoka-Hennepin Schools
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Anoka-Hennepin School District, in compliance with current statutes and regulations, and in recognition of its obligation to provide equal educational and employment opportunities for all persons within its jurisdiction, affirms that it will not discriminate on actual or perceived race, color, creed, religion, national origin, sex/gender, marital status, disability, status with regard to public assistance, sexual orientation, age, family care leave status or veteran status.

Upon request, Anoka-Hennepin will endeavor to provide reasonable accommodations to individuals (staff, students and their families, and community members) with disabilities so they can participate in the district's programs, services and activities. Individuals with disabilities should notify the American with Disabilities Act coordinator or contact their building principal if they have a disability requiring special assistance or services and, if so, what services are required. This notification should occur as far in advance as possible of the school-sponsored function, program or meeting. Students who are disabled consistent with the definitions set forth in Section 504 of the Rehabilitation Act of 1973 will be identified, evaluated and provided free and appropriate public education, regardless of the severity of their handicap.

All applicants and employees seeking employment with Anoka-Hennepin, will receive equal opportunities. This applies to all areas of employment including hiring, discharge, promotion, compensation, facilities, or privileges of employment.

