

District #777 Benson Schools



Staff Handbook

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INTRODUCTION

The Benson Schools Staff Handbook has been compiled to provide staff with an overview of their day-to-day duties and responsibilities, and the various procedures that are to be observed at this school. This Handbook is intended as an aid for employees to become knowledgeable about Benson Schools' rules, policies, and expectations. The materials in this handbook are no exhaustive. Although the Handbook attempts to cover matters of general applicability to employees, it does not cover every situation that may arise from day to day. All of us are responsible for knowledge of policies contained within this Handbook, as well as our student handbook, emergency procedures, and school policy manual. Comments, questions, or concerns about anything contained in this Handbook are encouraged.

This information does not necessarily represent a fixed pattern of rules and policies, but the information is appropriate for our school's total educational program. A policy manual for District 777 employees is posted on the District Website. When an improvement or adjustment in any of the many facets of operation is needed, staff members are invited to call these needs to the attention of their supervising Administration.

This Handbook is not an employment contract, is not intended to create, nor shall it be construed as creating a contract between Benson Schools and any employee, independent contractor, official, appointee, or other individual. This Handbook shall apply to all employees, except where such provisions conflict the provisions of an applicable employment agreement. The plans, policies, and procedures described are not intended to promise or guarantee specific terms or conditions of employment. Benson Schools reserves the right to modify, revoke, suspend, terminate, or change any or all such plans, policies, or procedures, in whole or in part, at any time with or without notice.

Benson Public Schools

Exceptional Opportunities for Every Student's Success

The Benson Public School District is committed to innovative learning opportunities to reach the potential of every student through exceptional academics, activities and staff.

District Belief Statements:

- We believe in ensuring a safe, welcoming, nurturing, and respectful learning environment.
- We believe in hiring, mentoring, and developing high-quality staff that puts the needs of every student first.
- We believe that academic excellence is accomplished through high expectations and continual improvement in curriculum, instruction, and technology.
- We believe that every student will have the opportunity to develop leadership and volunteer skills to enable them to be responsible, productive, and contributing members of their community.
- We believe that every student will graduate from Benson High School with a solid educational foundation and the life skills needed to experience success in their future endeavors.
- We believe in providing year-round, diverse learning opportunities, both in and out of the classroom, where students participate and achieve excellence.
- We believe that school district leaders must be fiscally responsible, maximize district resources, and provide quality facilities for the benefit of students from birth through graduation.

CODE OF ETHICS FOR MINNESOTA TEACHERS

8710.2100 CODE OF ETHICS FOR MINNESOTA TEACHERS,

Subpart 1. **Scope.** Each teacher, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics, which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to rules established by the Professional Educator Licensing and Standard Board.

Subp. 2. **Standards of professional conduct.** The standards of professional conduct are as follows:

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

PROBLEM SOLVING TEAMS: DESCRIPTION AND PURPOSE

The Problem-Solving Team model (PST) is designed to provide prompt, individualized support to the teaching staff. The teacher-peer problem solving committee functions on the belief that teachers have the knowledge and skills to effectively teach many students with behavior and learning problems by implementing a problem-solving process.

The PST and the teacher making the referral jointly engage in a structured process of identifying the problems, brainstorming for solutions, and implementing an intervention program. Parents and/or the student and other professional personnel will participate when requested by the team.

Follow-up meetings will be held to discuss the intervention plan and evaluate the student's progress. When appropriate, cases will be referred to the child study teams for further evaluation.

The goals of the model are as follows:

- To help teachers to adjust the teaching process and curriculum content to meet the needs of all students.
- To support teachers in mainstreaming handicapped students.
- To provide an effective pre-referral screening for special education services.

OPTIONS FOR PROFESSIONAL SUPPORT

Counselor
Health Service

Psychologist
PST

Administration

Ancillary Service Outside of School Structure

Family Service Agency
Woodland Center

Project Turnabout
Division of Vocational Rehabilitation

Southwest/West Central Service Cooperative:

Autism, Deaf-Blind, Emotional/Behavioral Disorder, Hearing Impaired, Learning Disability, Mental Handicap-Mild
Mental Handicap-Moderate/Severe, Physical Handicap, other Health Impaired, Speech-Language Handicap.

List does not include services from the Department of Education.

GENERAL INFORMATION

ADVISORS: Teachers may be asked to assist as a class advisor. This may be supervision at a class party, attend class meetings, etc.

ADVISORSHIPS, COACHING, ETC.: Each person who is a coach of athletics, speech, plays, or musical activity or is advisor of an extracurricular activity is responsible for the following requirements.

- Inform students of the eligibility requirements. If it is an activity covered by the high school league, have students and parents complete and return the required forms properly signed. Forms can be acquired from the activities office. If the club activity is not a high school activity, students are to be informed that all school policies regarding student conduct and satisfactory class work still apply.
- Each coach or advisor must enforce the eligibility plan and should report any violation to the athletic director.
- Contact the Activities Director with questions.
- Parent/Teacher Conferences and Staff Development take precedence over practices and other events. Contact the Activities Director as soon as you notice a scheduling conflict(s).
- All staff is expected to dress professionally as to project a professional image to students, parents, staff and community. Jeans may be worn on Fridays.

ANNOUNCEMENT PROCEDURE:

- BHS Daily Announcements are posted on the Library window and the TV in the cafeteria and outside the Counselor's office. It is the responsibility of each student to be aware of the content of the announcements. Bulletin information can be accessed from each classroom via the computer.
- If you have announcements for the daily bulletin, please submit them to the media center by 3:30 the previous day or prior to school the day of the announcements.

ASSEMBLY PROGRAMS: We may have student lyceum programs during the year. Instructors will attend these programs and sit with their students.

ASSESSMENT AND EVALUATION: At the beginning of the year, teaching staff should have in place a written procedure for evaluating student achievement. Here are a few helpful ideas when planning for assessing and evaluating students:

- Allow students some choice in the topic or method of presentation. Students will perform better if they enjoy the task.
- Avoid using evaluation as a threat or a punishment.
- Students should not feel tricked. Hand out your grading criteria when you give the students the task. Students need to know how their work will be evaluated so that they can perform their best.
- Keep accurate records of student achievement.
- Keep parents/guardians informed of student progress. Parents/guardians should not be surprised with a student achievement problem cited on a report card or at parent-teacher conferences.
- Keep up-to-date with any timelines established by the office regarding student reporting.
- Plan your student assessment and evaluation tasks when you plan for instruction. Make sure that the assessment task is consistent with the type of learner outcome desired. Students should have options to redo assignments.
- Talk with other teachers in the same grade level or subject about strategies they use and appropriate weighting for different units of curriculum or different evaluation or assessment methods.
- Use a variety of assessment strategies. For example, use a combination of short written assignments, pre-tests and post-tests projects, performance, tests, teacher observation, student self-assessment, quizzes, unit exams, and demonstrations.
- Use student results as feedback on your test or project design. If there is a problem with your working of a question, throw it out. If the project instructions were not clear, allow the student a second chance.

Business Office: Any questions may be directed to Katie Foley at extension 1157 or Mackenzie Dokkebakken at extension 1137.

Building Use Facility Form: To request the use of school rooms and facilities especially for use during non-school hours, please complete a Facility Use Agreement Form located on the Benson Website under Community Education.

CELL PHONES AND ELECTRONIC DEVICES: Cell phones/devices are integral parts of many people's lives. We understand their importance to students and we allow students to possess them during the school day. Accordingly, students must understand that they are a major distraction during class and to the education of all students in that class. Teachers may, at their discretion, give permission to use cell phones/devices (and other electronic devices) during class time. When teachers see a cell phone/device in class or in the hall during class, they may confiscate it and bring it to the office. The student may be required to leave that same cell phone/device in the office before school and pick it up after school. If the phone/device is not turned in to the office, the student may be required to serve in-school-suspension (ISS) until the phone/device is delivered to the office. If a cell phone/device is confiscated, the student may not remove the battery or memory card or otherwise disable the phone but will be asked to turn the phone/device off. Infractions regarding improper use of digital media may result in a student turning their cell phone into the office for the day. These days may increase based upon number of infractions

CHECKING ATTENDANCE AND TARDINESS: It is the responsibility of every faculty member to check the attendance of every student assigned to his or her classes or activities. Take attendance each period. (Take the time necessary to record accurate attendance).

- Record attendance or tardiness at the beginning of each period via JMC.
- Students who arrive late are to be marked tardy based on the 6-12 Student Handbook.
- If a student has been absent, it is the student's responsibility to pick up a re-admit slip and makeup the assignments missed. Teachers should ask for re-admit slips.
- Teachers will be asked to verify attendance when questions arise.

CONFIDENTIAL INFORMATION: An educator should comply with state and federal laws and local school board policies relating to the confidentiality of student records unless disclosure is required or permitted by law. Unethical conduct includes but is not limited to sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing/evaluation results.

CORPORAL PUNISHMENT: Subdivision 1 of Minnesota Statute 121A.58 defines corporal punishment as conduct involving hitting or spanking a person with or without an object or unreasonable physical force that causes bodily harm or substantial emotional harm. Subdivision 2 states: "An employee or agent of a public-school district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct."

COURSE SYLLABUS (BHS): All instructors must put a copy of a syllabus (course requirements, grading procedures and other relevant class information) on their webpage. Also, to improve communication between students and teachers, it is recommended that this syllabus be shared with students at the beginning of the year.

CRISIS DRILLS: Crisis practice drills will be scheduled throughout the school year and may involve all agencies within the service area.

i121A.035 CRISIS MANAGEMENT POLICY

Subdivision 1. Model policy.

The commissioner shall maintain and make available to school boards and charter schools a model crisis management policy that includes, among other items, school lock-down and tornado drills, consistent with subdivision 2, and school fire drills under section 299F.30.

Subd. 2. School district and charter school policy.

A school board and a charter school must adopt a crisis management policy to address potential violent crisis situations in the district or charter school. The policy must be developed cooperatively with administrators, teachers, employees, students, parents, community members, law enforcement agencies, other emergency management officials, county attorney offices, social services agencies, emergency medical responders, and any other appropriate individuals or organizations. The policy must include at least five school lock-down drills, five school fire drills consistent with section 299F.30, and one tornado drill.

CUMULATIVE RECORD FOLDERS: Grade 6-12 cumulative folders are stored in the BHS office; PK-5 in the Northside Office area. These are available for faculty reviewing if the faculty member has the student in class and has a legitimate educational interest in accessing this information. If you wish to view a student's folder, ask the secretary to get the folder for you. You may not take these folders from the office areas. Each time a student's cumulative is viewed, the observation form attached to the inside of the folder must be signed.

EVACUATION DRILLS: A practice "Evacuation Drill" may be scheduled and may involve all agencies within the service area. The time, date, and details of the practice drill will be determined each year in collaboration with community and regional agencies involved. Notice of an "Evacuation" will be provided via the intercom. Teachers will follow the "Evacuation Drill Procedures" provided to them.

FACULTY ATTENDANCE AT CLINICS OR WORKSHOPS: Staff Development Requests are to be made in writing (forms available on the Benson website under staff only/staff forms) to your building administration and/or the staff development committee. If you have specific questions about filling out these forms, speak with your building principal.

FACULTY MEETINGS: The time for faculty meetings may be discussed during the pre-school workshop. Meetings will be held when necessary and will be announced in advance. If you cannot attend the meeting because of school activities, it is your responsibility to secure the information given and discussed at the faculty meeting.

FIELD TRIPS: Field trips should be an integral part of the curriculum and should be planned with the administration. It must be remembered the fees law prohibits charging students if the activity is part of the class requirement. (See Minn. Stat. § 123B.37)

The following procedure should be followed for field trip approval:

- Fill out a field trip request form or speak with the administration regarding your requested field trip. A REQUEST FOR APPROVAL OF FIELD TRIP form can be found in the office or the Benson High School website.
- Try to plan the trip when it will be of least inconvenience to the rest of the school staff.
- Plan the trip at least two weeks in advance.
- A FIELD TRIP PERMISSION SLIP form signed by a parent or guardian may be used for field trips and can be found in the office.

ON ALL OCCASIONS WHEN INSTRUCTORS SUPERVISE A BENSON SCHOOL ACTIVITY THAT REQUIRES TRANSPORTATION, SCHOOL VEHICLES MUST BE USED. CHECK OUT A VEHICLE IN ADVANCE ONLINE

THROUGH SMART-eR ON THE VEHICLE CALENDAR. MAKE ARRANGEMENTS WITH THE DISTRICT OFFICE TO PICK UP KEYS IN ADVANCE FOR NECESSARY TRANSPORTATION.

FUNDRAISING PROJECTS: When a school organization/program participates in a fundraising project, all money-making projects and events involving Benson students must be preapproved and coordinated through the building principal prior to the fundraiser. A Fundraising Request form can be found on the Benson Website under District Office, School Forms.

GUEST SPEAKERS AND VISITORS: If you plan to have guest speakers or visitors staff are to notify the administration. A sign-up form for guest speakers can be found in the offices. Have the guest speaker/visitor sign-in at the office. Parents are always welcome to visit the school in accordance with the School District Visitor Policy.

HOMEWORK: Homework do's and do not's:

Do's

- Do be aware of the resources that are, or are not, available in students' homes in order to complete the assignment.
- Do give feedback and acknowledgement on completion of homework.
- Do have a homework policy, and communicate it to students and parents/guardians.
- Do hold students responsible for completion of homework, but be sensitive to outside obligations.
- Do make sure students know objectives of the home assignments given.
- Do make sure work is meaningful.

Do Not's

- Don't give 25 problems if 5 will accomplish the objective (more is not always better).
- Don't give homework as punishment.
- Don't make unrealistic demands on students' time.
- Don't use homework as busy work.

INJURIES - STAFF MEMBERS:

- All employees of District 777 must report any injury to the building administration within 24 hours. If medical care is required, inform the building secretary.

INJURIES – STUDENTS:

- All student injuries must be reported to the office for liability and insurance reasons.
- Injuries which occur during an athletic activity should be referred to the Activities Director.
- Teachers and coaches should fill out the appropriate reports the day of the injury. Return the report to the school office or activities office.

KEYS: All staff members should have possession of an outside door key card and a key to their room. Do not give your keys to anyone, including students or non-school personnel. If you are unwilling to accompany the person requesting the keys to the school, deny the request. No students should be in the school unless a staff member is in the building to supervise.

LEAVING THE BUILDING – FACULTY: Faculty should sign out from the office before leaving the building at any time during school hours, including preparation time. Exercise good professional judgment concerning this matter. This is a vital part of public relations. In the event of a crisis, adults can be accounted for.

LEAVING THE BUILDING – STUDENTS: Please remind the students they are not to leave the building at any time without receiving a leave-the-building pass from the office. No pupils are to be sent home, receive early dismissal or be sent from the building on errands or duties without receiving a leave-the-building pass from the office or a phone call to the office.

LESSON PLANS: All instructors should have lesson plans for daily lessons.

MEDIA CENTER: Students sent to the media center from a classroom on an individual basis must have an individual pass to the media center.

PHONE CALLS: Phones in the classroom should be for teacher use only. Students should only be given permission to use class phones in the event of an emergency. Care should be taken not to call a fellow teacher while class is taking place. The use of voice mail will allow staff to communicate with any staff member at any time without disrupting teaching time. Classes are not to be interrupted by outside phone calls.

PROFESSIONAL CONDUCT: An educator should demonstrate conduct that follows generally recognized professional standards. Unethical conduct is any conduct that seriously impairs the teacher's ability to function professionally in his or her employment position or conduct that is detrimental to the health, welfare, discipline, or morals of students (inappropriate language or comments, physical altercations, inadequate supervision, inappropriate discipline, etc.).

PUBLIC RELATIONS: Attention should be given to publicizing school events. Articles for publication should be submitted to the administration to be distributed to KSCR and the Monitor News. The deadline for the Monitor News is Mondays by 10:00 a.m.

RECORD BOOKS: Instructors are requested to keep accurate records of attendance and achievement for all students. This process is greatly streamlined by the use of JMC software for grade preparation throughout the school year. "Publish" grades so they are viewable by parents and students on a weekly basis.

Any deviation away from the described grading procedures should be discussed with the building administration at the beginning of the semester. Grades shall be A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F (Grades 6-12).

All (P) pass grades will not be included in the student's grade point average. Computer in-service training can be provided to each instructor as needed. Teachers are responsible for entering grades throughout the year.

REIMBURSEMENT FOR WORKSHOP EXPENSES: Turn in itemized receipt(s) for your personal expenditures when you fill out a voucher. The auditor and District 777 require these before reimbursement is made. Guidelines for expenditure for meals and lodging shall be similar to those established by the State of Minnesota for public employees. All such expenses must have prior approval from the staff development committee and/or the building administration.

REPORTING PUPIL PROGRESS: Student progress will be reported at nine-week periods for semester courses and at the conclusion of the semester or trimester. Accentuating the positives that students are accomplishing is vitally important and can lead to improved communication between the student, parent, and school in future instances. Students should not receive a failing grade unless a midterm or other parent notification from the teacher is given. Grades are to be published weekly.

SCHOOL AND ACTIVITY ANNOUNCEMENTS: Schedule changes or cancellations caused by weather or other reasons will be made public as early as possible. General notification will be made through SchoolMessenger, KSCR and WCCO radio and television will be informed.

SCHOOL DAY:

- Full time teachers are to be in or by their classrooms at 7:30 a.m. and are to be in the building until 3:30 p.m. unless other provisions are made. Part-time teachers will be notified of their beginning and ending time. On Friday, teachers may leave after the students have left the building and it's obvious that no one is requesting their assistance.
- Faculty members are required to be in the hallways monitoring activity during passing time and also before and after school.
- Further duties for faculty and staff will be discussed and assigned during the pre-school workshop or during the school year.

SOUTHWEST WEST CENTRAL SERVICE COOPERATIVE (SWWC): The Southwest West Central Service Cooperative will provide consulting educational personnel to the Benson Public Schools.

SPECIAL EDUCATION SERVICES: Students qualifying for special education will be served in compliance with state and federal laws. The special education program is not intended to suppress or supplement regular education programs of their responsibilities, nor is it a method of only tutoring students in regular classes.

All faculty invited to attend IEP meetings are to attend.

STUDENT AIDES (BHS): (For faculty who have student aides assigned to their classroom, the following guidelines will apply)

- All aides will work in the classroom or office of the instructor.
- Aides are not to be assigned tasks which are confidential in nature. Such tasks include correcting tests, recording grades, etc.
- If an aide is late or does not appear, speak with the student. A second unexcused absence should result in discontinuance from the aide program. Report the change to the building administration and attendance and scheduling secretaries. The student will be placed in a study hall.
- Insist the student does acceptable work.
- Notify the student of commendable things the student is doing.
- Students who have poor grades will be removed from their aide position until the next marking period or until the instructor states that the students is doing satisfactory work in the classroom.
- Instructors should have only one aide per period. If more than one is needed, this request should be discussed with the building administration.

STUDENT ILLNESS: If a student should become ill in class, send the student to the nurse's office or the office. It may be necessary to have another student accompany the student who is ill.

SUBSTITUTE TEACHERS: Please prepare a detailed information folder to organize a successful day for both the substitute teacher and your students. The folder should include current: class lists; class rules, expectations, and responsibilities; classroom routines; daily schedule; information about students with special needs, including health needs; map of the school, including fire exits; names of some students who could be of help; names of other teachers who could answer questions; notes on procedures such as taking attendance; seating chart; and supplementary materials the substitute teacher could use.

SUPERVISION OF CLASSES AND ACTIVITIES: Justification for leaving scheduled classes, study halls, and activities unsupervised falls upon the teacher assigned to those classes and activities. To protect yourself, do not leave these classes or activities unsupervised. Absence from a class or an assigned group of students may constitute negligence in cases of accidents, injury, or damages resulting from student disorder.

STAFF ABSENCES: When ill, please submit absences to AESOP by 6:15 a.m. Make sure to use the electronic Absence System.

TEACHER OBSERVATION: Tenured teachers will be formally observed at least once every three years. Probationary teachers will be formally observed at least three times per year. In addition, informal (drop-in) observations may be performed by administration periodically throughout the year. Observations are not meant to be a threatening situation and should not be thought of as such. They are an opportunity for improvement and discussion.

TEXTBOOKS: Instructors are responsible for the inventory and stamping of texts. Teachers are asked to grade textbooks as to condition at the end of the school term. Students should be assessed a reasonable fine for misuse of books.

TORNADO: Directions for individual rooms should be posted in each room. Contact the Principal's office if you need a map.

TRANSPORTATION: School District employees shall not undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities unless specifically directed or approved by the School District administration. All transportation arrangements made by a School District employee must be approved by a building administrator. If the School District makes no arrangements for extracurricular transportation, students who wish to participate are responsible for arranging for or providing their own transportation. The student must complete the transportation permission/waiver form and return it to the principal prior to transporting himself/herself to a school sponsored activity.

USE OF TECHNOLOGY: If as a requirement for coursework you wish your students to use technology you should be able to assist your students. In-service can be provided as needed.

USE OF BUILDING AND CLASSROOM: You are responsible for all aspects regarding the care of your room. Room care includes locking your door when you leave the room at noon or evening and closing the windows and drapes when you leave in the evening. Turn off the lights whenever you leave a room when no one is present. This includes the gymnasium areas.

When you use the building in the evening for practices or meetings with students or adult groups, inform those under your direction what part of the building they are allowed to use and restrict them to that area. All meetings shall conclude before 9:30 p.m. If it is known that the meeting or activity must extend beyond 9:30 p.m., please inform the Community Education in advance.

When supervising an activity, you should be the last person to leave. When leaving, check that all doors are properly locked and lights are turned off.

No teacher or students should enter or be allowed to enter another instructor's room without prior approval from that instructor.

VISITORS: See District Policy 903- Visitors to School District Buildings and Sites for visitor procedures. More information regarding this policy may be found in School District Policy 903 located on the School District's website, under District Office, and School Board.

POLICY ON DISCRIMINATION AND HARASSMENT AND TITLE IX STATEMENT

ISD #777 Policies on Discrimination and Harassment

POLICY 522 TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS [Note: On May 6, 2020, the U.S. Department of Education, Office for Civil Rights (OCR), released the long-awaited final rule amending Title IX regulations at 34 C.F.R. Part 106. These regulations, which go into effect on August 14, 2020, are the first Title IX regulations applicable to sexual harassment and are applicable to complaints by both school district students and employees. The extensive regulations will require districts to revise their policies and procedures with respect to sexual harassment and ensure that administration and staff are trained on the new requirements. The final rule requires school districts to provide notice of its nondiscrimination policy and grievance procedures, including how to file or report sexual harassment and how the school district will respond to the following groups: applicants for admission and employment; students; parents or legal guardians; and unions or professional organizations holding agreements with the school district. 34 C.F.R. § 106.8(b). The provisions of this policy generally conform to the requirements of the new regulations].

More information regarding this policy may be found in School District Policy 522 located on the School District's website, under District Office, School Board, and School Board Policies.

CHILD ABUSE AND NEGLECT POLICY: The District 777 Board of Education believes that children have a constitutional right to an education. Educators, therefore, should be alert to conditions that might deny this right. Those engaged in the practice of education should also be aware of the relationship that exists between successful school experiences and good physical, mental, and emotional health. Seeking help for the child who is a suspected victim of abuse or neglect is compatible with the District's educational philosophy and objectives. The District believes in a positive approach to child protection and shall pursue a preventive and therapeutic approach to child abuse and neglect.

School employees should be aware and sensitive to the cause and symptoms of abuse and neglect and be responsible for accurate and timely reporting of suspected cases to the appropriate authorities. School employees are in a unique position to discover potential or actual cases of abuse and neglect. It shall be the policy of the District that all school employees who suspect that a child's health or welfare may be jeopardized as a result of physical abuse, sexual abuse or neglect shall immediately report this to the proper authorities in the form and manner provided (see pages below). Employees should be aware that they have a legal responsibility for reporting and they are immune from civil or criminal liability when reporting in good faith. Failure to make such reports may result in legal action against the employee and/or disciplinary action by the District. Any doubts about reporting shall be resolved in favor of the child. It shall not be the responsibility of any school employee to prove that any child has been abused, neglected or is in need of protection.

Effective treatment of the child and family in trouble should involve close cooperation between the home, the school, and other community agencies. All school employees shall cooperate with other appropriate community agency representatives when involved in child abuse and neglect situations. The District shall permit representatives of the appropriate welfare agency and law enforcement agency to interview any child suspected of abuse or neglect on the school premises for purposes of protective custody.

District employees shall also be available to participate in multi-disciplinary community efforts to provide services to abused and neglected children and their families.

BENSON INDEPENDENT SCHOOL DISTRICT #777

POLICY AND PROCEDURE FOR MALTREATMENT OF MINORS

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

[Note: This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. Ch. 260E requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event that:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. “Child” means one under age 18 and, for purposes of Minn. Stat. Ch. 260C (Juvenile Safety and Placement) and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Mandated reporter” means any school personnel who knows or has reason to believe a child is being maltreated or has been maltreated within the preceding three years.
- E. “Mental injury” means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child’s ability to function within a normal range of performance and behavior with due regard to the child’s culture.
- F. “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health care, medical, or other care required for the child's physical or mental health when reasonably able to do so;
2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child's own basic needs or safety, or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance as defined in state law used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;
6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 6, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a person responsible for the care of the child that adversely affects the child's basic needs and safety; or
8. emotional harm from a pattern of behavior that contributes to impaired emotional functioning of the child, which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not occur solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care.

- G. "Nonmaltreatment mistake" occurs when: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.
- H. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employee or agent, or other

lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

- I. "Physical abuse" means any physical injury, mental injury (under subdivision 13), or threatened injury (under subdivision 23), inflicted by a person responsible for the child's care on a child other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries, or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 125A.0942 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions that are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions that result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances that were not prescribed for the child by a practitioner, in order to control or punish the child, or other substances that substantially affect the child's behavior, motor coordination, or judgment, or that result in sickness or internal injury, or that subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379, including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

- J. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes maltreatment of a child and contains sufficient content to identify the child and any person believed to be responsible for the maltreatment, if known.
- K. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.
- L. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a current or recent position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor that constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation that requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).
- M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm; (2) been found to be palpably unfit; (3)

committed an act that resulted in an involuntary termination of parental rights; (4) , or committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative.

IV. REPORTING PROCEDURES

- A. A mandated reporter shall immediately report the information to the local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department. The reporter will include his or her name and address in the report.
- B. An oral report shall be made immediately by telephone or otherwise. The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing or investigating the report. Any report shall be of sufficient content to identify the child, any person believed to be responsible for the maltreatment of the child if the person is known, the nature and extent of the maltreatment, and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of custodial or parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to whom a report is made, because of the report.
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, plus costs and reasonable attorney fees. Knowingly or recklessly making a false report also may result in discipline.

[Note: The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV. A., above, and there is no requirement to file more than one report, if the initial report is not made to MDE, it would be helpful to MDE if schools also report to MDE.]

V. INVESTIGATION

- A. The responsibility for assessing or investigating reports of suspected maltreatment rests with the appropriate state, county, or local agency or agencies. The agency responsible for assessing or

investigating reports of maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged offender, and any other person with knowledge of the maltreatment for the purpose of gathering facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of the alleged offender or parent, legal guardian, or school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian, or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged offender is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable, and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged offender is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 6, Clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

Resources

- A. Family Service Agencies
 - 1) Chippewa County Family Services 320-269-6401
 - 2) Pope County Family Service Agency 320-634-5750
 - 3) Stevens County Social Services Department 320-589-7400
 - 4) Swift County Welfare/Family Services Agency 843-3160
- B. Law Enforcement Agencies
 - 1) Benson Police Department 843-4790
 - 2) Chippewa County Sheriff Department 320-269-2121
 - 3) Pope County Sheriff Department 320-634-5411
 - 4) Stevens County Sheriff Department 320-589-2141
 - 5) Swift County Sheriff Department 843-3133

Addendum to May, 1990 Revision of Maltreatment of minors Policy and procedure.

Persons mandated to report must also report mental injury and threatened injury.

Definition: "Mental injury" means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.

Definition: "Threatened injury," means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse, or mental injury.

The procedure for reporting mental injury or threatened injury is the same as physical, sexual, or neglect as in the attached policy and procedure.

EMPLOYEE DRUG POLICY

417 CHEMICAL USE AND ABUSE

418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

To District Staff: The Benson Area Schools intends to provide a drug-free, safe, and productive school environment for all staff and students. Working to help shape the lives and interests of children and young adults has great value and the potential for great satisfaction. We want all district employees to enjoy a healthy, happy life-style not only because we recognize the value to you, as an individual but also because you are a role model for students. All of us must come to work each day ready to perform our duties as best we can and to behave appropriately as role models for our students. In doing that we must obey the law and observe the District's policies against drugs and alcohol.

Our drug-free schools employee policy is designed to prevent drug use, but also to help those who become involved with drug and alcohol use. Where involvement with or use of alcohol or other drugs interferes with expectations of the job, employees will be offered the appropriate assistance; or, if necessary, will be subject to disciplinary action.

WHEN YOU NEED HELP:

- School Nurse Ext. 2137 or 4107
- Swift County Benson Health Services – 1815 Wisconsin Avenue 843-4232
- Woodland Centers – 1209 Pacific Avenue, #104..... 843-2061
- Alcoholics Anonymous866-423-2969

DRUG-FREE SCHOOLS EMPLOYEE POLICY GUIDE: In compliance with the Drug-Free Workplace Act of 1988 and Drug-Free Schools and Community Act of 1986 as amended 1989 (L. 101-226), the District prohibits the manufacture, distribution, dispensation, transfer, possession or use of any defined prohibited drug while on school property, in school vehicles, or while accompanying students on any school-sponsored or school-approved activity, event or function. More information regarding these policies may be found in School District Policy 417 and School District Policy 418 located on the School District's website, under District Office, School Board, and School Board Policies.

EXPECTED ROLES IN CRISIS INTERVENTION

LAW ENFORCEMENT PERSONNEL:

- SHERIFF: Contact school personnel when a crisis happens in the county that may have an effect on the school day. Be available when called, for in school crisis situations.
- POLICE: When an event happens within the city limits, local police will contact school personnel, provide new releases, be resource, provide technical assistance.

COUNTY PERSONNEL:

- SOCIAL WORKERS: Provide information regarding financial help if families in crisis can't afford services. Assist in organizing intervention/support efforts as part of the CI team. Act as a referral resource for individuals and families who want or need counseling and support.
- PUBLIC HEALTH: Support staff at time of crisis. In school availability to work with students, teachers, parents, on an individual basis, or in small groups. Work with school social worker and administration personnel to establish the specific protocol for crisis response, i.e. how to's, referring guidelines, written resources materials, etc. Work with others on team to develop resources/curriculum for increased community education/prevention. Provide presentations.

- **MENTAL HEALTH**: Outreach coordinator available as a resource as well as for development and implementation of curriculum additions. Provide coordination for in-service training to both teachers and other support staff, in dealing with high-risk behaviors, i.e.: suicide, depression, AIDS, etc.
- **EXTENSION SERVICES**: Provide curriculum and staff for prevention programming. Also, available as support staff in crisis.
- **COMMUNITY EDUCATION**: Provide curriculum and staff for prevention programming. Also, available as support staff if needed in crisis.
- **SWIFT COUNTY YOUTH PROGRAMS**: Be available as support staff in crisis. Provide coordination between agencies for continuation of curriculum development as requested/appropriate. Available as a resource to area network of resources.

SCHOOL PERSONNEL:

- **SUPERINTENDENT**: Be in contact with the administrations, awareness of all legal and law enforcement aspects. Spokesman to the school board. Develop funds to provide ample programs to students and staff, promoting prevention concepts and techniques.
- **ADMINISTRATION**: Response as per the Crisis Management Intervention Plans. Work with team members on prevention curriculum development and workshop presentations. Administration – consult with CI team curriculum suggestions and coordination of recommendations.
- **SCHOOL PSYCHOLOGIST**: Provide one-on-one and group counseling for students/staff. Bridge tensions which may emerge between different groups of school personnel. Possibly go into classrooms and provide sharing time opportunities.
- **GUIDANCE COUNSELOR**: Work with school psychologist in providing counseling to students/staff, school observer, identifying possible needs/situations of coping difficulties, seeking them out if necessary.
- **SCHOOL NURSE**: Available to meet somatic needs of students. Willing to refer on to Social Worker or outside Mental Health personnel. Discuss medical issues with students, if pertinent. Help with development of preventative programs for students to aid in the prevention of some crisis situations through problem-solving and coping skills.
- **TEACHERS**: Awareness and recognition of changes of moods/attitudes that may be preliminary behaviors before potential crisis situations. Help facilitate referrals to counselors. Be willing to allow students the opportunity/freedom to discuss/share feelings. If comfortable, facilitate small groups to process crisis information. Be resource for students to go to in learning how to handle their feelings.

NON-SCHOOL COUNSELORS:

ADDITIONAL RULES AND REGULATIONS ARE INCLUDED IN THE STUDENT HANDBOOK
PLEASE READ IT CAREFULLY.

Crisis/Suicide Procedure

Take the following steps if a student is talking about suicide or you have concerns about suicide with a student.

Northside (PK-5)

Jean Hanson, Social Worker
Mallory Felt, Social Worker
Brennan Kent, Elementary Dean of Students
Harrison Smith, School Psychologist
Paula Wilson, School Resource Officer

Grades 6-12

Jean Hanson, Social Worker
Mallory Felt, Social Worker
Jason Strand, School Counselor
Lisa Kurtzbein, Restorative Justice
Mike Knutson, Secondary Principal
Harrison Smith, School Psychologist
Paula Wilson, School Resource Officer

Step 1. Contact one of the team members listed above from your building (if needed, get another staff member to help while you call)

Step 2. Don't leave student alone in any space (including in bathroom)

Step 3. Team member will come and get student

Step 4. Contact the child's case manager if the case involves a special education student

Depending upon the student need, different scenarios may take place, such as:

- Team member will assess the student
- Meetings with mental health provider
- Referral to crisis
- Contact made to parent(s) by a team member

RESPECTFUL BEHAVIOR

The staff of Benson Public Schools recognizes the contributions of all individuals in achieving its mission of providing a sound education for every student. School staff, parents, students and community members have unique perspectives that are critical to attaining this goal.

The Benson Public School Staff will encourage the exchange of perspectives in an atmosphere of mutual respect. Staff, parents, students and community members should be treated in a manner which enhances self-esteem and supports the dignity of the individual.

The Benson Public School Staff also believes that creating a positive climate for students, staff, parents and community is critical to the achievement of the school's mission. To create this positive climate, every individual must act with respect.

For purposes of this policy statement, "respect" means to value one's self and to act out of consideration for others.

Examples of respectful behavior toward others include but are not limited

- Treating others as you would like them to treat you
- Valuing the perspectives of others
- Listening to the views of others
- Demonstrating courtesy toward others
- Recognizing the feelings of others
- Acknowledging the efforts of others
- Appreciating the contributions of others
- Honoring the property rights of others
- Responding to questions and concerns in a thoughtful professional manner
- Expressing differing views in a considerate manner
- Offering suggestions for improvement in a positive manner
- Communicating verbally or in writing in a considerate manner

Examples of disrespectful behavior toward others include but are not limited to:

- Using intimidation to frighten, demoralize or coerce others
- Using terms or symbols which demean individuals or groups
- Telling stories or jokes which degrade individuals or groups
- Swearing or using vulgar language
- Showing irreverence to the sincere beliefs of others
- Ridiculing the efforts of others
- Employing destructive criticism
- Defacing or destroying the property of others
- Humiliating others through personal attacks
- Imitating others in a way that ridicules or stereotypes a person or group
- Inflicting pain on others.

BULLYING:

Bullying is a detriment to both student academic and social/emotional growth. Bullying is recognized as intimidating, threatening, abusive, or harming conduct that is objectively offensive and when someone repeatedly and purposefully says or does mean or hurtful things to another person or group of people, and there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. These actions can be verbal, physical or relational and done either in a direct or indirect manner. Benson Public Schools prohibits bullying on school property and at all school-related events. Cyber bullying (bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet Web site or forum, transmitted through a computer, cell phone, or other electronic device) that is connected to school is also prohibited. 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. Furthermore, "Prohibited conduct" means bullying or cyberbullying as defined or retaliation for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying. Anyone who is the victim of bullying, or has knowledge about such an incident, should immediately report it to a school staff member or other trusted adult. A suspected bullying situation may also be reported on the Benson Public School website under "Parents and Community" tab. It is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and possibly discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar behavior that is disruptive to the learning environment. Parents are encouraged to closely monitor their children's social networking (Facebook, Twitter, texts, etc.) and immediately report any suspected bullying behaviors. More information regarding this policy may be found in School district Policy 514 located on the School District's website.

Northside Elementary School Retention Policy:

- A. The classroom teacher will discuss with the Building Principal any possible retention before March 1st.
- B. A child may not be retained if a referral to the Child Study Committee is not made by February 1st.
- C. Retention recommendations will be a team process that will include classroom teacher, PST, building principal, and potentially Child Study.
- D. The parents will be involved in all retention decisions.
- E. The classroom teacher's retention referral should not be the initial referral of a child to the Child Study Committee.
- F. When retention is approved there may be a statement of cause accompanied by a remediation plan for the next year and will be signed by the Building Principal, teacher and a parent. It will be the school's responsibility to carry out the remediation plan.
- G. Refusal by the parents to approve retention will require a signed statement to that effect. If the parent refuses to sign the form, two persons besides the Building Principal will attest to this fact.

Benson Public School District #777
Respectable Use Policy (RUP) for District Computer Systems
Information for Students, Parents and Staff

Purpose:

1. The District is providing its employees and students (“users”) with access to computing equipment, systems and local network functions such as District e-mail and the internet.
2. This access has a limited educational purpose for students and is to facilitate employees’ work productivity.

Benson Public School District’s Internet and Computer Use Policy Statement:

The Benson Public School District’s Respectable Use Policy (RUP) is intended to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with Children’s Internet Protection Act (CIPA). As used in this policy, “user” includes anyone using the computers, Internet, email, chat rooms, YouTube, Facebook, and other forms of direct electronic communication or equipment provided by the District (the “network”). The District will use technology protection measures to block or filter, to the degree possible, access of visual depictions that are obscene, pornographic, and harmful to minors over the network.

I. USE OF THE SYSTEM IS A PRIVILEGE

The District reserves the right to monitor users’ online activities and to access, review, copy, and store or delete any electronic communications or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network, and/or Internet access or files, including email. Access is a privilege, not a right. Therefore, based upon the acceptable use guidelines outlined in this policy, the administration will deem what is inappropriate use and their decisions are final. Upon identification of inappropriate use of network services access may be denied, revoked, or suspended at any time. Misuse may also lead to disciplinary and/or legal action for both students and employees.

II. UNACCEPTABLE USES

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit or distribute:
 - a. pornographic, obscene or sexually explicit material or other visual depictions that is harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users may not use the school district system to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users may not use the school district system to engage in any illegal act or violate any local, state or federal statute or law.
4. Users may not use the school district system to gain unauthorized access to information resources, or to access or use another person’s material, information or files without written permission from that person.
5. Users may not use the District’s network for political lobbying or other political purposes.
6. Users may not directly or indirectly make connections that create “backdoors” to the District that allow unauthorized access to the District’s network. Users may not bypass District content filter without authorization. This includes the use of “proxy” sites. The District has procedures in place to evaluate requests from users to block or unblock sites as necessary.
7. Users may not use the school district system for conducting business, for unauthorized commercial purposes or for financial gain unrelated to the mission of the District. Users may not use the “system” to offer or provide goods or services or for product advertisement. Users may not use the “system” to purchase goods or services for personal use.
8. Users may not waste technology resources, including bandwidth, file space, and printers, among others.
9. Users may not share their password(s) with others and/or allow others to use your account(s).

10. Users will promptly report to their teacher or other school employee any inappropriate material viewed, inappropriate message received, or anyone witnessed abusing computer privileges.

III. LIMITATION ON DISTRICT LIABILITY

Use of the District system is at the user's own risk. The system is provided on an "as is, as available" basis. The District will not be responsible for any damage users may suffer, including, but not limited to, loss, damage or unavailability of data stored on school district disks, tapes, hard drives or servers, external hard drives, regardless of the cause. The District is not responsible for the accuracy or quality of any advice or information obtained through or stored on the District system. The District will not be responsible for financial obligations arising from unauthorized use of the District system or the internet.

I have read, understand, and agree to abide by the provisions of the RUP of the Benson Public School District #777.

| | |
|-----------------------------|----------------------------------|
| Student Name: _____ | Student Signature: _____ |
| School: _____ | Date: _____ |
| Parent/Guardian Name: _____ | Parent/Guardian Signature: _____ |
| Staff Name: _____ | Staff Signature: _____ |

Return this signed form to your homeroom teacher or to your school office.

*More information regarding this policy may be found in School District Policy 524, located on the School District's website.

Fire Drill Instructions

1. Fire Drill instructions should be given to staff according to your school's emergency plan.
2. A minimum of five fire drills are required for each regular school year. Two additional fire drills should be performed for summer session.
3. Fire and evacuation drills should be conducted randomly.
4. The first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of classes.
5. Fire drills should be conducted at varying dates and times.
6. Evacuate the building according to the following procedures:
 - Students should walk directly to their designated exits in a quiet and orderly manner.
 - Do not use lifts during a fire evacuation.
 - The first student to reach the classroom door should hold it open for others.
 - The teacher should make sure that everyone is out of the room and close the classroom door.
 - By pre-arrangement, the principal will designate staff to assist individuals with disabilities.
 - Each classroom will have a designated meeting location a safe distance from the building.
 - Individuals should not stand on roads or driveways, and should not be in the way of fire personnel.
 - Teachers are responsible for students under their supervision and should notify the principal of missing students.
 - Staff should familiarize themselves with their areas of responsibility
 - Students and staff can return to the building when the all clear signal is given.

NOTE: Designated holding areas to evacuate to if necessary:

- 6th-12th grade classrooms, Area Learning Center, Community Education, and the 6-12 Office staff should proceed to St. Mark's Educational Building.
- Heartland Girl's Ranch, Business Office, Central Office, Kitchen, Maintenance and Custodial staff should proceed to St. Mark's Educational Building.
- Northside classrooms should proceed to the Benson Law Enforcement Center.

Update 7/29/2020

NORTHSIDE ELEMENTARY TORNADO LOCATIONS

| Room | Tornado Safety Location |
|--------------------|--------------------------------------|
| 100 & 101 (office) | Room 103 |
| 102, 104, 106, 108 | Room 103 |
| 105 & 107 | Remain in room |
| 109 | Remain in room |
| 110 | Room 109 |
| 111 | Remain in room |
| 112 | Hallway |
| 113 | Hallway |
| 114 | Hallway |
| 115 | Remain in room |
| 116 | By lockers inside classroom |
| 117 | Remain in room |
| 118, 119, 120 | Hallway |
| 121 & 121A | Hallway |
| 122 | Remain in room |
| 123 | Hallway |
| 124 | Hallway (Close Discovery Kids Doors) |
| 125 | Hallway |
| 127, 129 | Hallway (Close Discovery Kids Doors) |
| 130 | Hallway outside Room 144 |
| 132 | Remain in room |
| 133, 134 | Room 135 |
| 135 | Remain in room |
| 136 & 137 | Hallway outside Room 138 |
| 138, 139, 140 | Bathroom or Hallway |
| 141 & 141A | Remain in room |
| 142, 143, 144 | Bathroom or Hallway |
| 200 | Room 201 |
| 201 | Remain in room |
| 202 | Room 202A & 202D |
| 204 | Hallway |
| 205 | Remain in room |
| 206, 208, 210, 211 | Hallway |
| 212 | Remain in room |
| 213 | Hallway by bathrooms |
| 214 | Bathrooms |
| 215 | Room 202B & 202C |
| 216 | Room 202B & 202C |

| Room | BHS Buildings - Tornado Safety Locations |
|---|--|
| 101 & 103 Superintendent's Office | Storeroom located in the Superintendent's Office |
| 105 Nurse | Bathroom in Nurses office |
| 107, 111, 113, 115 6-12 Office | Room 109 in the 6-12 Office |
| 117 SRO | Room 121 Comm. Ed. or 123 Activities Director Office |
| 119 Comm. Ed. Director Office | Room 121 Comm. Ed. or 123 Activities Director Office |
| 125 | Room 134 |
| 126 & 127 | Room 141 |
| 128 | Room 142 |
| 129, 130, 131 HGR | Room 132 HGR Office and bathroom |
| 133 | Remain in room |
| 134 | Remain in room |
| 136 | Room 146 |
| 136A | Remain in room |
| 137 | Room 211 |
| 138 | Remain in room |
| 139 | Remain in room |
| 140 | Remain in room |
| 141 | Remain in room |
| 142 ALC | Remain in room |
| 143 | Room 201 |
| 145 | Remain in room |
| 146 | Remain in room |
| 147 | Room 211 |
| 201 | Remain in room |
| 203 | Remain in room |
| 205 | Remain in room |
| 207 | Remain in room |
| 209 | Remain in room |
| 211 | Remain in room |

| Room | BHS Buildings - Tornado Safety Locations |
|--------------------------------|---|
| 213 | Remain in room |
| 215 | Remain in room |
| 219 | Room 201 |
| 221 | Room 203 |
| 223 | Room 205 |
| 225 | Room 207 |
| 227 | Room 209 |
| 233 | Room 146 |
| 235 | Room 213 |
| 303 | Remain in room |
| 305 | Remain in room |
| 310 Band | Room 303 and 305 |
| 315 PAC | Room 317, 409, 415, 419, 421 or 433 |
| 319 Kitchen/Food Service | Remain in room |
| Cafeteria | Boys & Girls Bathroom, Room 324 and Room 335 |
| 324 | Remain in room |
| 333 | Remain in room |
| 334 | Remain in room |
| 335 | Remain in room |
| 339 | Remain in room |
| 341 Main Gym | Room 324 & 335 |
| 343 Aux Gym | Room 345 |
| 345 Weight Room | Remain in room |
| 401 Choir | 409 or 415 |
| 405 | Room 419 or 421 |
| 415 | Remain in room |
| 419 | Remain in room |
| 421 | Remain in room |
| 423 & 425 | Room 429 |
| 429 Business Office | Remain in room |

| Room | BHS Buildings - Tornado Safety Locations |
|------|--|
| 431 | Remain in room |
| 433 | Remain in room |
| 435 | Remain in room |
| 441 | Room 433 |
| 445 | Remain in room |
| 447 | Room 453 |
| 449 | Remain in room |
| 451 | Room 453 |
| 453 | Remain in room |
| 455 | Remain in room |
| 457 | Remain in room |
| 459 | Remain in room |
| 461 | Remain in room |
| 463 | Remain in room |
| 467 | Room 311, 313, 468 and 470 |
| 475 | Room 433 |
| 477 | Room 433 |
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(updated
03/30/2022)

EMERGENCY BUILDING PROCEDURES FOR AN EVACUATION

1. Building team leader(s) will call for a building “EVACUATION”: will follow ALICE training processes

1.1 The following notification will occur immediately upon implementing an evacuation:

Senior High Office will make a PA Announcement

Superintendent’s office will call (1-6):

- 1) **Northside Elementary Office-will make a PA Announcement and will call (a-c)**
 - a) Ext 1000 (if necessary)
 - b) Food Service Ext. 4144
 - c) Discovery Kids Ext. 3006

- 2) **Maintenance** Ext 1128 Jason McVinua 320-905-6544
Karl Maska 320-314-2051
- 3) **Police** 911 or 843-3133
- 4) **Cleaning** Ext 1150 Jason McVinua 320-905-6544
Jon Gades 320-815-3504
Todd Pillatzki 320-766-6695

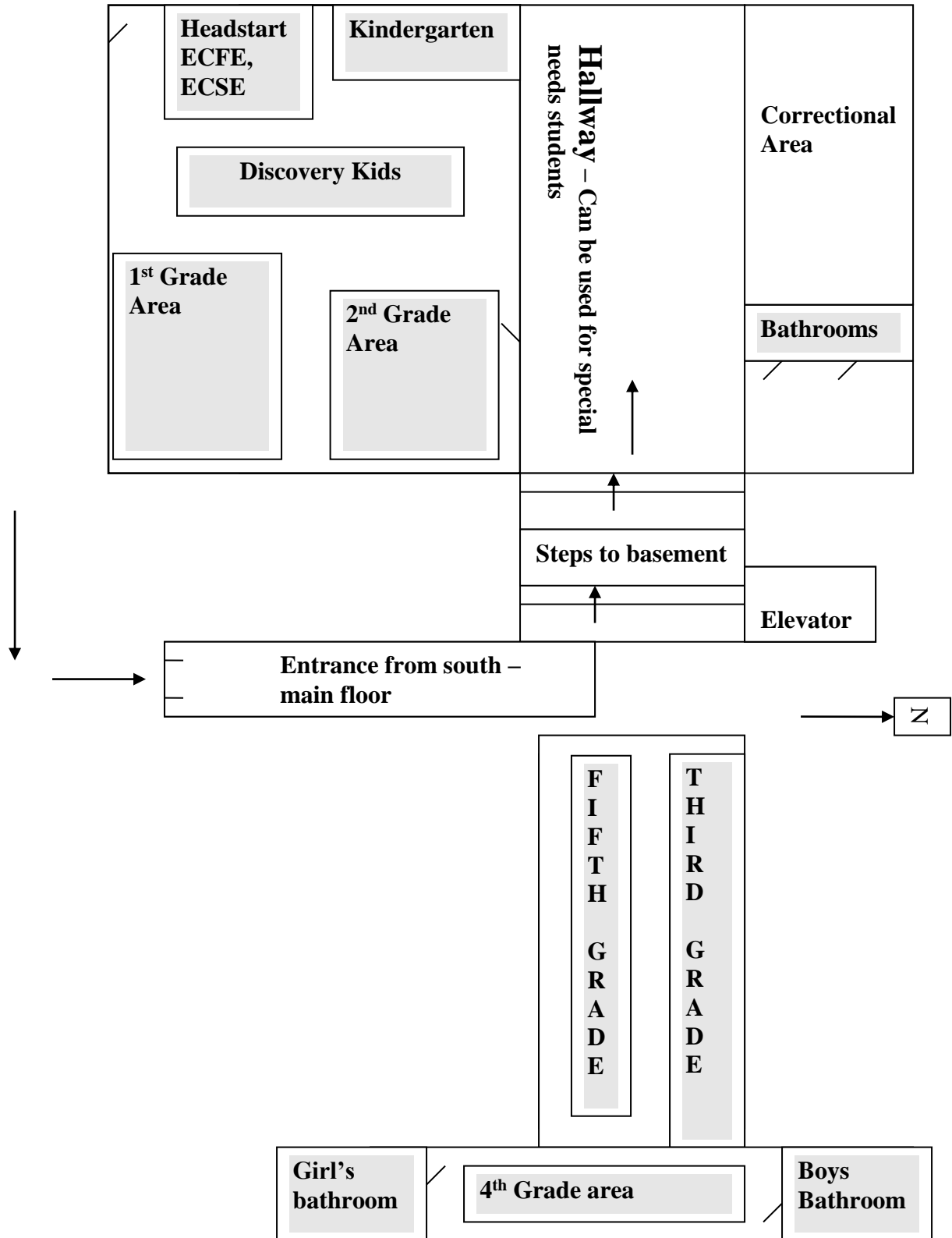
- 5) **Bus Garage** (if necessary) 842-8035
- 6) **Senior High Office will call (a-c)** Ext. 2159
 - (a) Business Office Ext. 1157, 1137
 - (b) Physical Education Staff Mike Felt 507-430-4293
Shannon Schmidt 320-808-5784
 - (c) Community Education will call (1-2) Ext. 1126
 1. Discovery Kids Ext. 3006
 2. School Readiness Ext. 3113

1.2 The Administration will determine if the community is to be informed of the "Evacuation" via electronic media.

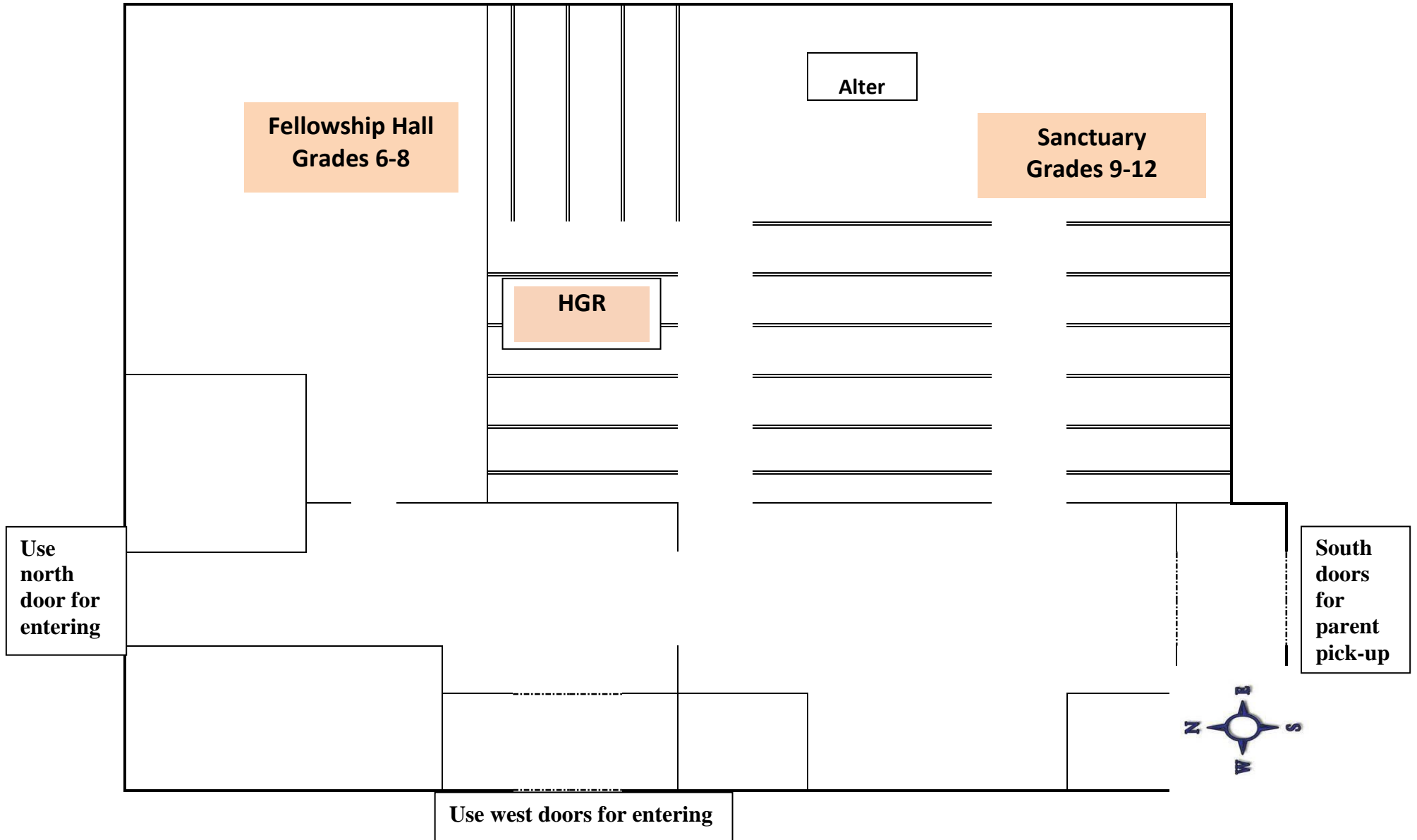
2. Notice of an “Evacuation” will be provided via the intercom.

- 2.1 All students should remain with their assigned classes.
- 2.2 Teachers should strive to keep their class together as a group.
- 2.3 Teachers should take attendance and notify the offices of absent and unaccounted students.
- 2.4 Staff will follow the “**Crisis Procedures**”.
- 2.5 The Administration will determine whether changes in school transportation are needed (i.e., dropping and/or picking up students at each of the sites).
- 2.6 A practice "**Evacuation Drill**" may be scheduled annually and may involve all agencies within the service area. The time, date, and details of the practice drill will be determined each year in collaboration with community and regional agencies involved.

Rough Diagram of the Law Enforcement Center – Basement



St. Mark's Evacuation Seating Chart



Common Health & Safety Issues - *continued*

13. Household cleaning products or pesticides must not be brought in by staff, pursuant to:
 - * District's IAQ Management Plan
 - * District's Integrated Pest Management Plan
 - * District's Hazard Communication Program (Employee-Right to Know)
14. Air freshener products such as "plug-ins" and electronic air fresheners must not be used in the schools, pursuant to:
 - * District's IAQ Management Plan
15. The top and front of unit ventilators should be clear and free from obstructions in order to allow for proper air distribution, pursuant to:
 - * District's IAQ Management Plan
16. Louvers/grills leading out to the hallways should be kept free of obstructions to allow for proper ventilation, pursuant to:
 - * District's IAQ Management Plan
17. Unit ventilators or other ventilation systems should be operational at all times while the building is occupied, pursuant to:
 - * District's IAQ Management Plan
18. Staff should minimize clutter in their rooms, offices and storage areas. Excessive clutter can be a potential fire hazard and it also creates obstacles that prevent proper cleaning by the custodial staff, pursuant to:
 - * District's IAQ Management Plan
 - * State Fire Marshal – MN State Statute 299F.18 & MSFC 515.2

Maintenance Requests

The following is meant to give everyone a general idea of the maintenance request process, however each situation is unique and circumstances will determine the response taken to complete your request.

There are four basic categories of maintenance: Emergency, Urgent, Routine and New Work.

Emergency Work: Anything that requires immediate attention.

Examples: Water overflowing a fixture
Electrical services sparking
Exterior door that won't lock
Interior door that won't open

Anything that poses an immediate hazard to safety, health or security

If you feel you have an emergency, call the District Office at Ext. 1000 or Ext. 1121 and they will page us immediately.

Urgent Work: Does not require immediate attention but should be checked within a day or so.

Examples: A toilet paper holder falling off the wall
A drinking fountain not working
A univent that is noisy
A broken desk

Anything that will affect the normal operation of the school or classroom

For urgent requests please call the District Office at Ext. 1000 or Ext. 1121 or leave a message for Jason or Hoss at Ext. 1128.

Routine Work: Anything that does not affect normal operations and will be checked as time permits.

Examples: Stained ceiling tile
Missing floor tile
A door that sticks or squeaks
A single light bulb out

Please request this type of work by calling Hoss or Jason at Ext. 1128 or filling out a work order form (Find the form on our website under School Forms/Miscellaneous Forms) and send it to the District Office for approval.

New Work: This would be something that you would like installed that you haven't previously had or something that is old and needs replacing.

Examples: New bulletin boards
New white/smart boards
Walls or ceilings that need painting
New wiring that needs to be installed
Anything that would not be a repair type job

This type of work should be requested by filling out a work order form (Find form on our website under School Forms/Miscellaneous forms) and sending it to the District Office for approval.

You will be notified when the boilers are turned on in the fall and off in the spring so you may open your windows accordingly. If you have problems with the temperature in your room, please call Ext. 1000 immediately so maintenance can check it out. If you have any questions, feel free to ask.

Thanks for your patience and cooperation.

Maintenance Department: Jason McVinua and Hoss Manska

TEACHING - TECHNOLOGY - TOMORROW

LIST OF DIRECTIVES FOR ALL STAFF

Interdependence in the workplace makes for a great place.

Non-emergency Repair Items: Please leave a voicemail message for Jason McVinua or Hoss Manska in Maintenance (1128) or email jmcvinua@benson.k12.mn.us or kmanska@benson.k12.mn.us

Immediate Concerns: Heat, lights, ventilation, cleanliness, hazards, or any other environmental issues, please call the District Office at Ext. 1000 or Ext. 1121 and the matter will be referred to the appropriate personnel.

Payroll: Questions with your paycheck, withholding, flexible benefits, insurance, or related matters please call Katie Foley (1157) or email kfoley@benson.k12.mn.us or Mackenzie Dokkebakken (1137) or email mdokkebakken@benson.k12.mn.us.

Schedules, Students, Books/Materials/Supplies or Special Accommodations: Please contact the Administrator for your respective site:

Grades Pre K-5, Northside:

Brennan Kent (4100) bkent@benson.k12.mn.us

Grades 6-12, Benson High School:

Mike Knutson (2123) mknutson@benson.k12.mn.us

Computer Questions: Please contact Rob Lee (3118) or email rlee@benson.k12.mn.us.

Police Liaison Officer: Call Paula Wilson (2154). To have Paula paged please call District Office (1000).

Activities/Athletics: For activities/athletics schedules and related matters please call **Matthew Ebnet** (2158).

Bus Transportation: To schedule a bus or questions on transportation please call **Al Pagel** 842-8035 or email apagel@benson.k12.mn.us.

Workers Compensation: For information regarding employee work comp claims please call Colleen Oehlberg (1121). Claims must be reported within 24 hrs. following the accident to avoid denial of payment, so please be prompt in contacting Colleen Oehlberg (1121).

Building Rental: Request and Permit for Use of School Facilities forms are originated in the **Community Education Office 843-4545**. Please call Aryn Lindahl (1126) or Shelly Vergin (1106).

Security System: Please call Jason or Hoss in Maintenance (1128).

Repairs, Remodeling, Equipment Issues, Etc.: Please give to your site administrator. Make sure your inventories are up-to-date, storage areas organized, and your rooms neat and orderly.

Additional Questions/Concerns: Please follow the chain of command as stated in School District Policies and student handbooks. Policy manuals and handbooks can be found on the website. All personnel shall refer matters requiring administrative action to the administrative officer immediately in charge of the area. Administrative officers shall refer such matters to the next higher authority necessary. All personnel shall have the right to appeal any decision made by an administrative officer, through approved grievance procedures as defined by contract or by state law.

MISSING STUDENT PROCEDURES

1. Staff will immediately report a missing student to the office with student name, grade, and description of student including what he/she is wearing.
2. Principal or secretary will initiate an all call asking the child to come to the office. This will alert staff to know what child to look for.
 - Staff will search his/her classroom or area by **physically** moving coats, furniture, pillows, opening cabinets, etc. (Staff will contact school secretary only if student is found in his/her area).
 - Crisis Team will search bathrooms, stage, receiving room while carrying radios tuned to channel 10.
3. **Remain calm!**
4. School secretary will contact Dispatch (843-3133) within 5 minutes. Inform Dispatch of name of student, grade student is in, and what student is wearing. School secretary will print student registration from JMC for officers.
5. School principal or secretary will contact parent(s) within 5 minutes. Ask parent if there are any family concerns, likely hiding locations, etc.
6. After securing doors, EBD teacher will conduct a search of the grounds around the building.
7. Make all contact to school secretary via radio or phone.
8. Once student is located the school principal or secretary will cancel the crisis call. This will communicate to staff the student has been located. Notify school resource officer and/or dispatch (843-3133).
9. Once student is located, reassure the student. After some time to calm and process the situation the classroom teacher will talk to the student about the situation and how it could be handled differently.

Permission to be photographed:

Photographs may be taken of staff for publicity purposes. If you request your photo not be used for publicity purposes, sign, date and return this form to the building office.

Signature

Date