



St. Croix Preparatory Academy
Board Meeting Agenda
August 15, 2023

1. Facility Tour of New Construction Areas	
2. Call to Order	
3. Open Forum	
4. Board Calendar	2
5. Consent Agenda (Board Minutes, Executive Director Report)	
A. Board Minutes	5
B. Executive Director Report	11
C. Governance -- Policy Approval	
1. Student Medication Policy -- 2nd Reading, Final Approval	15
2. Medication Overdose Policy -- Final Approval	20
3. Drug Free Workplace Policy -- Final Approval	25
4. School Meals Policy -- Final Approval	31
5. Pledge of Allegiance Policy -- 2nd Reading, Final Approval	34
6. Protection and Privacy of Pupil Records Policy -- 2nd Reading, Final Approval	35
7. Hazing Prohibition Policy -- 2nd Reading, Final Approval	63
8. Mandated Reporting of Child Maltreatment Policy -- 2nd Reading, Final Approval	68
9. Crisis Management Policy -- Update per 2023 Legislation, Final Approval	75
10. Bullying Prohibition Policy -- Final Approval per 2023 Legislation	94
11. Literacy and Read Act -- First reading, per 2023 Legislation	
6. Agenda	
A. Seat New Board Members -- Terri Gulbransen, Jeff Johnson	
B. 2023-2024 Q Comp Plan Approval	105
C. 2023-2024 Student & Family Handbook Approval	130
D. 2023-2024 Emergency Operations Plan Approval	173
E. Retreat Planning -- Location, agenda, planning, etc.	
7. Adjourn Meeting	



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ANNUAL BOARD CALENDAR 2023-2024

July	Responsible	Notes/Status
No Meeting		

August	Responsible	Notes/Status
Status of School Opening	J. Gutierrez	
Seat New Board Members	B. Hajlo	
Family Handbook Approval	J. Gutierrez	
Emergency Operations Plan Approval	J. Gutierrez	
Q Comp Plan Approval	D. Thompson	

September	Responsible	Notes/Status
Status of School Opening	Principals	
Review of MCA Test Scores	J. Gutierrez	
Development Update	S. Garceau	
Q Comp Site Goals	D. Thompson	
Financial Statement Review – Unaudited	K. Gutierrez	
Rebar Leadership – Succession Plan	S. Morrell	

October	Responsible	Notes/Status
File Charter Assurances with Friends	J. Gutierrez	
Board Retreat		
Review Strategic Plan		
Board Training	J. Gutierrez	
MDE Assurance of Compliance	J. Gutierrez	

November	Responsible	Notes/Status
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Financial Statement Review	K. Gutierrez	
Annual Report Approval – 2022-2023	J. Gutierrez	
World's Best Workforce Approval	J. Gutierrez	

December	Responsible	Notes/Status
Audit Acceptance	K. Gutierrez	

January	Responsible	Notes/Status
Board Election Timeframe Discussion		
Audit Acceptance		

February	Responsible	Notes/Status
Financial Statement Review		
Board Election Timeframe Discussion		
Approve School Calendar		

March	Responsible	Notes/Status
Approve Open Enrollment Period for Next Year		
Approve Board Calendar for Next Year <ul style="list-style-type: none"> ● Meetings ● Election ● Retreat 		
Financial Statement Review		

April	Responsible	Notes/Status
Annual Budget Introduction		
Compensation Plan Introduction		

May	Responsible	Notes/Status
Q Comp Report Presentation/Approval	3 D. Thompson	

Financial Statement Review	K. Gutierrez	
Compensation Plan Approval	T. Smith	
Board Election Update	N. Donnay	
Approve Annual Budget	K. Gutierrez	
Approve Employee Handbook	T. Smith	
Introduction of Family Handbook	J. Gutierrez	
MSHSL Membership Resolution	J. Gutierrez	
Conflict of Interest Form Disclosure	K. Gutierrez	

June	Responsible	Notes/Status
Public Hearing on Fees - 2024	K. Gutierrez	
New Board Member Training	N. Donnay	
Read Well by Third Grade Approval	J. Karetov	
Approval of Family Handbook	J. Gutierrez	
Annual Finance Designations for Next Year <ul style="list-style-type: none"> ● Identified Official with Authority ● Official Newspaper ● Designation of Depository ● Account Signatories ● Collateralize Funds in Excess of FDIC Insurance ● Delegation of Authority to Make Electronic Funds Transfers 		

Members Present: N. Donnay, R. Hajlo, D. Keyes, K. Denzer, A. Galati

Members Absent: A. Melendres, M. Stiles, R. Thorson

Ex-officio Members Present:

1 Call to Order

R. Hajlo called the meeting to order at 6:21 PM.

2 - Agenda

A. Board Officer Election

- a. Link: [Board Roster June 2023 - Sept 2023](#)
- b. Motion:
 - i. B. Hajlo as President (Motion by A. Galati; Second by D. Keyes),
 - ii. N. Donnay as Vice President (Motion by B. Hajlo; AG Second by A. Galati – N. Donnay abstained),
 - iii. K. Gutierrez as Treasurer (Motion by K. Denzer; Second by D. Keyes),
 - iv. A. Galati as Clerk (BH Motion by B. Hajlo; Second by K. Denzer)

- Approved: ALL

B. Executive Committee Appointment of M. Stiles

- a. No action required.

C. Job Description Review

- Brief discussion: Regarding who will take over the responsibilities that Jon currently does that are removed for the next Executive Director
- K. Denzer - Clerk position will do more and therefore the clerk stipend should be increased.
- Motion to accept revised, final versions of job descriptions for Executive Director of Finance & Operations (EDFO) and Executive Director (ED).
- Motion to Approve: K. Denzer
- Second: A. Galati
- Approved: All

D. Employment Agreement Review

- Motion: to approve this version of the Employment Agreements to proceed with discussions with both EDFO and ED.

- Motion to Approve: D. Keyes
- Second: N. Donnay
- Approved: All

E. Stipend Recommendation

- a. Discussion:
 - i. Going forward, the board would like to see a plan on how to address the list of additional duties that relate directly to the board.
 - ii. Additionally, the board would like to see a plan on the line struck items that are not duties of the board.
 - iii. The board would like to see a proposal for a stipend ahead of time.
- b. Motion: B. Hajlo - Amend the stipend request - to \$13,000

- Motion to Approve: B. Hajlo
- Second: N. Donnay
- Nay: K. Denzer
- Approved: B. Hajlo, D. Keyes, N. Donnay, A. Galati

F. Negotiation Next Steps

- a. The Executive Committee will meet with K. Gutierrez and J. Gutierrez and will bring back the results to the board.

Adjournment:

- Motion to adjourn: A. Galati
- Second: K. Denzer
- Approved: All

Respectfully Submitted by A Galati, St. Croix Preparatory Academy Board Clerk

Members Present: N. Donnay, R. Hajlo, D. Keyes, K. Denzer, A. Galati, M. Stiles, R. Thorson

Members Absent: A. Melendres

Ex-officio Members Present: J. Gutierrez

1 Public Hearing on Student Fees - 6:00 PM

- K. Gutierrez explained the process.
- B. Grubish explained further and answered questions from the board.
- FY24 Class Fees Analysis:
https://drive.google.com/file/d/119KZXBxSs7QY8gkRtjOGvu8AuUcMJZHY/view?usp=drive_link
- FY24 Class Fee Discussion and Recommendation:
https://drive.google.com/file/d/119wVaQOxnNx1x5hMBs88ezKLWtu--yvh/view?usp=drive_link

2 Call to Order

R. Hajlo called the meeting to order at 6:14 PM.

3. Open Forum

- None

4 - Consent Agenda

- A. Board Minutes - May 16, 2023
- B. Executive Director report
 - Motion to Approve: A. Galati
 - Second: M. Stiles
 - Approved: All
- C. Governance Committee
 - a. Pledge of Allegiance policy review - 1st reading
 - b. Student Medication policy review - 1st reading
 - c. Mandated Reporting of Child Maltreatment policy review - 1st reading
 - d. Protection and Privacy of Pupil Records policy review - 1st reading
 - e. Hazing Prohibition policy review - 1st reading
- D. Governance - Board Governance Manual Approval
 - a. Updated staff members from 125 to 170
 - b. Added Succession Committee Planning Description

- c. Changed “CFO” and “COO” to EDFO - Executive Director of Finance and Operations
- E. Update Calendars and Employee Handbook to include Juneteenth - June 19th declared a national holiday by the MN Legislature.
- F. 2023-2024 Family Handbook first reading.
 - a. Note:
 - i. We will be changing the phone policy so they will not be allowed outside of lockers during the school day;
 - ii. We are considering minimum attendance requirements for US, maybe MS, to reduce the large number of absences students/families are taking;
 - iii. We will be adding a grid for fees due to vandalism, which unfortunately is on the rise.

5 - Agenda

- A. 2023-2024 Student Fees Approval
 - Motion to Approve: K. Denzer
 - Second: M. Stiles
 - Approved: All
- B. Read Well by Third Grade
 - a. J. Karetov
 - i. The form remains the same from last year.
 - ii. Added: We have been tracking data for the past three years and will be analyzing results now that we have a history. This will assist in addressing, what may need to change, be added, etc.
 - 1. Step scores
 - 2. Fluency
 - 3. MCA scores
 - iii. If a student does not meet, a letter goes home to families.
 - iv. We applied to be a Minnesota School of Excellence (Lower School).
 - b. Link to Report:
https://drive.google.com/file/d/11G8umL1CmufXh8W_8p9vdVZC1CbWw9jI/view?usp=drive_link
- Motion to Approve: K. Denzer
- Second: D. Keyes
- Approved: All
- C. Resolution for 2023-2024 Approval of IOwA) -- Identified Official with Authority
 - Motion to Approve: K. Denzer
 - Second: M. Stiles
 - Approved: All

D. 2023-2024 Annual Designations

- Motion to Approve: K. Denzer
- Second: A. Galati
- Approved: All

E. 2023 -2024 E-Learning Days

- a. J. Gutierrez explained the proposal of 3 e-learning days.

- Motion to Approve: D. Keyes
- Second: N. Donnay
- Approved: All

F. Parent Board Appointment - Recommendation to appoint Jeff Johnson

- a. By Laws (section):

https://drive.google.com/file/d/11N3YaOJseXx44ULFI0AcnopimdUpD_UP/view?usp=drive_link

- b. Voting Results 2023:

https://drive.google.com/file/d/11N_pXMW3npbilBI4BxVU8IxNMXEELF1-U/view?usp=drive_link

- Motion to Approve: D. Keyes
- Second: M. Stiles
- Approved: All

G. SCPA Capital Assets Capitalization Policy

- a. K. Denzer explained the increased capitalization proposal to the board. Proposed increase from \$500 to \$2500.

- b. Link:

https://drive.google.com/file/d/11azwGzVJW6dkTZLbuOu6VelZAJp2wb3h/view?usp=drive_link

- Motion to Approve: A. Galati
- Second: R. Thorson
- Approved: All

H. Approve Adjusted Budget

- a. K. Gutierrez - Walked through the May financial report.

- b. Link: [2023 May Financial Report](#)

Proposal to Approve:

- To adopt the 2022-2023 revised budget as presented:
 - General Fund Revenues of \$16,791,897 and Expenditures of \$16,626,407
 - Food Service Fund Revenues of \$539,700 and Expenditures \$512,579

- Community Service Fund Revenues of \$190,000 and Expenditures \$190,000
 - Motion to Approve: K. Denzer
 - Second: M. Stiles
 - Approved: All
- I. Succession Planning -- Rebar Leadership -- Statement of Work Review/Approval
 - a. SCPA Succession Planning Meeting Minutes - June 14, 2023 - Link: https://drive.google.com/file/d/11skCL9i7evY3FjWYU1qvymRzRwHUDhFd/view?usp=drive_link
 - b. SCPA Statement of Work - Link: https://drive.google.com/file/d/11vsDZujSfZI9CSht-xlWZ899r7n82Zfg/view?usp=drive_link

Note: The next board meeting is scheduled for Tuesday, August 15, 2023 (no July meeting).

- Motion to Approve to cancel the July 2023 meeting and move the agenda items to August: R. Thorson
- Second: A. Galati
- Approved: All

Adjournment: - 7:07 PM

- Motion to adjourn: A. Galati
- Second: K. Denzer
- Approved: All

Respectfully Submitted by A Galati, St. Croix Preparatory Academy Board Clerk



Executive Director’s Report to the Board

Date of Report: August 2023

Report Prepared By: Jon Gutierrez

Operational Items:

- Weekly meetings with administrative leadership and individual leadership team members – A. Sachariason, J. Karetov, K. Gutierrez, P. Rosell, B. Blotske, S. Garceau, K. Seim, C. Olson; and weekly administrative leadership meeting.
- Substantial work with the Succession Planning Committee on the first phase of planning; this included planning and coordination of the first phase of the discovery phase – interviews.
- Substantial work on board governance – editing and drafting policies that are required prior to school start due to legislation in 2023. These will appear on the agenda.
- Continued meetings and discussions related to year end escalation situations with families.
- New board member training – coordinated completion of this so new members can be seated at the August meeting.
- Substantial work on communications related to start of the school year – coordinated website maintenance, family handbook, etc.
- Facilities – monitor completion of facilities projects for the start of the school year.
- Foundation work including bylaws evaluation to see if they need update or amendment.
- Planning for 20th Year celebration, related giving program, and kick off with parents and incoming classes on August 23 – coordinated logo work.
- Friends of Education Meetings – to plan for overall school network programming and attended networking event prior to the start of the school year.
- Review of Emergency Operations Plan in conjunction with the updated Crisis Management policy.
- Projected enrollment information for the 2023-2024 school year and associated wait lists are:

Grade	2023-24 Enrollment	2023-24 Waitlist
Kindergarten	90	175
1 st Grade	90	94
2 nd Grade	90	80
3 rd Grade	92	93
4 th Grade	92	80
LS Total	454	522 (+32)
5 th Grade	93	88
6 th Grade	93	99
7 th Grade	93	58
8 th Grade	93	46
MS Total	372	291 (-1)

9 th Grade	106	10
10 th Grade	106	1
11 th Grade	90	2
12 th Grade	94	0
US Total	396 (+14)	13 (-5)
School Total	1,222 (+14)	826 (+26)

Comments on Enrollment

- No comments

Professional Development: *See Attachment*



ST. CROIX PREPARATORY ACADEMY STUDENT MEDICATION POLICY Policy #516

516 STUDENT MEDICATION

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at St. Croix Preparatory Academy (Academy).

II. GENERAL STATEMENT OF POLICY

The Academy acknowledges that some students may require prescribed drugs or medication during the school day. The Academy's licensed school nurse, trained health clerk, principal/director, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and the Academy's procedures.

III. REQUIREMENTS

- A. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the Academy may rely on an oral request until a written request is received.
- B. An "Administering Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minnesota Statutes section 152.22, subdivision 6.
- C. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.
- D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
- E. Prescription medications are not to be carried by the student, but will be left with the appropriate Academy personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement between the Academy and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
- F. The Academy must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.
- G. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.



- H. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
- I. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minnesota Statutes section 121A.21). The Academy administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the Academy School Board for approval. Upon approval by the School Board, such guidelines and procedures shall be an addendum to this policy.
- J. If the administration of a drug or medication described in this section requires the Academy to store the drug or medication, the parent or legal guardian must inform the Academy if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the Academy as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.
- K. Specific Exceptions:
 - 1. Special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;
 - 2. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;
 - 3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;
 - 4. Drugs or medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy;
 - 5. Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - a. the Academy has received a written authorization from the pupil's parent permitting the student to self-administer the medication;
 - b. the inhaler is properly labeled for that student; and
 - c. the parent has not requested school personnel to administer the medication to the student.

The parent must submit written authorization for the student to self-administer the medication each school year. In a school that does not have a school nurse or school



nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the Academy employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

6. Medications:

- a. that are used off school grounds;
- b. that are used in connection with athletics or extracurricular activities; or
- c. that are used in connection with activities that occur before or after the regular school day

are not governed by this policy.

7. Nonprescription Medication. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the Academy has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The Academy may revoke a student's privilege to possess and use nonprescription pain relievers if the Academy determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

8. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:

- a. possess epinephrine auto-injectors; or
- b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's § 504 plan.



9. A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed healthcare professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

L. "Parent" for students 18 years old or older is the student.

M. The Academy may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with this section is not the practice of medicine.

The Academy may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors.

N. Procedure regarding unclaimed drugs or medications.

1. The Academy has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the Academy shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the Academy.
2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes section 152.01, subdivision 4, or is an over-the-counter medication, the Academy will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the Academy.
3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes section 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The Academy must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

Legal References:

Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.21 (Hiring of Health Personnel)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)



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Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions)
Minn. Stat. § 152.23 (Limitations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

Cross References: Policy 418 (Drug-Free Workplace/Drug-Free School)



ST. CROIX PREPARATORY ACADEMY OVERDOSE MEDICATION POLICY Policy #516.5

516.5 OVERDOSE MEDICATION

[Note: The 2023 Minnesota legislature enacted legislation requiring school districts to maintain a supply of opiate antagonists. School districts and their employees are legally permitted to purchase, store, and administer Naloxone (Narcan) in response to an opiate overdose in schools and those who do assist with such administration are immune from civil liability as well as exempt from criminal prosecution from possession, use, etc. of medication. The provisions of this policy outline the requirements of the law with respect to the use of Naloxone (Narcan) in schools.]

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)ⁱ, and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

II. GENERAL STATEMENT OF POLICY

The school board authorizes school district administration to obtain and possess opioid overdose reversal medication, such as Naloxone, to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school and its employees by law; 2) that the school and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

III. DEFINITIONS

- A. “**Drug-related overdose**” means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. “**Naloxone Coordinator**” is a school staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is



responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school's Naloxone Coordinator is Jessica Skilling.

- C. **“Opiate”** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.
- D. **“Opiate Antagonist”** means naloxone hydrochloride (“Naloxone”) or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **“Standing Order”** means directions from the school’s medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
 - 1. Administration type
 - 2. Dosage
 - 3. Date of issuance
 - 4. Signature of the authorized provider

IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

- A. The school must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. The school must have two doses of nasal naloxone available on-site.
- B. A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.
- C. A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.
- D. Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the school will establish a collaborative planning and implementation team (“Planning Team”) who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

- 1. The Planning Team will include the Naloxone Coordinator and may include the Executive Director (or designee), health office personnel, public health experts, first responders,



student or family representatives, and community partners who will be assigned to the Team by the Executive Director.

2. The Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.
3. The Planning Team will develop guidelines and procedures and determine the form(s) of Naloxone to be used within the school (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:
 - a. Ensure that when Naloxone is administered, school employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;
 - b. Require school employees to contact a school healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
 - c. Direct school employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
 - d. Require school staff to inform the appropriate administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
4. The Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

E. School Staff

School staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.



V. NALOXONE STORAGE

- A. The Planning Team will select an appropriate Naloxone storage location within the school site.
- B. The selected storage location of Naloxone will be classified as non-public "security information" as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school staff members whom the Planning Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.
- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

VI. Privacy Protections

The school will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

- Legal References:**
- Minn. Stat. § 13.32 (Educational Data)
 - Minn. Stat. § 13.43 (Personnel Data)
 - Minn. Stat. § 13.37 (General Nonpublic Data)
 - Minn. Stat. § 121A.21 (School Health Services)
 - Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
 - Minn. Stat. § 121A.224 (Opiate Antagonists)
 - Minn. Stat. § 144.344 (Emergency Treatment)
 - Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)
 - Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
 - Minn. Stat. § 152.01 (Definitions)
 - Minn. Stat. § 152.02 (Schedules of Controlled Substances)

 - Minn. Stat. § 604A.01 (Good Samaritan Law)
 - Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
 - Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
 - Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
 - Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
 - 20 U.S.C. § 1232g (Family Educational and Privacy Rights)

- Cross Reference:**
- MSBA/MASA Model Policy 516 (Student Medication)
 - Minnesota Department of Health Toolkit on the Administration of Naloxone

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ⁱ Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal



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applicator (nasal spray) form of naloxone. Naloxone usually refers to an intermuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."



ST. CROIX PREPARATORY ACADEMY DRUG FREE WORKPLACE Policy #418

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location.
- C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.
- D. The school will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

- A. "Alcohol" includes any alcoholic beverage containing more than one-half of one percent alcohol by volume.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code section 812, including analogues and look-alike drugs.



- C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- D. "Nonintoxicating cannabinoid" means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.
- E. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the Commissioner of the Minnesota Department of Health ("Commissioner").
- F. "Possess" means to have on one's person, in one's effects, or in an area subject to one's control.
- G. "School location" includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school; or during any period of time such employee is supervising students on behalf of the school or otherwise engaged in school business.
- H. "Sell" means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.
- I. "Toxic substances" includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner.
- I. "Use" means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection, inhalation, ingestion, or by any other immediate means.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when a person brings onto a school location, for such person's own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical



use in treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.

- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes, section 624.701, subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).
- C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.

V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the school student medication policy.
- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.
- D. Employees are subject to the school drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances, intoxicating cannabinoids, or edible cannabinoid products in a school location except with the express permission of the Executive Director.
- F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.



- G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statutes section 624.701, subdivision 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. SCHOOL PROGRAMS

- A. Starting in the 2026-2027 school year, the school must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
 - 1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and
 - 2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.
- B. School efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.
- C. Notwithstanding any law to the contrary, the school shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

VI. ENFORCEMENT

- A. Students
 - 1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and edible cannabinoid products.
 - 2. Students may be referred to drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service. which



may be provided by school based mental health services providers; and/or referral to law enforcement officials when appropriate.

3. A student who violates the terms of this policy shall be subject to discipline in accordance with the school discipline policy. Such discipline may include suspension or expulsion from school.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References: Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)



Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01, Subd. 15a (Definitions)
Minn. Stat. § 152.0264 (Cannabis Sale Crimes)
Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)
Minn. Stat. § 342.56 (Limitations)
Minn. Stat. § 609.684 (Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)
20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)
21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-Wide Requirements for Drug-Free Workplace)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 419 (Tobacco-Free Environment; Possession and use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction)
MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MAS



ST. CROIX PREPARATORY ACADEMY SCHOOL MEALS Policy #534

534 SCHOOL MEALS POLICY

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school's nutrition program and that school employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

- A. Students have use of a meal account. When an account balance falls below \$0.00 a student shall not be allowed to charge second meals or a la carte items until the negative account balance is paid.
- B. Parents can send payment (check or cash) with their child to school to be dropped off in the main office or payment can be made via SchoolPay. SchoolPay (<https://stcroixprep.schoolpay.com/>) is the school's electronic payment system that allows a parent to automatically pay for school fees (e.g. lunch, field trips and participation fees).
- C. Each school that participates in the free school meals program must:
 - (1) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and
 - (2) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.
- D. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.



- E. When a student has a negative account balance, the student will not be allowed to charge a snack item.
- F. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless verbal or written permission is received from the parent or guardian.

III. UNPAID OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

- A. The school participates in the National School Breakfast and Lunch Program; all enrolled students will receive breakfast and lunch at no charge due to state funding.
- B. It is the school's procedure to offer breakfast and/or lunch meals that meet state and federal guidelines.
- C. The school will maintain the dignity of students by prohibiting lunch shaming or ostracizing students with unpaid or negative account balances.
- D. The school will not withdraw a meal from a student once the meal has been placed on a tray or has otherwise been served regardless of outstanding meals balance.
- E. Students eligible for free or reduced-price meals will always be served a meal regardless of unpaid food service accounts.
- F. Alternate meals may not be provided to students as a result of school lunch debt. Providing an alternate meal not on the school menu violates Minnesota law (Minn. Stat. 124D.111 subd. 5).
- G. The school does not use a collection agency to collect unpaid school meals debt.
- H. The school may not enlist assistance of non-school employees, such as volunteers, to engage in debt collection efforts.
- I. The school will not impose any other restrictions prohibited under Minn. Stat. 123B.37 due to unpaid student meal balances. The school will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.
- J. It is the expectation of the school that all unpaid balances incurred by a student will be paid in full by the parent/guardian by the end of the school year.

IV. COMMUNICATION OF POLICY

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:



1. all households at or before the start of each school year;
 2. students and families who transfer into the school district, at the time of enrollment; and
 3. all school personnel who are responsible for enforcing this policy.
- B. The school will post this policy on the school district's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.

Legal References: Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 124D.111 (School Meals Policies; Lunch Aid; Food Service Accounting)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

Cross References: None



**ST. CROIX PREPARATORY ACADEMY
POLICY 531: THE PLEDGE OF ALLEGIANCE**

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/designee; or
- B. Over a school intercom system by a person designated by the school principal, other person having administrative control over the school, or administrative surrogate/designee.

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.

Legal References: Minn. Stat. § 121A.11, Subd. 3 (Pledge of Allegiance) Minn. Stat. § 121A.11, Subd. 4 (Instruction)

MSBA/MASA Model Policy 531 Orig. 2003 Revised: 2003

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ADOPTED BY THE BOARD:

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ST. CROIX PREPARATORY ACADEMY PROTECTION AND PRIVACY OF PUPIL RECORDS POLICY Policy #515

POLICY 515: PROTECTION AND PRIVACY OF PUPIL RECORDS

I. PURPOSE

The school recognizes its responsibility in regard to the collection, maintenance and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school, pursuant to the requirements of 20 U.S.C. §1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)) 34 C.F.R. Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and Minn. Rules Parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

“Authorized representative” means any entity or individual designated by the school, the state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

“Biometric record,” as referred to in the definition of “Personally Identifiable,” means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voice prints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

“Dates of attendance” as referred to in “Directory Information” means the period of time during which a student attends or attended the school, including attendance in person or by paper correspondence, satellite, internet or other electronic communication technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student’s attendance at school.



D. Dependent Student

A “dependent student” is a student who is a dependent of his or her parent(s) for income tax purposes as defined in section 152 of the Internal Revenue Code.

E. Directory Information

“Directory information” means information contained in an education record of a student which would not generally be considered harmful nor an invasion of privacy if disclosed. It includes the student’s name, date of birth, sex, major field of study, participation in officially organized teams, dates of enrollment and graduation or withdrawal, grade levels completed, degrees and awards received, pictures of students for school-approved publications/newspapers/yearbooks, school-managed websites and school-managed social media sites, bulletins, programs, or similar school-produced information pieces, and weight and height of members of athletic teams. Directory information also includes the name, street and email address(es) and telephone number(s) of the student’s parent(s) or guardian. Directory information does not include:

1. a student’s social security number;
2. a student’s identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student’s identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user; or
3. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student’s identity, such as a PIN, password, or other factor known or possessed only by the student. †

F. Education Records

1. What constitutes “education records”. Education records means those records which: (1) are directly related to a student; and (2) are maintained by the school or by a party acting for the school.
2. What does not constitute an education record. The term “education records” does not include:
 - a. Records of instructional personnel which:
 - (1) are in the sole possession of the maker of the record; and



- (2) are not accessible or revealed to any other individual except a substitute teacher; and
 - (3) are destroyed at the end of the school year.
- b. Records of a law enforcement unit of the school, provided educational records maintained by the school are not disclosed to the unit, and the law enforcement records are:
 - (1) maintained separately from education records;
 - (2) maintained solely for law enforcement purposes; and
 - (3) disclosed only to law enforcement officials of the same jurisdiction.
- c. Records relating to an individual, including a student, who is employed by the school which:
 - (1) are made and maintained in the normal course of business;
 - (2) relate exclusively to the individual in that individual's capacity as an employee; and
 - (3) are not available for use for any other purpose.

However, these provisions shall not apply to records relating to an individual in attendance at the school who is employed as a result of his or her status as a student.

- d. Records relating to an eligible student, or a student attending an institution of post-secondary education, which are:
 - (1) made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
 - (2) made, maintained, or used only in connection with the provision of treatment to the student; and
 - (3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school.



- e. Records that only contain information about an individual after he or she is no longer a student at the school and that are not directly related to the individual's attendance as a student.

G. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minn. Stat. § 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minn. Stat. § 13.05 or a court order.

H. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

I. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

J. Legitimate Educational Interest

"Legitimate educational interest" includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or 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. Perform a task directly related to responding to a request for data.

K. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with



evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

L. Personally Identifiable

“Personally identifiable” means that the data or information includes, but is not limited to: (a) a student’s name; (b) the name of the student’s parent or other family member; (c) the address of the student or student’s family; (d) a personal identifier such as the student’s social security number, student number, or biometric record; (e) other direct identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school reasonably believes knows the identity of the student to whom the education record relates.

M. Record

“Record” means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

N. Responsible Authority

“Responsible authority” means the executive director.

O. Student

“Student” includes any individual who is or has been in attendance, enrolled, or registered at the school and regarding whom the school maintains education records. “Student” also includes applicants for enrollment or registration at the school, and individuals who receive shared time educational services from the school.

P. School Official

“School official” includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

Q. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.



R. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA including the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records consistent with the RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS section of this policy;
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the federal law and the regulations promulgated thereunder;
6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy from the school.

B. Eligible Students



All rights and protections given parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an “eligible student.” However, the parents of an eligible student who is also a “dependent student” are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 C.F.R. § 99.31(a).

C. Disabled Students

The school shall follow 34 C.F.R. §§ 300.610-300.617 with regard to the confidentiality of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school shall obtain a signed and dated written informed consent of the parent of a student or of the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent required by this subdivision must be signed and dated by the parent of the student or by the eligible student giving the consent and shall include:
 - a. a specification of the records to be disclosed;
 - b. the purpose or purposes of the disclosure;
 - c. the party or class of parties to whom the disclosure may be made;
 - d. the consequences of giving informed consent; and
 - e. if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision:
 - a. if the parent or eligible student so requests, the school shall provide him or her with a copy of the records disclosed; and
 - b. if the parent of a student who is not an eligible student so requests, the school shall provide the student with a copy of the records disclosed.
4. A signed and dated written consent may include a record and signature in electronic form that:



- a. identifies and authenticates a particular person as the source of the electronic consent; and
 - b. indicates such person's approval of the information contained in the electronic consent.
5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
- a. in plain language;
 - b. dated;
 - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
 - d. specific as to the nature of the information the subject is authorizing to be disclosed;
 - e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
 - f. specific as to the purpose or purposes for which the information may be used by any of the parties named in clause e. above, both at the time of the disclosure and at any time in the future; and
 - g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for (i) life insurance or non-cancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minn. Stat. Ch. 256B or Minnesota Care under Minn. Stat. Ch. 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in the STATEMENT OF RIGHTS section of this policy.

B. Prior Consent for Disclosure Not Required



The school may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school whom the school determines have a legitimate educational interest in such records;
2. To a contractor, consultant, volunteer, or other party to whom the school has outsourced institutional services or functions provided that the outside party:
 - a. performs an institutional service or function for which the school would otherwise use employees;
 - b. is under the direct control of the school with respect to the use and maintenance of education records; and
 - c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;
3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (See the ANNUAL NOTIFICATION OF RIGHTS section of this policy), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act. The records also shall include a copy of any probable cause notice or any disposition or court order under Minn. Stat. § 260B.171, unless the data are required to be destroyed under Minn. Stat. § 120A.22, Subd. 7(c) or § 121A.75. On request, the school will provide the parent or eligible student with a copy of the education records which have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with the REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA section of this policy;
4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, or state and local educational authorities, subject to the conditions relative to such disclosure provided under federal law;
5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
 - a. determine eligibility for the aid;



- b. determine the amount of the aid;
- c. determine conditions for the aid; or
- d. enforce the terms and conditions of the aid.

“Financial aid” for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual’s attendance at an educational agency or institution;

- 6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
 - a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system’s ability to effectively serve the student whose records are released; or
 - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school shall disclose the following information to the juvenile justice system under this paragraph: a student’s full name, home address, telephone number, and date of birth; a student’s school schedule, attendance record, and photographs, if any; and parents’ names, home addresses, and telephone numbers;
- 7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term “organizations” includes, but is not limited to, federal, state and local agencies and



independent organizations. In the event the Department of Education determines that a third party outside of the school to whom information is disclosed violates this provision, the school may not allow that third party access to personally identifiable information from education records for at least five years.

8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a dependent student;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. § 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 U.S.C. § 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the school, the school may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school to defend itself;
11. To appropriate parties, including the parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Paragraph E. of the RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING section of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;



12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the school has designated as “directory information” pursuant to the RELEASE OF DIRECTORY INFORMATION section of this policy;
14. To military recruiting officers pursuant to the DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS section of this policy;
15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
 - a. the following information about a student must be disclosed: a student’s full name, home address, telephone number, date of birth; a student’s school schedule, daily attendance record, and photographs, if any; and any parents’ names, home addresses, and telephone numbers;
 - b. the existence of the following information about a student, not the actual data or other information contained in the student’s education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the executive director or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student’s parent or guardian by certified mail of the request to disclose information. If the student’s parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian



is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file.

19. To the executive director and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by the director under Minn. Stat. § 260B.171, Subd. 3. The executive director must notify the counselor immediately and must place the disposition order in the student's permanent education record. The executive director also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the executive director believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The executive director may also notify other school employees, substitutes, and volunteers who are in direct contact with the student if the executive director determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the executive director must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian.
20. To the executive director if it is information from a peace officer's record of children received under Minn. Stat. § 260B.171, Subd. 5. The executive director must place the information in the student's education record. The executive director also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the executive director believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The executive director may also notify other employees, substitutes, and volunteers who are in direct contact with the student if the executive director determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the executive director must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.



The executive director must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the executive director of such action.

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or
22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in section 5304 of Title 25), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

VII. RELEASE OF DIRECTORY INFORMATION

A. Classification

Directory information is public except as provided herein.

B. Former Students

Unless a former student affirmatively opted out of the release of directory information in his or her last year of attendance, the school may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school may release records that only contain information about an individual obtained after he or she



is no longer a student at the school and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school).

C. Present Students and Parents

The school may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein. Prior to such disclosure the school shall:

1. Annually give public notice by any means that are reasonably likely to inform the parents and eligible students of:
 - a. the types of personally identifiable information regarding students and/or parents that the school has designated as directory information;
 - b. the parent's or eligible student's right to refuse to let the school designate any or all of those types of information about the student and/or the parent as directory information; and
 - c. the period of time in which a parent or eligible student has to notify the school in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.
2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school, in writing, that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in the DISCLOSURE OF EDUCATION RECORDS section of this policy.
3. A parent or eligible student may not opt out of the directory information disclosures to:
 - a. prevent the school from disclosing or requiring the student to disclose the student's name, ID, or school e-mail address in a class in which the student is enrolled; or
 - b. prevent the school from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school as directory information.
4. The school shall not disclose or confirm directory information without meeting the written consent requirements contained in Paragraph A. of the DISCLOSURE OF EDUCATION RECORDS section of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information



The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;
2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school may not disclose private records or their contents except as summary data, or except as provided in the DISCLOSURE OF EDUCATION RECORDS section of this policy, without the prior written consent of the parent or the eligible student. The school will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.



B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minn. Stat. Ch. 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff or the local police department subject to the provisions of Minn. Stat. Ch. 260E.

Regardless of whether a written report is made under Minn. Stat. Ch. 260E 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 occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency or the public if the school determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement he or she provided to the school.
3. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
 - a. a decision by the school, or by the chief attorney for the school, not to pursue the civil legal action. However, such investigation may subsequently become active if the school or its attorney decides to renew the civil legal action;
 - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
 - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.



4. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student’s parent or guardian or representative shall be given access to all school records pertaining to the student, including any tests or reports upon which the action proposed by the school may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. § 121A.40, *et seq.*

XI. DISCLOSURE OF DATA TO MILITARY RECRUITMENT OFFICERS

- A. The school will release the names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.
- B. Data released to military recruiting officers under this provision:
 1. may be used only for the purpose of providing information to students about military service, state and federal veterans’ education benefits, and other career and educational opportunities provided by the military; and
 2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces.
- C. A parent or eligible student has the right to refuse the release of the name, address, or home telephone number to military recruiting officers. To refuse the release of the above information to military recruiting officers, a parent or eligible student must notify the responsible authority in writing each year. The written request must include the following information:
 1. Name of student and parent, as appropriate;
 2. Home address;
 3. Student’s grade level;
 4. School presently attended by student;



5. Parent's legal relationship to student, if applicable;
 6. Specific category or categories of information which are not to be released to military recruiting officers; and
 7. Specific category or categories of information which are not to be released to the public, including military recruiters.
- D. Annually, the school will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers does not affect the school's release of directory information to the rest of the public, which includes military recruiting officers. In order to make any directory information about a student private, the procedures contained in the RELEASE OF DIRECTORY INFORMATION section of this policy also must be followed. Accordingly, to the extent the school has designated the name, address, phone number, and grade level of students as directory information, absent a request from a parent or an eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers.

XII. LIMITS ON REDISCLOSURE

A. Re-disclosure

Consistent with the requirements herein, the school may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Re-disclosure Not Prohibited

1. Subdivision A. of this section does not preclude the school from disclosing personally identifiable information under the DISCLOSURE OF EDUCATION RECORDS section of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school provided:
 - a. The disclosures meet the requirements of the DISCLOSURE OF EDUCATION RECORDS section of this policy; and
 - b. The school has complied with the record-keeping requirements of the RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING section of this policy.



2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student, to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 U.S.C. § 14071. However, the school must provide the notification required in FERPA, 34 C.F.R. § 99.31(a)(9)(ii), if a re-disclosure is made based upon a court order or lawfully issued subpoena.

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school.

D. Notification

The school shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy, disclosures to a parent or a student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 C.F.R. § 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in § 99.31(a)(3), or a third party outside of the school improperly re-discloses personally identifiable information from education records, the educational agency or institution may not allow that third party access to personally identifiable information from education records for at least five years.

XIII. RESPONSIBLE AUTHORITY, RECORD SECURITY, AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The executive director shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The executive director shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;
2. Titles and addresses of person(s) responsible for the security of student records;



3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy, and the various administrative policies of the school. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The executive director shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:
 - a. the parties who have requested or received personally identifiable information from the education records of the student;
 - b. the legitimate interests these parties had in requesting or obtaining the information; and
 - c. the names of the state and local educational authorities and federal officials and agencies listed in Paragraph B.4. of the DISCLOSURE OF EDUCATION RECORDS section of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.
2. In the event the school discloses personally identifiable information from an education record of a student pursuant to Paragraph B. of the LIMITS ON REDISCLOSURE section of this policy, the record of disclosure required under this section shall also include:
 - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school;
 - b. the legitimate interests under the DISCLOSURE OF EDUCATION RECORDS section of this policy which each of the additional parties has in requesting or obtaining the information; and
 - c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Paragraph B.4. of the DISCLOSURE OF EDUCATION RECORDS section of this policy in accordance with 34 C.F.R. § 99.32 and to whom the school disclosed information from an



education record. The school shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. Paragraph (1) of Record Keeping does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Paragraph B.1 of the DISCLOSURE OF EDUCATION RECORDS section of this policy, requests for disclosures of directory information under the RELEASE OF DIRECTORY INFORMATION section of this policy, or a party seeking or receiving the records as directed by a Federal grand jury or other law enforcement subpoena where the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18. U.S.C. § 2332b(g)(5)(B) or an act of domestic or international terrorism.
4. The record of requests of disclosures may be inspected by:
 - a. the parent of the student or the eligible student;
 - b. the school official or his or her assistants who are responsible for the custody of the records; and
 - c. the parties authorized by law to audit the record-keeping procedures of the school.
5. The school shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
 - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
 - b. the parties to whom the school disclosed the information.
6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school to inspect or review the education records of the student, except those records which are made confidential by state or



federal law or as otherwise provided in the DISCLOSURE OF PRIVATE RECORDS section of this policy.

B. Response to Request for Access

The school shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school shall provide the parent or eligible student with a copy of the records requested, or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review



The school may presume that either parent of the student has authority to inspect or review the education records of a student unless the school has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school shall consider the following:
 - a. the cost of materials, including paper, used to provide the copies;
 - b. the cost of the labor required to prepare the copies;
 - c. any schedule of standard copying charges established by the school in its normal course of operations;
 - d. any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and
 - e. mailing costs.
2. The cost of providing copies shall be borne by the parent or eligible student.
3. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, would impair the parent or eligible student from exercising their right to inspect or review the student's education records.
4. The school reserves the right to make a charge for copies such as transcripts it forwards to potential employers or post-secondary institutions for employment or admissions purposes.

XV. **REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA**

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading or violates the privacy rights of the student may request that the school amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school to make. The request shall be signed and dated by the requestor.



2. The school shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.
3. If the school decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school refuses to amend the education records of a student, the school, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the school decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school, or both.
3. Any statement placed in the education records of the student under Subdivision B. of this section shall:
 - a. be maintained by the school as part of the education records of the student so long as the record or contested portion thereof is maintained by the school; and
 - b. if the education records of the student or the contested portion thereof is disclosed by the school to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school who does not have a direct interest in the outcome of the hearing. The school board attorney



shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The school shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of the Minn. Stat. Ch. 14 relating to contested cases.



XVI. PROBLEMS ACCESSING DATA

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data practices compliance official means the executive director.
- C. Any request by an individual with a disability for reasonable modifications of the school's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue, S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy rights and the procedure for requesting amendment of records;



3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school to comply with the requirements of FERPA, and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school has determined to have legitimate educational interests; and
6. That the school forwards education records on request to a school in which a student seeks or intends to enroll as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the main office of the school.

ADOPTED BY THE BOARD ON: [DATE]

REVISED BY THE BOARD ON: [DATES]



ST. CROIX PREPARATORY ACADEMY HAZING PROHIBITION POLICY Policy #526

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. 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 prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or knowingly making a false report of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or knowingly make a false report of hazing may result in disciplinary action up to and including termination or discharge.

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

- G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- H. 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.



- I. 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 school-related purpose. The term hazing includes, but is not limited to:
 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic 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 any 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, 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 school district policies or regulations.
- B. "Immediately" means as soon as possible but in no event longer than 24 hours.
- C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school 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 school district purposes, the area of entrance to or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School 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 hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- E. "Student" means a student enrolled in a public school or a charter school.



- F. “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 target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer – Terri Smith -- or to the executive director – Jon Gutierrez. If the complaint involves the building report taker, the complaint shall be made or filed directly with the executive director – Jon Gutierrez -- or the school district human rights officer – Terri Smith -- by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- C. A teacher, administrator, volunteer, contractor, and other school employees shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter’s future employment, grades, work assignments, or educational or work environment.
- E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.



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

V. SCHOOL DISTRICT ACTION

- A. Within three (3) school days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students, or others pending completion of an investigation of alleged hazing prohibited by this policy.
- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident.
- F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR 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 commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but



is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in each school's student handbook.
- B. The school will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)

Cross References: Policy 514 (Bullying Prohibition Policy)



ST. CROIX PREPARATORY ACADEMY MANDATED REPORTING OF CHILD MALTREATMENT POLICY Policy #414

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child maltreatment.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school to fully comply with Minn. Stat. Ch. 260E requiring school personnel to report suspected child maltreatment.
- B. It shall be a violation of this policy for any school personnel to fail to immediately report instances of child maltreatment when the school personnel knows or has reason to believe a child is being maltreated or has been maltreated 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 or event.
- B. “Child” means person 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. “Egregious harm” means harm under Minn. Stat. § 260C.007, Subd. 14, or a similar law of another jurisdiction. Minn. Stat. § 260C.007, Subd. 14, states that “egregious harm” means the infliction of bodily harm to a child or neglect of a child which demonstrates a grossly inadequate ability to provide minimally adequate parental care. The egregious harm need not have occurred in the state or in the county where a termination of parental rights action is otherwise properly venued. Egregious harm includes, but is not limited to: (1) conduct towards a child that constitutes a violation of Minn. Stat. §§ 609.185 to 609.2114, Minn. Stat. § 609.222, Subd. 2, Minn. Stat. § 609.223, or any other similar law of any other state; (2) the infliction of “substantial bodily harm” to a child, as defined in Minn. Stat. § 609.02, Subd. 7a; (3) conduct towards a child that constitutes felony malicious punishment of a child under Minn. Stat. § 609.377; (4) conduct towards a child that constitutes felony unreasonable restraint of a child under Minn. Stat. § 609.225, Subd. 3; (5) conduct towards a child that constitutes felony neglect or endangerment of a child under Minn. Stat. § 609.378; (6) conduct towards a child that constitutes assault under Minn. Stat. §§ 609.221, 609.222, or 609.223; (7) conduct towards a child that constitutes solicitation, inducement, or promotion of, or receiving profit derived from prostitution under Minn. Stat. § 609.322; (8) conduct towards a child that constitutes murder or voluntary manslaughter as defined by United States Code, title 18, section 1111(a) or 1112(a); (9) conduct towards a child that constitutes aiding or abetting, attempting, conspiring, or soliciting to commit a murder or voluntary manslaughter that constitutes a violation of United States Code, title



18, section 1111(a) or 1112(a); or (10) conduct toward a child that constitutes criminal sexual conduct under Minn. Stat. §§ 609.342 to 609.345 or sexual extortion under Minn. Stat. § 609.3458.

- D. "Facility" means (1) a licensed or unlicensed day care facility, certified license-exempt child care center, residential facility, agency, hospital, sanitarium, or other facility or institution required to be licensed under Minn. Stat. §§ 144.50 to 144.58, 241.021, or 245A.01 to 245A.16, or Minn. Ch. 144H, 245D, or 245H; (2) a school as defined in Minn. Stat. § 120A.05, Subds. 9, 11, and 13; and Minn. Ch. 124E; or (3) a non-licensed personal care provider organization as defined in Minn. Stat. § 256B.0625, Subd. 19a.
- E. "Immediately" means as soon as possible but in no event longer than 24 hours.
- F. "Maltreatment" means any of the following acts or omissions: (1) egregious harm under section III.C (and Minn. Stat. § 260E.03, Subd. 5); (2) neglect under section III.I (and *id.* Subd. 15); (3) physical abuse under section III.K (and *id.* Subd. 18); (4) sexual abuse under section III.N (and *id.* Subd. 20); (5) substantial child endangerment under section III.O (and *id.* Subd. 22); (6) threatened injury under section III.P (and *id.* Subd. 23); (7) mental injury under section III.H (and *id.* Subd. 13); and (8) maltreatment of a child in a facility.
- G. "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.
- H. "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.
- I. "Neglect" means the commission or omission 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, 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 their 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 the parent's 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 at birth, or 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 child's care 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.

- J. "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.
- K. "Physical Abuse" means any physical injury, mental injury (under Minn. Stat. § 260E.03, Subd. 13), or threatened injury (under Minn. Stat. § 260E.03, Subd. 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 under 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, executive director 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 (i) 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 (ii) other substances that substantially affect the child's behavior, motor coordination, or judgment; 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.

- L. "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.
- M. "School Personnel" means professional employee or professional's delegate of the school who provides health, educational, social, psychological, law enforcement or child care services.



- N. “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 by Minn. Stat. § 260E.03, Subd. 21) or by a person in a current or recent position of authority (as defined by Minn. Stat. § 260E.03, Subd. 16) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, sexual extortion, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a child that constitutes a violation of Minnesota statutes prohibiting prostitution, use of a minor in a sexual performance, or child sex trafficking. 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).

- O. “Substantial child endangerment” means that a person responsible for a child’s care, by act or omission, commits or attempts to commit an act against a child under their care that constitutes any of the following: (1) egregious harm under Minn. Stat. § 260E.03, Subd. 5; (2) abandonment under Minn. Stat. § 260C.301, Subd. 2; (3) neglect under Minn. Stat. § 260E.03, Subd. 15, paragraph (a), clause (2), that substantially endangers the child’s physical or mental health, including a growth delay, which may be referred to as failure to thrive, that has been diagnosed by a physician and is due to parental neglect; (4) murder in the first, second, or third degree under Minn. Stat. §§ 609.185, 609.19, or 609.195; (5) manslaughter in the first or second degree under Minn. Stat. §§ 609.20 or 609.205; (6) assault in the first, second, or third degree under Minn. Stat. §§ 609.221, 609.222, or 609.223; (7) solicitation, inducement, and promotion of prostitution under Minn. Stat. § 609.322; (8) criminal sexual conduct under Minn. Stat. §§ 609.342 to 609.3451; (9) sexual extortion under Minn. Stat. § 609.3458; (10) solicitation of children to engage in sexual conduct under Minn. Stat. § 609.352; (11) malicious punishment or neglect or endangerment of a child under Minn. Stat. §§ 609.377 or 609.378; (12) use of a minor in sexual performance under Minn. Stat. § 617.246; or (13) parental behavior, status, or condition that mandates that the county attorney file a termination of parental rights petition under Minn. Stat. § 260C.503, Subd. 2.

- P. “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 a 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; or (4) 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. The Minnesota Department of Education (MDE) is responsible for screening and investigating allegations of child maltreatment in schools and the school shall make its initial report of any allegations of child maltreatment in schools directly to the appropriate department at MDE. Reports of allegations of child maltreatment occurring outside of schools shall be made to the appropriate local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department.

- B. A mandated reporter shall immediately report the information to the local welfare agency, police department, county sheriff, tribal social services agency, tribal police department, or agency



responsible for assessing or investigating the report. The reporter will include his or her name and address in the report. At the time the report is made, the reporter shall notify their building Principal or building supervisor of the report. The Principal or building supervisor shall notify the Executive Director. If the report involves the Principal or building supervisor, the reporter shall notify the Executive Director directly. If the report involves the Executive Director, the reporter shall notify the Principal or building supervisor, who shall notify the School Board Chair.

- C. 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. A copy of the written report shall be provided to the building Principal or building supervisor, who shall provide a copy of the written report to the Executive Director. If the written report involves the Principal or building supervisor, the reporter shall provide the written report to the Executive Director directly. If the written report involves the Executive Director, the reporter shall provide the written report to the Principal or building supervisor, who shall provide the written report to the School Board Chair.
- D. 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.
- E. 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.
- F. With the exception of a healthcare 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.
- G. 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.
- H. The school shall not retaliate against a mandated reporter for reporting in good faith, or against a child with respect to whom a report is made, because of the report.
- I. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy may be subject to discipline, up to and including discharge. Minnesota law also provides that anyone who knowingly or recklessly makes a false report 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.

V. INVESTIGATION

- A. The responsibility for assessing or investigating reports of suspected maltreatment rests with the appropriate county, state, 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. When it is possible and the report alleges substantial child endangerment or sexual abuse, the interview may take place outside the presence of the alleged offender and may take place prior to any interviews of the alleged offender. 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, unless a school employee or agent is alleged to have maltreated the child.

- 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, 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 staff when an interview is conducted on school premises.
- D. Where the alleged offender is believed to be a school official or employee, the school 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 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 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. DATA PRACTICES AND MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. A written notification provided to the school to interview a child on school property shall be private data. 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, unless a school employee or agent is alleged to have maltreated the child.
- B. The name of the reporter of maltreatment shall be confidential data while the report is under assessment or investigation and after the assessment or investigation is completed.



- C. A local welfare or child protection agency, or the agency responsible for assessing or investigating the report of maltreatment, shall provide relevant private data on individuals to a mandated reporter who made the report and who has an ongoing responsibility for the health, education, or welfare of a child affected by the data, unless the agency determines that providing the data would not be in the best interests of the child. A reporter who receives private data on individuals under this subdivision must treat the data as private data.
- D. All records regarding a report of maltreatment, including any notification of intent to interview that 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 assessment or 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 Executive Director will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed regularly for compliance with state law.

ADOPTED BY THE BOARD ON: 09/2004

REVISED BY THE BOARD ON: 07/18/23



ST. CROIX PREPARATORY ACADEMY CRISIS MANAGEMENT Policy #806

[Note: The Commissioner of Education is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minn. Stat. § 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort between the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for the school, school administration, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation.

The school will, to the extent possible, engage in ongoing emergency planning within the school and with emergency responders and other relevant community organizations. The school will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The School's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that school administration can tailor a building-specific crisis management plan to meet that building's specific situation and needs.



The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by school administration when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

[Note: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities." A website link is provided in the resource section of this Policy.]

- a. Lock-Down Procedures. Lock-down procedures may be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the Executive Director or his or her designee. The Executive Director or designee will announce the lock-down over the public address system or other designated system. Provisions for emergency evacuation will be maintained even in the event of lock-down. The Executive Director will submit lock-down procedures as a part of the building specific crisis management plan.

[Note: State law requires a minimum of five school lock-down drills each school year. See Minn. Stat. § 121A.035.]

- b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the Executive Director or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the Executive Director or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

[Note: State law requires a minimum of five school fire drills, consistent with Minn. Stat. § 299F.30, and one school tornado drill each school year. See Minn. Stat. § 121A.035.]



c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The Executive Director or his or her designee will announce the need for sheltering over the public address system or other designated system. The Executive Director will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

[Note: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]

2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable Executive Directors to tailor response procedures when creating building-specific crisis management plans.

[Note: The Comprehensive School Safety Guide (2011 Edition) includes crisis specific procedures.]

3. School Emergency Response Teams

a. Composition. School administration will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the school administration. A list of the emergency response team members will be kept on file in the school office. .

[Note: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]

b. Leaders. The Executive Director or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

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



2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

[Note: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]

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

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

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

5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances (e.g. lunch time, recess, and during assemblies). State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.

[Note: The State Fire Marshal advises schools to defer fire drills during the winter months.]

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

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.

8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.



[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the Facilities Director and will be easily accessible and on file in the school office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

[Note: For single building districts, a secondary location for diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school authorizer, or compiling facility diagrams and site plans on a CD-Rom and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]

[Note: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minn. Stat. § 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]

D. Emergency Telephone Numbers

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

School employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]

E. Warning and Notification Systems

The school shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school



buildings. The school should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The Executive Director, and his or her designee, shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. The crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The Executive Director will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or school web sites), and will discuss the factors to be considered in closing and reopening a school or building.

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

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]

G. Media Procedures

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

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available employees, contracted services, and volunteers including those that may fill the role of school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the Executive Director or the Lower, Middle, or Upper School principals determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide.

The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with the relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims, as well as others in need of emotional support, to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures



Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]

IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

The school will have procedures for all of the following:

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu
- X. Bus Safety

V. MISCELLANEOUS PROCEDURES

- A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

[Note: School buildings must maintain Safety Data Sheets (S.D.S) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to S.D.S in the event of a chemical accident.]

- B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).



The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

Legal References:

Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References:

MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 709 (Student Transportation Safety)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
<https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf>

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EFFECTIVE DATE: 05/21/2019



st.croixprep

**ST. CROIX PREPARATORY ACADEMY
CRISIS MANAGEMENT
Policy #806 NARRATIVE**

I. REASON FOR REVISION

Removal of “Notes”, which are informative/supplemental; and the addition of the Active School Shooter information passed during 2023 legislation.

NARRATIVE DATE: 8/15/2023



ST. CROIX PREPARATORY ACADEMY CRISIS MANAGEMENT Policy #806

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for the school, school administration, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation.

The school will, to the extent possible, engage in ongoing emergency planning within the school and with emergency responders and other relevant community organizations. The school will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The School's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that school administration can tailor a building-specific crisis management plan to meet that building's specific situation and needs.



The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. **General Crisis Procedures.** The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by school administration when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

- a. **Lock-Down Procedures.** Lock-down procedures may be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the Executive Director or his or her designee. The Executive Director or designee will announce the lock-down over the public address system or other designated system. Provisions for emergency evacuation will be maintained even in the event of lock-down. The Executive Director will submit lock-down procedures as a part of the building specific crisis management plan.

- b. **Evacuation Procedures.** Evacuations of classrooms and buildings shall be implemented at the discretion of the Executive Director or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the Executive Director or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

- c. **Hold/Secure Procedures.** Hold/Secure procedures provide refuge for students, staff, and visitors within the school building during an emergency. Hold is when there is a situation inside the building, not a violent critical incident, where staff/students need to convene in their office/classroom space. These safe areas maximize the safety of inhabitants. Secure is when there is a situation outside the building, not a violent critical incident, where no one is allowed in or out of the building and the school day operates normally within the building. Safe areas may change based upon the specific emergency. The Executive Director or his or her designee will announce the need for Hold/Secure over the public address system or other designated system. The Executive Director will submit Hold/Secure procedures for his or her building as part of the building-specific crisis management plan.



d. ALICE Procedures. ALICE is a proactive, options based plan for civilian response to a violent critical incident. ALICE authorizes and empowers individuals to utilize human action, building infrastructure and communication options to increase their chances of survival. ALICE options include Alert (initial awareness and notification of danger via PA announcement, email, text messaging, and emergency notification), Lockdown (barricading doorway entries via furniture, tie down devices, etc.), Inform (continuation of communication by providing real time information in clear and descriptive language), Counter (age appropriate strategies to disrupt and take control away from the attacker), Evacuate (giving occupants the authority to leave the building and move away from danger). ALICE options may change based upon the specific emergency. The Executive Director or his or her designee will announce the need to implement ALICE options over the public address system or other designated system. The Executive Director will submit ALICE procedures for his or her building as part of the building-specific crisis management plan.

2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable Executive Directors to tailor response procedures when creating building-specific crisis management plans.

3. School Emergency Response Teams

a. Composition. School administration will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the school administration. A list of the emergency response team members will be kept on file in the school office.

b. Leaders. The Executive Director or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

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

2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant crisis management plans for each school building. Each school



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

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances (e.g. lunch time, recess, and during assemblies). State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.
6. A record of fire drills conducted at the building will be maintained in the Facility Director's office.
7. The school will have prearranged sites for emergency sheltering and transportation as needed.
8. The school will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the Facilities Director and will be easily accessible and on file in the school office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers



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

School employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

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

The Executive Director, and his or her designee, shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. The crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The Executive Director will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or school web sites), and will discuss the factors to be considered in closing and reopening a school or building.

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

G. Media Procedures

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

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available employees, contracted services, and volunteers including those that may fill the role of school psychologist, counselor, community



behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the Executive Director or the Lower, Middle, or Upper School principals determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide.

The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with the relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims, as well as others in need of emotional support, to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
 - a. a statistically significant effect on relevant outcomes based on any of the following:
 - i. strong evidence from one or more well designed and well implemented experimental studies;
 - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or



- iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
 - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
 5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable,



notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
 - b. the importance of taking threats seriously and seeking help; and
 - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.
3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
 - a. student opportunities for leadership related to prevention and safety;



- b. encouragement and support to students in establishing clubs and programs focused on safety; and
- c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

- 1. the effect of active shooter drills on the safety of students and staff; and
- 2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

The school will have procedures for all of the following:

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/Disturbance
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu
- X. Bus Safety

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors



The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

Legal References:

Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References:

MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 709 (Student Transportation Safety)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
<https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf>
Minnesota School Safety Center – Resources (mn.gov)

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ST. CROIX PREPARATORY ACADEMY BULLYING PROHIBITION POLICY Policy #514

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 a student's ability to learn and/or a teacher's ability to educate students in a safe environment. St. Croix Preparatory Academy (herein after "SCPA") 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. To the extent, however, such conduct affects the educational environment of SCPA and the rights and welfare of its students and is within the control of SCPA in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist SCPA in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises,

1. on the school premises, at the school functions or activities, on the school transportation;

2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or

3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

B. A school-aged child who voluntarily participates in a public school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.

on SCPA property, at school functions or activities, or on school transportation.

C. 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. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of SCPA or the safety or welfare of the student or other students, 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. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off SCPA property and/or with or without the use of SCPA resources. **This policy also applies to sexual exploitation.**

D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

- E. No teacher, administrator, volunteer, contractor, or other employee of SCPA shall permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- H. False accusations or reports of bullying against another student are prohibited.
- I. A student who engages in an act of bullying, reprisal, retaliation, or knowingly makes a false report of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with SCPA's policies and procedures, including SCPA's discipline policy. A teacher, administrator, volunteer, contractor, or other employee of SCPA who permits, condones, or tolerates bullying or engages in an act of reprisal, retaliation, or knowingly makes a false report of bullying shall be subject to disciplinary action. SCPA may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and



5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying or other prohibited conduct may range from remedial responses or positive behavioral interventions up to suspension and/or expulsion.

SCPA shall employ developmentally appropriate, preventative, and remedial measures in an effort to deter violations of this policy.

Consequences for 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 SCPA property and events.

- J. SCPA will act to investigate all complaints of bullying reported to SCPA and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of SCPA who is found to have violated this policy.

III. DEFINITIONS

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

- A. “Bullying” means intimidating, threatening, abusive, or harmful conduct that is objectively offensive and:
 1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 2. 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.

The term, “bullying,” specifically includes cyberbullying, **malicious and sadistic conduct, and sexual exploitation**. **as defined in this policy.**

- B. “Cyberbullying” means 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 website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on SCPA property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.



- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. **“Malicious and sadistic conduct” means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty**
- F. “On school premises, on SCPA property, at school functions or activities, or on school transportation” means all SCPA 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 SCPA purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. SCPA 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 and events, SCPA does not represent that it will provide supervision or assume liability at these locations and events.
- G. “Prohibited conduct” means bullying, cyberbullying, **malicious and sadistic conduct, sexual exploitation, as defined in this policy** or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about **prohibited conduct**. bullying.
- H. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- I. “Student” means a student enrolled in SCPA.



IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate SCPA official designated by this policy. A person may report bullying anonymously. However, SCPA may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. SCPA encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a SCPA human rights officer or the Executive Director. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Executive Director or the SCPA human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by SCPA shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. SCPA personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.



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

V. SCPA ACTION

- A. Within three school days of the receipt of a complaint or report of bullying or other prohibited conduct, SCPA shall undertake or authorize an investigation by the building report taker or a third party designated by SCPA.
- B. The building report taker or other appropriate SCPA officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, SCPA will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. Action taken by SCPA 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; the student discipline policy and other applicable SCPA policies; and applicable regulations.
- E. SCPA is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of SCPA. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, SCPA shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.



VI. RETALIATION OR REPRISAL

SCPA will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of SCPA who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.



VII. TRAINING AND EDUCATION

- A. SCPA shall discuss this policy with school personnel and volunteers and provide appropriate training to SCPA personnel regarding this policy. SCPA shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the SCPA. SCPA or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. SCPA shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - 4. The incidence and nature of cyberbullying; and
 - 5. Internet safety and cyberbullying.
- C. SCPA annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of SCPA is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.



The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

- F. SCPA may implement violence prevention and character development education programs to prevent or 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.
- G. Affected students and their parents may have rights under state and federal data practices laws to obtain access to data related to an incident and to contest the accuracy or completeness of the data.

VIII. NOTICE

- A. SCPA will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy **or a summary thereof** must be conspicuously posted in the administrative offices of the school and the office of each school.
- C. This policy must be **distributed to each** school employee and independent contractor at the time of hiring or contracting. **who regularly interacts with students at the time of initial employment with SCPA.**
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on SCPA's website.
- F. **Each school must develop a process for discussing this policy with students, parents of students, independent contractors, and school employees.**
- G. SCPA shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the SCPA Board shall, on a cycle consistent with other SCPA policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 **and 121A.0312** and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.



Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

DOCUMENT # 514.Revision.a
ADOPTED BY THE BOARD:
REVISED BY THE BOARD: 04/18/2023
EFFECTIVE DATE: 04/18/2023



st.croixprep

**ST. CROIX PREPARATORY ACADEMY
BULLYING PROHIBITION POLICY
Policy #514 NARRATIVE**

I. REASON FOR REVISION

The policy was updated due to the 2023 legislation which requires additions related to “malicious and sadistic conduct”.

NARRATIVE DATE: 8/15/2023



Q Comp Program Update Form for 2023-24

Due: August 31, 2023

General Information: This form is to be used by all implementing districts and charter schools to provide information to the Minnesota Department of Education (MDE) regarding changes to the approved Quality Compensation (Q Comp) program as outlined in [Minnesota Statutes, section 122A.414](#). The form will expand to fit the responses. For each core component, begin by putting an “X” next to either Yes or No to signify that there are changes, or no changes, to that component. Then, complete that section, if applicable, or move to the next component. Send the completed document and any related attachments via email to mde.q-comp@state.mn.us.

Note: *There is no need to submit a program update form if no changes are being made to the approved Q Comp program.*

District or Charter School Name: [Enter text here](#)

Superintendent or Director: [Jon Gutierrez](#)

- Phone: [651-395-5905](#)
- Email: jongutierrez@stcroixprep.org

President of the Exclusive Representative of the Teachers: [Enter text here](#)

- Phone: [Enter text here](#)
- Email: [Enter text here](#)

Program Contact Person: [Deanna Thompson](#)

- Phone: [651-209-7371](#)
- Email: dthompson@stcroixprep.org

It is the district’s responsibility to align any program changes with statutory requirements. To assist with this process, read the [Q Comp Requirements and Guiding Principles document](#) on the Teacher Development and Evaluation (TDE) and Q Comp web page, under the Implementation section.

Please address all items related to the component(s) that are being changed and attach any additional information and related materials. Ensure that when designing program changes the fiscal implications of the change are thoroughly considered so that funds are available to cover related costs and that for school districts both the school board/administration and exclusive representative of the teachers understands and agrees to all changes. MDE staff will review the provided information and contact the district/charter school if further clarification is needed.

Core Component: Career Advancement Options

Are changes being made to this component? ___ Yes No
If yes, please complete the following sections as applicable.

Discontinuing—Identify any position(s) being removed: [Enter text here](#)

Expanding—Provide the full job descriptions, below, for any position(s) being added:

Title: [Enter text here](#)

Qualifications:

- [Enter text here](#)

Responsibilities:

- [Enter text here](#)

Hiring Process:

- [Enter text here](#)

Evaluation:

- [Enter text here](#)

Compensation: [Enter text here](#)

Revising—Using the categories above, describe any changes to an existing position description(s): [Enter text here](#)

Core Component: Job-Embedded Professional Development

Are changes being made to this component? ___ Yes No
If yes, please complete the following sections as applicable.

Frequency—Describe how often teams meet: [Enter text here](#)

Length—Describe how long each team meeting is: [Enter text here](#)

Composition—Describe the new team (e.g., grade levels, banded grades, departments): [Enter text here](#)

Core Component: Teacher Evaluation

Are changes being made to this component? Yes ___ No
If yes, please complete the following sections as applicable.

Peer Review—Describe the revised Peer Review Process (e.g., number of observations, number of different observers, use of the rubric, link to growth plans, observation process, training for observers, coaching):

- Level 1 teachers (Years 1-3 at St. Croix Prep)
 - Create [individual growth and development plan](#) with TLC and principal

- Informal observations and coaching from TLC - general classroom and seminar (minimum of 4 observations per year)
- Level 2 teachers (4+ years at St. Croix Prep)
 - 3-year rotation for observations
 - Year 1
 - Create individual growth and development plan with TLC and principal
 - Informal observations and coaching from TLC
 - Year 2
 - Create individual growth and development plan with TLC and principal
 - Informal observations and coaching from TLC

Summative Evaluation—Outline the revised Summative Evaluation Process (e.g., frequency of summative process, number of evaluations, use of the rubric, link to growth plans, evaluations process, training for evaluators, coaching):

- Level 1 teachers (Years 1-3 at St. Croix Prep)
 - Create individual growth and development plan with TLC and principal
 - Formally observed division principal (2 per year)
 - Informal principal observations (2 per year)
 - Summative end-of-year evaluation
- Level 2 teachers (4+ years at St. Croix Prep)
 - 3-year rotation for observations
 - Year 3
 - Create individual growth and development plan with TLC and principal
 - Formal principal observations (2 per year)
 - Informal principal observations (2 per year)
 - Summative end-of-year evaluation

Individual Growth and Development Plan—Specify the changes to the teacher’s Individual Growth and Development Plan (IGDP) (e.g., the process for setting goals and plans, the goal and plan review process, documentation is required throughout the year):

- Teachers will work with their division principal and/or TLC to set both a professional growth goal and an instructional goal. Teachers will identify the activities, actions, and resources they will need to work toward achieving their goals. Teachers will reflect on their progress at the end of each quarter. At the end of the year, teachers will discuss the outcome of their goals with their division principal and/or TLC.

Measures of student growth and literacy- Describe changes to the measures of student growth and literacy (e.g., how the goal is set, oversight, results, and scoring): **No changes**

Teacher Improvement Process- Provide the updated Teacher Improvement Process (TIP) (e.g., identification for the process (not meeting job performance expectations) goal setting, support, moving out of the process, as stated on the Performance Improvement Plan cover sheet, PIP rubric):

The teacher improvement process will be implemented if a teacher is not meeting job performance expectations as stated on the Gen Ed Performance Individual Plan rubric. The administrator and teacher will work together to

complete the Performance Improvement Plan (PIP) cover sheet, which includes setting goals, identifying needed support, and setting a timeline for moving off of the PIP.

Rubric- Identify any changes to the rubric, including:

- What rubric is being used (e.g., Danielson, 5D+, locally developed)? If locally developed, please attach.
 - Attached
- What modifications have been made to the rubric?
 - The rubric is for general classroom lessons instead of classroom seminars
- What is the standard of performance expected of tenured/continuing contract teachers?
 - Must earn a minimum score of 76/114 on the teacher performance appraisal (summative end-of-year evaluation)
- What is the standard of performance expected of probationary/non-tenured teachers, if different from tenured/continuing contract teachers? N/A

Core Component: Performance Pay and Reformed Salary Schedule

Are changes being made to this component? ___ Yes _X_ No

If yes, please complete the following sections as applicable.

Salary schedule—Describe changes to how vertical movement is made on the salary schedule: [Enter text here](#)

Performance pay—Outline changes to the performance pay system:

- **Site Goal:** \$ [Enter text here](#) for schoolwide student achievement gains will be awarded to teacher if the schoolwide site goal (updated annually) is met.
- **Measure of Student Growth and Literacy:** \$ [Enter text here](#) for measures of student growth and literacy will be awarded to each teacher if their annual measures of student growth goal is met.
- **Teacher Observation/Evaluation:** \$ [Enter text here](#) for teacher evaluation will be awarded to each licensed staff member who demonstrates a score of [Enter text here](#) on the [Enter text here](#) rubric through the teacher evaluation process.
- **Additional Measure of Performance:** [If applicable] \$ [Enter text here](#) for [Enter text here](#) (measure of teacher or student performance) will be awarded to each licensed staff member who demonstrates [Enter text here](#) (standard of performance).

OPTIONAL Hiring bonus—Describe how Q Comp funding is being used for hiring bonuses for hard to staff positions (e.g., bonus amount, process for determining who receives, positions eligible): [Enter text here](#)

OPTIONAL Additional licensure—Outline how Q Comp funding is being used to provide compensation for additional licensure or grow your own systems (e.g., positions eligible, length and amount of funding): [Enter text here](#)

The undersigned hereby certifies on behalf of the district/charter school that all of the proposed changes meet statutory requirements.

Superintendent/Executive Director Name

Signature

Date

Local Union President Name*

Signature

Date

*Districts/Charter schools without a collective bargaining unit only need the signature of the superintendent/executive director on behalf of the school board.



**St. Croix Preparatory Academy
Compensation Plan
August 15, 2023**

The following updates have been made to the Compensation Plan 2023-2024:

- Licensed Instructional Staff Compensation sections A and B have been updated to align with the revised QComp plan submitted to MDE for their approval.
- Appendix B: QComp Performance Incentive Schedule has been updated to align with the revised QComp plan submitted to MDE for their approval. MCA test scores will be updated when official test results are received.
- Appendix D: Staff Stipend Schedule and Hourly Rates have been updated per board discussion in May. Items highlighted in yellow have been increased 10% and items highlighted in green have been increased after analysis to align with other stipends using a rate of \$25/hour.

Action Requested: Approve changes



st. croix preparatory academy

COMPENSATION PLAN

2023-2024

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INTRODUCTION

Goals of this Compensation Plan

- Provide a comprehensive and accessible compensation structure for all St. Croix Prep staff
- Ensure that our system of compensation is optimally aligned with our organization's values of collaboration, continuous improvement and development, and a belief that results matter
- Maintain a consistent and fair practice for establishing salaries across the school
- Stay competitive in the local market
- Ensure a compensation model for sustainable budgeting
- Guarantee compliance to FLSA requirements for exemption status

Components of this Compensation Plan

SCPA employees fall into one of the three employment categories. The unique compensation structure of each category is detailed in one of the following sections of this document:

- Licensed Instructional Staff Compensation (Teachers)
- Non-Licensed Instructional Staff Compensation (All Educational Assistants)
- Non-Instructional Staff (All other staff)

The fifth section of this document, Other Organizational Benefits, applies to all SCPA employees.

Finally, the Compensation Plan includes appendices which are appropriately referenced in the body of the Plan.

I. LICENSED INSTRUCTIONAL STAFF COMPENSATION

Components of Licensed Instructional Staff Compensation are as follows:

- A. **Placement Level:** Licensed instructional staff base salary is set forth in Appendix A (Licensed Instructional Staff Salary Schedule). Initial placement level is based on the candidate’s years of experience in accredited or similar standing schools in which he/she taught full time for the full academic year in any grade, K-12, or other relevant experience. Also considered in establishing a candidate’s placement level is external market conditions in which it is challenging to recruit and retain qualified teachers in a particular discipline. Placement level is determined after reviewing a candidate’s file prior to a hire date. Placement level may be negotiated with SCPA Administration approval.
- B. **Advancement of Placement Level:** For evaluation purposes, teachers are split into two categories: Level 1 and Level 2. Level 1 teachers are on year 1-3 teaching at SCPA; Level 2 teachers are on year 4 and beyond. Advancement of a placement level on the Licensed Instructional Staff Salary Schedule is detailed below for each level.
 - 1. Level 1 Teacher, advancement of a placement level on the Licensed Instructional Staff Salary Schedule is contingent upon the following:
 - a) Year End Performance Appraisal with Division Principal or Director: Must earn a minimum score of 76/114 on the annual year-end performance appraisal.
 - b) Completion of Annual QComp Requirements: Current requirements are outlined in Appendix B.
 - c) SCPA Administration Recommendation: Administration recommendation for the teacher to move placement levels.
 - 2. Level 2 Teacher, advancement of a placement level on the Licensed Instructional Staff Salary Schedule is contingent upon the following:
 - a) Year End Performance Appraisal with Division Principal or Director on a 3 year rotation.
 - b) Participations in PLCs and Completion of Annual QComp Requirements according to observation cycle: Current requirements are outlined in Appendix B.
 - c) SCPA Administration Recommendation: Administration recommendation for the teacher to move placement levels.
- C. **Salary Schedule:** Current year salaries are reflected in Appendix A.
- D. **Normal Teaching Load:** The normal teaching load of a full-time teacher varies by division and discipline. Teaching load is based on a 7 period day in middle school and upper school. 1.0 Full -Time Equivalent (FTE) teaching loads are defined as follows:

Grade	Description	Teaching Load per day
K-4	Gen. Ed Teacher	Approximately 5 hours of student contact time in a grade level classroom
K-4	Specialists - Art	5 Classes
K-4	Specialists - Music	5 Classes

K-4	Specialists - Physical Education	5 Classes plus 1 additional duty (20 min/day)
5-12	Gen. Ed Teacher	5 Classes
7-12	Gen. Ed. Teacher - Science	4 Science Lab Classes
5-12	Specialists - Art	5 Classes
5-12	Specialists - Music	6 Classes or Lesson Equivalent
5-12	Specialists - Physical Education	6 Classes
K-12	Special Education Teacher	Full Caseload as determined by SPED Director

The remaining unscheduled time in a teacher’s work day is for additional preparation, meetings, parental conferences, staff coverage if needed or other activities.

E. **Teaching Overload:** Teaching duties in excess of load identified in paragraph D above shall be paid an overload stipend per the table below. The overloads are awarded at the discretion of the Division Principal and require prior approval by the Executive Director of Finance and Operations.

FTE weighting for Grades K-4 are as follows:

FTE weight	Non-Instructional Minutes	Stipend Amount
.10	70 minutes or less during the regular school day (9:30am-4:00pm)	\$ 3,484.00

FTE weighting for Grades 5-12 are as follows:

FTE weight	Credit Weight	Stipend Amount
.10	½ Credit Class	\$ 3,484.00
.20	1 Credit Class	\$ 6,968.00
.125	½ Credit Science Lab Class	\$ 4,356.00
.25	1 Credit Science Lab Class	\$ 8,710.00

F. **Part-time Teaching Load:** If a teacher is part-time or temporary, the salary will be calculated according to their defined fractional FTE.

G. **Additional Duties:** Assignments of teachers to Additional Duties such as, but not limited to, bus supervision, hall supervision, and event attendance, shall be distributed among all teachers in the building. No additional compensation is awarded for these duties. See Appendix C for a more complete list of Additional Duties.

- H. **Prep Time Substitute Pay:** Teachers who are requested by their building principal and agree to use planning or preparation time to substitute for a teacher who is absent shall be compensated for such duty at their hourly rate.
- I. **Coaching and Advisory Assignments:** All assignments to additional activities, including, but not limited to, athletic and extra-curricular activities and clubs, shall be compensated according to the schedule in Appendix D. The Activities Director and the appropriate coaching or advisor staff shall participate in the hiring process for these positions.
- J. **Q-Comp Leadership Positions:** Teacher leadership positions including Teacher Learning Coordinator (TLC) and Professional Learning Community (PLC) Leader as well as short term project opportunities are available and shall be compensated according to the schedule in Appendix D.
 - 1. The TLC and PLC positions are three year terms and shall be posted in the spring preceding the term or upon vacancy if needed. TLC Leader salaries follow the Teacher Salary Schedule.
 - 2. The QComp Committee participates in the hiring process for these positions.
- K. **Q-Comp Performance Incentives:** All teachers are eligible and are awarded additional pay, beyond the base salary, for participation in and qualification for Q-Comp Performance Incentives. Stipends for these duties are set forth in Appendix B (QComp Performance Incentive Schedule).

II. NON-LICENSED INSTRUCTIONAL STAFF COMPENSATION

Components of Non-Licensed Instructional Staff Compensation are as follows:

A. Job Levels: SCPA has three job levels for non-licensed instructional staff:

- General Education, Education Assistants (Classroom EAs)
- Special Education, Paraprofessionals
- Special Education, Paraprofessionals – Special Duty

Education Assistants that work in the classroom supporting one grade level are General Education EAs. Education Assistants that work with special needs students either in the classroom or a resource room and may support multiple grade levels are Special Education Paraprofessionals.

B. Placement Level: Administration and the SCPA Board of Directors will determine all non-licensed instructional staff placement level based on job description, experience, and available external market data.

C. Advancement of Placement Level: Advancement of a placement level on the Non-Licensed Instructional Staff Salary Schedule is contingent upon achieving or exceeding the minimum score defined below on the year-end appraisal and SCPA Administration recommendation. The year-end appraisal will be performed by the employee's Division Principal or Director in collaboration with any supervising teacher.

1. **Year End Performance Appraisal:** An average score of 2.0 or above on a 3 point scale on the annual year-end performance appraisal. The appraisal is performed by the teacher's Division Principal or Director in collaboration with any supervising teacher.
2. **SCPA Administration Recommendation:** Administration recommendation for the staff member to move placement levels.

D. Salary Schedule: Current year salaries are reflected in Appendix E.

III. NON-INSTRUCTIONAL STAFF COMPENSATION

Components of Non-Instructional Staff Compensation are as follows:

A. **Job Levels:** Five (5) Job Levels have been created for Non-Instructional Staff to ensure consistency in job functions across St. Croix Prep. A promotion is needed to move up one or more job levels.

Level 1: Entry Level Support (Food Service Servers)

- Job duties lean towards being more tactical in nature
- Directly supervised
- Limited autonomy to manage critical decisions
- Limited or no previous work experience required

Level 2: Advanced Level School Support (Food Service Leads, Health Room Assistant, Administrative Assistants, Study Hall Monitor, Building Attendant, Building Substitute)

- Responsible for leading, tracking and ensuring the achievement of the students with whom they work
- May lead some whole group and a significant amount of small group instruction
- Certifications may be required
- To enter this level, employee must possess a basic level of knowledge and mastery in his/her profession, but would benefit from additional years or work-related experience

Level 3: Office Managers, Accountant, District Executive Assistant, District Administrative Assistant, Kitchen Manager, District Office Assistant

- Job duties have strategic requirements which require ample professional judgement and decision making over matters of significance
- Proven experience directly related to this profession is required to enter this level and professional certification may be required

Level 4: Managers, Associate Director, Coordinator, College Counselor, Technology Assistant, Facilities, Assistant, Senior Accountant

- Job duties include responsibility for the strategic direction and success of a functional area of the organization
- Individual operates autonomously and makes critical decisions
- Individual may manage or coach others
- Proven experience and a track record of success is required to enter this level

Level 5: Directors, Principals, Executive Directors

- Establishes strategic direction for the organization in collaboration with Executive Leadership
- Individual has accountability for whole teams of people or entire functional areas of organization
- Proven experience operating at management levels of an organization are required to enter this level
- Two or more direct reports

B. Pay Level Bands: Pay Level Bands correlate with Job Levels (see section A). Within each Band is a minimum and maximum pay level. Compensation for an individual is based on numerous factors such as market range for a position, job knowledge, skills, experience and demand. All salaries referenced are based on work by a full-time equivalent (FTE) employee. If a staff member is part-time or temporary, the salary will be calculated according to their defined fractional FTE.

Pay Level Band	Minimum	Maximum	Position
L1 (follows schedule on Appendix F after initial placement)	\$17.00	\$20.50	Food Service Servers
L2	\$18.00	\$28.00	Food Service Leads, Health Room Assistant, Administrative Assistants, Study Hall Monitor, Building Attendant, Building Substitute
L3	\$20.00	\$40.00	Office Managers, Accountant, District Executive Assistant, District Administrative Assistant, Kitchen Manager, District Office Assistant
L4	\$50,000	\$95,000	Managers, Associate Director, Coordinator, College Counselor, Technology Assistant, Senior Accountant, Facilities Assistant
L5	\$75,000	\$195,000	Directors, Principals, Executive Directors* (*contracted rates may differ)

C. Starting Salary: Administration and the SCPA Board of Directors will determine all non-instructional staff starting salary based on expectations/job description, experience, value to the school and available external market data. The Pay Level Bands (see paragraph B) will be reflective of this determination.

D. Tiers for Raises: Performance-based raises will be offered according to the following set of criteria, with manager discretion within the provided ranges.

Performance-Based Raise Tiers	Professional Evaluation (on 5 point scale)	Potential Raise Range*
Tier 1	At least 3.0	.5 - 1.0%
Tier 2	3.25 to 3.75	1.5 - 2%
Tier 3	More than 3.75	2 - 3%

*Salary increases outside of this range may be granted with SCPA Administration approval.

E. Performance Evaluation Components: The performance evaluation score is determined by the direct manager and may be influenced by the following inputs:

1. 360 Evaluation
2. Progress on Individual Performance Goals
 - Individual Performance Goals (IPG) are job-specific performance goals that may be set annually between you and your manager. IPGs should to be Specific, Measurable, Attainable, Relevant, and Time bound, and should be aligned with other organizational goals.

IV. SUBSTITUTE AND SEASONAL EMPLOYEE COMPENSATION

Components of Substitute and Seasonal Employee Compensation are reflected in Appendix G.

V. OTHER ORGANIZATIONAL BENEFITS

Other employment benefits for all eligible employees (employees regularly scheduled to work 30 or more hours per week), the total compensation package includes significantly more than base salary (or hourly wages).

Notably, St. Croix Prep offers and contributes substantial monetary amounts toward benefit programs intended to help protect your personal and financial well-being. Those contributions usually equate to a value of approximately 23% of your annual salary.

See our benefits summary documents for more information. Our benefit offerings currently include: health, dental, long-term disability, life insurance, 403(b), flexible spending account, paid time-off, and matching contributions for PERA and TRA retirement accounts as applicable.

Other Organizational Benefits that contribute to SCPA's positive, supportive culture:

- Flexible work environment:
 - Flexible hours/work remotely (need to be present on student contact days 9:30am-4:00pm)
 - Coverage for staff in emergencies
 - Jeans and spirit-wear on Thursdays and college-wear on Fridays
- Support with Professional Development:
 - Earn CEUs through on-site professional development
 - CEU hours entered on MDE portal on behalf of licensed faculty
- Support of enrollment of staff child(ren) at SCPA:
 - Preferential student enrollment for SCPA employees
 - Free on-site childcare before and after school through YMCA for licensed staff's child(ren)
- Support during work day:
 - On-site food service: Lunch, including Salad Bar & Breakfast items
 - Free coffee (locally roasted)/tea and condiments
 - Notary public on-site (Beth Grubisch)
- Discounts extended to staff:
 - SCRIP discounts (staff may elect full rebate amount for discount)
 - Staff free entry with staff ID at SCPA hosted events
- Support of staff's and family's health and wellness:
 - Free use of fitness room and athletic facilities
 - Health club fee reimbursement through SCPA's health insurance carrier
 - Wellness program - \$120 per year upon completion of earning required participation points
- St. Croix Prep strives to be a good local and global citizen:
 - Recycle/compost options for paper, glass, aluminum and food
 - SCPA is a prairie restoration site
 - Stillwater Chamber of Commerce member
 - SCPA's National Honor Society has adopted a section of Stagecoach Trail
 - US Again Donation Drop-Off site

APPENDIX A:

Licensed Instructional Staff Salary Schedule

2023-2024 School Year

Placement Level*	FY24 Pay Scale 1.0 FTE
1	\$43,988
2	\$44,574
3	\$45,465
4	\$46,374
5	\$47,998
6	\$48,958
7	\$49,937
8	\$50,935
9	\$53,483
10	\$54,553
11	\$55,644
12	\$56,757
13	\$57,891
14	\$59,050
15	\$60,230
16	\$61,435
17	\$62,664
18	\$63,917
19+	\$65,195

*Advancement on the placement schedule is contingent upon completing QComp requirements, achieving or exceeding the required minimum score on the year-end appraisal, and SCPA Administration recommendation.

An annual increase that mirrors the corresponding MN state per pupil funding increase will be added for staff above placement level 19+ and is contingent upon completing QComp requirements, achieving or exceeding the required minimum score on the year-end appraisal, and SCPA Administration recommendation.

APPENDIX B:

QComp Performance Incentive Schedule

2023-2024 School Year

Licensed staff (teachers and school nurse) are awarded additional pay, beyond base salary, for participation in and qualification for Q- Comp Performance Incentives. The goal of the incentive is to improve teacher instruction and increase student performance. The amount for each category is based on the dollars available each year as determined by the submitted and approved Q-Comp Plan by the Minnesota Department of Education. For the 2023-2024 school year, in order to receive performance based pay all licensed staff will need to complete the following:

Category 1. Ten Percent - (\$180) - Satisfactorily meeting School Wide Student Achievement Goals:

- Lower School Division Goal- The percentage of all students in grades 3-4 at St. Croix Preparatory Academy who earns achievement levels of meets or exceeds the standards on the Reading MCA-III will increase from 80.8% in 2022 to 81.3% in 2023.
- Middle School Division Goal-The percentage of all students in grades 5-8 at St. Croix Preparatory Academy who earns achievement levels of meets the Standards or Exceeds the Standards on the Reading MCA-III will increase from 81.5% in 2022 to 82.0% in 2023.
- Upper School Division Goal-The percentage of all students in grade 10 at St. Croix Preparatory Academy who earns achievement levels of meets the Standards or Exceeds the Standards on the Reading MCA-III will increase from 85.2% in 2022 to 85.7% in 2023.

Category 2. Forty Percent - (\$720) Measures of Student Achievement:

- Teachers must meet PLC attendance requirements and work with PLC and TLC leaders to create and a track student-focused SMART goal.

Category 3. Fifty Percent - (\$900) Participation in the Licensed Staff Seminar Observation Process:

- **Level 1 Teachers:**
 - The Principal and the Teaching and Learning Coordinator will observe and coach Level 1 teachers throughout the year; additionally, two Seminar Observations will be conducted with support from the TLC. Each teacher will create an annual Individual Growth and Development Plan in collaboration with their TLC, and observations will focus on support and mentorship within St. Croix Prep’s unique culture.

Level 1 (New to SCPA) Teacher Observation Cycle			
Year	1	2	3
Principal/TLC Observations (Formal; Summative) 2 per year	X	X	X
Principal Observations (Informal)	X	X	X
TLC Observations (Informal; Coaching, Seminar)			

	X	X	X
SPED (due process record reviews)	X	X	X

- **Level 2 Teachers:**
 - Upon reaching Level 2 with 4+ years of experience at St. Croix Prep, teachers will be formally observed on a 3-year rotation. During non-observation years, teachers will work informally with TLCs and Principals on their Individual Growth and Development Plans.

• Level 2 (4+ years at SCPA) Teacher Observation Cycle											
	Group 1				Group 2				Group 3		
Year	1	2	3		1	2	3		1	2	3
Principal Observations (Formal) 2 per year	X					X					X
Principal Observations (Informal)	X	X	X		X	X	X		X	X	X
TLC Observations (Informal; Coaching) 2 per year		X	X		X		X		X	X	
SPED (due process record review)	X	X	X		X	X	X		X	X	X

In summary,

- the annual Q-Comp stipend for Categories 2 and 3 will be awarded to licensed staff that:
 - complete all observation requirements required for their category level
 - successfully participate in PLCs and collaborate with TLCs and Division Principals or Directors based on their category level.
- the annual Q-Comp stipend for Category 1 will be awarded to licensed staff if their division scores meet or exceed the minimum scores listed in Category 1.

APPENDIX C:

Additional Duties

2023-2024 School Year

Additional Duty	Licensed School Nurse			Lower School			Middle School			Upper School		
	Time	Frequency	Requirements	Time	Frequency	Requirements	Time	Frequency	Requirements	Time	Frequency	Requirements
Supervisory:												
Parent drop off				15-20 minutes	Daily	Some 1 LS staff	20 minutes	Daily	As Assigned	20 minutes	Daily	As Assigned
Parent pickup/bus				15-20 minutes	Daily	All of LS staff	20 minutes	Daily	As Assigned	20 minutes	Daily	As Assigned
Direct Traffic				25 minutes	Daily	As Assigned				25 minutes	Daily	As Assigned
Lunch Duty				25 minutes	As Needed	As Needed (no EA)	20 minutes	Daily	As Assigned	25 minutes	2x/week	As Assigned
Recess				20 minutes	As Needed	As Needed (no EA)	20 minutes	Daily	As Assigned			
Hall/Atrium/Stairwell Duty				20 minutes	Daily	All LS Staff	20 minutes	Daily	As Assigned	25 minutes	Daily	All US Staff
Class passing time							20 minutes	Daily	MS Staff Volunteers	20 minutes	Daily	All US Staff
Latin Lab OR Writing Lab OR Study Hall (before school)							25 minutes	Daily	As Assigned			
Math Lab OR Study Hall (during recess)							20 minutes	Daily	As Assigned			
Detention										75 minutes	1x/week	As Assigned
Advisory (Service Hrs/EOY Presentations)										25 minutes	Daily	As Assigned
TA Coordinator										45 minutes	Daily	As Assigned
Upper School Faculty Committees										20 minutes	1x/biweekly	As Assigned
Middle School Faculty Committees							1-2 hours	As Needed	As Assigned			
Lower School Faculty Committees				3-4 hours	monthly	As Assigned						
Communication:												
Conferences				30 hours	2x/year	All LS staff	8-10 hours	1x/year	All MS Staff	8 hours	1x/year	All US Staff
Additional parent conferences				As Needed	As Needed	All LS staff	As Needed	As Needed	All MS Staff	As Needed	As Needed	All US Staff
Newsletter				1 hour	Weekly	All LS staff	1 hour	As Needed	As Submitted	1 hour	As Needed	As Submitted
Student Office Hours				1 hour	1x/month	As Needed	Before/After school + lunch	Daily	As Needed	Before/After school + lunch	As Needed	All US Staff
Child Study/SPED Meetings				Before/After School or Prep Hours	As Needed	As Assigned	Before/After School or Prep Hours	As Needed	As Assigned	Before/After School	As Needed	As Assigned
Events/Activities:												
Concerts				3 hours	1x/year	All LS staff	2 hours	3x/year	All Music Staff	2 hours	3x/year	All Music Staff
Art Shows				20 hours	1x/year	Art Staff	20 hours	2x/year	Art Staff	10 hours	2x/year	Art & Music Staff
Back to school night	3 hours	1-2x/year	all schools	3 hours	1x/year	All LS staff	3 hours	1x/year	All MS Staff	3 hours	2x/year	All US Staff
Parent Information Night				3-4 hours	1x/year	All LS staff						
Kindergarten Open House	3-4 hours	1x/year		3-4 hours	1x/year	All LS staff						
Fifth Grade Orientation							5 hours	1x/year	5th Grade Staff			
Ninth Grade Orientation										3-4 hours	3x/year	9th Grade Staff
Registration Night										4 hours	1x/year	All US Staff
Student of the Month				1 hour	1X month	Grade Level Teams	3-4 hours	1x month	As Assigned	See Faculty Committees		
Chaperoning (Dances/PROM/Other)										4 hours	3x/year	US Staff/Volunteers
Graduation & Senior Dinner										6-8 hours	2 nights/year	All US Staff
Senior Retreat Overnight Chaperones										3 days	2x/year	6 US Staff
EOY Awards Ceremony				1-1/2 hours	1x/year	All LS staff				6 hours	1x/year	All US Staff
Activity Advisors				2-4 hours	As Needed	LS staff volunteers	2-4 hours	As Needed	MS Staff Volunteers	2-3 hours	2x/month	Half of US Staff
Field Trip Chaperones- Extended Day							4-5 hours	1x year	As Assigned			
Educ. Travel Chaperone-DC/Wolf Ridge/Lang. Camp							3-4 days	1x year	MS Staff Volunteers			
Independent Study Advisors										15-30 min/day	Daily	Requested Staff
Other Information:												
Prep minutes				96 minutes	Daily	All LS staff	96 minutes	Daily	All MS Staff	96 minutes	Daily	All US Staff
Student/Staff Ratios				1 Teacher + 1 EA:30-32 Specialists: 1:30-32	Year Round	All LS staff	1:30-36 average Music 1:40+	Year Round	All MS Staff	Math/Eng 1:36 PE/Soc St 1:36 Sci 1:30 Art 1:25 Music 1:40+	Year Round	All US Staff
EA/Specialist Support				Varries Depending on Grade	Daily	Each classroom / SPED Eas		Daily	SPED EAs - No Classroom EAs		Daily	SPED EAs - No Classroom EAs

APPENDIX D:

Staff Stipend Schedule and Hourly Rates

2023-2024 School Year

ACTIVITIES			ATHLETICS			ATHLETICS (CON'T)		
	By Advisor	By Activity		By Coach	By Sport		By Coach	By Sport
Upper School Student Council		2,585	Football		15,246	Girls Lacrosse		5,390
Advisor Salary	2,585		Head Varsity Coach	4,400		Head Varsity Coach	3,190	
Middle School Student Council		2,585	Varsity Assistant Coach	1,817		Asst. Varsity Coach	2,200	
Advisor Salary	2,585		Varsity Assistant Coach	1,817		Boys Lacrosse		5,390
Pep Band		605	Varsity Assistant Coach	1,817		Head Varsity Coach	3,190	
Advisor Salary/ \$50 per game	605		Varsity Assistant Coach	1,817		Asst. Varsity Coach	2,200	
Jazz Band-Middle School		880	Varsity/JV Asst. Coach	1,817		Track		12,485
Advisor Salary	880		Varsity/JV Asst. Coach	1,760		Head Varsity Coach	3,685	
National Honor Society		2,585	Video Specialist			Asst. Varsity Coach	2,200	
Advisor Salary	2,585		MS Football Coach			Asst. Varsity Coach	2,200	
Fine Arts Society		-	MS Football Coach			Asst. Varsity Coach	2,200	
Advisor Salary	-		Girls Tennis		3,685	Asst. Varsity Coach	2,200	
Service Club		2,585	Head Varsity Coach	3,685		Golf		9,570
Advisor Salary	2,585		Asst. Varsity Coach			Boys Head Varsity Coach	3,685	
Upper School Theater		7,975	Volleyball		10,945	Girls Head Varsity Coach	3,685	
Director	3,300		Head Varsity Coach	3,685		Asst. Varsity Coach	2,200	
Vocal Director	1,100		Asst. Varsity Coach/JV	2,750		TOTAL ATHLETICS		143,506
Technical Director	550		C-Team Coach	2,750				
Pit Director	825		Middle School Coach	1,760				
Choreographer	1,100		Cross Country		5,995			
Piano	1,100		Head Varsity Coach	3,410				
Middle School Theater		4,235	Asst. Varsity Coach/JV	2,585				
Director	2,310		Girls Soccer		8,580			
Asst. Director	1,375		Head Varsity Coach	3,410				
Asst. Director/Tech	550		Asst. Varsity Coach/JV	2,585				
Theatre Club		5,610	C Team Coach	2,585				
Co-Director/Producer	1,980		Boys Soccer		8,580			
Co-Director	1,980		Head Varsity Coach	3,410				
Tech. Director	550		Asst. Varsity Coach	2,585				
Stage Manager	550		C Team Coach	2,585				
Choreographer	550		Boys Basketball		12,760			
Debate		2,200	Head Varsity Coach	5,060				
Advisor Salary	2,200		Asst. Varsity Coach/JV	3,850				
Speech		2,200	C-Squad Head Coach	3,850				
Advisor Salary	2,200		Girls Basketball		12,760			
LS Choir		1,100	Head Varsity Coach	5,060				
Advisor Salary	1,100		Asst. Varsity Coach/JV	3,850				
Battle of the Books		880	C-Squad Head Coach	3,850				
Advisor Salary	880		Alpine Ski		5,060			
Continental Math League		1,898	Head Varsity Coach	3,685				
Advisor Salary	633		Asst. Varsity Coach	1,375				
Advisor Salary	633		Dance Team		3,300			
Advisor Salary	633		Head Varsity Coach	3,300				
Math League - US		1,760	Asst. Varsity Coach					
Advisor Salary	1,760		Archery		11,990			
School Newspaper		-	Head Varsity Coach	4,070				
Advisor Salary	-		Asst. Varsity Coach	1,980				
Ski Club		1,100	Asst. Varsity Coach	1,980				
Advisor Salary	1,100		Asst. Varsity Coach	1,980				
Quiz Bowl		550	Asst. Varsity Coach	1,980				
Advisor Salary	550		Baseball		5,885			
Advisor Salary	-		Head Varsity Coach	3,685				
Lego League		-	Asst. Varsity Coach	2,200				
Advisor Salary	-		Softball		5,885			
Yearbook		4,400	Head Varsity Coach	3,685				
LS Advisor Salary	2,200		Asst. Varsity Coach	2,200				
MS Advisor Salary	2,200							
TOTAL		45,733						

CURRICULAR		By Advisor
Peer Tutoring		2,200
Upper School Advisory Lead		1,650
Senior Advisor		275
Prom		1,100
Commencement		1,650
College Recommendation Letters (10)		275
Pre-AP Chemistry Online		2,156
Curriculum Development/ per day		175
Daily Stipend for approved additional projects/duties/ full day (6-8 hours)		175
Daily Stipend for approved additional projects/duties/ half day (3-5 hours)		87.50
Board Member		825
Board Clerk (per meeting)		115
PLC & TLC		4,100
TLC Summer/Release Day Work		5,100
Curriculum Coordinator Summer/Release Day W		5,100
Dean of Students Summer/Release Day Work		5,100
Test Proctoring		22.00/hr
Summer School		60.00/hr
ESY		60.00/hr
Homework Club		35.00/hr
Homebound teaching		35.00/hr
Subbing for another teacher (internal coverage)		hourly rate per annual
TOTAL CURRICULAR STIPENDS		

NON- CURRICULAR		By Advisor
ALICE Coordinator (Licensed Staff)		6,968
Concessions		1,100
Traffic Duty		17.75/hr
Before/after school atrium duty		17.75/hr
Traffic & Atrium Duty Coordinator		2,400
TOTAL NON-CURRICULAR STIPENDS		

*increase of 10% on highlighted (round to whole dollar amount analysis to be on par with other stipends (base on \$25/hour)

**APPENDIX E:
Non-Licensed Instructional Staff Salary Schedule
2023-2024 School Year**

General Education - Educational Assistant	
Placement Level*	Hourly Rate
1	\$17.00
2	\$17.25
3	\$17.50
4	\$17.75
5	\$18.00
6	\$18.25
7	\$18.50
8	\$18.75
9	\$19.00
10	\$19.25

Special Education -Paraprofessional	
Placement Level*	Hourly Rate
1	\$18.25
2	\$18.50
3	\$18.75
4	\$19.00
5	\$19.25
6	\$19.50
7	\$19.75
8	\$20.00
9	\$20.25
10	\$20.50

Special Education - Paraprofessional - Special Duty	
Placement Level*	Hourly Rate
1	\$20.75
2	\$21.00
3	\$21.25
4	\$21.50
5	\$21.75
6	\$22.00
7	\$22.25
8	\$22.50
9	\$22.75
10	\$23.00

Advancement on the placement schedule is contingent upon achieving or exceeding the required minimum score on the year-end appraisal and SCPA Administration recommendation.

An annual increase that mirrors the corresponding MN state per pupil funding increase will be added for staff above placement level 10 and is contingent upon achieving or exceeding the required minimum score on the year-end appraisal and SCPA Administration recommendation.

**APPENDIX F:
Non-Instructional Food Service Staff Salary Schedule
2023-2024 School Year**

Food Service		
Placement Level*	Hourly Rate *4 hours or less/day	Hourly Rate *6 hours or more/day
1	\$17.00	\$18.25
2	\$17.25	\$18.50
3	\$17.50	\$18.75
4	\$17.75	\$19.00
5	\$18.00	\$19.25
6	\$18.25	\$19.50
7	\$18.50	\$19.75
8	\$18.75	\$20.00
9	\$19.00	\$20.25
10	\$19.25	\$20.50

Advancement on the placement schedule is contingent upon achieving or exceeding the required minimum score on the year-end appraisal and SCPA Administration recommendation.

An annual increase that mirrors the corresponding MN state per pupil funding increase will be added for staff above placement level 10 and is contingent upon achieving or exceeding the required minimum score on the year-end appraisal and SCPA Administration recommendation.

APPENDIX G:

Substitute and Seasonal Employee Compensation Rates

2023-2024 School Year

Teacher Subs	\$175/day or \$87.50/half day
Long-Term Teacher Subs	\$225/day
Building Substitute	\$28.00/hour
EA General Education Subs	\$17.00/hour
EA Special Education Subs	\$17.00/hour
Nurse Subs	\$46.00/hour
Health Office Assistant Subs	\$17.25/hour
Office Manager Subs	\$17.25/hour
Food Service Subs	\$17.00/hour
Seasonal Test Proctor	\$18.00/hour
Seasonal Student Workers	\$13.00 - \$18.00/hour
Seasonal Administrative Workers	\$13.00 - \$18.00/hour



st. croix preparatory academy
FAMILY & STUDENT HANDBOOK
2023-2024

YEARS OF PREP



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The 2023-2024 Family Handbook was approved by the St. Croix Preparatory Academy School Board
 August 15, 2023.

st.croixprep



YEARS OF PREP

WELCOME LETTER

Dear Parents and Students:

Welcome to St. Croix Prep! We are glad to have you as a part of our school community. We are very excited to begin the celebration of our 20th year. We are looking forward to a year when we continue to reestablish our learning environment and the culture of our school community. We operate under the credo of establishing community, working hard, making good decisions, exhibiting character/ leadership, and doing what is best for kids. The purpose of this handbook is to provide information which will make your interaction with St. Croix Prep pleasant and easy to understand.

Have a terrific year. I look forward to working with you and celebrating your many successes throughout this upcoming year!

Sincerely,

Jon Gutierrez

Executive Director



2023-2024 CALENDAR

JULY 2023				
M	T	W	TH	F
3 No School Offices Closed	4 No School Offices Closed	5 No School Offices Closed	6 No School Offices Closed	7 No School Offices Closed
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

AUGUST 2023 (T9/S4)				
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 First Day of School	29 No School/LS Only PFS Conf.	30 No School/LS Only PFS Conf.	31 No School/LS Only PFS Conf.	

SEPTEMBER 2023 (T19/S18)				
M	T	W	TH	F
				1 No School
4 No School Offices Closed	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29 No School

OCTOBER 2023 (T20/S19)				
M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19 No School	20 No School
23 No School	24	25	26	27
30	31			

NOVEMBER 2023 (T20/S18)				
M	T	W	TH	F
		1	2	3 *End of Quarter
6 No School	7	8	9	10
13	14	15	16 LS, MS, US PM Conf.	17 No School/LS Only LS Conf.
20	21	22 No School	23 No School Offices Closed	24 No School Offices Closed
27	28	29	30	

DECEMBER 2023 (T16/S16)				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25 No School Offices Closed	26 No School Offices Closed	27 No School Offices Closed	28 No School Offices Closed	29 No School Offices Closed

JANUARY 2024 (T22/S20)				
M	T	W	TH	F
1 No School Offices Closed	2	3	4	5
8	9	10	11	12
15 No School	16	17	18	19 *End of Quarter
22 No School	23	24	25	26
29	30	31		

FEBRUARY 2024 (T20/S19)				
M	T	W	TH	F
			1	2 No School/LS Only LS Conf.
5	6	7	8	9
12	13	14	15	16 No School
19 No School	20	21	22	23
26	27	28	29	

MARCH 2024 (T16/S15)				
M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21 *End of Quarter	22 No School
25 No School	26 No School	27 No School	28 No School	29 No School

*End of 2nd Qtr (44 days)

APRIL 2024 (T22/S22)				
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			

MAY 2024 (T22/S21)				
M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27 No School Offices Closed	28	29	30 *Last Day of School	31

*End of 4th Quarter (43 Days)

*End of 3rd Quarter (41 Days)

JUNE 2024 (T0/S0)				
M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19 No School Offices Closed	20	21
24	25	26	27	28

 School Day

 No School Day

 No School Day for LS Only

 No School Day and Offices Closed

GENERAL OVERVIEW

St. Croix Preparatory Academy is a K-12 charter school that opened in the Stillwater area in the fall of 2004. The school opened with grades K-7. The 200 students that actually enrolled surpassed the projected enrollment of 120 students. The School has experienced tremendous growth and will serve over 1,200 students in grades K-12 during the 2023-2024 school year. Located on 59 acres of land, St. Croix Preparatory Academy's educational philosophy is based on the classical methodology of grammar, logic, and rhetoric; an educational philosophy proven to achieve outstanding academic results.

Mission

St. Croix Preparatory Academy will develop each student's academic potential, personal character, and leadership qualities through an academically rigorous and content rich educational program grounded in a classical tradition.

Academics

The School is based on a classical model of education. A classical model focuses on providing students with the lifelong educational tools to learn and think for themselves. The classical tradition is grounded in the time-tested methodology of learning called the "Trivium", which recognizes that critical learning skills must precede critical thinking skills. The Trivium methodology is organized into the three stages of learning -- grammar, logic, and rhetoric -- which correspond to the general stages of a student's cognitive development.

Character

Plato believed that children should be raised to fall in love with virtue. At St. Croix Preparatory Academy, the values of citizenship, courage, honesty, integrity, perseverance, respect, responsibility, compassion, self-control, and service will be identified, modeled and clearly conveyed. Administrators and faculty will encourage and promote these traits so that all students might practice and develop them. Upper School students are required to document at least 10 hours of community service during their freshman, sophomore, and junior year; and 20 hours of community service is required during a student's senior year. The community service requirement emphasizes the importance of giving to one's community.

Leadership

John F. Kennedy said, "Leadership and learning are indispensable to each other." St. Croix Preparatory Academy views leadership as the ability to first think and reason, then act with integrity and responsibility. 'Leadership' is one of the most overused and least understood terms in our society, often conjuring up images of power, success, titles and possessions. By contrast, the founders of St. Croix Preparatory Academy view leadership as the product of education and character development. Real leadership entails knowledge, understanding and the ability to communicate--in conjunction with citizenship, courage, honesty, integrity, perseverance, respect, responsibility, compassion, self-control, and service. Students will examine various models and styles of leadership from American and world history. In addition, students will analyze their own unique leadership style, character attributes, and personal strengths.

EDUCATIONAL PHILOSOPHY

The School is based on a classical model of education. A classical model focuses on providing students with the lifelong educational tools to learn and think for themselves. The classical tradition is grounded in the time-tested methodology of learning called the “Trivium”, which recognizes that critical learning skills must precede critical thinking skills. The Trivium methodology is organized into the following three stages corresponding to the general stages of a student’s cognitive development:

Grammar: The first phase of the Trivium is Grammar (grade level K – 4). Grammar emphasizes the facts and rules of each subject that later learning is built upon. This stage focuses on the accumulation of knowledge and the rules related to each particular subject. This mirrors the stage of development where children love to mimic, recite, chant, and memorize. The objective of this phase is to provide each student with a strong foundation of subject matter KNOWLEDGE.

Logic: The second phase is Logic (grade level 5 – 8). Logic focuses on a students’ ability to analyze and interact with the knowledge acquired in the Grammar stage. The Logic stage is the phase where understanding is grasped. This corresponds with the student’s curiosity and desire to ask questions. The objective of the Logic phase is UNDERSTANDING.

Rhetoric: The final phase is Rhetoric (grade level 9 – 12). Rhetoric teaches a student how to express and discuss a subject. Rhetoric is the communication stage, where students defend and refute opinions based on their understanding and knowledge of subject matter. This fits nicely with the students’ affinity for contradiction and argumentation. The objective of the Rhetoric phase is COMMUNICATION.

GRAMMAR				LOGIC				RHETORIC			
K/1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
KNOWLEDGE				UNDERSTANDING				COMMUNICATION			
Knowledge – Comprehension				Application – Analysis				Synthesis – Evaluation			

ORGANIZATIONAL STRUCTURE

St. Croix Preparatory Academy is organized into three schools—Lower School for students in grades K - 4; Middle School for students in grades 5-8; and Upper School for students in grades 9 - 12. Overseeing the operations is an administrative staff (contact information noted below.) For answers to specific questions, please see the contact information noted below.

School Address
St. Croix Preparatory Academy
4260 Stagecoach Trail North
Stillwater, MN 55082
Phone: 651-395-5900
Fax: 651-395-5901

K-4 Lower School

Title	Name	Phone	Email
Principal	Joann Karetov	651-395-5921	joannkaretov@stcroixprep.org
Office Manager	Christine Mehlhorn	651-395-5920	christinemehlhorn@stcroixprep.org

5-8 Middle School

Title	Name	Phone	Email
Principal	Amy Kleinboehl	651-395-5951	amykleinboehl@stcroixprep.org
Office Manager	Kelly Vossen	651-395-5950	kellyvossen@stcroixprep.org

9-12 Upper School

Title	Name	Phone	Email
Principal	Andrew Sachariason	651-395-5971	andrewsachariason@stcroixprep.org
Office Manager	Angela Lee	651-395-5970	angelalee@stcroixprep.org
College Counselor	Mathew Williams	651-395-5926	mathewwilliams@stcroixprep.org

Administrative Personnel

Title	Name	Phone	Email
Medora Benson	Activities Coordinator	651-209-7375	medorabenson@stcroixprep.org
Bill Blotske	Facilities Director	651-395-5907	billblotske@stcroixprep.org
Terri Ellingson	Special Education Office Manager	651-395-5997	terriellingson@stcroixprep.org
Sarah Garceau	Development Director	651-379-6165	sarahgarceau@stcroixprep.org
Beth Grubisch	Senior Accountant	651-395-5706	bethgrubisch@stcroixprep.org
Jon Gutierrez	Executive Director	651- 395-5905	jongutierrez@stcroixprep.org
Kelly Gutierrez	Executive Director of Finance & Operations	651-395-5902	kellygutierrez@stcroixprep.org
Patrick Kerrigan	Dean of Students	651-395-5953	patrickkerrigan@stcroixprep.org
Chad Olson	Technology Director	651-395-5926	chadolson@stcroixprep.org
Susan Peterson	Communications and Events Manager	651-395-5994	susanpeterson@stcroixprep.org

Peggy Rosell	Director of Student Services	651-395-5707	peggyrosell@stcroixprep.org
Theresa Seichter	District Administrative Assistant	651-395-5900	theresaseichter@stcroixprep.org
Keven Seim	Activities Director	651-395-5944	kevenseim@stcroixprep.org
Jessica Skilling	School Nurse	651-395-5906	jessicaskilling@stcroixprep.org
Terri Smith	Human Resources Director	651-395-5903	terrismith@stcroixprep.org
Marianne Thole	Food Service Director	651-395-5915	lunch@stcroixprep.org
Rita Thorson	Dean of Students	651-395-5983	ritathorson@stcroixprep.org

Facility Rental Information

Keven Seim at 651-395-5944 or kevenseim@stcroixprep.org

General Inquiries

Lower School

Christine Mehlhorn at 651-395-5920 or christinemehlhorn@stcroixprep.org

Middle School

Kelly Vossen at 651-395-5950 or kellyvossen@stcroixprep.org

Upper School

Angela Lee at 651-395-5970 or angelalee@stcroixprep.org

Authorizer Information

St. Croix Preparatory Academy is authorized by Friends of Education, 11100 Wayzata Blvd; Suite 800, Minnetonka, MN 55305

SCHOOL BOARD

The School Board provides governance to St. Croix Preparatory Academy. The Board's primary responsibilities are fiscal oversight, student achievement, and strategic direction. The Board consists of parents, faculty, and community members voted into office by the St. Croix Prep community. Members serve staggering three year terms with annual elections determining new membership.

2022-2023 School Board Schedule

Note: All meetings are at 6:00 p.m. in the St. Croix Preparatory Academy Orchestra room or Performing Arts Center. The meetings are open to the public. 2022-2023 Meeting dates are noted below.

No Meeting	August 15, 2023	September 19, 2023	October 7, 2023 - Retreat
November 14, 2023	December 19, 2023	January 16, 2024	February 20, 2024
March 19, 2024	April 16, 2024	May 21, 2024	June 25, 2024

Board Governance Model

Since its inception, St. Croix Preparatory Academy has followed the Carver governance model. This model is designed to empower boards of directors to fulfill their obligations of accountability for the organizations they govern. The model enables the board to focus on the larger issues (e.g. fiscal accountability, student achievement, and strategic initiatives), delegate operational responsibility with clarity (e.g. hiring, curriculum, student discipline, programming, etc.), to oversee management's job without meddling, and to rigorously evaluate the accomplishment of the organization. The Board of St. Croix Prep demands accomplishment of purpose and only limits the staff's means to those which do not violate the board's understood standards of prudence and ethics.

Board Members

Name	Officer	Email Address	Affiliation
Nicole Donnay	Vice Chair	nicoledonnay@stcroixprep.org	Faculty
Bob Hajlo	Chair	bobhajlo@stcroixprep.org	Community Member
Kristen Denzer		kristendenzer@stcroixprep.org	Parent
Deb Keyes		debkeyes@stcroixprep.org	Faculty
Rita Thorson		ritathorson@stcroixprep.org	Faculty
Terri Gulbransen		terrigulbransen@stcroixprep.org	Parent
Jeff Johnson		jeffjohnson@stcroixprep.org	Parent
Matt Stiles		matthewstiles@stcroixprep.org	Parent
Angela Galati	Clerk	angelagalati@stcroixprep.org	Faculty

Advisory Board Members

Name	Role	Email Address
Jon Gutierrez	Executive Director, ex-officio member	jongutierrez@stcroixprep.org
Kelly Gutierrez	Executive Director of Finance & Operations, ex-officio member	kellygutierrez@stcroixprep.org
Joann Karetov	Lower School Principal	joannkaretov@stcroixprep.org

Amy Kleinboehl	Middle School Principal	amykleinboehl@stcroixprep.org
Andrew Sachariason	Upper School Principal	andrewsachariason@stcroixprep.org
Peggy Rosell	Director of Student Services	peggyrosell@stcroixprep.org

ACADEMIC INFORMATION

Equal Opportunity

All students shall be afforded the right and opportunity to an equal education. No student shall be excluded, segregated or discriminated against in the school’s educational environment for reasons of race, color, national origin, gender, economic status, disability, religion or religious affiliation or sexual orientation. See Board Policy #102, Equal Educational Opportunity.

Academic Objectives

St. Croix Prep is a college prep K-12 school. By design and intention it is meant to be a more academically rigorous educational choice available to parents. This is reflected in the School’s expectations, curriculum, and homework. We believe this college preparatory work begins in Lower School where it is essential that students begin to exhibit reading and math proficiency. In Middle School, the efforts continue through students’ further mastery of reading and math content, as well as their transition to become a responsible student without their parents’ assistance. In Upper School, we offer curriculum and extracurricular activities which allow students to pursue admission to traditional, selective, and highly selective colleges and universities.

Prior to discussing the details of homework expectations, it is important to highlight the following information. Depending on the research you read, this information may vary, but it only varies slightly.

In 2009, the Program for International Students Assessment ranked the United States 14th in reading, 17th in science, and 25th in math. The ranking was based on the testing done in 34 countries.

According to the Kaiser Family Foundation, children between the ages of 8-18 spend, on average, 45 hours of screen time per week (e.g. watching TV, texting, playing video games, social media, etc.). This is more time than children spend in the classroom.

According to the U.S. Department of Education, as published in The Condition of Education 2011, approximately 36% of undergraduate students considered to be in their first year of study during 2007-2008 reported taking a remedial class. These remedial classes, usually in mathematics, writing, or English, provide basic knowledge and skills within a subject and develop studying and social habits related to academic success at the college level. St. Croix Prep intends to offer an educational program that does not contribute to these statistics, which appear to indicate a decline in our country’s educational standards. St. Croix Prep offers curriculum and extracurricular activities which allow students to pursue admission to traditional, selective, and highly selective colleges and universities. Our goal is that our graduates are not a part of the

pool of students who require remedial classes upon entering their postsecondary institution. The foundational skills and habits required to achieve this goal begin developing in Kindergarten.

Importance of High School Curriculum

The course a student takes and the grades he or she receives represent the most important criteria considered by college and university admission personnel. In general, colleges prefer a traditional and classical college preparatory curriculum, including English (literature and composition courses), mathematics, science (laboratory courses), social studies, and foreign languages. Colleges also look favorably on enrichment courses that supplement a strong academic program. Colleges and universities have general requirements unique to their institution. The Upper School Curriculum Guide is posted on our website and available through the Upper School office.

Academic Homework

All St. Croix Prep students, with the introduction later for Kindergarten students, should expect daily homework. St. Croix Prep intends to make homework purposeful and aligned with the goals of delivering a college preparatory education. Homework should be completed in a quiet environment, free from technology distractions.

St. Croix Prep offers a college preparatory educational program and students should expect to have nightly homework. Upper School students' homework will vary, but students hoping to receive B's and seeking admission to a traditional or selective college/university and students seeking A's and admission to a highly selective college/university can expect higher workloads.

Aside from the intellectual benefits gained through homework, students learn the benefits of hard work, discipline, failure, success, time management, organizational skills, confidence, and perseverance. These skills have lifelong benefits. For these reasons, and for the items previously noted, we respectfully disagree with literature and national campaigns that endorse a homework philosophy that differs from our mission. For detailed information on our homework philosophy, contact one of the principals or office managers. In addition, see Board Policy #513, Student Promotion and Retention.

Academic Probation Policy for Students in Grades K-4

To be promoted to the next grade, successfully complete the required work with a passing grade of 3/C- or better, as reflected on quarter report cards. D, F, 2, or 1 on more than 2 quarter report cards in the same core subject (reading/language arts, writing, math, science, and history/geography) may result in you repeating your grade, especially if at the end of a school year. Final decisions will be made prior to the end of the year by the principal (see retention section).

Academic Probation Policy for Students in Grades 5-8

In order to be promoted to the next grade, students need to successfully complete the required work.

- A student who receives a “D” or an “F” in two or more of the core classes for two or more quarters may result in repeating the grade level. Core classes include courses in the areas of English, reading/Language Arts, Math, Social Studies, Science, and Latin/Logic.
- Students will receive an academic probation letter at the end of each quarter if they do not have a C- or better in identified core classes.
- A student who receives a “D” or an “F” in Math for two or more quarters will be required to repeat that Math class the following year.

A student’s conduct, as well as their grades, will be reviewed by the Middle School faculty and Activities Department to determine a student’s eligibility to regain participation in the co-curricular or extracurricular activity. Sufficient academic progress and appropriate student conduct will need to be evident for participation to be regained. Activity coaches and advisors may have standards and consequences in addition to this academic probation policy.

St. Croix Prep reserves the right to recommend whether a student subject to academic probation should participate in middle school events and activities such as field trips, Valley Fair, and educational travel opportunities including Washington, D.C.

Exceptions may be made for extenuating circumstances such as extended absence from school due to illness/injury, family emergency, and/or an Individual Education Plan for a student.

Academic Probation Policy for Students in Grades 9-12

A student will be placed on Academic Probation if his/her quarterly or cumulative GPA is below 1.7, or if he/she is earning a grade of an “F” at the midterm (as measured at the end of the fourth week of a quarter), or earns an “F” for the quarter or semester in one or more Core Classes. Core Classes include required courses in the areas of English, Reading/Language Arts, Math, Social Studies, Science, and Foreign Language. A student on probation is ineligible to participate in all co-curricular and extracurricular events and activities for at least two weeks from the date of the midterm or end date of the quarter in which the “F” was earned. At the discretion of the Activities Department, the Upper School Principal, and the Upper School faculty, students on academic probation may be able to continue practicing with their activity if such practice does not hinder the student’s ability to make progress toward earning their way out of academic probation.

A student’s conduct, as well as their grades, will be reviewed by the Upper School faculty and Activities Department to determine a student’s eligibility to regain participation in the co-curricular or extracurricular activity. Sufficient academic progress and appropriate student conduct will need to be evident for participation to be regained. Activity coaches and advisors may have standards and consequences in addition to this academic probation policy.

Additional Academic Considerations:

- A student who has a cumulative GPA below 2.5 will not be eligible to participate in St. Croix Prep co-curricular and extracurricular activities until such time that the cumulative GPA is brought up to a level no lower than 2.5. If a student receives an “F” in one of the Core Classes for a semester grade, the student will be required to retake the course the following year or through an approved credit recovery program. Exceptions may be made for extenuating circumstances such as extended absence from school due to illness/injury, family emergency, and/or Individual Education Plan for a student.
- Students who fail to earn credits may fall behind their grade level and graduate at a later than expected date.

St. Croix Prep reserves the right to recommend whether a student subject to academic probation should participate in educational travel opportunities.

Promotion, Acceleration, and Retention Practices

Promotion:

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

Acceleration:

Due to the rigorous programming at St. Croix Prep, full grade-level acceleration will not occur.

Retention:

Retention of a student may be considered when professional staff or parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement (LS).

Lower School (Grades K-4):

Retention is to remain in the same grade based on unsatisfactory performance, lack of readiness for the material in the grade, level of rigor of the expected grade, and/or social/emotional physical

readiness. In grades 3 & 4, this can include having grades below C- in core academic coursework (reading, math, social studies, and/or science) for more 2 or more quarters. If this is the case, the timeline would not be decided until the final grades.

Following is the timeline procedures for grade-level retention:

Time Line	Procedures
Spring Conferences	Teacher considering recommending retention identifies the student; notifies the principal and parent (unless grades in Quarter 3 are below a C-, due to the quarter ending in the spring)
After Quarter 3	Academic team, consisting of principal, teacher, and child study team will convene to discuss the retention referral. Academic team studies and secures data of academic progress and social/emotional/physical readiness. Teacher will communicate with parents the results of the discussion
During Quarter 4	Academic team reconvenes for a final data review. A recommendation is made to the principal. The principal makes the final decision. The teacher and principal communicate with the parents.
By End of Year	If the parents/guardians do not agree with the principal's decision, the parents may appeal in writing to the Executive Director within 5 days after the school year ends.

****Exceptions may be made to this timeline based on individual student growth/data****

Decision Making Process:

1. Recommendation – Teacher
2. Recommendation – Academic Team
 - a. Teacher
 - b. Principal
 - c. Child study team may include dean, reading specialist, math specialist, EL Specialist, occupational therapist, speech and language pathologist, counselor, and/or special education teacher.
3. Decision – Principal
4. Approval – Executive Director

Middle School (Grades 5-8):

If a student has not received a C- or better in two or more classes and has not made adequate progress throughout the year, the student may be retained. Families will be notified throughout the school year at the end of each quarter regarding a student's academic probation. Families and educational staff (child study team) will be in communication regarding areas of improvement along with suggestions for students and families to support students moving forward. If there is the possibility of a student being retained, the middle school principal will communicate with students and families during quarter 3 . The decision for retention will be made by the student's teachers and administration during quarter 4. This will be communicated to parents before the last day of school. If the parents/guardians do not agree with the

principal's decision, the parents may appeal in writing to the Executive Director within 5 days after the school year ends.

Curriculum Opt-Out Policy

St. Croix Prep recognizes the right of students to opt-out of curriculum and/or an instructional resource when it is deemed objectionable or if the curriculum/resource prescribes or describes behavior or beliefs that contradict a sincerely held religious belief. Students electing to opt-out of assigned material must complete alternative work within the timeframe of instruction as determined by the teacher and may be held responsible for key ideas, themes or terminology integral to the classroom instruction that was missed. Please contact the School Principal for the Curriculum Opt-out Policy and Procedures.

Academic Integrity Policy

St. Croix Prep is committed to providing an atmosphere which values academics, character, and leadership. St. Croix Prep intends to cultivate an academically honest environment and therefore prohibits academic dishonesty. Academic dishonesty occurs when students obtain or assist others in obtaining credit for work which is not their own through acts of cheating or plagiarism.

Plagiarism is the act of taking and using as one's own work, another's published or unpublished thoughts, ideas and/or writings without appropriate reference or documentation. This definition includes computer programs, drawings, artwork, and all other types of work that are not one's own. Types of plagiarism include word-for-word, mosaic (rearrangement or rewording without documentation), indirect (paraphrasing of a passage without documentation), and use of artificial intelligence applications (e.g. ChatGPT, BingAI, Google Bard, etc).. Material taken from another source without adequate documentation may include, but is not limited to the following:

- Failing to cite, with quotation marks, the written words or symbols of another author;
- Failing to footnote the author and sources of materials used in a composition;
- Failing to cite research materials in a bibliography;
- Failing to name a person quoted in an oral report;
- Failing to cite an author whose works are paraphrased or summarized;
- Presenting another person's creative work or ideas as one's own in essays, poems, music, art, computer programs, or other projects; or copying or paraphrasing ideas from literary criticism or study aids without documentation.

The consequences for academic dishonesty may include, but not be limited to the following:

- The teacher will communicate the violation with the student, the student's parent(s)/guardian(s), and St. Croix Prep administration;
- The teacher may request a meeting with the student, the student's parent(s)/guardian(s) and St. Croix Prep administration;
- The teacher may assign an appropriate academic penalty (e.g. the student receiving no credit for the academic work or examination involved).

Communication Protocol

The communication procedure for issues and concerns with teachers, homework, and classroom activities is as follows:

- Direct communication with the teacher. This shows respect for the teacher and also for the parent communicating the information.
- Direct communication with the principal if the matter remains unresolved. The Principal will coordinate a meeting between the parents, teacher, and Principal.
- Direct communication with the Executive Director if the matter remains unresolved. The Executive Director will coordinate a meeting with the appropriate parties.
- Direct communication with the Board of Directors. The Executive Director will coordinate a meeting with the appropriate parties.

The general rule is to communicate with the person closest to the situation and best able to address the issue quickly and effectively. This communication protocol has been in effect since the beginning of the school. Attempts to circumvent the communication process will be directed back to the process outlined in the protocol.

SPECIAL SERVICES

Special Education

St. Croix Preparatory Academy provides special education services to students who qualify through an evaluation process. Special education is a continuum of services available to eligible students with disabilities. Services are specially designed instruction based on the needs of an individual student.

St. Croix Prep follows the federal, Individuals with Disabilities Education Act (IDEA) and Minnesota Rules and Statutes. St. Croix Prep ensures that all special education students receive a free and appropriate public education. (FAPE). Services are delivered following the student's Individualized Education Plan (IEP) developed after a comprehensive evaluation that identifies individual student needs.

504 Plans

St. Croix Preparatory Academy provides 504 Plans for students eligible to receive these services. If it is determined that a student has a disability and qualifies under Section 504 (a part of the Rehabilitation Act of 1973), St. Croix Prep will develop and implement the needed services and accommodations.

English Learners (EL)

The English Learner Program at St. Croix Prep is a comprehensive program that focuses on English language development for students whose first language is not English. The program supports the growth and development of reading, writing, speaking, and listening in English. Each student's English language proficiency is assessed annually with the WIDA ACCESS test, which monitors the student's progress in acquiring English.

ENROLLMENT

St. Croix Preparatory Academy seeks to enroll a diverse and representative student body, welcoming applicants regardless of race, ethnicity, socio-economic status, gender, special needs or English as a

second language status. The enrollment and lottery procedures for charter schools are governed by Minnesota statutes. See Board Policy, Admission and Lottery Procedures; see Board Policy #302, Kindergarten Admission.

Enrollment for the 2023-2024 School Year

St. Croix Prep currently has openings in grades 9-12.

For more information about grades 9-12, please contact Angela Lee at angelalee@stcroixprep.org or 651-395-5970.

Enrollment for the 2024-2025 School Year

St. Croix Preparatory Academy will be accepting applications for the 2024-2025 school year beginning on August 28, 2023. The open enrollment period ends on January 5, 2024. All applications received by the January 5, 2024 deadline will be equally considered. For any grade level where we have more applicants than spaces available, we will conduct a lottery to determine admission for that grade. Applicants who are not chosen in the lottery will be placed on a waiting list and notified promptly if a space becomes available. Applicants will be notified as to the status of their applications as early as possible.

Students who submit applications after the January 5, 2024 deadline will be admitted if there are any remaining openings, or added to a waiting list. Applicant priority will be based on the order the applications are received. Any Minnesota child in the offered grades is eligible to enroll, but parents/guardians must complete the St. Croix Prep Enrollment Form to register their children. In addition, to accept a placement, we suggest that all families attend a welcoming orientation session and participate in informal student testing to ensure proper academic placement. We will send information about these activities to all students who are admitted.

Sibling Preference

Siblings of currently enrolled students who submit an application by the on-time application deadline will receive preference for admission. In the event we have more sibling applicants than open spaces at any grade level, we will conduct a lottery among all of the sibling applicants who met the deadline to determine admission for that grade. Siblings who are not chosen in the lottery will be placed on a sibling waiting list and notified promptly if a space becomes available. Per Minnesota statute, each year is considered a separate enrollment year; therefore sibling waiting lists are not “rolled over” each year, but a sibling lottery is conducted in the spring of the school year.

Intent to Return Forms and Request for Records

Each spring, St. Croix Prep sends out Intent to Return Forms to currently enrolled students. This form is only used for planning purposes to ensure vacant class spots are quickly filled by students who are on the waiting list.

Withdrawal from St. Croix Preparatory Academy

Per Minnesota statute a student’s withdrawal from school must be done via a written request. Record requests from other schools indicate that a student has been enrolled in another school. Upon receipt of record requests from other schools, St. Croix Prep will attempt to obtain a written request of withdrawal

from the parent/guardian. If a written withdrawal cannot be obtained within a reasonable timeframe, such record requests will be fulfilled and any openings created by these transfers will be promptly filled.

ATTENDANCE

Attendance Requirements

Minnesota state statute requires that children attend school from age 7, or upon enrollment in school, until age 18. A student is required to attend school every day and every class period, and to be on time for class. Students are not to leave campus during any part of the school day except when authorized to do so.

We believe that regular class attendance increases the student's probability for successful performance and fosters the development of punctuality, self-discipline and responsibility. Students are expected to attend classes 90% of the time in order to earn credit.

Student Athletes are expected to be in school on time. Any absence may disqualify the student for participation in any school related competition or event.

Excused Absences

Excused absences include illness; medical, dental, mental health appointments; religious holidays; and family emergency/funeral. When there are excused absences, it is important for students (especially those in grades 5-12) to find out what work they have missed.

For every day of excused absence a student will have one extra day to make up the work. Some curriculum, such as class discussion and experiments, cannot be replicated. When the student returns to school it is the student's responsibility to schedule make-up tests, quizzes or additional missed work.

Any illness beyond three consecutive days may need a doctor's note upon return in order to be excused. Multiple excused absences for illness may require a meeting to determine an attendance plan.

Any upper school student missing 10 excused class periods/portions of the day may be at risk of losing academic credit in any specific course.

Unexcused Absences

Unexcused absences include: need for rest/sleep, work, no clean uniform, did not want to go to school, babysitting, missing the bus and family vacation, and non-St. Croix Prep sponsored athletics and activities.

Unexcused absences that occur during the day when St. Croix Prep is in session result in no make-up work available.

Any upper school student missing 5 unexcused class periods may be at risk of losing academic credit in any specific course.

Any student missing classes due to a family vacation would be considered unexcused.

Release During School Hours

Teachers may not release students from school at other than the regular dismissal times without prior approval of the parent and office manager. No student will be released from school to any person other than the custodial parent/guardian without the written or oral permission of the custodial parent/guardian. The parent/guardian must enter the building and go into the Main Office only to have the receptionist call the appropriate office manager to retrieve their student from class.

Habitual Truant

A student who is absent without lawful excuse for one or more class periods on seven or more days during the school year is legally considered to be a “habitual truant.” When a child is habitually truant, court action may result. Schools are required to report students to the County Attorney’s Office after the student has been absent without lawful excuse for one or more class periods on ten or more days. Attendance letters are sent quarterly for lower school students due to age of students and differing requirements by the county/state.

Absence Procedures

On the day of the absence the parent/guardian should leave a message on the attendance line 651-395-5991.

This message should include: student’s name, grade and homeroom teacher (if applicable); the specific reason for the absence including symptoms if the student is ill; and if the absence is only a partial day, the expected time of the student’s arrival at school.

If the absence is for an illness that is communicable (strep, lice, influenza, etc.) please contact the health office at 651-395-5906 or jessicaskilling@stcroixprep.org.

Tardy Procedures

K-8 students who arrive tardy must enter the building with their parent/guardian to the Main Office for sign in procedures. Students will receive a pass through the kiosk, which requires a smartphone.

Upper school students will sign in at the main office and include a note from parents explaining the reason for their tardiness. Students without a note or email from a parent will be considered unexcused tardy. Parents must identify the specifics of the tardy/absence (dr. appointment, ill, dentist, activities practice, etc.).

Physical Education Attendance

Any student needing to miss PE for more than three consecutive days must have a written note signed by a health care provider indicating the reason for excuse and expected return to participation date. Depending on the reason, a signed statement for return to participation by the healthcare provider may be required. All notes should be given to the school nurse who will keep them in the student’s health care file and will provide copies to necessary staff.

Inclement Weather and School Closing

Because St. Croix Prep is dependent upon ISD 834 for bus transportation, St. Croix Prep will close or delay the start of school when the Stillwater School District closes or delays the start of their schools. St. Croix Prep (and Stillwater) currently provide WCCO-4, KSTP-5 and KARE-11 with their school closing information. We recommend tuning to these TV stations and their websites (www.wcco.com; www.kstp.com; www.kare11.com) for school alert information. Remember the basic rule –St. Croix Prep follows Stillwater’s decisions in these matters.

E-Learning Days

“E-Learning days” means a school day where a school offers full access to online instruction provided by a students’ individual teachers due to inclement weather. St. Croix Prep has approved three e-learning days for the 2023-2024 school year. St. Croix Prep will notify parents and students at least two hours prior to the normal school start time that students need to follow the e-learning day plan for that day.

TRANSPORTATION

Any transportation during school hours, not authorized by St. Croix Prep, must be coordinated by the parent(s) or guardian(s) of the student. Examples of this transportation include but are not limited to taxis, Uber, other family members, etc. Upper school students may sign themselves out of the building; Lower and Middle School students do not have this privilege. Therefore, parent(s) or guardian(s) utilizing non-authorized transportation need to coordinate student release with the appropriate division. Use of these transportation services releases St. Croix Prep from any liability.

Bus Transportation

Bus transportation registration is required for all students. Please submit these registration forms online. Failure to submit a transportation form constitutes voluntary waiver of the right to transportation and students will not be assigned to a bus. For questions about transportation policies, please call Stillwater School District Transportation Department at 651-351-8377. The Transportation Policies and Procedures may also be viewed at www.stillwater.k12.mn.us. See Board Policy #709, Student Transportation Safety.

Bus Conduct

Disobedience or misconduct which provide grounds for suspension include, but are not limited to the following:

- inappropriate student conduct as defined in the Student Discipline section;
- willful injury or threat of injury to a bus driver or to another rider;
- willful and/or repeated defacement of the bus; repeated use of profanity;
- repeated willful disobedience of the bus driver’s directives
- Any behavior that threatens the safe operation of the bus and/or its occupants may result in a disciplinary action.

In addition to contacting St. Croix Prep, Schmitt & Sons, (ph. 651- 309-4601) will be able to address concerns about specific bus incidents.

Student Drivers

Students may drive personal vehicles to and from school each day. No students are allowed to be in vehicles during lunch or at any other time during the school day without appropriate permission from the Upper School Principal.

Consequences for speeding or dangerous driving in the parking lot may include suspension or revocation of the student parking permit without a refund.

On school days, students must have parental permission to drive themselves from school to St. Croix Prep-sanctioned events or activities in which they are registered participants.

On school days, students may not transport other students from school to St. Croix Prep-sanctioned events or activities, unless the other students are siblings and have parental permission.

HEALTH SERVICES

Health and Dental Examinations

It is strongly recommended that children have a complete physical exam before entering kindergarten and grade 7. A dental exam is recommended at least once a year. Students participating in athletics must have had a physical exam within three years.

Immunizations

Students must have immunizations completed, a notarized conscientious objection or a signed medical exemption as specified by the Minnesota Immunization law. Should vaccine shortages occur, the Minnesota Department of Public Health requires a written note from the healthcare provider stating that the “vaccine is deferred” until the supply is again available. (Please use the Student Immunization Form found on our website; a print out of immunizations from your clinic is acceptable.)

St. Croix Prep’s policy requires that health records including immunizations be provided prior to the first day of school to assure that all students are adequately protected from preventable communicable diseases. Minnesota law states that students who are not in compliance with these health requirements must be excluded from school. New students entering school in September should provide the records by August 1. All students, including transfer students, must provide such health records prior to attending classes. Please bring the completed Student Immunization form to the Main Office or have your clinic fax the immunization record to the Health Office at 651-395-5901.

Conscientious or Medical Objection to Health Examination/Immunization

If a student’s parent/guardian objects to any or all of the health examination, or to immunizations, the parent must present a signed and notarized Student Immunization form. If a student is exempted from the health examination or immunizations on medical grounds, the examining healthcare provider shall provide written documentation regarding the contraindication and a section for this is provided on the Student Immunization form.

Ill or Injured Students

Students exhibiting any signs of illness (fever, vomiting, fatigue, cough, etc.) must be cared for at home to enhance their own recovery and to prevent the spread of illness to other students. Students who become ill or injured at school will not be sent home without prior contact with a family member or authorized adult. While Health Services provides interim care, the responsibility for the treatment and

care of the student rests with the family once notification has been provided. Please work with your family, employer, and close contacts to assure your student who is ill can be picked up within 30 minutes of Health Services notifying you.

Health Standards When Your Child Is Ill

We will continue to follow guidance from the Minnesota Department of Health in regards to Infectious Disease, whether COVID or some other disease. If advised by a Governor's Executive Order or guidance from the Minnesota Department of Health or Minnesota Department of Education we adjust our illness protocols accordingly.

We hope that your child never has to miss school because of illness or disease. The best protection from disease is prevention. You can help prevent many illnesses by making sure your child washes his or her hands often, receives immunizations, has a healthy diet and gets plenty of sleep.

Questions to Consider When Your Child is Ill:

1. Does your child's illness keep him/her from comfortably taking part in all activities, including recess and PE?
2. Does your ill child need more care than the staff can give without affecting the health and safety of other children?
3. Could other children get sick from being near your child? If the answer to any of these questions is "Yes," please keep your child out of school.

What about minor illnesses? Minor illnesses such as common colds, runny nose, "pink" eye without fever, and or ear infections (otitis) do not need to be excluded if they feel well enough to participate. If you have questions or concerns, please contact your doctor, clinic, or school health office.

A student with a temperature of 100.4 F or higher and no other illness symptoms must stay home until no fever without medication for a full 24 hours, unless a health care provider provides a written statement allowing the student to return to school earlier.

A student must stay at home and remain there until symptom free for 24-48 hours, without medication, if any of these symptoms are present:

- Has vomited or has diarrhea
- Has a rash that is unidentified (Please contact your family healthcare provider)
- Has an open or draining sore (Please contact your family healthcare provider)

When deemed necessary by school health staff, local paramedics will be called in case of a medical emergency.

Procedure for Ill Student Going Home

For the health and safety of all involved, students who feel ill must visit the health office. Health office staff will contact parents when appropriate, or if a child requests parent contact. If the parent decides, or the health office staff determines, that the student should go home the student will wait in the appropriate designated area based on their current symptoms, which may include a supervised isolation room. Students who contact their parents directly should be directed to come to the health office by their parent as the school does not want ill students remaining in undesignated areas for the health of all staff and students. Parents, or their designee, should make every effort to arrive within 30 minutes of

being notified of an ill student. Parent/designee will need to come to the Main Office and sign the student out. Health office staff will escort the student to the Main Office upon parent/designee arrival. If this procedure is not followed (student leaves ill without going through the health office) the absence may be unexcused.

Parents are not allowed in the Health Office directly for confidentiality reasons, unless Health Office staff determine it is necessary and safe to do so.

Special Health Concerns

A student with a special health concern (e.g., asthma, allergies, concussion, diabetes, migraines, depression/anxiety, personal problems, brain health/mental health issues, seizure disorders, or on daily medications) should be known to school Health Services prior to the student entering school. To provide for safe daily care and emergency procedures, such health information gathered from the family and health records, will be sensitively shared with faculty and staff members with whom the student has contact. Health forms for certain special health concerns can be found on the Health Service page of St. Croix Prep website.

Allergies

We are an “allergy aware” building, not allergy free. Every effort is made to make your student with allergies safe at school. Pets and latex products are rarely allowed in the building. Notify the Health Office if your student has any allergies, even if they are not life threatening.

Healthy Food Initiative

St. Croix Prep does not allow student use of pop, coffee or energy drinks in the school building during regular school hours. Gum and candy are also not allowed during the school day in the building. Please do not send your child with these items. Exceptions may be granted for special school events. Please communicate with your child’s teacher or the division office for approval.

School Medication Policy

It is not the responsibility of the school or its employees to prescribe drugs, medications or home remedies. Medications should be administered at home under the supervision of the parent/guardian when possible. However, some students require administration of medications to be performed during the regular school day. In those situations, the following procedure will be followed:

- Parent/Guardian should bring the medication to school; if this is not possible, the parent/guardian must communicate to the health office the name, dose and amount of medication being sent with the student, preferably via email to jessicaskilling@stcroixprep.org.
- A current school year written healthcare provider order and written parent/guardian permission (“Consent for Administration of Medication” form) must be on file with the Health Office. This form must be Prep’s designated form, forms from other schools/districts cannot be accepted. This includes permission for both over-the-counter/non-prescription medications AND prescription medications. There are separate authorizations for those who qualify for self-carry of specific medications.
- Prescription medications must be provided in an original pharmacy container with a current label. Questions regarding dosage and administration will be directed to the prescribing healthcare provider and/or the parent/guardian if the parent has signed a Release of Information form.

Medications will be administered after questions have been resolved.

- Nonprescription medications must be provided in the original LABELED container and will only be administered to a student according to the label directions, unless contrary written directions from a healthcare provider are provided.
- Medications, prescription or over-the-counter, will not be given past the expiration date.
- New medication orders are required at the start of each school year AND when changes are made from the original orders (medication, dosage or frequency). Parent/guardian is responsible for notifying the health office immediately of any change in medication.
- Students may not share prescription or over-the-counter medications with other students.
- Prescription asthma medications can be self-carried/administered by a student when 1) the health office has received a completed Asthma Action Plan from the healthcare provider and a parent signed “Self-Carry/Administration of Asthma Medication Authorization” 2) inhaler is properly labeled for that student, and 3) the Licensed School Nurse has assessed and documented the student’s knowledge and skills to safely possess and use an asthma inhaler in a school setting.
- For the health and safety of health services staff, and other students in the building, Prep Health Services will not administer nebulized medication. Health Services staff will help families work with their provider to assure care of student’s asthma using a MDI (metered dose inhaler) and spacer.
- Secondary students, grades 7-12, may possess and use nonprescription pain relief in a manner consistent with the labeling, if the health office has received written authorization from the parent/guardian. This privilege may be revoked if the school determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients.
- A student who is prescribed a non-syringe injector of epinephrine may possess such medication once 1) the health office has received a completed Anaphylactic Action Plan from the health care provider and a parent signed “Self-Carry/Administration of Emergency Anaphylactic Medication” authorization 2) medication is properly labeled for that student and 3) the Licensed School Nurse has assessed and documented the student’s knowledge and skills to safely possess and use a non-syringe injector of epinephrine in a school setting.
- Self-carry/administration of other non-pain relief or emergency medications will be handled on a case-by-case basis and at the discretion of the licensed school nurse. For the safety of all students the majority of medications will be safely and properly stored in the health office.
- Legally, a parent/guardian may refuse to sign any medication form. If you refuse, it may affect our ability to provide the services.
- The information provided will be shared only with staff in the school whose jobs require access to this information to ensure the child’s safety and school success.
- A photocopy/fax of any medication consent form which has not been altered will be treated in the same manner as the original.

- Health records received by the school district may no longer be protected by HIPPA, but they will become education records protected by the Family Educational Rights and Privacy Act (FERPA).
- When use of medication has ceased, or is no longer needed by the student, it is the parent/guardian's responsibility to retrieve unused medications from the school. Currently abandoned medications cannot be disposed of by the school, so every effort will be made to have the parent pick up the medication. Arrangements with local law enforcement will be made to dispose of any abandoned medication that is a controlled substance. No medications are kept in the health office over the summer.

DRESS CODE

The Dress Code and uniforms of St. Croix Preparatory Academy (St. Croix Prep) build community and diminish the importance of external factors related to clothing. Implementing a dress code at St. Croix Prep, promotes professionalism, cultivates a focused learning environment, and prepares students for the future. Uniforms promote a sense of equality and unity among students. This fosters an inclusive environment where students can focus on their education rather than their appearance.

All St. Croix Prep students are expected to be in school uniform each day, except for the designated dress-up days or spirit wear days. Neatness, cleanliness, and modesty guidelines should be observed at all times. St. Croix Prep reserves the right to determine dress code violations.

Uniform Provider

Uniform clothing must be ordered through Tommy Hilfiger School Uniform or Donald's Uniform (with the exception of shoes, socks, coats and other accessories).

Families who are eligible for educational benefits are eligible to receive benefits for school uniforms. Please contact the main office.

Uniform Ordering

Tommy Hilfiger School Uniform - Online Only

Website: <https://www.globalschoolwear.com/>
School Code: STCR01
Phone: 1-877-825-2860 (Customer Service)

Donald's Uniform - Online & Retail Storefront

Address: 972 Payne Ave St. Paul, MN 55130
Website: <https://www.donaldsuniform.com>
School Code: STCR01
Phone: 651-776-2723

Modesty Guidelines

These guidelines apply to all school dress

"Modesty" is appearance intended to avoid impropriety or indecency. It is recognized that there are varied opinions as to what constitutes modesty, therefore the following guidelines help define the expectations for St. Croix Prep students.

Violations of these guidelines may result in disciplinary action.

- No underwear showing
- The latest fashion or fad may not fit the dress code.
 - K-4 any colored/patterned leggings.
 - Grades 5-12: solid colors only in navy, black, gray or white.

School Uniform Guidelines

Shirts, Tops, & Sweaters

- All visible shirts must have a St. Croix Prep logo
- If layering shirts, long-sleeve shirts are not allowed to be worn underneath short-sleeve shirts.
- On uniform days no letter jackets, St. Croix Prep hooded sweatshirts, or spirit wear may be worn
- Collared shirts must be buttoned fully and only the collar and top button may be undone
- Undershirts worn under collared shirts must be solid white
- Undershirts must not hang below the uniform shirt unless it is also a uniform shirt
- All tops must be of an appropriate size and fit that allows for freedom of movement and maintains a professional appearance

Pants, Shorts, Skirts, & Jumpers

• Kindergarten - 4th grade

- Pants and shorts must be navy and have no more than 4 pockets - both must be purchased through Tommy Hilfiger or Donald's School Uniform
- Skirts must be purchased from the uniform vendor and must be navy (no plaid or khaki allowed for K-4th)
- Jumpers must be purchased from the uniform vendor and must be navy or plaid
- Skorts and shorts must be purchased from the uniform vendor and be navy in color (a skort is a skirt with a pair of integral shorts hidden underneath)
- Leggings, capri leggings, tights (may be footed or footless and must be opaque), or bike shorts must be worn under skirts and jumpers, and may be any print and color (no fishnets, full-lace, or pajama pants). They must be form-fitting. No sweats, athletic-wear, or pants are allowed under the skirts or jumpers.

• Middle School 5th - 8th grade

- Pants and shorts must be navy and have no more than 4 pockets - both must be purchased through Tommy Hilfiger or Donald's School Uniform
- Skirts and Jumpers must be purchased from the uniform vendor and need to be navy and plaid.
- Skorts are not allowed in grades 5-12.

• Upper School 9th - 12th grade

- Pants and shorts must be navy or khaki and have no more than 4 pockets - they may be purchased from any vendor but must be similar in style, color, and fabric to Tommy Hilfiger or Donald's uniform options (no banded bottom cargo pants aka "joggers", no spandex pants or leggings unless under a skirt/jumper, shorts must have an inseam of 6" or greater)
- Skirts and Jumpers must be purchased from the uniform vendor and need to be navy, khaki or plaid.
- Skorts are not allowed in grades 5-12.
- Only Grades 9th -12th can wear navy shirts & khaki bottoms.

Shoes

- Shoes should be neat, safe, modest and not draw undue attention. Administration reserves the right to determine appropriate footwear for a safe learning environment.

Additional Notes:

- Worn, damaged, faded or outgrown uniforms should be repaired and/or replaced.
- Hats and sunglasses are not allowed to be worn in school unless permission is granted by St. Croix Prep staff.
- All clothing, jewelry, make-up, hairstyles and accessories should be neat, modest and not draw undue attention.
- No coats and non-St. Croix Prep sweaters/sweatshirts may be worn during school hours except for recess.
- No writing on arms, legs, faces or uniforms.

Physical Education Guidelines

Students in 5th-12th are required to wear a ST. CROIX PREP gym uniform. The uniform consists of a t-shirt and mesh shorts. The gym uniform is available at Tommy Hilfiger only. Donald's Uniform does not carry our gym uniforms. Students are required to have tennis shoes for class in all grade levels.

Concert Attire Guidelines

- **Lower School:** Dress-up attire is suggested. No jeans, t-shirts or short skirts. For safety purposes, flat shoes should be worn.
- **5-8th grade Concert Attire:**
 - Every student must be in concert attire for performances. For MS choirs, this includes the following: Black dress pants, black skirts or dresses, black button-downs, black blouses, black collared shirts, and black shoes. Essentially, formal/elegant all black clothing (no jeans, t-shirts, sweatpants etc..). Concert attire must adhere to the Modesty Guidelines as outlined in the St. Croix Prep Uniform Policy. If concert attire is a financial hardship or if you have any questions, please contact marykatherinemaney@stcroixprep.org.
- **7th/8th Grade Choir Concert Attire:**
 - Black top, black dress slacks or skirt (black dress is acceptable), and black shoes (NO jeans or leggings).
 - Shirts/tops must have sleeves or be worn with a sweater/jacket.
 - Boys must wear a collared shirt (polos are acceptable, but no t-shirts).
 - Girls' skirts must be longer than the knees while sitting or wear solid opaque black or white leggings or tights under skirts/dresses.
- **9-12th grade Concert Attire:**
 - Students in all Upper School music groups wear formal attire for performances. Students should wear a black dress or tux and black shoes. If concert attire is a financial hardship or if you have any questions, please contact marykatherinemaney@stcroixprep.org
- **All Other Middle School Ensembles (Including 7th/8th Orchestra & Band)**
 - White top, black dress slacks or skirt, and black shoes (NO jeans or leggings).
 - Shirts/tops must have sleeves or be worn with a sweater/jacket.
 - Boys must wear a collared shirt (polos are acceptable, but no t-shirts).
 - Girls' skirts must be longer than the knees while sitting or wear solid opaque black or white leggings or tights under skirts/dresses.
- **Upper School:** Concert Attire measured for and purchased at the start of each school year.

- Women must provide their own black tights and close-toed shoes. Minimal jewelry and hair accessories. Dress Price: approximately \$60.
 - Men must provide their own black socks and dress shoes.
 - Tuxedo Price: approximately \$100 (includes jacket, shirt, pants, tie, and cummerbund).
- Financial Assistance for Concert Attire: If concert attire is a financial hardship or if you have any questions, please contact your child's music director directly.

Dress Code Violations

Students and parents/guardians will be informed of dress code violations. Dress code violations will result in disciplinary actions, which vary by division (Lower, Middle or Upper School). Specific dress code violation consequences are listed in your student's annual school planner (3rd-12th grades) or division level handbook (Lower School and Middle School). Handbooks are posted on the school website (www.stcroixprep.org) (K-8th grades).

Students and parents/guardians will be informed of dress code violations. Dress code violations will result in disciplinary actions, which may include but may not be limited to or in any particular order:

- Parents may be contacted to bring an appropriate uniform.
- Student may be sent home for the day.
- Reoccurring uniform violations may result in further disciplinary actions.

Opt-Out Provision

Parents or guardians may apply to the Division Principal for full or partial exemption from the dress code in the following situations:

- A student's disability or medical condition which would substantially interfere with a student's ability to comply with the dress code.
- A student's religious observation which would be substantially hindered by compliance with the dress code.

Non-Uniform & Spirit Wear Days

Non-Uniform days will be scheduled throughout the course of the year. Students must demonstrate neatness, cleanliness, and modesty in their appearance on non-uniform days. Clothing on a non-uniform day should not be a distraction to teaching and learning. St. Croix Prep reserves the right to determine appropriateness of attire. Questions related to the appropriateness of a student's dress will be determined by the administration of St. Croix Prep.

Non-Uniform Guidelines

- Shirts must have sleeves or have another shirt over the top and must be modestly buttoned. Only the top button may be undone. No tank tops or spaghetti straps. No underwear, bra straps, cleavage or midriff may be showing.
- Skirts, shorts, dresses must be no shorter than 2" above the knees (shorts must have 8"-10" inseam which include bermuda shorts, trouser shorts, and athletic/basketball shorts.).
- Jeans, sweats, joggers/athletic pants (no holes or fraying). No spandex pants or shorts of any kind - i.e. yoga pants, leggings, and/or biker shorts.
- All other general ST. CROIX PREP dress code guidelines should be followed.

Non-Uniform Days are as Follows:

Tuesday, November 21*	Friday, February 23
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*Coupons obtained during Go-Green collections must be presented upon arrival in non-uniform or a violation will occur. Uniforms must be worn if you do not have a coupon.

Spirit Wear Guidelines

To enhance school spirit and build a closer community, St. Croix Prep will have days when students may wear spirit wear in lieu of their uniform. Spirit wear days will be scheduled throughout the year. The following guidelines apply:

- All previously issued St. Croix Prep spirit wear attire, athletic participation shirts and event clothing may be worn. This includes St. Croix Prep branded or issued athletic uniform shorts and warm-up pants.
- Jeans (solid blue or black) may be worn otherwise uniform pants, shorts, or skirts are to accompany the Spirit Wear attire.

Friday, September 8	Tuesday, October 31	Friday, November 3
Tuesday, November 21	Thursday, December 21	Friday, January 26
Friday, February 23	Thursday, March 21	Friday, April 12
Friday, May 17	Thursday, May 30	

For all spirit wear days, students must wear uniform bottoms or blue/black denim jeans.
Field Day ONLY

STUDENT DISCIPLINE

Delegation of Authority

Each teacher and school personnel are authorized to impose any disciplinary measure, other than suspension, expulsion, or in-school suspension, which is appropriate and in accordance with the policies and rules on student discipline. Teachers may use reasonable force as needed to maintain safety for other students and remove students from a classroom for disruptive behavior. The Principal is authorized to impose the same disciplinary measures as teachers and may suspend students from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may expel students guilty of gross disobedience or misconduct for the remainder of the school term or for a shorter period.

Prohibited Student Conduct

Disciplinary action may be taken against any student guilty of disobedience or misconduct, including, but not limited to:

- using, possessing, distributing, purchasing, or selling explosives, firearms, knives, or any other object that can reasonably be considered a weapon or a replica of such an object;
- involvement in gangs or gang-related activities, including the display of gang symbols and paraphernalia;
- engaging in any activity that constitutes an interference with school purposes or an educational function or is disruptive;
- engaging in unsportsmanlike conduct.

These grounds for disciplinary action apply whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

- on school grounds before, during, or after school hours and at any other time when the school is being used by a school group;
- off school grounds at a school activity, function, or event traveling to or from school or a school activity, function, or event; or anywhere, if the conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, or an interference with school purposes or an education function.

Tennessee Warning

A Tennessee warning will be issued by individuals collecting private or confidential data related to potential disciplinary situations, unless applicable law provides an exception to the need to provide this warning.

Disciplinary Measures

Disciplinary measures include:

- Character Notice;
- Golden Rule form;
- personal counseling;
- withholding of privileges;
- seizure of contraband;
- removal from classroom;
- in-school suspension;
- detention
- suspension from school and all school-sponsored events for up to 10 school days;
- suspension of bus riding privileges;
- expulsion from school and all school-sponsored events
- notification of juvenile authorities whenever the conduct involves illegal drugs (controlled substances), look alike drugs, alcohol, or weapons.

Vandalism

In the event a student vandalizes school property, the administration may assess a fine for repair or replacement cost to restore the property to its previous state.

Cost of Repair	Student Fine
\$0 to \$250	\$50
\$251 to \$500	\$100
\$501 to \$1,000	\$200
Replacement	Replacement Cost

Substance Abuse

The use of alcohol and other non-prescribed drugs is illegal. Prohibited substances include unlawful drugs, prescription drugs not used or intended to be used in accordance with the prescription and over-the-counter drugs not used or intended to be used as directed. Students are prohibited from possessing, using, being under the influence of or distributing alcohol or other prohibited drug related substances in school buildings, on school grounds, in school vehicles or at any school event or activity. Possession or distribution of look-alike drugs or drug paraphernalia in these locations is also prohibited. In addition to instituting disciplinary proceedings, school officials will also deny attendance at any school program or function to students who appear to be under the influence of, or who are in possession of, alcohol or other prohibited substances. A student who violates this policy will normally be suspended for a period of 7 to 10 days, with the School then initiating expulsion procedures. Parents/guardians and law enforcement authorities shall be notified promptly of such misconduct.

The use or possession of tobacco by students is strictly prohibited in school buildings, on school buses or on any school property when that property is being used for any school purpose. The term “school purpose” shall include, but is not limited to, all interscholastic or extracurricular, social, athletic, academic or other events sponsored by St. Croix Prep. The term “tobacco” shall include cigarettes, e-cigarettes, cigars and tobacco in any other form, including smokeless tobacco which is loose, cut, shredded, ground, powdered, compressed and leaf tobacco that is intended to be placed in the mouth without being smoked. See Board Policy #419, Tobacco Free Environment.

Use or possession as a first offense will mean suspension (1-3 days) and a parent conference. Further incidents or selling or giving tobacco to another student will lead to expulsion.

Work Missed During Suspension

A suspended student is not entitled to extra time for work missed;

- All work must be completed in compliance with the teachers’ expectations. It is the student’s (parent/guardian) responsibility to be in contact with his or her teachers by phone or e-mail;
- All tests and quizzes must be scheduled in compliance with teachers’ expectations;
- A suspended student is not entitled to extra supervision or aid;
- Students missing labs of any kind are not entitled to make-up labs;
- Students missing field trips or in-class activities are not entitled to earn credit for these activities;
- Students missing field trips due to a suspension are not entitled to refunds of field trip fees.
- Usually, before a student returns to school following a suspension, a re-entrance meeting will be held with the school principal.

Expulsion

The St. Croix Prep Board is authorized to expel students guilty of gross disobedience or misconduct. During expulsion proceedings, the student and/or parents/guardians shall be afforded the following procedural protections:

- Prior to expulsion, the student shall be provided with notice of the charges and the time and place of a hearing to be conducted by the Board or a Board appointed hearing officer.
- The Board or its designee shall provide written notice by registered or certified mail to the parents/guardians of the time, place and purpose of the hearing and shall request the appearance of the parents/guardians at the expulsion hearing.
- During the expulsion hearing, the student and parents/guardians may be represented by counsel, present witnesses and other evidence, and cross-examine any witnesses presented by the St. Croix Prep. If the Board conducts the expulsion hearing, it shall be a bifurcated proceeding. First, the Board shall hear evidence on the issue of whether the student is guilty of gross disobedience or misconduct as charged. After presentation of the evidence, the Board shall decide the issue of guilt. If the Board finds the student guilty of the gross disobedience or misconduct as charged, it shall then hear evidence on the appropriate level of discipline to be meted out. After presentation of the evidence, the Board shall decide whether expulsion or some lesser form of discipline shall be imposed upon the student. If a hearing officer conducts the hearing, the hearing officer shall summarize the evidence regarding guilt and level of discipline separately and present them to the Board, which will consider them separately and take such further action as it deems appropriate.

USE OF TECHNOLOGY

Student Use of School Technology

See Board Policy #524, Internet Acceptable Use and Safety Policy.

In order to expand and facilitate teaching and learning, St. Croix Preparatory Academy (St. Croix Prep) supports the use of school-provided technology assets and services, including but not limited to computers, mobile labs, laptops as well as access to the Internet and other electronic information, programs, textbooks, services, and networks (collectively, the “St. Croix Prep Technology Assets and Services”). St. Croix Prep’s goals in providing the St. Croix Prep Technology Assets and Services to students are to stimulate creativity and innovation; encourage communication and collaboration; promote research and information fluency; support critical thinking, problem solving and decision-making; and teach digital citizenship.

Access to the St. Croix Prep Technology Assets and Services is a privilege and not a right. In making decisions regarding student access to the St. Croix Prep Technology Assets and Services, St. Croix Prep will consider its educational mission, goals and objectives. Any inappropriate, unauthorized or illegal use of the St. Croix Prep Technology Assets and Services may result in cancellation of some or all privileges and will result in appropriate disciplinary action, up to and including expulsion and possible referral to law enforcement.

Access to the St. Croix Prep Technology Assets and Services

At school, students utilizing St. Croix Prep Technology Assets and Services must first have the permission of and be supervised by St. Croix Prep’s professional staff. Students utilizing St. Croix Prep

Technology Assets and Services are responsible for appropriate behavior, just as they are in a classroom or any other area of the school.

Student Use of Personal Technology

Cellular Phones, iPods & Other Technology Devices

St. Croix Prep allows students to have cell phones, smartwatches, and other technology devices, but they are not to be visible, turned on, or in use during regular school hours. Students may use their phones/devices before/after regular school hours. We understand that on occasion a student may need to communicate transportation needs with a parent or family member. This communication should go through the Office Manager. The use of headphones is prohibited unless authorized by St. Croix Prep faculty. Students who violate the above restrictions shall be deemed to have created a disruption to the instructional environment and are subject to confiscation of their phones/devices. All technology violations will result in disciplinary action. Possible consequences may include confiscation, detention, or parental meeting. St. Croix Prep shall not assume responsibility for theft, loss, damage or unauthorized use of a cell phone or other technology devices. Use of camera and recording features on cell phones and other devices is prohibited without administrative approval.

SCHOOL SECURITY

Visitors at St. Croix Prep

St. Croix Prep receives many visitors throughout the school day. These visitors include, but are not limited to, parents, special guests, vendors, and sales people. Although St. Croix Prep embraces our parent volunteers and visitors, we need to ensure the safety of our students. For this reason all visitors to our school must sign in and out at the front office. Visitors are also required to visibly wear a VOLUNTEER/VISITOR badge at all times. Students should not bring student guests to school without prior permission from the division principal.

Search and Seizure

The Board recognizes its responsibility to maintain order and security in St. Croix Prep. Accordingly, administrators or their designees are authorized to conduct searches of students and their personal effects, as well as the property of the St. Croix Prep, in accordance with this policy. See Board Policy #502, Search of Student Policy.

School Property

School property, including but not limited to desks and lockers, is owned and controlled by St. Croix Prep and students should have no expectation of privacy in them or in any personal effects left in such areas. St. Croix Prep may make reasonable regulations regarding the use of such areas and may search them or any personal effects of students found in those areas without prior notice to students and without consent.

Students and Their Personal Effects

Administrators or their designees may search a student and/or the student's personal effects (e.g., purses, wallets, backpacks, book bags, lunch boxes, etc.) when they are being carried by the student when there are reasonable grounds for suspecting that the search will produce evidence the student has violated or is violating either the law or the rules of the school. In addition, the reasonable grounds must

be accompanied by specific suspicion with respect to the individual to be searched. The search itself must be conducted in a manner that is reasonably related to the objectives of the search and not excessively intrusive in light of the age and gender of the student and the nature of the infraction. When feasible, the search should be conducted outside the view of others, including students; in the presence of a school administrator or adult witness; and by a certified employee or administrator of the same gender. If any improper items are found, immediately following the search of a student, the school authority that conducted the search shall take appropriate measures.

Patrols, Inspections and Searches

It is the position of the school that a fair and equitable student motor vehicle policy will contribute to the quality of the student's education experience, will maintain order and discipline in the schools, and will protect the health, safety and welfare of students and school personnel. School officials may conduct routine patrols of school locations and routine inspections of exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

"Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school policy, rules and/ or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent of staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context or other reliable sources of information.

"School property" is owned, rented, leased or borrowed by the school for school purposes as well as property immediately adjacent to such property that may be sued for parking or gaining access to such property. A school location also shall include off school property at any school-sponsored or school-approved activity, event or function, such as a field trip or athletic event where students are under the jurisdiction of the school.

HARASSMENT, BULLYING & HAZING

Minnesota Safe and Supportive Schools Act

On April 9, 2014, Governor Dayton signed the Minnesota Safe and Supportive Schools Act. The law provides schools, educators, parents, and students with tools and resources for bullying prevention and intervention. St. Croix Prep's Anti-Bullying Policy, in accordance with the Minnesota Safe and Supportive Schools Act. See Board Policy, Student Bullying Prohibition Policy. Please contact one of the Principals or Office Managers for additional information.

OTHER INFORMATION

Activities Department

St. Croix Prep offers 19 athletic programs and over 12 co-curricular programs within its club and competitive leagues. These programs offer a well-rounded educational experience to all of our students and provide them practical experience in their character and leadership development. If you have questions, contact Activities Director, Keven Seim at kevenseim@stcroixprep.org or 651-395-5944.

Additional Parent Resources

On the each of the School's Homepages (Lower School - <https://www.stcroixprep.org/lower-school>; Middle School - <https://www.stcroixprep.org/middle-school>; and Upper School - <https://www.stcroixprep.org/upper-school>); there are links to additional Parent Resources. These include but are not limited to information related to School Supply Lists, Background Check Procedures, Calendars, Before & After school care, Dress Code, Field Trip Procedures, Health Services, Hot Lunch Program, Parent Pick-Up Procedures, Synergy (Student Information System) Instructions, Spirit Wear and the On-line Store.

Development Department

St. Croix Prep hosts three annual events that provide families the opportunity to financially support school programming. These events are a great way to cultivate friendships and business relationships while raising money for school programs.

St. Croix Prep Marathon. The St. Croix Prep Marathon will not be held this school year. This event was held in the spring of 2023; and in order to get our events back on a pre-pandemic schedule, the next Marathon will be held in the fall of 2024. The Event raises funds for Academics. Students will raise donated funds in the weeks leading up to the event. On event day, students will participate in opening ceremonies, run in the school marathon, play indoor and outdoor games, enjoy a picnic lunch and end the day with a pep fest. Sponsorships are available.

Prep Gala. The Prep Gala will be held at The Royal Golf Club on Saturday, February 24, 2024. The event raises funds in support of the St. Croix Prep Foundation. The evening will include a seated dinner and desserts, cash bar, silent and live auctions, raffles, a brief program, and a fund-a-need appeal. Parents and community members are invited to attend. Sponsorships are available.

Prep Open. The Prep Open will be held at The Royal Golf Club in June 2024 - Date TBD.. The event raises funds for the Arts & Athletics department. The day includes a golf tournament, silent and live auctions and a fund-a-need appeal. Sponsorships are available. If you would like more information regarding these events, please contact Susan Peterson, Events Coordinator at 651-395-5994 or susanpeterson@stcroixprep.org

Parent Group

The St. Croix Prep Parent Group, as part of the St. Croix Prep Foundation, promotes building community and strengthening relationships between families, administration, and faculty through events and initiatives. Parent Group is steadfast in promoting and supporting St. Croix Prep's mission. To view a schedule of meeting dates and events please view the website at <http://stcroixprep.org/parent-group>.

Extended Day Program

St. Croix Prep partners with YMCA of Greater St. Paul to offer on-site extended day programming for students in grades kindergarten through fifth. The program is operated through the YMCA. Program information, including registration, programming, rates, and hours are available at www.twincities.org or contact Jon Spry, YMCA Child Care District Supervisor, at 651-490-4886 or jon.spry@YMCAtwincities.org

Media in the Classroom

The following guidelines will be used for viewing of movies: Parental permission must be received before showing any movies with the rating of PG [lower school], and PG-13 [middle school], and R [Upper School]. We will provide alternative learning experiences for the students who have not received parental permission.

Picture Day

Student pictures will be taken on Tuesday, September 12, 2023. Picture retake day will be held on Wednesday, October 11, 2023. All students are required to wear their student uniform for the pictures.

Food Service and Breakfast/Lunch Programs

See Board Wellness Policy

St. Croix Prep offers hot lunch, milk and supplemental a la carte offerings daily. Current prices and menus are posted on the school website at: <https://www.stcroixprep.org/food-service> The school participates in the National School Breakfast and Lunch Programs and offers free and reduced breakfast and lunch according to federal guidelines. Additional information including free and reduced meal applications are located at:

<https://www.stcroixprep.org/wp-content/uploads/2023/08/23-24-Application-for-Educational-Benefits-Packet.pdf>

Please direct questions regarding the free and reduced breakfast and lunch program to St. Croix Prep's Food Service Director, Marianne Thole at mthole@stcroixprep.org.

The MN Free School Meals Program allows ALL students to receive one free breakfast and one free lunch each school day for the 2023/2024 school year. Each meal MUST contain a fruit or vegetable serving to qualify as FREE.

To purchase milk or a la carte offerings, a student must have a sufficient balance in his/her lunch account. St. Croix Prep's Negative Lunch Balance Policy is as follows:

Hot Lunch and Breakfast

- All students will be served a reimbursable lunch or breakfast regardless of fund availability. Negative balances that are incurred are the responsibility of the student's parent/guardian, and are expected to be paid in full by the end of the school year.
- If parents DO NOT want their child to purchase items during morning a la carte or breakfast, please email mthole@stcroixprep.org to request a block on their account.

A La Carte

- Lower, Middle, or Upper School students will not be allowed to purchase items from the a la carte line, including milk, if they have a negative lunch account balance.

Parents should check their student's lunch account balance frequently. Parents will be notified by School Messenger when their student's meal balance falls below an established limit. This limit is defaulted to \$0.00 by the school business office; however, parents may adjust the balance alert level to accommodate their needs in SchoolPay.

Deposits to student's lunch accounts may be made online via SchoolPay. Deposits made online will be credited to the student's lunch account within 72 hours. Deposits may also be made via cash or check and delivered to the school business office, either directly or via the student's classroom teacher. Cash or check deposits will be posted to the student's account within 24 hours of the business office's receipt of the deposit. Credit card payments are accepted in the main office and posted to the lunch account(s) immediately.

Snacks

Snacks served during the school day or in YMCA care will make a positive contribution to children's diets and health, with an emphasis on fruits and vegetables as the primary snacks and water as the primary beverage. St. Croix Prep will assess if and when to offer snacks based on timing of school meals, children's nutritional needs, children's ages and other considerations.

Rewards

St. Croix Prep will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually, as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations

St. Croix Prep will limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually.

School Hours

Classes operate from 9:30 am to 4:00 pm. School doors will open at 9:00 am. Students will be allowed to enter the building at that time. Earlier arrivals will need to sign in and will need permission from their teacher or organization leader to access hallways prior to this time. Lower School students arriving prior to 9:00 am must attend the before school programming area, and parents will be assessed appropriate fees; students may not be unattended in the atrium. Unless students have after school activities, they will not be allowed in the building after 4:30 pm. Each division may have additional procedures that enhance their effectiveness.

Teacher Request and Classroom Assignment

At St. Croix Prep, scheduling students into classes is a complicated and time-consuming process that involves both computer and hand scheduling. Many factors are taken into consideration when balancing class enrollment, including class size, gender, academics, and social composition. We believe our faculty are skilled educators and, additionally, that students need to learn the important life skill of working with many different types of teachers and students. In the Lower School, if a parent feels his/her student has a particular learning concern which needs to be considered, please fill out a parent input form that is sent out in the spring with the Intent to Return form and return to the office manager. Parents may not request a teacher. Our goal is to create the best possible learning environment for all students.

Statewide Assessments

Each year, St. Croix Preparatory Academy administers state assessments to measure a student's proficiency in math, reading, and science. These assessments are just one measure of a student's achievement, as well as benefiting the school in evaluating curriculum, alignment with state standards, resources and support, and potentially reducing Minnesota State College and University requirements. On our website, a two-page guide to Statewide Testing is listed under the Additional Resources link.

Parents/guardians have a right to not have their student participate in state-required standardized assessments. The Statewide Assessment Opt-Out Form is located on the following page: it is also included on the website with the Parent/Guardian Guide to Statewide Testing.

STATEWIDE TESTING OPT-OUT FORM



Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

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

Assessments Connect to Standards

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

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

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

ACCESS and Alternate ACCESS for English Learners

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

Statewide Assessments Help Families and Students

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

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

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

Taking Statewide Assessments Helps Your Student’s School

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

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

Student Participation in Statewide Assessments

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

Consequences of Not Participating in Statewide Assessments

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

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



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

Additional Information

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

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



Statewide Assessment: Parent/Guardian Decision Not to Participate

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

Student Name: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal:

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

- MCA/MTAS Reading
- MCA/MTAS Science
- MCA/MTAS Mathematics
- ACCESS/Alternate ACCESS

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



st. croix preparatory academy

EMERGENCY OPERATIONS PLAN

4260 Stagecoach Trail N.
Stillwater, MN 55008
(651) 395-5900

Questions about this plan should be referred to:
Robin Moore and Claire Fiedler Emergency Preparedness Co-Directors
Consultant: Candace Westlund candacewestlund@stcroixprep.org
Phone: 651-395-5907 or 651-395-5900
Email: robinmoore@stcroixprep.org or clairefiedler@stcroixprep.org

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● APPROVAL AND IMPLEMENTATION

This Emergency Operations Plan addresses St. Croix Preparatory Academy’s (hereby referred to as Prep) planned response to all hazards. It is the principal plan for mitigating emergencies and incidents to ensure the protection of life, health and property. This plan aids in the recovery operations to ensure that the school returns to pre-emergency operation and is intended to facilitate coordination with local first responders and establish a framework for an effective system of comprehensive emergency management.

In order to execute this plan effectively and mobilize available resources, ***all school personnel must have knowledge of the procedures set forth in this plan and be trained in its use.*** Personnel having roles and responsibilities established by this plan are expected to be familiar with their roles based on the provisions of this plan.

Modifications to this plan may be made under the direction of the individual division principals or the Executive Director of Prep.

This School EOP is developed pursuant to the Minnesota Statute 121A.035 and conforms to the National Incident Management System (NIMS).

Minnesota Statute 121A.035 states, “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 service 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.”

By signing below, you are attesting that the requirements set forth in Minnesota statute 121A.035 have been met.

This plan supersedes any previous versions.

PRINT NAME

Executive Director

Date

I. INTRODUCTION

A. Purpose of the Plan

The Prep Emergency Operations Plan (EOP) provides policies and procedures on how to respond to all-hazard emergency incidents. This plan has been customized to meet the specific and unique needs, capabilities and circumstances found at Prep.

The Comprehensive Emergency Management Plan consists of:

1. Emergency Operations Plan (EOP)
2. Floor Plan
3. Campus Site Plan
4. Emergency Contact Information Sheet
5. Stakeholder Signatures

B. Scope of the Plan

The plan outlines the expectations of school staff and students as well as providing authority for personnel to enact the plan as needed. The plan identifies internal and external communications; training and sustainability; authority and references as defined by state mandates and actions the school will use for prevention, protection, mitigation, response, and recovery.

This EOP covers all programs or entities licensed through the Department of Education that reside in this facility, regardless of their reporting structure, ownership of the building/facilities or the time of day the program operates. Adjustments to procedures may be needed for after-hours activities (i.e., sporting events, theater, clubs, before/after school child care) and can be found in each section as appropriate.

C. Plan Activation

Decision-making authority and operational control must be clear, regardless of who is on-site. Primary and alternate decision makers should be identified for each program, regardless of the time of day that activity occurs. **Plan activation responsibility does not preclude staff from taking action upon initial identification of a hazard.**

This plan may be activated in part or in whole, as necessary, by:

- Executive Director
 - First Alternate: Chief Operations Officer
 - Second Alternate: Division Principal(s)
 - Third Alternate: Facilities Director
 - Fourth Alternate: Site Director, until Command can be transferred to alternate listed above

II. SITUATION OVERVIEW

A. Site Information

Prep includes the following buildings/facilities:

- Main Building: K-12 classrooms, Administration, Food Program, Health Office, Activities and Maintenance
- Auxiliary Building: Physical Education, Special Events and Activities
- Prep Stadium and Practice Fields: Athletics and Special Events
- Inspiration Nature Center

This school EOP shall be applicable to all buildings and grounds for all events that occur, regardless of the time of day or day of the week.

B. School Population

Total population normally at Prep is approximately 1500.

- Students-1200
- Teachers-85
- Administrators and support staff-29
- Educational Assistants/Paraprofessionals-45
- Cafeteria Staff-7
- Maintenance and Custodial Staff-10
- Health Office-3

C. Functional Needs Population

Prep is committed to the safe evacuation and transport of all students and staff. The school recognizes that some members of its population may need additional assistance during and after an emergency. Those who may need additional assistance may have physical, sensory, mental health and cognitive and/or intellectual disabilities affecting their ability to function independently without assistance. The functional needs population includes, but is not limited to, students/staff with:

- Limited English proficiency-27
- Blindness or visual disabilities-1
- Cognitive or emotional disabilities-16
- Deafness or hearing loss-4
- Mobility/Physical/Medically fragile disabilities (permanent)-1
- Medical Concerns (asthma, severe allergies, diabetes, seizures, etc.)-150

These numbers will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff who require additional assistance during an emergency will be identified by a specific icon on Synergy and is available online or a hardcopy is available in the Student Services or Health Office.

A list of staff members that have been trained and assigned to assist the functional needs population during drills, exercises and incidents is available in hardcopy from either the Student Services Director or the Licensed School Nurse.

D. Before/After-Hours Activities

If the school is being used before/after regular school hours, groups utilizing the school will be trained on emergency procedures found in this plan by the school administrator or designee. A list of before/after-hours events with points of contact (emergency decision-maker), meeting times, location and duration is available online on the [school's master schedule](#). The Point of Contact (POC) of the group will be provided the emergency contact numbers to utilize during an emergency within the building.

For before/after-hours events, some aspects of this EOP may need to be adjusted. For example, the office may be closed/locked and not available for reporting an emergency. Incidents that occur before/after hours will be reported to the appropriate school administrator(s). The school administration permits the groups using the facilities to make life-safety decisions if procedures in this plan are not available.

Before/after regular school hours, this plan may also be activated in part or in whole, as necessary, by before/after school activities POCs.

E. Off-Site Activities

Field trips and other off-site official school activities may require additional emergency planning. Consider the following:

- Take Red Emergency Folder with you
- The Health Office will identify medical needs of students and staff. Appropriate medications are available on trip and kept secure with an adult who can administer
- Have ready access to medical treatment authorization forms
- Have ready access to emergency parent/guardian contact information
- Backup transportation and repair information
- Emergency funding mechanism for unexpected overnight housing/food
- Review emergency procedures for destination
- Provide emergency contact numbers for staff on trip to school administrators (to remain at school in case parent needs to reach child)

F. Planning Assumptions

The following list of planning assumptions allow for deviation from the plan if certain assumptions or conditions prove not to be true during operations.

- A major disaster could occur at any time and at any place, some with little or no warning. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be impossible.
- Any emergency may overwhelm the resources of the school building.
- Outside assistance from local fire, law enforcement and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to provide immediate decision making and first aid.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- Risk of harm, injury and damage will exist regardless of how much a school plans for an emergency. This plan facilitates reduction of that risk. Loss of life and property is still possible.

It is the policy of Prep that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Prep will endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

G. Conditions That Could Impede School Functions

A list of products and services that are crucial to the daily needs of the school are listed in the Appendix. The lack of these may create an emergency and/or may not be available following an emergency. If alternative sources are not available, the school will coordinate with the County Emergency Management Agency.

III. PREVENTION

A. Training on the Plan

All students and staff should be trained on the school's emergency response procedures, and training records should be maintained by the school. Training records for all staff are digitally located on the Resource Drive. Specific personnel that are trained on the school's emergency response procedures include but are not limited to: Administration Team and Health and Emergency Preparedness Directors.

Types of training provided by the school include but are not limited to:

- 5 Safety/ALICE Drills
- 5 Fire Drills
- 1 Severe Weather Drill
- 1 Bus Safety Drill
- Medical Emergency Response Team (MERT) Drill
- Annual EOP Training

Substitute personnel are provided written Emergency Plans that are included in the Red Emergency Folder. Materials included in the Red Emergency Folder and teacher sub plans include, but are not limited to:

- Universal Emergency Procedures
- Specific Health Emergency Procedures
- EOP Incident Report Forms
- Rosters with life threatening health concerns noted
- School floor plan
- Student specific evacuation plans
- Decision Tree for Mental Health
- Bomb Threat Call Procedure
- Blood/bodily fluid Exposure flowchart
- Incident Command System (ICS) chart

B. Exercise the Plan

Prep will conduct drills in accordance with MN Statute 121A.035. The school should coordinate exercise efforts with relevant community partners including first responders and Washington County Emergency Management. All required drills will be appropriately documented.

Prep will conduct drills and exercises with the purpose of testing the procedures identified in the School EOP and to ensure that administration, staff, faculty, and students are familiar with the specific actions required in the School EOP. The school will conduct the drills identified in MN Statute 121A.035 in accordance with all statutory requirements.

Summary of Required Drills and Reporting			
Drill Type	Number of Drills Required	Drill Notes	Drills Reported to
Fire	5 Drills	Announced: September (within first 10 school days), October and November Unannounced: April and May 1 drill during Summer Session (if applicable)	Files are kept by Facilities Director and reviewed by State Fire Marshal
Severe Weather/Tornado	1 Drill	In April during Severe Weather Awareness Week	Files are kept by Facilities Director and reviewed by State Fire Marshal
Safety/A.L.I.C.E. (aka Lockdown)	5 Drills	1 Evacuation (fall), 1 Secure/Hold/MERT, 1 Enhanced Lockdown, 1 Counter (MS/US only, 1 Open (scenario given, participants decide) Drills can be functional or tabletop	A.L.I.C.E. and files are kept by Facilities Director and reviewed by State Fire Marshal

Improvement Areas from Emergency Drills

Each drill should be reviewed by the appropriate school members and areas of improvement identified. Areas of improvement will be brought to the Emergency Preparedness Coordinators for implementation in future drills.

IV. PROTECTION/MITIGATION

A. Hazard Analysis

Prep is exposed to many hazards and threats which have the potential for disrupting the school community; causing casualties and damaging or destroying school property. **The Washington County Emergency Management Agency maintains a county wide hazard analysis, which is not included in this Emergency Operations Plan.**

Each hazard checked “yes” in this table will need to be included in the hazards/threats section below.

Hazard/Threat		Included
R e q u i r e d	Violent Critical Incident	<input checked="" type="checkbox"/>
	Bomb Threat	<input checked="" type="checkbox"/>
	Bullying (HIB)	<input checked="" type="checkbox"/>
	Bus Accident	<input checked="" type="checkbox"/>
	Fire	<input checked="" type="checkbox"/>
	Hostage	<input checked="" type="checkbox"/>
	Medical: Blood Borne Pathogen	<input checked="" type="checkbox"/>
	Severe Storm/Tornado	<input checked="" type="checkbox"/>
	Terrorism	<input checked="" type="checkbox"/>
O p t i o n a l	Hazardous Material	<input checked="" type="checkbox"/>
	Civil Disturbance	<input checked="" type="checkbox"/>
	Dam Failure	<input type="checkbox"/>

Hazard/Threat	Included
Death	<input checked="" type="checkbox"/>
Earthquake	<input type="checkbox"/>
Explosion	<input checked="" type="checkbox"/>
Flood	<input type="checkbox"/>
Gas Outage	<input checked="" type="checkbox"/>
Injury/Health Emergency	<input checked="" type="checkbox"/>
Lost Child	<input checked="" type="checkbox"/>
Medical: Pandemic	<input checked="" type="checkbox"/>
Nuclear Incident	<input type="checkbox"/>
Power Outage	<input checked="" type="checkbox"/>
Sexual Assault/Abuse	<input checked="" type="checkbox"/>
Unidentified Substances (illicit)drugs)	<input checked="" type="checkbox"/>
Water Outage/Restriction	<input checked="" type="checkbox"/>
Winter Storm/Ice Storm	<input checked="" type="checkbox"/>
Other	<input type="checkbox"/>

* It is possible that a hazard/threat not included may occur. A thorough understanding of functional content areas can mitigate the impact of unanticipated hazards

B. Security Measures

The school administrator ensures physical and operational security measures are in place to foster a safe learning environment.

An annual (short form) and triennial (long form) Risk Assessment (appendix) of the school's security features is conducted by appropriate school members. Security equipment will be checked monthly or as needed to ensure the equipment is working properly.

The school should make a plan to repair, replace or update equipment that is found to be ineffective as the result of the Emergency Drills or actual emergencies.

Effective physical security measures address a variety of hazards and threats.

V. RESPONSE

The school administrator ensures physical and operational security measures are in place to foster a safe learning environment.

A. Incident Command Roles and Responsibilities

In a major emergency or disaster, the school may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. School officials and staff are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified, usually an emergency responder with legal authority to assume responsibility.

All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response.

Incident Command Structure Chart (See Appendix)

There are many responsibilities to fulfill before, during and after an emergency. The below table indicates general responsibilities that must be addressed regardless of the type of hazard. See each hazard for additional responsibilities.

School staff is responsible for handling emergencies until the first responders arrive.

Staff Responsibilities

Responsibilities	E x e c u t i v e D i r e c t o r	E D o f F i n a n c e & O p s	P r i n c i p a l s	F a c i l i t i e s D i r e c t o r	S t u d e n t S e r v i c e s	A t h l e t i c D e p t.	F o o d S e r v i c e s	H e a l t h O f f i c e / M E R T	T e c h n o l o g y	O f f i c e M a n a g e r s	M a i n O f f i c e S t a f f	T e a c h e r s	E d . A s s i s t a n t s	P a r e n t s / G u a r d i a n s
Makes policy decisions	x	x	x											
Informs Policy Group	x	x												
Incident commander	x	x	x											
Identifies resources	x	x	x	x	x	x	x	x	x	x	x	x		
Notifies First Responders (calls 911)	x	x	x	x	x	x	x	x	x	x	x	x	x	
Secures scene/preserves evidence	x	x	x	x					x					
Makes all school resources available to first responders (PA, keys, security cameras, radios, etc.)	x	x	x	x					x					
Activates Emergency Communication System(s)	x	x	x					x		x	x			
Accounts for all building occupants			x		x	x				x		x	x	

Staff Responsibilities

Responsibilities	E x e c u t i v e D i r e c t o r	E D o f F i n a n c e & O p s	P r i n c i p a l s	F a c i l i t i e s D i r e c t o r	S t u d e n t S e r v i c e s	A t h l e t i c D e p t.	F o o d S e r v i c e s	H e a l t h O f f i c e / M E R T	T e c h n o l o g y	O f f i c e M a n a g e r s	M a i n O f f i c e S t a f f	T e a c h e r s	E d . A s s i s t a n t s	P a r e n t s / G u a r d i a n s
during/after an incident (staff, students, visitors, vendors, etc.)														
Reports to IC any missing/unaccounted students, staff, visitors or vendors.			x							x				
Provides first aid						x		x						
Provides red emergency folder and sub plans to substitutes										x		x		
Accesses school emergency records			x					x		x	x			
Maintains Custody Records										x				
Monitors communication (walkie/phones/email) during emergency	x	x	x	x	x	x	x	x	x	x	x	x		x
Provides training to students on emergency procedures			x	x				x				x		

Staff Responsibilities

Responsibilities	E x e c u t i v e D i r e c t o r	E D o f F i n a n c e & O p s	P r i n c i p a l s	F a c i l i t i e s D i r e c t o r	S t u d e n t S e r v i c e s	A t h l e t i c D e p t.	F o o d S e r v i c e s	H e a l t h O f f i c e / M E R T	T e c h n o l o g y	O f f i c e M a n a g e r s	M a i n O f f i c e S t a f f	T e a c h e r s	E d . A s s i s t a n t s	P a r e n t s / G u a r d i a n s
Reports emergencies	x		x					x						
Coordinates functional content adjustments for after-hours activities	x	x		x		x								
Arranges for transportation of students to reunification site		x	x							x				
Leads/directs students during an incident			x			x						x	x	
Ensures kitchen equipment has been shut-off prior to leaving building							x							
Interfaces with IC/media/parents	x	x								x	x			
Shuts off utilities, as needed				x										
Surveys building for damage				x										
Participates in After Action Meetings	x	x	x	x	x	x	x	x	x					

Staff Responsibilities

Responsibilities	E x e c u t i v e D i r e c t o r	E D o f F i n a n c e & O p s	P r i n c i p a l s	F a c i l i t i e s D i r e c t o r	S t u d e n t S e r v i c e s	A t h l e t i c D e p t.	F o o d S e r v i c e s	H e a l t h O f f i c e / M E R T	T e c h n o l o g y	O f f i c e M a n a g e r s	M a i n O f f i c e S t a f f	T e a c h e r s	E d . A s s i s t a n t s	P a r e n t s / G u a r d i a n s
following an activation of this plan														
Provides Record of Emergency Actions	x	x	x	x				x	x					

B. Functional Content Areas (Protective Measures)

Functional content areas are protective measures used to protect life and property. Protective measures are used in response to hazards and threats that occur.

It is likely that multiple protective measures may be used to provide the greatest protection to life and property.

To become familiar with these functional content areas staff and students will participate in drills and additional training.

RESPONSE MATRIX										
		Functional Content Areas								
		A L I C E	C l o s e S c h o o l	E m e r g e n c y C o m m u n i c a t i o n	E v a c u a t i o n	F a m i l y R e u n i f i c a t i o n	M e d i c a l R e s p o n s e	M e n t a l H e a l t h S e r v i c e s	R a p i d A s s e s s m e n t	H o l d & S e c u r e
R e q u i r e d	Violent Critical Incident	X	X	X	X	X	X	X	X	
	Bomb Threat		X	X	X	X		X	X	X
	Bullying (HIB)			X				X	X	
	Bus Accident			X	X			X	X	X
	Fire		X	X	X	X	X	X	X	
	Hostage	X	X	X	X	X		X	X	X
	Medical: Blood borne Pathogen						X	X	X	X
	Severe Storm/Tornado		X	X		X	X	X	X	X
	Terrorism	X	X	X	X	X	X	X	X	X
O p t i o n a l	Hazardous Material		X	X	X	X	X	X	X	X
	Civil Disturbance		X	X		X		X	X	X
	Death		X	X			X	X	X	X
	Explosion		X	X	X	X	X	X	X	X
	Gas Leak/Outage		X	X	X	X			X	
	Injury/Health Emergency			X			X	X	X	X
	Lost Child			X				X	X	X
	Medical: Pandemic		X	X			X	X	X	
	Power Outage		X	X					X	X

RESPONSE MATRIX										
		Functional Content Areas								
		A L I C E	C l o s e S c h o o l	E m e r g e n c y C o m m u n i c a t i o n	E v a c u a t i o n	F a m i l y R e u n i f i c a t i o n	M e d i c a l R e s p o n s e	M e n t a l H e a l t h S e r v i c e s	R a p i d A s s e s s m e n t	H o l d & S e c u r e
Threat / Hazard										
Sexual Assault/Abuse				X			X	X	X	
Unidentified Substances /Illicit Drugs				X			X	X	X	
Water Outage /Restriction			X	X					X	
Winter Storm/Ice Storm			X	X					X	X

Response Options: Evacuate, Lockdown (enhanced), Counter

ALICE

Awareness and Communication: Situational Awareness, Alert, Inform

Definition:

ALICE is an options based program used to secure all building occupants against a possible or known immediate human threat to life (violent critical incident).

Applicable to Below Hazards

Violent Critical Incident

Hostage

Terrorism

ALICE Procedures:

The steady state of a building requires that all exterior doors be locked. Any failure to conform to visitor procedures should be viewed with suspicion until the person is identified as a non-threat to the school. Individuals may enter the school without following the school's security regulations. They may gain entry to the building via unlocked or propped open doors. A person may also be granted entry to the building but fail to report to the office and sign-in as a visitor.

ALICE is a proactive, options based plan for civilian response to a violent critical incident. ALICE authorizes and empowers individuals to utilize human action, building infrastructure and communication options to increase their chances of survival. The options are broken into Awareness and Communication and Response Options. A proactive response begins with situational awareness. Below are the ALICE options:

Alert: initial awareness, the first notification of danger you receive

-PA announcement, sensory input, text, emergency notification, or electronic bulletin boards

Lockdown (enhanced): Use of present objects to barricade entry of a doorway

-Barricade door, spread out, ready to counter, look for alternative escape routes

Inform: Continuation of alert, providing real time information through whatever means possible

-Where, who, what, when, how? Announce what you know, don't prescribe

Counter: Strategy to disrupt and take back control from the attacker, not fighting

-Age appropriate, personal choice, use common objects to throw at attacker, scream/yell/zig zag run

Evacuate: This is the preferred option. Gives occupants the authority to leave the building, moving away from the danger.

-Use of door/windows to gain egress from the building and move to rally point, permission to run.

CLOSE SCHOOL

Definition

School closure is a useful method for preventing/mitigating damage to people and property, in a variety of instances.

Applicable to Below Hazards

Violent Critical Incident
Bomb Threat
Civil Disturbance
Death
Explosion
Fire
Gas Leak/Outage
Medical: Pandemic
Hazardous Materials
Hostage
Power Outage
Severe Storm/Tornado
Terrorism
Water Outage/Restriction/Main break
Winter Storm/Ice Storm

Close School Procedure

Communication is paramount when it becomes necessary to close school.

Before or after school being in session:

Provide information relevant to the closing, including the expected duration

- Notify Parents by email, text and/or phone
- Notify Staff by public address, email, text and phone
- Notify Bus/transportation providers
- Notify Media

During a school day:

Provide information relevant to the closing, including the expected duration

- Notify staff and students
- Notify Bus/transportation providers
- Notify Parents by email, phone and/or text
- Notify Media
- Make arrangements for students who are not be picked up (unable to reach parent/guardian, etc.); reunification, law enforcement or social services
- Cancel on-site after school program(s)
- Activate Family Reunification, if needed

EMERGENCY COMMUNICATION

Definition

Communication is a critical part of incident management. This section outlines Prep's emergency communication plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, emergency responders, the community and media.

Applicable to Below Hazards

Violent Critical Incident
Bomb Threat
Bullying (HIB)
Bus Accident
Hazardous Materials
Civil Disturbance
Death
Explosion
Gas Leak/Outage
Fire
Hostage
Injury/Health Emergency
Lost Child
Medical: Pandemic
Power Outage
Severe Storm/Tornado
Sexual Assault/Abuse
Terrorism
Unidentified Substances/Illicit Drugs
Water Outage/Restriction
Winter Storm/Ice Storm

Emergency Communication Procedures

Methods of Communication

The below table indicates which method of communication is likely to be used to implement the functional content areas (left column). If the situation warrants or a communication method fails, additional methods should immediately be implemented.

Methods of Communication for Implementation

Functional Content Area (Protective Measures)	P h o n e	R a d i o s / W a l k i e	P A S y s t e m	S c h o o l w i d e e m a i l	M e g a p h o n e	T e x t s
Close School	x		x	x		x
ALICE		x	x			
Time Sensitive Communication	x			x		x
Evacuation			x	x	x	
Family Reunification	x	x		x	x	x
Medical Response	x	x	x	x		
Mental Health Services	x			x		
Rapid Assessment	x	x		x		x
Hold/Secure		x	x	x		

*This table does not limit the school administrator from altering this plan if the incident requires different communication methods.

Priority of communication to recipients

1. Those directly involved in the incident
2. First Responders (EMS, Police, Fire, etc.)
3. Parents
4. Board, Authorizer and other required agencies (DHS, MDE, MDH, etc)
5. Media
6. Community

Before an Emergency

The schools should annually notify parents and legal guardians how they will be notified of emergencies. This information is also noted in the Family Handbook.

Prep has:

- Created the policies and plans for communicating emergency information internally and to the public. These policies are separate from this School Emergency Operations Plan and can be found in the Appendix.

During an Emergency

- Disseminate information via phone/voicemail, email and text to inform parents about what is known to have happened.
- Division Principal and/or Office managers will communicate attendance/accountability status to Incident Command.
- Implement a plan to manage an influx of phone calls and parents who arrive at school.
- Provide regular updates to the media and school community.
- Establish a media site and reception area away from the school and any established Incident Command Post.
- Coordinate media communications with Unified Command, if established.
- Provide only information that has been approved to be released by the Incident Commander/Unified Command in charge of the scene.
- Monitor release of information and correct misinformation.
 - Coordinate messages with the principal(s)/administration team.
 - Communicate information to the School Board, Authorizer and other organizations in a timely manner.

After an Emergency

- After an incident, Prep administrators may schedule and attend an open question-and-answer meeting for parents as soon as possible.
- Inform parents about when and where school will resume.

EVACUATION

Definition

Evacuation will take place if it is determined that the building/school grounds are no longer safe due to a hazard. This could be outside, separate building on grounds, or offsite.

Applicable to Below Hazards

Violent Critical Incident
Bomb Threat
Bus Accident
Hazardous Material
Explosion
Fire
Gas Leak/Outage
Hostage
Terrorism

Evacuation Procedures

Below are procedures to evacuate the facility.

Primary Evacuation Site(s)

A primary evacuation site may be pre-identified locations. The site to use is incident specific.

On-Site Evacuation Location:

- Parking Lots, Auxiliary building or Athletic Fields as assigned

The evacuation site should always be screened for safety prior to use. For example, if the school receives a bomb threat and decides to use the football stadium as the on-site evacuation location, the stadium should be screened for any hazardous devices first.

Secondary Evacuation Site(s)

- Secondary (off-site) Evacuation Location - Walking:
 - Dragonfly Pavilion in Inspiration Neighborhood (corner of Periwinkle Place and Planters Path)
 - Directions to the site: See Appendix for Map

FAMILY REUNIFICATION

Family Reunification is the process of reuniting students and parents/guardians. This process includes a formal transfer of custody, involving an identification verification of the parent/guardian prior to the release of a student. Prep uses the I Love You Guys Reunification plan template/procedures.

Applicable to Below Hazards

Violent Critical Incident
Bomb Threat
Hazardous Materials
Civil Disturbance
Explosion
Fire
Gas Leak/Outage
Hostage
Severe Storm/Tornado
Terrorism

Family Reunification Procedures

Before an Emergency

Student records should include custody information for emergency reunification purposes. This should be provided by a parent/guardian with custody rights at the beginning of each school year. Additional first responder and county EMA resources are likely to be needed to manage media, security, first responder resource management, access control, etc.; and should be planned for in county EMA plans.

Primary Reunification Site is listed below.

Primary Site:

- Shepherd of the Valley Church: 14107 Hudson Road South Afton, MN
- Directions to the site: Travel south on Stagecoach Trail, turn right on Hudson Road South, location is on left.
- Map to location and of building are included in Appendix

Establish 4 distinct areas that are **not within sight** of each other:

1. **Student staging**

Place where uninjured students are held until a parent/guardian picks them up. Counseling services should be available in a separate, private area. The structure of the environment should be adjusted to meet the students' needs

2. **Identification verification**

Outside of view of the student staging area and the public view. Records of emergency information must be available at this location for verification purposes.

3. Private Conversation Area

Outside view of public and student staging and pickup area. This area should be reserved for private and difficult conversations with parents/guardians regarding the status of student(s). Counseling services should be available.

4. Student pickup

Location where student/parent reunification occurs and family is released.

During Emergency

1. Identify injured and deceased and where they have been transported.
Coordinate notifications with law enforcement and/or medical personnel.
 - a. Notify, personally, parents/guardians of fatalities
 - b. Notify, personally, parents/guardians of injured
 - c. Notify all parents that if they have not received a personal message their child is safe. These messages should not be sent until **ALL** parents of injured/deceased are notified.
2. Provide information about reunification process
 - a. Location
 - b. Traffic pattern for entrance
 - c. Required identification documents
 - d. What parent should do if sending an alternate to pick up their child

Process of Reunification

1. Get the students to the site (See Evacuation Functional Content Area)
2. Separate students from parent/guardian identification verification area
3. Have student records relating to emergency release of students
4. Verify identification
5. Send parents to the pick-up room in a private area away from the public eye. Students may only be released to parents/guardians who have custody rights.
6. Call the student to report to the pick-up room.
7. Students that cannot be picked up will be released to law enforcement.

MEDICAL RESPONSE

Definition

Medical response provides emergency first aid to any injury or illness that occurs at the school prior to first responders arriving on-scene.

The school does have a full time school nurse licensed by the State of Minnesota.

Prep has a Medical Emergency Response Team (MERT) consisting of specially trained staff.

Applicable to Below Hazards

Violent Critical Incident

Death

Explosion

Fire

Hazardous Materials

Injury/Health Emergency

Medical: Blood borne Pathogen

Medical: Pandemic

Severe Storm/Tornado

Sexual Assault/Abuse

Terrorism

Unidentified Substance/Illicit Drugs

Medical Response Procedures

1. If a school nurse is present, either bring the student/staff to the nurse or the nurse to the student/staff.
 - a. If no school nurse, the trained designated staff member(s) should respond.
2. Assess the ill or injured person: develop and execute a plan of care.
3. Instruct another adult to call 9-1-1.
4. Notify school administration of the incident.
5. The Health Office should contact the student's/staff's parent or guardian/emergency contact.
6. Provide a copy of Student's/Staff's personal information to EMS
7. School personnel must accompany a student to the hospital if the parent/guardian is not present.
8. The incident should be documented per school policy

Medical Supplies and Equipment						
Location of supplies	Supplies/ Equipment					
	S t u d e n t M e d s	F i r s t A i d S u p p l i e s	E p i n e p h r i n e	A s t h m a M e d s	N a r c a n	A E D
Health Office	x	x	x	x		
Outside Gym Doors						x
Top of Main Stairs						x
Auxiliary Building Main Entrance (near garage doors closest to main entrance)		x				
Auxiliary Building-Portable (inside C door)						x

Student medication is stored in the Health Office and accessible by Health Office Staff and designees.

Medical Training of Staff

The school may provide staff training, based on their duties within the school (i.e., physical education teacher), in a variety of medical response areas. The below table provides a record of their training. These staff members may be called upon to respond to a medical emergency within the building while awaiting EMS.

Enter the following in the Table below:

- C** if a staff member is certified
- D** If a staff member has had delegation training
- A/C** if a staff member has both access and certification

Medical Training of Staff									
Trained Staff members Training documentation is available in the Health Office.	Type of Training								
	CPR	First Aid	Medication Administration	Epinephrine Injector	Asthma Inhaler	Tuk-N-Kari Evacuation	Emergency Care for Diabetes	Emergency Care for Seizures	AED Use
School Nurse	A/C	A/C	A/C	A/C	A/C	A/C	A/C	A/C	A/C
Health Office Staff	A/C	A/C	A/C	D	D	A/C	D	D	A/C
MERT	A/C	A/C	D	D	D	C			A/C
Teachers			D	D	D	C	D	D	

MENTAL HEALTH SERVICES

Definition Counseling services following an emergency that has affected a portion or more of the school's population will be addressed in this functional content area. These services will be made available to staff and students.

Schools should have other plans in place to address the counseling needs of students, who have experienced personal trauma or who have ongoing mental health needs.

This procedure does not preclude the need to have a long-term plan to address the mental health needs of those impacted by the emergency.

Applicable to Below Hazards

Violent Critical Incident
Bomb Threat
Bullying (HIB)
Bus Accident
Hazardous Materials
Civil Disturbance
Death
Explosion
Fire
Hostage
Injury/Health Emergency
Lost Child
Medical: Blood borne Pathogen
Medical: Pandemic
Severe Storm/Tornado
Sexual Assault/Abuse
Terrorism
Unidentified Substances/Illicit Drugs

Mental Health Procedures

Counseling services beyond the capacity of the school counselor/psychologist are provided by an outside mental health service provider as listed in the Appendix. In case the contracted service provider is unable to meet its contractual obligation, the school will seek backup services through the Washington County Emergency Management

In addition to self-reported screening instruments, staff should be educated to recognize signs and symptoms of stress, grief, and trauma. If a staff member believes someone may be exhibiting concerning signs and symptoms, they should refer to the Mental Health Decision Tree and Mental Health Report Forms (See Appendix). Students who believe that someone may be exhibiting concerning signs and/or symptoms should seek out an appropriate adult.

RAPID ASSESSMENT

Definition A rapid assessment is a decision-making process to help school administrators implement the appropriate functional content areas prior to arrival of first responders.

Applicable to Below Hazards

Violent Critical Incident

Bomb Threat
Bullying (HIB)
Bus Accident
Hazardous Materials
Civil Disturbance
Death
Explosion
Fire
Gas Leak/Outage
Hostage
Injury/Health Emergency
Lost Child
Medical: Blood borne Pathogen
Medical: Pandemic
Power Outage
Severe Storm/Tornado
Sexual Assault/Abuse
Terrorism
Unidentified Substances/Illicit Drugs
Water Outage/Restriction/Main Break
Winter Storm/Ice Storm

Rapid Assessment Procedures

Rapid assessment is conducted by the first adult to assist in determining which functional content areas to implement and for which building occupants.

1. Approach the scene with caution (e.g., suspicious package, injured, look for objects hanging overhead, spills, etc.)
2. Assess the extent of the emergency; call 911 if assistance is needed.
3. Contact the Health Office (5906) and continue to address life threatening issues as trained or until appropriate personnel arrive.
4. Notify appropriate administrator for consideration of activation of Incident Command System(ICS). Then return to your role under the ICS.
 - a. Incident Commander: Implement Hold/Secure protocol if needed.
 - b. MERT Team: Assemble and provide care as directed
 - c. Once the scene is stabilized, ask bystanders for information
 - d. Health Office Staff: notify parents/guardians/family of victims
 - e. Notify School Administration/School Board/Authorizer
 - f. Notify school community as appropriate

HOLD/SECURE

Definition

Hold is used when there is a situation inside the building, not a violent critical incident, where staff/students need to convene in their office/classroom space. Staff/students remain in this space until the situation is resolved. There is no changing of classes and limited movement within the building. Hold can involve a specific area, such as only Upper School, etc.

Secure is used when there is a situation outside the building, not a violent critical incident, where no one is allowed in or out of the building. School day operates normally within the building.

Consult and implement the applicable hazard/threat specific protocols while sheltering (i.e., HVAC shutdown).

Applicable to Below Hazards

Bomb Threat
Bus Accident
Hazardous Materials
Civil Disturbance
Death
Explosion
Hostage
Injury/Health Emergency
Lost Child
Medical: Bloodborne Pathogen
Power Outage
Severe Storm/Tornado
Terrorism
Winter Storm/Ice Storm

Hold/Secure Procedures

Timely notification of the order to Hold or Secure is crucial. Multiple methods of notification are preferred. See Emergency Communication Functional Content Area for specifics on methods.

1. Clear announcement via intercom or other school wide methods
2. Enact Incident Command System (ICS) if directed/needed
3. Move students and staff to directed areas
4. Lock doors and close blinds as directed
5. Take Red Emergency Folder if directed to move
6. Take attendance and report missing students to your office manager
7. Monitor emails for updates and further details
8. Assist those with special needs

Extended Hold or Secure

A hold or secure beyond a few hours may require additional resources to support the sheltered population.

Items that may be needed:

Life sustainment of sheltered occupants becomes a priority during extended hold/secure events. Food, water, extra batteries, and toileting needs must be considered. Lack of access to medication stored at the school may cause a medical emergency. Supplies

for sealing rooms to prevent transfer of contaminated air. Products and services identified above may need to be resupplied during extended hold/secure. Contact Washington County Emergency Management if anticipating an extended sheltering time period to obtain additional resources.

C. Hazards/Threats

The following response information provided below is specific to each hazard or threat and supplements the actions found in the functional content areas. Procedures and information outlined in functional content areas are not duplicated here.

VIOLENT CRITICAL INCIDENT

Definition

An active shooter or armed assailant on school property involves one or more individual's intent on causing physical harm and/or death to students and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

ALICE

Medical Response

Mental Health Services

Rapid Assessment

Active Shooter Procedures

All school staff receive active shooter training at least annually. The school utilizes ALICE training to respond to active shooter situations.

Responsibilities

- Those who are well acquainted with the suspect should identify themselves to the incident commander and be prepared to cooperate with law enforcement once safe to do so.
- Provide law enforcement with the last known location of the suspect(s).

BOMB THREAT

Definition

Notification of or perceived/actual presence of destructive device(s) or suspicious package(s) on school property. This may include any potential explosive device of an incendiary, chemical, biological, or radioactive nature.

Functional Content Areas That May Apply

Close School
Emergency Communication
Evacuation
Family Reunification
Mental Health Services
Rapid Assessment
Hold/Secure

Bomb Threat Procedures

The Bomb Threat Checklist (see appendix) is provided to each staff member in their Red Emergency Folder.

Bomb Threat Guidance

1. Conduct a Rapid Assessment

Low Risk

Lacks realism: A threat that poses a minimal risk to the victim and public safety. The probable motive is to cause disruption.

- Vague and indirect
- Information contained within the threat is inconsistent, implausible, or lacks detail
- Caller is definitely known and has called numerous times
- Threat was discovered instead of delivered (ie, written on a wall)

Medium Risk

Increased level of realism: threat that could be carried out, although it may not entirely appear realistic

- Threat is direct and feasible
- Wording in the threat suggests the perpetrator has given some thought on how the act will be carried out
- May include indications of a possible place and time
- No strong indication the perpetrator has taken preparatory steps, although there may be some indirect reference pointing to that possibility
- Indication the perpetrator has details regarding the availability of components needed to construct a bomb
- Increased specificity to the threat (ie, "I'm serious" or "I really mean this")

High Risk

Specific and Realistic: Threat appears to pose an immediate and serious danger to the safety of others.

- Threat is direct, specific, and realistic; may include names of possible victims, specific time, and location of device

- Perpetrator provides his/her identify
 - Threat suggest concrete steps have been taken toward carrying out the threat
 - Perpetrator indicates they have practiced with a weapon or have had the intended victim(s) under surveillance.
2. Coordinate with local Law Enforcement
 3. Determine if a search is warranted
 4. Determine if protective measures for the building is warranted
 5. Electronic devices (cell phones, walkie talkies) should not be used in the proximity of the event.

BULLYING (HARASSMENT, INTIMIDATION, AND BULLYING {HIB})

Definition

Harassment, intimidation or bullying behavior by any student/school personnel in the Prep is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school. Refer to MN 121A.031 SCHOOL STUDENT BULLYING POLICY

Functional Content Areas That May Apply

Emergency Communication

Mental Health Services

Rapid Assessment

Anti-HIB Procedures

Each Prep Principal/Director is the person responsible for receiving reports of bullying in their school. They will ensure this policy and its procedures are fairly and fully implemented and serve as the primary contact on policy and procedural matters. If the complaint involves the Principal/Director, the complaint shall be made or filed directly with the Executive Director.

When investigating a complaint, the Principal/Director may take into account the following factors:

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

Investigation of a bullying incident shall be initiated within three school days of receipt of a report (via the Prep Bullying/Harassment Complaint Form) and be completed within 10 school days, unless the Principal/Director grants in writing an additional five-day extension due to extenuating circumstances. See Attachment A for an Prep Bullying/Harassment Complaint Form and the Process for Investigation.

Consequences - Many student conflicts can be resolved immediately and do not require reporting or submission of an Prep Bullying/Harassment Complaint Form. Prep will respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Appropriate responses and consequences are outlined in Attachment A

Appeal - Any party who is not satisfied with the outcome of the investigation may appeal to the Executive Director within 10 school days of notification of the Principal/Director's decision. The Executive Director will conduct a review of the appeal and, within 10 school days of receipt of the appeal, will affirm, reverse or modify the

findings of the report. The Executive Director shall notify the party requesting the appeal and the Principal/Director that his decision is final.

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

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

BUS ACCIDENT

Definition

School bus accidents may occur both within the geographic boundaries of the district or outside the district (field trips, interscholastic activities, etc.). While data continue to show that school buses are the single safest mode of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well trained.

Schools buses are required to have a first aid kit that conforms to federal standards. See MN Statute 123B.90 for specifics on emergency and evacuation procedures.

Functional Content Areas That May Apply

Emergency Communication

Evacuation

Mental Health Services

Rapid Assessment

Hold/Secure

Bus Accident Procedures

- The school and bus driver must adhere to the Minnesota School Transportation Regulations
- The bus driver is the decision maker, unless incapacitated by accident, and should take all steps to protect students until help arrives.
- The school will comply with the bus company's onsite accident procedures.

FIRE

Definition

A fire is considered to be combustion or burning, in which substances typically give out bright light, heat, and smoke. Fire can result in injury to persons, loss of life, and/or property damage.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Fire Procedures

All staff are trained on how to respond in the event of a fire.

- Any staff discovering fire or smoke will activate the fire alarm. Call 911 when safe to do so.
- Staff, students and visitors will immediately evacuate the building using prescribed routes or alternate routes to the assembly areas.
- Assembly areas may need to be relocated because of the building collapse or unsafe areas from the fire.
- Teachers will take the Red Emergency folder with them as they leave the building and take attendance at their assembly area.
- No one may re-enter building(s) until it is declared safe by the fire department.

HOSTAGE

Definition

A hostage situation involves one or more persons being held against their will by one or more individuals. If weapons are present, this should be viewed as a violent critical incident. Hostage situations may develop out of active shooter incidents or child abduction events. This hazard may be applicable if an abduction or kidnapping of a child occurs.

Functional Content Areas That May Apply

ALICE

Close School

Emergency Communication

Evacuation

Family Reunification

Mental Health Services

Rapid Assessment

Hold/Secure

Hostage Procedures

- Cooperate with hostage taker
- Call 911 (internal 8-911)
- De-escalate the situation, if possible
- Stall for time, if possible
- Do not aggravate the hostage taker
- Provide law enforcement with the last known location of suspect(s).
- Those who know the hostage and/or hostage taker should identify themselves to the incident commander and be prepared to cooperate with law enforcement.

MEDICAL: BLOODBORNE PATHOGEN

Definition

Blood borne pathogens are present in human blood and can cause disease in humans. Some examples are hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

Functional Content Areas That May Apply

Medical Response

Mental Health Services

Rapid Assessment

Hold/Secure

Medical: Bloodborne Pathogen Procedures

Training

Employees whose job descriptions identify them as potentially exposed to human blood or other regulated body fluids have received training annually on blood borne pathogens.

Special Supplies and Equipment

- Goggles/face protection
- Nitrile Gloves
- Quaternary Ammonia cleaning agent
- Disinfectants
- PPE package (MERT)

Medical: Bloodborne Pathogen Procedures

- If it's wet and not yours, don't touch it.
- Determine the nature of the event. (Vomit, urine, feces, etc. are not considered blood borne events if blood is not visible to the eye, but still require special handling.)
- Disposable gloves and disinfectant cleaning agents are more than adequate for clean-up.
- If severe bleeding cannot be contained or stopped do not move the victim unless it is needed for their safety
- Do not use gloves that show signs of deterioration, such as peeling, cracking, discoloration, punctures, tears, etc.

The school will provide liquid soap, paper towels and waterless hand cleaner for hand-washing purposes. (Do not use bar soap or cloth towels for hand-washing that could pass contamination to others).

SEVERE STORM/TORNADO

Definition

A severe storm or tornado may occur anywhere, any time of year, day or time. The National Weather Service issues watches and warnings so that the public may take steps to protect themselves from hazardous weather. Two primary categories of hazardous weather are watches and warnings.

Watch

The conditions exist for severe weather to form. Continue to monitor conditions.

Warning

Severe weather has been spotted or is indicated on radar. Seek shelter immediately.

There are three types of hazardous weather that typically fall under a severe storm category: Lightning, Severe Thunderstorm, and Tornado.

Lightning

Lightning may occur any time of year or time of day. Any outdoor activities will be canceled or moved inside until 30 minutes AFTER the last visible lightning strike.

Severe Thunderstorm

A severe thunderstorm is capable of producing one-inch diameter hail and/or wind gusts exceeding 58 mph.

Tornado

A tornado is a violently rotating column of air extending from the base of a thunderstorm to the ground. The strength of a tornado is measured by a set of wind estimates on the EF Scale.

EF Number	3 Second Wind Gust (MPH) estimated
0	65-85
1	86-110
2	111-135
3	136-165
4	166-200
5	Over 200

Functional Content Areas That May Apply

Close School
Emergency Communications
Family Reunification
Medical Response
Mental Health Services
Rapid Assessment
Hold/Secure

Severe Storm/Tornado Procedures

- Monitor National Weather Service (radio, social media, website, etc.).
- Stay away from windows and doors.
- Hallways with exterior doors may become a wind tunnel and would be dangerous.
- Building occupants should seek shelter in the main gym.
- Those outside of the main building should also seek shelter in the main gym if safe to do so. If unable to reach safety, use the D.U.C.K technique.

For a tornado

D - Go **DOWN** to the lowest level

U - Get **UNDER** something

C - **COVER** your head

K - **KEEP** in shelter until the storm has passed

TERRORISM

Definition

Terrorism is defined in Title 22 Chapter 38 U.S. Code § 2656f as "premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents." Examples include (but are not limited to): chemical, biological, nuclear, radiological and conventional weapon (explosives, small arms, etc.) attacks, vehicle-borne and improvised explosive devices, hostage situations and suicide attacks.

Functional Content Areas That May Apply

ALICE

Close School

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Hold/Secure

Terrorism Procedures

The school has designated the Incident Commander to coordinate with Minnesota Homeland Security officials in the event of a terrorist threat.

“SEE SOMETHING, SAY SOMETHING”

Suspicious activity should be reported to:

- Local Law Enforcement

School administrators will be notified of terrorist threats through either of the following means:

- A National Terrorism Advisory System (NTAS) alert from the US Department of Homeland Security.
- Directly by a law enforcement or Homeland Security official.

Coordinate with local law enforcement to determine the recommended course of action.

If an alert or an attack takes place in the school community, expect a high level of law enforcement activity at the local, state and federal levels. Also, expect extensive media coverage, international implications/consequences and fear to continue for a prolonged period.

HAZARDOUS MATERIALS

Definition

A chemical accident may occur within the building as a result of chemicals stored at the school or a chemical accident nearby. Washington County Emergency Management and Bayport Fire Department, oversees hazardous materials and may assist with identification of chemical hazards near the school.

Prep is located near a federal highway, 2 state highways, a railroad track and gas pipeline. Railroads and highways have a greater risk because of the quantity and variety of chemicals transported.

Functional Content Areas That May Apply

Close School
Emergency Communication
Evacuation
Family Reunification
Medical Response
Mental Health Services
Rapid Assessment
Hold/Secure

Hazardous Materials Procedures

- A list of Hazardous Materials, including Material Safety Data Sheets, are maintained by the Facilities Director and can be found in that office as well as the Health Office.
- Cleanup equipment and personal protective equipment are located in the custodial storage space on the 2nd floor, room 252.
- Notify maintenance/building, custodial, and grounds staff to shut off mechanical ventilating systems, if appropriate.
- If the spill occurs within the building, isolate the area. Consider enacting Hold/Secure protocols depending on the size of the spill.

The following are possible sources of Hazardous Materials nearby the school:

- Highway I-94 (5 Miles)
- State Highway 95 (1 Mile)
- State Highway 36 (1.5 Miles)
- Railroad Tracks (adjacent)
- Gas Pipeline (adjacent)
- Xcel Energy King Power Plant (2 miles)

CIVIL DISTURBANCE

Definition

Civil disturbance is a general term used to describe a variety of violent situations or acts of disorder. It does not include nonviolent demonstrations protected by the first amendment.

Functional Content Areas That May Apply

Close School

Emergency Communication

Mental Health Services

Rapid Assessment

Hold/Secure

Civil Disturbance Procedures

- Crowd control is complex and unpredictable. Notify local law enforcement as appropriate.
- Announce to the school occupants in plain language what is occurring. Have staff continually check email or other designated communication method for updates.
- Hold/Secure functional content area may be utilized initially if disturbance is external.
- If there is a violent disruption inside the school, utilize the ALICE functional content area.
- Warn staff and students to be alert for unattended and suspicious items carried or left by disruptors; do not touch, move, jar, cover or otherwise disturb these. Immediately report the presence of such objects to the office/administrator.

DEATH

Definition

Death can occur suddenly and without warning, even in an educational setting; it can be caused by violence, self-harm, a medical emergency or an accident.

Functional Content Areas That May Apply

Close School
Emergency Communication
Medical Response
Mental Health Services
Rapid Assessment
Hold/Secure

Death Response Procedures

- Immediately clear the area except those who are providing direct support to the victim.
- Clear scene of any ongoing hazards for any medical or other hazards created by the event.
- Notify 911 (external)/8-911 (internal) and Health office (5906)
- Administration/Health Office will notify family
 - If the victim is a staff member, notify Human Resources to provide notification to the family. Notification must be made in person.
 - If the victim is a student, coordinate with law enforcement to notify parents, if not on-scene. Notification must be made in person.
- Mental Health assistance and programming should be made available for the entire educational community.

EXPLOSION

Definition

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard.

Functional Content Areas That May Apply

Close School

Emergency Communication

Evacuation

Family Reunification

Medical Response

Mental Health Services

Rapid Assessment

Hold/Secure

Explosion Procedures

- Ensure that staff, students and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the explosion or continued explosions.
- Call 911
- Do not re-enter the building or area involved until declared safe by the fire department.
- Do not store petroleum and fertilizer in the same location.

GAS LEAK/OUTAGE

Definition

A gas outage can occur at any time, for a variety of reasons, and usually without warning.

Functional Content Areas That May Apply

Close School
Emergency Communications
Evacuation
Family Reunification
Rapid Assessment

Gas Leak/Outage Procedures

Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds or escalating.

- Evacuate population to on-site evacuation site (away from the hazard)
- **SMELL and TELL:** Any leak or suspected leak should be reported to the Fire Department and the Gas provider immediately (see Emergency Contact Sheet for phone numbers)
 - Determine whether the source of the leak is inside or outside building
- **Follow Fire Department instructions before relocating the building to an off-site location.**

Consider the potential consequences of an outage:

- Heating may not be available
- Hot water may not be available
- Some food preparation equipment may not be available
- Some Science Labs may be affected

The School has put the following plans in place to mitigate these issues:

- Buses could be used as temporary, mobile shelters during inclement weather
- Turn off electrical devices
- Turn off and abandon any motorized equipment in close proximity to the leak
- The use of electronic devices and power switches should not be used in close proximity to the leak

INJURY/HEALTH EMERGENCY

Definition

Medical emergencies can occur at a varying level of severity.

Prep employs a full time Licensed School Nurse.

Functional Content Areas That May Apply

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

Hold/Secure

Injury/Health Emergency Procedures

- Action or inaction can determine if the individual lives or dies. Fast action and decision-making are crucial.
- Administer appropriate first-aid according to your level of training until help arrives.
- Isolate the victim except for those assisting.
- Principal may designate a staff member to accompany the victim who is transported to the hospital.
- The Health Office shall notify parent, guardian or another appropriate family member of the situation, including type of injury or illness, medical care given and location where the person has been transported.

LOST CHILD

Definition

A child is considered lost whenever a question has been raised as to their current location.

The following scenarios are included in this hazard:

- Stranger or family abduction
- Missing from class
- Not returning from recess
- Not arriving at the expected after-school location whether it be home, daycare or school event.
- Abducted or kidnapped

Functional Content Areas That May Apply

Emergency Communication

Mental Health Services

Rapid Assessment

Hold/Secure

Lost Child Procedures

- Report missing child to appropriate division office with a description and other noteworthy information about the child.
 - Be aware of lost child's special needs (i.e., medication, learning disability)
- Attempt to locate the child.
- Send email to staff requesting known location of child
- Use PA system to call child to office as appropriate
- Conduct a walk-through of the interior and exterior.
 - Pre-assign search areas adjacent to daily staff assignments.
 - Staff members who do not supervise students should search all other areas.
 - Search all buses.

If child is not found:

- a) Use Hold/Secure functional content area
- b) Increase number of staff members searching exterior and interior
- c) Contact Police (911)
- d) Notify Parents
- e) Contact bus transportation, if appropriate
- f) Notify Field Trip location if appropriate

MEDICAL: PANDEMIC/DISEASE OUTBREAK

Definition

A pandemic is an outbreak of disease that can spread easily from person to person. When people do not have natural immunity to a virus, serious illness or death is more likely to occur in any age group. This may be a local or regional or global outbreak.

Functional Content Areas That May Apply

Close School
Emergency Communication
Medical Response
Mental Health Services
Rapid Assessment

Medical: Pandemic Procedures

- The school will increase targeted cleaning and disinfecting efforts when rates of absenteeism are increasing due to a specific disease.
- The school administration should consider closing school when there are high rates of absenteeism due to a specific disease. This decision should be considered in cooperation with local and state public health
- Adjust school academic hours to ensure state academic hours are met for all students impacted.
- The school should have a distance learning and/or hybrid plan in place.
- A mental health services plan should be considered for all staff and students.
- A specific plan may need to be created depending on the severity and duration of a pandemic/disease outbreak. This may include but not limited to: Health Services Protocols, cleaning/sanitizing, food service, activities, transportation, mental health, employee protocols, etc.
- Minnesota Department of Health (MDH) and Center for Disease Control (CDC) and/or local authorities' guidelines may be referenced in developing any specific plan.

POWER OUTAGE

Definition

A power outage can occur at any time, for a variety of reasons and usually without warning.

Functional Content Areas That May Apply

Close School
Emergency Communication
Rapid Assessment
Hold/Secure

Power Outage Procedures

- Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds and escalating.
 - If downed lines, sparking or another danger is observed, call 9-1-1 immediately.
- Call the Electric Service provider and report the outage (and law enforcement using the non-emergency phone number; see Emergency Contact Sheet).
- For extended outages consideration should be given to closing the school.

Consider the potential consequences of an outage

- Areas without windows (i.e., restrooms, interior classrooms) may be in total darkness and may become safety hazards.
- Heating/Cooling will not be available.
- Computer equipment, not connected to a UPS (uninterrupted power supply), may lose data and will be unavailable.
- Refrigerators (including Health Office), Freezers will cease cooling, but will remain cool for 36 hours.
- Some food prep equipment (electrical appliances, fryers, etc.) will be unavailable. Food service has an ample amount of shelf stable foods for meal service.
- Security cameras, electronic locks, buzzers, if not on UPS, may cease to function.
- VoIP (Voice over internet protocol) phone systems will not function.
- Building internet servers may not be available.
- Emergency Notification systems (PA, paging, computer-generated alerts) may not be available.
- Emergency radio and television broadcasts may not be accessible.
- Battery chargers will not function.

The School has put the following plans in place to mitigate these issues

- A supply of batteries should be available in the various school workrooms.
- Turn off available electrical equipment prior to power being restored.
- Stagger turning equipment on following an outage.

SEXUAL ASSAULT/ABUSE

Definition

This section addresses actions to be taken for any real or suspected sexual assault situation. First consideration should be given to the physical and mental safety and privacy of the victim. Sexual assault and abuse is any type of sexual activity that a person does not willingly permit including touching, child molestation, rape and attempted rape (vaginal, anal or oral penetration).

Functional Content Areas That May Apply

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

Sexual Assault/Abuse Procedures

- Preserve the crime scene until law enforcement arrives.
- Once the initial allegation has been reported, school authorities shall rely on law enforcement to conduct further investigation.
- Only clean the scene once it has been released by law enforcement.
- Assign a compassionate adult to remain with the victim.
- School authorities should not permit the victim to wash or shower until after a physical exam has taken place.
- Advise staff not to use victim's name on walkie-talkies, PA system, etc., and not to release victim's identity EXCEPT to law enforcement.
- Security camera tapes shall be preserved and secured.
- If the victim's clothing has been turned over to school authorities, measures will be taken to protect and provide it to law enforcement.
- School authorities are obligated to notify law enforcement of suspected criminal acts.
- Law enforcement will investigate to determine if the allegation is credible.
- School authorities will cooperate with law enforcement in a lawful investigation.
- Mental health assistance should be made available as appropriate.

UNIDENTIFIED SUBSTANCES/ILLCIT DRUGS

Definition

Schools may encounter unidentified powders/substances that have been discarded or found during routine drug sweeps, locker inspections, and searches of students/staff.

School authorities must be aware that certain commonly used drugs are “transdermal” which means the pharmaceutical can be absorbed through the skin. Fentanyl, in particular, is a highly dangerous, potentially deadly substance which is frequently used as a cutting agent for cocaine and heroin.

Functional Content Areas That May Apply

Emergency Communication

Medical Response

Mental Health Services

Rapid Assessment

Unidentified Substances/Illicit Drugs Procedures

1. Proper personal protective equipment shall be used during any search.
 - a. Nitrile gloves
 - b. Mask
2. Do not touch, taste or handle unidentified substances.
3. Narcan (Naloxone) is available and can be used during exposures or overdoses (see separate narcan policy for details on protocol for administration and storage).
4. Consider securing the area where the unidentified substances are found until first responders arrive.
5. School authorities will contact the law enforcement if unidentified substances are discovered.
6. School authorities will follow law enforcement/department of health instructions for cleanup of unidentified substances found at the school.

WATER OUTAGE/RESTRICTION

Definition

A water outage can occur at any time, for a variety of reasons, and usually without warning. There is a difference between a water outage (no running water) and a drinking water restriction (water is not suitable for consumption or cooking, but is available).

Functional Content Areas That May Apply

Close School

Emergency Communication

Rapid Assessment

Water Outage/Restriction Procedures

- Make every effort to identify the source of the problem, to ensure the failure is not within building/grounds and escalating.
- Call the Water service provider (City of Bayport Public Works) and report the outage.

Consider the potential consequences of an outage:

- Toilets will not flush.
- Drinking water will not be available.
- Hand washing will be unavailable.
- Food prep would be difficult, if not impossible.
- Washing/sanitizing dishes would be impossible.

The School has put the following plans in place to mitigate these issues:

- Mobile toilets will be rented as a temporary measure.
- Bottled water will be provided for drinking by Food Services, as available.
- Hand sanitizer is available in each classroom and restroom.
- Food services has the ability to provide meal service using stored shelf stable food items for a limited period of time.

Once water is restored; the school will comply with restrictions of use issued by the Water provider following the outage, which may include running water through all taps, complying with a boil alert, using only bottled water for drinking, food preparation, etc.

WINTER STORM/ICE STORM

Definition

Snow, ice and wind have significant and varying impacts on schools and transportation.

Winter Storm Warning: Life-threatening severe winter conditions have begun or will begin within 24 hours.

Winter Storm Watch: Potential for significant and hazardous winter weather within 48 hours. It does not mean that significant and hazardous winter weather will occur...it only means it is possible.

Significant and hazardous winter weather is defined as a combination of:

1. 5 inches or more of snow/sleet within a 12-hour period **or** 7 inches or more of snow/sleet within a 24-hour period
AND/OR
2. Enough ice accumulation to cause damage to trees or power lines.
AND/OR
3. a life threatening or damaging combination of snow and/or ice accumulation with wind.

Ice Storm Warning: ¼ inch or more of ice accumulation (tree limbs break, widespread power outages, icy roads and bridges)

Wind Chill Index: Measure of how cold people feel due to the combined effect of wind and cold temperatures.

Functional Content Areas That May Apply

Close School
Emergency Communication
Rapid Assessment
Hold/Secure

Winter Storm/Ice Storm Procedures

- The outside snow removal contractor is responsible to look at long range forecasts to stockpile adequate amounts of snow and ice removal resources.
- The Executive Director is responsible to monitor the weather and make recommendations to delay and/or close in conjunction with Stillwater Public Schools.
- Road conditions should be considered when determining to stay open, delay, or close.
- Decisions to delay or close are made by the Executive Director who has the authority to delay and/or close school. The alternate decision maker is the Executive Director of Finance and Operations.
- Consideration must be given to the decision made by Stillwater Public Schools to delay/close school. Bus transportation is provided by Stillwater Public Schools.

VI. RECOVERY

Following an incident, the school will need to recover from the physical and emotional harm caused by the emergency. The goal of recovery is to return school operations back to as near pre-emergency status as possible.

The school administration will designate appropriate personnel to collaborate with external resources to accomplish the following:

- Confirm the safety of the structure and all other products and services crucial to the daily needs of the school operations as found in Section II.E of this plan. If the structure is not safe, the administrative team will meet to consider alternative plans.
- School Administrators should consult the Continuity of Operations Plan (COOP).
- Verify continued access to student and administrative records.
- Confirm an adequate number of staff and teachers are available.
- Document damaged facilities, lost equipment and resources and special personnel expenses. Share losses with Washington County Emergency Management as federal disaster reimbursement may be available.

CONTINUITY OF OPERATIONS PLAN (COOP)

Definition

A Continuation of Operations Plan (COOP) is needed when the facility is unavailable for an extended period of time, typically weeks or months. Plans may vary depending upon the circumstance and duration of unavailability.

Procedure

If the facility is unavailable, the school is required to provide instructional hours that meet the annual requirement set by the Minnesota Department of Education. Below are some possible solutions:

Short-Term Unavailability:

If building restoration can happen within 2 weeks, consider a temporary closure and the following methods to restore instructional hours:

- Add an hour to each school day
- Hold classes on Saturdays
- Extend the school year
- E-Learning

Long-Term Unavailability:

- Contact Washington County Emergency Management who may assist with resources.
- Contact the Minnesota Department of Education who can provide assistance on how to meet educational requirements.
- Locate an alternate facility
 - Consider local churches and community centers, with adequate space and restrooms.
 - Establish a Memorandum of Understanding (MOU) for use of the facility.
- Share a building with another school by running on split schedules
 - Establish an MOU.
- Transition to an online educational format
 - Ensure that all students have computer and internet access.
 - The local Library may be able to provide assistance.

Permanent Closure:

- Transfer student records to the Minnesota Department of Education.
- Communicate closure to parents as quickly as possible.

VII. PLAN ADMINISTRATION

A. Approval of the Plan

While developing the emergency operations plan, the Emergency Preparedness Coordinators will consult with school and community stakeholders as appropriate.

- Law enforcement
- Fire Officials
- Emergency Medical Services
- Washington County Emergency Management
- Local Mental Health Services
- Parents of students
- Teachers and Staff
- Administration
- School Board and Authorizer

Changes made to the plan should be shared with school and community stakeholders when appropriate.

B. Health and Emergency Preparedness Team

The Emergency Preparedness Coordinators address safety issues within the school in consultation with the Administration team. The coordinators meet regularly throughout the school year. Collaboration can occur via online meetings, email, phone calls and one on one meetings. Other school and community stakeholders are invited to make security recommendations via email or informational meetings.

C. Review and Updates to the Plan

The emergency management plan should clearly identify the latest revision date and the signature of individuals involved in its creation and/or revision.

The Emergency Preparedness Coordinators shall review the EOP annually. At that time if any changes are required, those changes should be presented to the Administration team. All changes within the body of the EOP must have final approval from the School Board. Items in the appendix may be updated as needed with School Board approval occurring during annual board review. If at any time changes are made to the school EOP, the revised content will be disseminated to, but not limited to: school authorizer, Minnesota Department of Education, and appropriate school and community stakeholders.

A current version of the EOP, excluding the pages in the appendix (for safety reasons), will be made available to the public on the school website.

D. Personal Emergency Preparedness

All Prep employees are encouraged to develop personal and family emergency plans and maintain a personal level of preparedness. Each family should anticipate that a staff member may be required to remain at school following an emergency. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

Every staff member should:

- Have a plan
- Make an emergency kit
- Have a communication plan
- Alert employer of situations that may cause danger at the school

APPENDIX

Annual Risk Assessment:

Security Self-Assessment			E x i s t i n g - 1 0 0 %	E x i s t i n g - P a r t i a l	D o e s N o t E x i s t	F u t u r e B u d g e t I t e m	N o t R e l e v a n t
Recommended Security Measures							
Ext eri or	Lockable exterior doors						
	All exterior doors are locked during school hours						
	Exterior doors labeled						
	Exterior windows labeled						
	Anti-ballistic/Shatter-proof glass or film on doors/windows						
	Landscaping maintained from obscuring windows						
	Fenced playground						
	Bollards used to protect building access						
	Adequate lighting at exterior doors						
	Adequate lighting in parking lot(s)						
	Adequate lighting on walkways						
	Parking decals used						
	Driving lanes are clearly marked						
	Traffic patterns and procedures for drop off/pick up are enforced						
Fire lane marking maintained							
Bui ldi ng Ac ce ss	Controlled access (Front door buzzer)						
	Security vestibule exists at entry						
	Swipe card system						
	Key control/management system						
	Visitors must report to the main office upon arrival						
	Visitor sign-in log						
	Visitor badging system						
	Weapon/metal scanners						

Security Self-Assessment						
Recommended Security Measures		E x i s t i n g - 1 0 0 %	E x i s t i n g - P a r t i a l	D o e s N o t E x i s t	F u t u r e B u d g e t I t e m	N o t R e l e v a n t
	After-hours access to the building is limited/monitored					
	2-way communication device at main entry					
Security Cameras	Security cameras on exterior doors					
	Security camera in vestibule					
	Security cameras interior to school					
	Cameras accessible by law enforcement during emergencies only					
Interior	Locking mechanisms on the interior of classroom/office doors					
	TDLDs/barricade systems are available for classrooms					
	Alarm system					
	Protective gloves and masks					
Communications	PA system reaches all parts of the building					
	PA reaches outdoor venues (playground, sports fields, parking lot)					
	Hand-held 2-way radios/MARCS Radios					
	Radio building repeater					
	All classrooms are able to communicate with the main office					
	Tip line					
	Anti-bullying posters displayed					
Staff	Teachers monitor hallways and restrooms between classes					
	Security staff or SRO on duty during school hours					

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

Security Self-Assessment		E x i s t i n g - 1 0 0 %	E x i s t i n g - P a r t i a l	D o e s N o t E x i s t	F u t u r e B u d g e t I t e m	N o t R e l e v a n t
Recommended Security Measures						
an d St u d e n t s	Students and staff are trained not to open exterior doors for those attempting to gain entry to the building and avoid the office					
	Students and staff are trained not to prop open exterior doors					
	Students trained on “See Something, Say Something”					
Ot her						
	[Other]					

Triennial Risk Assessment:

Date: _____

Reviewers: _____

This baseline security practices checklist from the US Department of Homeland Security is intended only as a guide; it is not a requirement under any regulation or legislation.

ACCESS CONTROL	YES	NO	COMMENT
The facility perimeter and areas within the facility that require access control are well defined.			
The facility limits building access points.			
Designated access points are monitored to control facility access.			
Positive entry control systems are established (e.g., telephone entry control, biometric access control).			
Signs direct visitors to designated building entrances and exits.			
Exterior doors to gyms, maintenance areas, kitchen, and delivery areas are secured when not in use.			
Visitors are required to check in with the front office upon arrival and departure.			
Visitors are provided with school issued identification badges when on school grounds.			
Policies are in place for those with and without appointments or official school business.			
Vendors and contractor personnel are escorted throughout the facility.			
Vendors are required to sign in and out.			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

Background checks are conducted on all school employees, vendors, and contractors.			
A key control program is established that monitors keys, entry cards, and duplicates.			
Key control program is audited annually.			
Staff members present after normal business hours required to sign in/out, or swipe in/out?			
Staff are required to turn in ID cards, or Keys upon termination?			
The school has a Knox box?			

BUILDING EXTERIOR	YES	NO	COMMENT
Policies are in place that restrict access to bus-loading zones.			
Bus-loading, unloading, drop off zones and fire zones are clearly marked.			
School designates areas for use of parking lots (e.g., staff lot, student lot, visitor spaces).			
Parking system incorporates an identification system (e.g., placards in windshields).			
Appropriate perimeter barriers or gates are installed and secured when not in use.			
Perimeter barriers are clear to enable continuous monitoring and to inhibit concealment of people or packages.			
Windows are locked securely.			
Window hardware and frames are regularly inspected for security weaknesses.			
Facility has visual surveillance capability (e.g., designated surveillance points, cleared lines of sight).			
Clear zones adjacent to buildings are free of vegetation and other obstructions.			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

Trees, shrubs, and other foliage are trimmed to allow visibility?			
School grounds are adequately lit.			
Vandalism and graffiti is documented and removed.			
Mechanical, electrical, and other equipment are surrounded by protective enclosures to prevent unauthorized access.			
Access to the roof is restricted.			
Speed limits are posted.			
Fire hydrants are clearly visible.			
Drug-free and dangerous weapon free zone signs are posted.			
Good visual surveillance of play equipment is possible.			
Vehicle access to play areas is restricted.			
Visual surveillance of bicycle racks is possible.			
Visual surveillance of parking lots from main office is possible.			
There is a schedule for maintenance for checking lights, locks/hardware, storage sheds, portable classrooms.			
Students access to parking area is restricted to arrival and dismissal times.			
Exterior Door Check – Handles not in close proximity.			

BUILDING INTERIOR	YES	NO	COMMENT
School front office is clearly marked.			
The main entrance is visible from the main office.			
First aid/school nurse office location is clearly marked.			
Critical utility systems and equipment are secured and locked.			
Employees are familiar and trained with how to shut off utility services.			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

A positive inventory is kept on chemicals in use or used in science classes or laboratory areas.			
Roof access doors are secured and locked			
Custodial and storage closets are secured and locked.			
The number of containers and trashcans in hallways, atriums, and lobby areas are minimized.			
Unassigned lockers are secured.			
Locks for lockers supplied by school.			
Doors and stairwells are numbered.			
Stairwells, hallways, and restrooms are adequately lit.			
Enclosed stairwells are monitored, either electronically or by security personnel,			
Smoke detectors have vandal-resistant features (e.g., tamper alarms or protective cages).			
Doors and locks are in good condition.			
Easy access to fire extinguishers.			
Adequate access to first aid supplies (e.g., automated external defibrillators (AEDs)).			
Class III type fire doors with crash bar capabilities and automatic activation are installed.			
High-risk areas are protected by high security locks and an alarm system (main office, cafeteria, computer labs, industrial arts rooms, science labs, nurses office, boiler room, electrical room, phone line closet).			
Unused areas of the school can be closed off during after school activities.			
Administrative staff maintain a highly visible profile.			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

Exit signs are clearly visible and pointing in the correct direction.			
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CLASSROOM SECURITY	YES	NO	COMMENT
Classroom safe zones or protection areas are established.			
Classroom has access to two-way communication system.			
All areas of the classroom are visible from the classroom door.			
Classroom doors can be locked from the inside.			
Classroom doors with windows can be covered.			
Classrooms have adequate aisle space for quick exits.			
Class rosters are reviewed and updated on a regular basis.			
Faculty and staff are assigned to check that all classrooms and bathrooms are locked after the school day.			
Valuable items are secured (e.g., instruments, computers, video equipment).			
Chemicals, poisons, and flammable materials are properly secured and stored.			
Fire extinguishers are inspected on an annual basis.			
Personnel working with hazardous materials have received appropriate training.			
All rooms have emergency procedures/evac routes listed.			
Phones are present at the primary work areas of all staff members.			
Doors are locked when classrooms are vacant.			

SCHOOL CULTURE	YES	NO	COMMENT
Faculty, students, and staff are all provided with security information and training.			
Security information and training includes information on how first			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

responders operate to avoid hindering operations.			
Security information and training includes training on how to identify suspicious packages.			
Faculty and staff have been trained to appropriately respond to and report threatening/suspicious phone calls.			
Faculty and staff monitor hallways, stairwells, and restrooms during school hours.			
Students do not have access to the school without direct staff supervision.			
Curricula and programs aimed at preventing harmful behaviors are implemented (e.g., social problem-solving, life skills, anti-bullying, mentoring programs, character education).			
School maintains, reviews, and updates a code of conduct/school handbook.			
Code of conduct/school handbook contains standard definitions and procedures that identify school crime.			
A chain-of command has been established for the school when the principal and/or other administrators are away from the building.			
School has a well-developed network of service providers that students can be referred to (e.g., mental health services)			
Photo identification badges are issued to all faculty, students, and staff.			
Friends, relatives or non-custodial parents are required to have written permission to pick up a student from school.			
Students are required to have written permission to leave school during school hours.			
COMMUNICATION SYSTEM	YES	NO	COMMENT

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

Systems are installed that provide two- way communication between faculty, staff, administrators, and security personnel.			
Communication system is installed that provides communication with all people at the school, including faculty, students, staff, emergency response teams, and visitors.			
Does the PA system work properly?			
Can it be accessed from several areas in the school?			
Can it be heard, and understood, outside?			
Regular communication with local law enforcement and emergency responders is established.			
Procedures are developed for communicating with public and the media regarding security issues.			
A notification protocol is developed that outlines who should be contacted in emergencies and how.			

REPORTING PROCEDURES	YES	NO	COMMENT
School has a single point of contact for reporting threats, threatening behavior, or concerning behavior.			
The identified point of contact for reporting potential threats is available 24/7.			
There are multiple ways someone can reach the point of contact for reporting potential threats (e.g., email, telephone, online, in-person).			
Reporting can be anonymous.			
There are clear policies in place for collecting and acting on information about a threatening or potentially threatening situation.			
Policies explain how information will be handled confidentially and appropriately.			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

Incidents of crime that occur on school property or at school-related events are reported to law enforcement and a log is kept by the school.			
The school and local law enforcement have developed an agreement of understanding, defining the roles and responsibilities of both.			
Law enforcement personnel provide a visible presence on campus during school hours and at school-related events.			
Local law enforcement provides after hours patrols of the school site.			

SECURITY EQUIPMENT	YES	NO	COMMENT
Facility has security system installed (e.g., CCTV, IP cameras, digital camera integration and intrusion detection and alarm system).			
Video security systems are connected to the building's emergency power supply.			
Alarm system is connected to local law enforcement.			
Security camera tapes or recordings are retained for an allotted time period.			
All emergency response equipment and supplies are checked on a regular basis.			
School has adequate utility service capability to meet normal and emergency needs.			

SECURITY PERSONNEL	YES	NO	COMMENT
A school security director is designated to develop, implement, and coordinate all security-related activities.			
School security personnel are a visible and regular presence after school hours of operation.			
School security personnel are deployed during after school hours of operation and special events.			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

Security personnel check for unauthorized vehicles in parking lots or on school grounds.			
Halls, common areas, and gyms are monitored for suspicious items (e.g., backpacks, briefcases, boxes).			
Faculty and staff monitor hallways, stairwells, and restrooms during school hours.			
Security personnel regularly inspect and secure doors.			
If the building is used after school hours, security personnel are present.			
School safety audits are conducted on a regular or continuing basis.			

CYBERSECURITY	YES	NO	COMMENT
School maintains a well-trained computer security staff.			
School faculty and staff are required to use passwords and unique login information to access electronic files.			
Students are required to use passwords and unique login information to access electronic files.			
Security plans for computer and information systems are established.			
These computer and information system security systems include both hardware and software.			
Faculty and staff are trained in safe and secure computer use.			
Students are trained in safe and secure computer use.			
Cybersafety and cyberbullying programs are provided for students.			
Computers include filters to monitor internet activity on school computers.			
Video security system is adequately protected against hackers.			

EMERGENCY OPERATIONS PLAN	YES	NO	COMMENT
A comprehensive school emergency operations plan has been developed.			
Plan has been developed in coordination with community			

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

partners (e.g., local law enforcement, emergency medical personnel, and fire department personnel)			
Plan takes into consideration numerous circumstances and criteria for response (e.g., lockdown, evacuation, hold/secure).			
Plan contains an updated map of the school's floor plan that includes room numbers, evacuation routes, and utility shut offs.			
Plan defines roles and responsibilities—that is, creates an organizational system (e.g., school security commander, public information officer, etc.) <i>*Consider following Incident Command System (ICS) structure¹</i>			
Plan contains a method for reporting incidents internally to faculty, students, and staff (e.g., mass notification system).			
Plan contains a method for reporting incidents externally to media, families, neighbors, and the community.			
Plan contains directions that provide for the needs of students, staff, and visitors with disabilities and other functional and access needs.			
Plan considers necessary equipment and supplies to respond to a crisis.			
Plan contains common vocabulary.			
Plan includes an accountability system that accounts for all faculty, students, staff, and visitors.			
Plan contains a parent reunification system that ensures students are only released to authorized individuals after an incident.			
Plan contains action checklists for teachers, administrative staff, and other staff located throughout the			

¹ <http://www.fema.gov/incident-command-system>

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

school to follow during incident response.			
Plan includes components for post-incident response/recovery (e.g., stress management, mental health services, infrastructure restoration, post-incident evaluation, business continuity plans etc.)			
Plan is reviewed and updated on an annual basis.			
School conducts regular exercises/drills of emergency plans.			

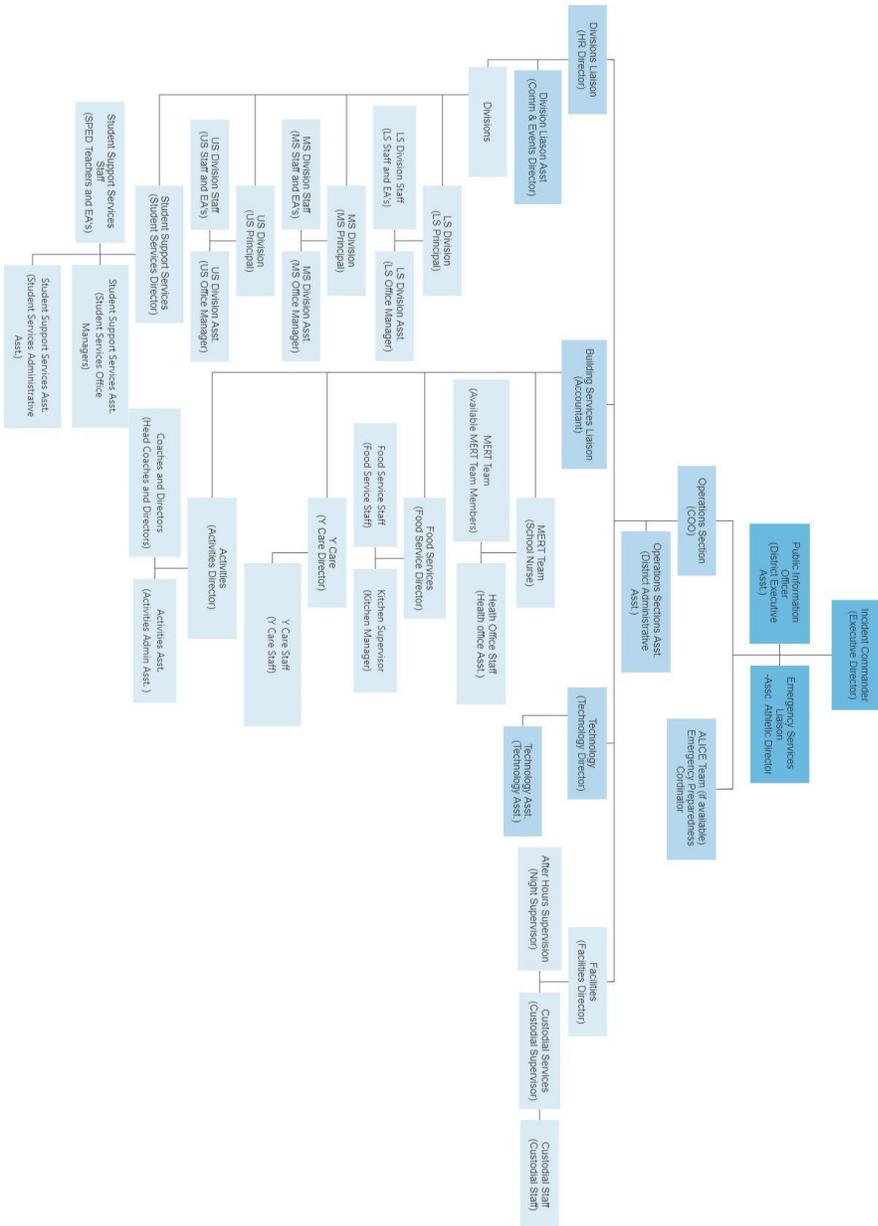
CONSIDERATIONS	YES	NO	COMMENT
Classrooms numbered with reflective materials over the door, bottom of the door, and exterior window.			
Replacing interior doors with large windows to doors with small windows.			
Replacing present classroom locks with locks that can be activated from the inside.			
Convex mirrors used to see around corners in hallways.			
Convex mirrors used to see up and down stairwells.			
Installation of strobe lights or flashing lights on exterior of building to warn staff and students outside of problem.			

Additional Building Comments:

This document was developed by the Office of Infrastructure Protection, DHS, to provide information to K-12 school personnel assigned with the responsibility of assessing school security practices to foster safer and more secure school communities. The information herein is not all inclusive. This guide presents an overview of K-12 school security practices. School administrators and legal counsel should work together to ensure that these practices are employed in a manner consistent with legal requirements.

Note: Information presented here is subject to copyright laws and other terms of use as set forth in the respective references

Incident Command System Breakdown:



Bomb Threat Checklist:

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. **DO NOT HANG UP**, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- | | |
|-----------------------|----------------------|
| • No return address | • Poorly handwritten |
| • Excessive postage | • Misspelled Words |
| • Stains | • Incorrect Titles |
| • Strange odor | • Foreign Postage |
| • Strange sounds | • Restrictive Notes |
| • Unexpected Delivery | |

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: Time:

Time Caller Hung Up: Phone Number where Call Received:

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

<p>Caller's Voice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accent <input type="checkbox"/> Angry <input type="checkbox"/> Calm <input type="checkbox"/> Clearing throat <input type="checkbox"/> Coughing <input type="checkbox"/> Cracking voice <input type="checkbox"/> Crying <input type="checkbox"/> Deep <input type="checkbox"/> Deep breathing <input type="checkbox"/> Disguised <input type="checkbox"/> Distinct <input type="checkbox"/> Excited <input type="checkbox"/> Female <input type="checkbox"/> Laughter <input type="checkbox"/> Lisp <input type="checkbox"/> Loud <input type="checkbox"/> Male <input type="checkbox"/> Nasal <input type="checkbox"/> Normal <input type="checkbox"/> Ragged <input type="checkbox"/> Rapid <input type="checkbox"/> Raspy <input type="checkbox"/> Slow <input type="checkbox"/> Slurred <input type="checkbox"/> Soft <input type="checkbox"/> Stutter 	<p>Background Sounds:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Animal Noises <input type="checkbox"/> House Noises <input type="checkbox"/> Kitchen Noises <input type="checkbox"/> Street Noises <input type="checkbox"/> Booth <input type="checkbox"/> PA system <input type="checkbox"/> Conversation <input type="checkbox"/> Music <input type="checkbox"/> Motor <input type="checkbox"/> Clear <input type="checkbox"/> Static <input type="checkbox"/> Office machinery <input type="checkbox"/> Factory machinery <input type="checkbox"/> Local <input type="checkbox"/> Long distance <p>Other Information:</p> <p>_____</p> <p>_____</p>	<p>Threat Language:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incoherent <input type="checkbox"/> Message read <input type="checkbox"/> Taped <input type="checkbox"/> Irrational <input type="checkbox"/> Profane <input type="checkbox"/> Well-spoken
--	---	--



Emergency School Closings: Admin Procedures, Communications, and Schedules

Process Step	Key Information	Responsibility	Backup
MN Central Bus Company or ISD834		Executive Director	Upper School Principal
Send email to PREP Employees		Executive Director	Upper School Principal
Send School Messenger notice to listserv		Executive Director	Technology Director
Update Website with school schedule changes		Executive Director	Technology Director
Send email to school community	Done via Constant Contact	District Executive Asst.	Administrative Office Personnel
Update WCCO, KSTP, KMSP, KARE11 School Closing Information	Media site login information	Executive Director	District Executive Asst.
Change Phone Message on Main Line		Technology Director	District Executive Asst.
Notify: if applicable <ul style="list-style-type: none"> ● YCare – Executive Director of Finance and Operations ● Subs – Human Resources Director ● Coaches – Activities Director ● Building Attendant – Facilities Director ● Lunch staff – Food Services Director ● School Bus Company 	Communicate closing to personnel who may not receive information through one of the above vehicles	Executive Director of Finance and Operations Human Resources Director Activities Director Facilities Director Food Services Director	Human Resources Director District Administrative Asst. Associate Activities Director Human Resources Director Human Resources Director

SCHOOL CLOSING

Closing due to hazardous conditions

- Hazardous conditions could be, but are not limited to: Violent critical incident, bomb threat, fire, hostage, severe weather, hazardous material, civil disturbance, death, explosion, gas leak/outage, pandemic, power outage, water outage/restriction.
- Notification will be sent to families via SchoolMessenger and Constant Contact alerts to cell phones & email and posted on St. Croix Prep's website.
- Notification will be sent to media outlets.
- Notify bus transportation providers

Cancellations include:

- K-12 classes and programs.
- Extended day child care
- All before and after school (including evening) activities.
- Rental permits held by outside organizations for meetings and activities are canceled. School will contact the organizer.

Sample Notice for School Closing:

Due to _____, St. Croix Prep's school day is canceled today (DATE). The school building, including administrative offices, will be closed. ALL before and after school (including evening) activities are canceled and there will be no before and after school childcare. Classes will resume on (DATE) unless otherwise notified.

Add'l verbiage IF distance learning day: *NOTE: This will be a Distance Learning Day for (division name) Students. Instructions regarding Distance Learning will be communicated by each Division.*

DELAYED START

Delayed start due to hazardous conditions

- Hazardous conditions could be, but are not limited to: Violent critical incident, bomb threat, fire, hostage, severe weather, hazardous material, civil disturbance, death, explosion, gas leak/outage, pandemic, power outage, water outage/restriction.
- Notification will be sent to families via SchoolMessenger and Constant Contact alerts to cell phones & email and posted on St. Croix Prep's website.
- Notification will be sent to media outlets.
- Buses will provide transportation to school - students should report to the bus stop as instructed in notification
- Lunch will be served on a modified schedule. The school day will end at its normal time, 4:00 pm.

Cancellations include:

- Morning session of Extended day child care
- School Breakfast.
- Before school activities **unless** notified by your advisor or coach.
- Field trips and daytime school events may be canceled.
- School rental permits held by outside organizations for meetings and activities may or may not be canceled by the school. School will contact the organizer.

Sample Notice for Delayed Start:

*St. Croix Prep's school start time will be delayed (time) today. Correspondingly, bus transportation will be delayed (time) from regular pick-up time. School doors open at (time). Students cannot be in the building before (time). All classes begin at (time) **except for** zero hour classes which begin at (time). ALL before school activities are canceled unless notified by your advisor or coach and there will be no morning session of extended day child care. School breakfast will not be served. Lunch will be served on a modified schedule. St. Croix Prep's school day will end at its normal time, 4:00 pm.*

DELAYED START cont'd:

Example 2 Hour Delayed Start Schedules:		
Lower School	Middle School	Upper School
<ul style="list-style-type: none"> ● School begins 11:30 am ● Lunch (25 minutes) <ul style="list-style-type: none"> ○ 11:45-12:10 - 2nd grade ○ 11:50-12:15 - 3rd grade ○ 11:55-12:20 - 1st grade ○ 12:05-12:30 - 4th grade ○ 12:10-12:35 - kindergarten ● Recess (20 minutes) <ul style="list-style-type: none"> ○ 1:30-1:50 - 4th grade ○ 1:50-2:10 - kindergarten ○ 2:10-2:30 - 2nd grade ○ 2:30-2:50 - 3rd grade ○ 2:50-3:10 - 1st grade ● Specialists (35 minutes) <ul style="list-style-type: none"> ○ 12:15-12:40 - 2nd grade ○ 12:55-1:30 - 3rd grade ○ 1:35-2:10 - 1st grade ○ 2:10-2:40 - prep ○ 2:40-3:15 - kindergarten ○ 3:20-3:55 - 4th grade ● 3 hour EAs work from 11:30-2:30 	<ul style="list-style-type: none"> ● School begins 11:30 am ● Period 1: 11:30-12:05 ● Period 2: 12:08-12:43 ● Lunch: 12:46-1:32 ● Period 3: 1:35-2:02 ● Period 4: 2:30-2:27 ● Period 5: 2:30-2:58 ● Period 6: 3:00-3:26 ● Period 7: 3:20-4:00 	<ul style="list-style-type: none"> ● Zero hour 11:00-11:28 ● All other classes begin at 11:30 am ● Period 1: 11:30-12:05 ● Period 2: 12:09-12:44 ● Period 3: 12:49-1:24 ● Period 4: 1:29-2:04 ● Lunch: 2:05-2:25 ● Period 5: 2:30-2:55 ● Period 6: 3:00-3:25 ● Period 7: 3:29-4:00

EARLY RELEASE

Ending the school day early due to hazardous conditions

- Hazardous conditions could be, but are not limited to: Violent critical incident, bomb threat, fire, hostage, severe weather, hazardous material, civil disturbance, death, explosion, gas leak/outage, pandemic, power outage, water outage/restriction.
- Notification will be sent to families via SchoolMessenger and Constant Contact alerts to cell phones & email and posted on St. Croix Prep's website.
- Notification will be sent to media outlets.
- Buses will provide transportation home
- The school building will be closed upon all students vacating the premises.

Cancellations include:

- After school session of extended day child care.
- After school (including evening) activities.
- Rental permits held by outside organizations for meetings and activities are canceled. School will contact the organizer.

Sample Notice for Early Release:

Due to _____, St. Croix Prep will have an Early Release Day today, (date). Students will be dismissed at (time).

BUSES

Buses are scheduled to depart St. Croix Prep (or the Reunification site) at (time). Check the MyStop Bus Tracker app for up to date status on when your student will arrive at their home stop.

PARENT PICK UP AND STUDENT DRIVERS

If you are picking up your student prior to (time), please do not call or email ahead of time. Go to the atrium and sign your student(s) out at that time.

Send the division office manager an email if you grant a person who is NOT currently on your emergency contact list, permission to pick up your child – include the name(s) of your child(ren) and the authorized person.

*Upper School Students **must** have parent permission to leave early. [Email](mailto:drunge@stcroixprep.org) or call the Upper School Office Manager (drunge@stcroixprep.org or 651-395-5970) to grant your student permission. Upper school students will check out upstairs. Parents with upper school students who will be driving their sibling(s) home must email the appropriate division offices to grant early dismissal permission to each child. Upper school students will go to the atrium to sign out and pick up their siblings.*

Students are to wait in the atrium and are not to go looking for their siblings. Staff will find siblings once a parent arrives to pick up.

EARLY RELEASE cont'd

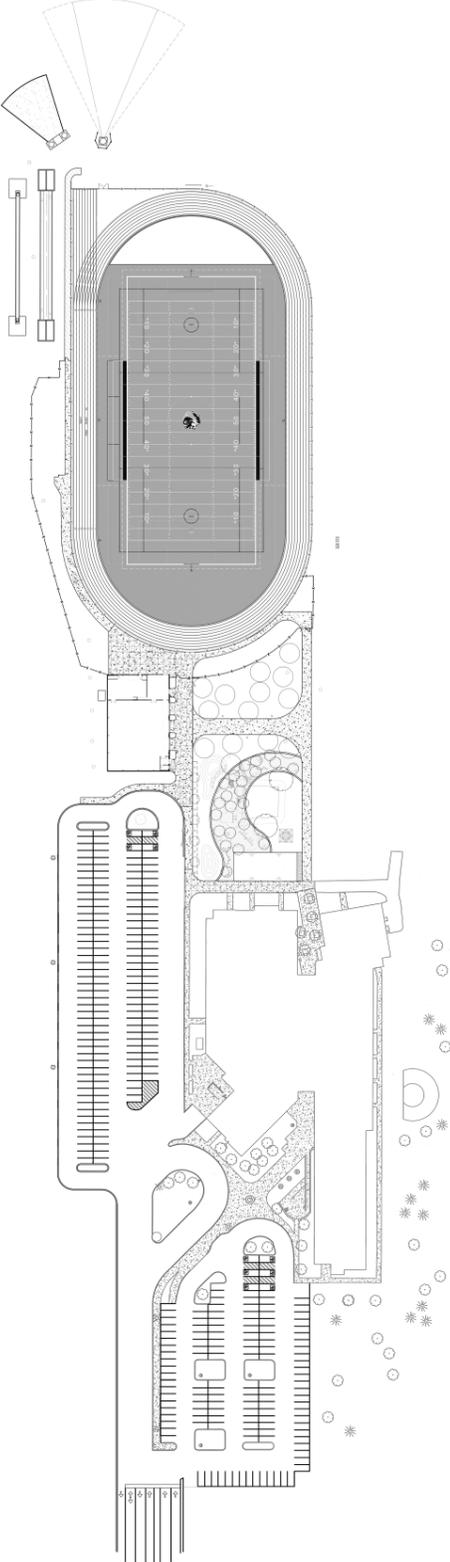
EARLY RELEASE Procedures:

- **PLANNING:** Administration meets briefly to plan for the day including:
 - End of day time (including Bus Dismissal time) that will be communicated to families.
 - Reviewing 'Early Release' Procedures.
 - Identifying available staff to assist with retrieving kids from classrooms.
 - Identifying which administrators will stay until the building is cleared of students.

- **RELEASING STUDENTS BEFORE REVISED DISMISSAL TIME:**
 - Set up
 - Three Check out tables are set up in atrium
 - Each table staffed by Prep employee
 - Division office managers remain in their offices to field parent phone calls and emails.
 - Division Office Managers Print 3 copies of their Student Rosters – Sorted alphabetically BY DIVISION staffed by Prep employees.
 - Each table should be equipped with laptops w/ access to Synergy, in order to locate students and a roster for each division.
 - Signing out students
 - Authorized person signs the student out in the atrium.
 - Prep staff retrieves the student from the classroom once an authorized adult or sibling has signed the student out.
 - Note: no students are released to the atrium before they are signed out by an authorized person.
 - Upper School student drivers MUST sign out in Upper School and must sign out their siblings in the atrium. Students must have permission from Parents to leave.
 - No students allowed to retrieve siblings from classrooms
 - A staff person will be positioned at the entrance to both LS and MS hallway to prevent this.
 - Permission to release to newly authorized person (email or phone message) is forwarded to the atrium checkout area (preferably printed but can be emailed to the main office).

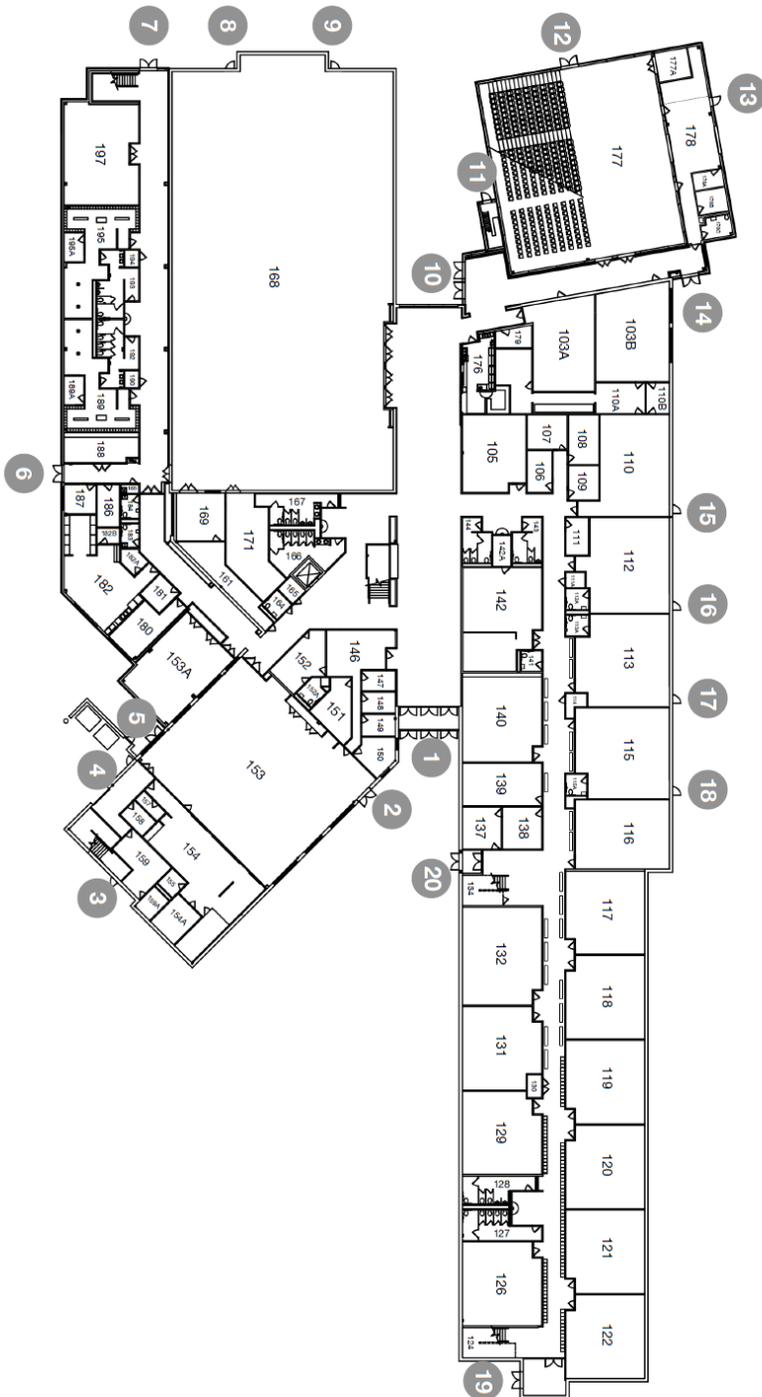
- In certain situations, it may be prudent to provide adequate administration presence to mitigate parental/community concerns
- **RELEASING BUSES:**
 - Buses will be released at the predetermined time, regardless if buses are ready for dismissal before the predetermined time.
- **BUILDING SUPERVISION:**
 - Designated Administrator(s) do not leave the building until the building is clear of students.

Campus Map:



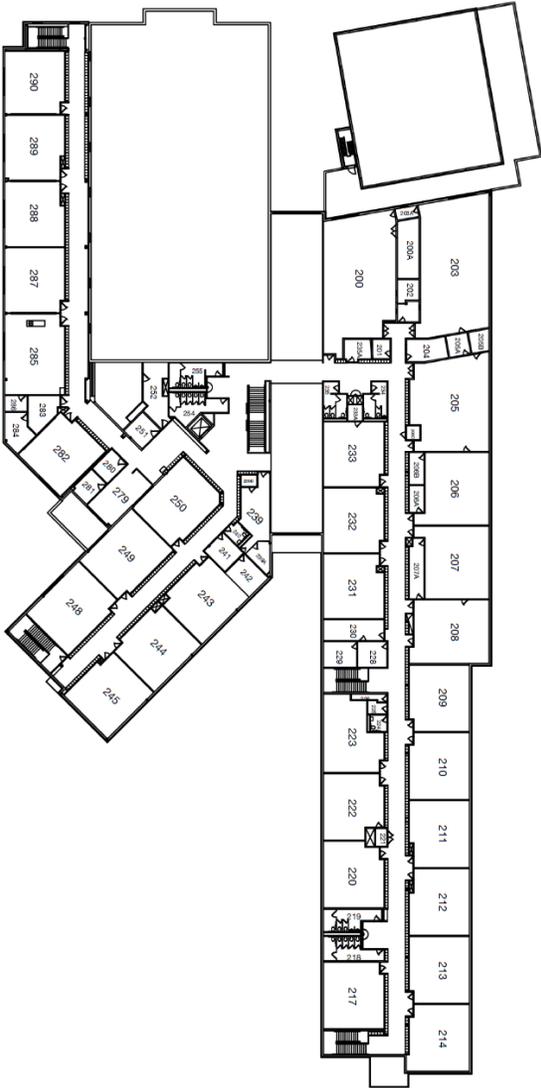
Interior School Maps and Door Numbering:

1st Floor

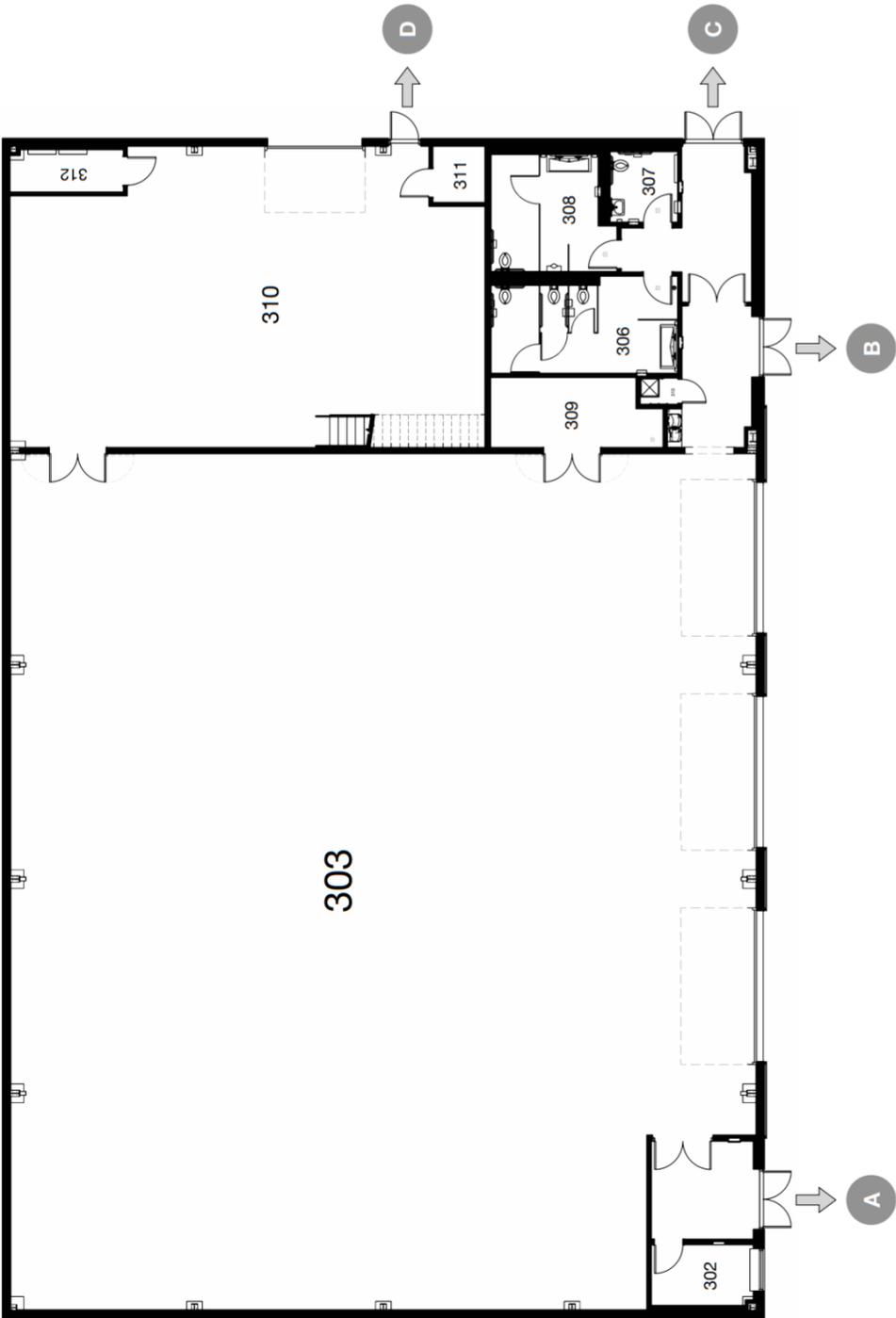


Door Numbers

2nd Floor



Auxiliary Building

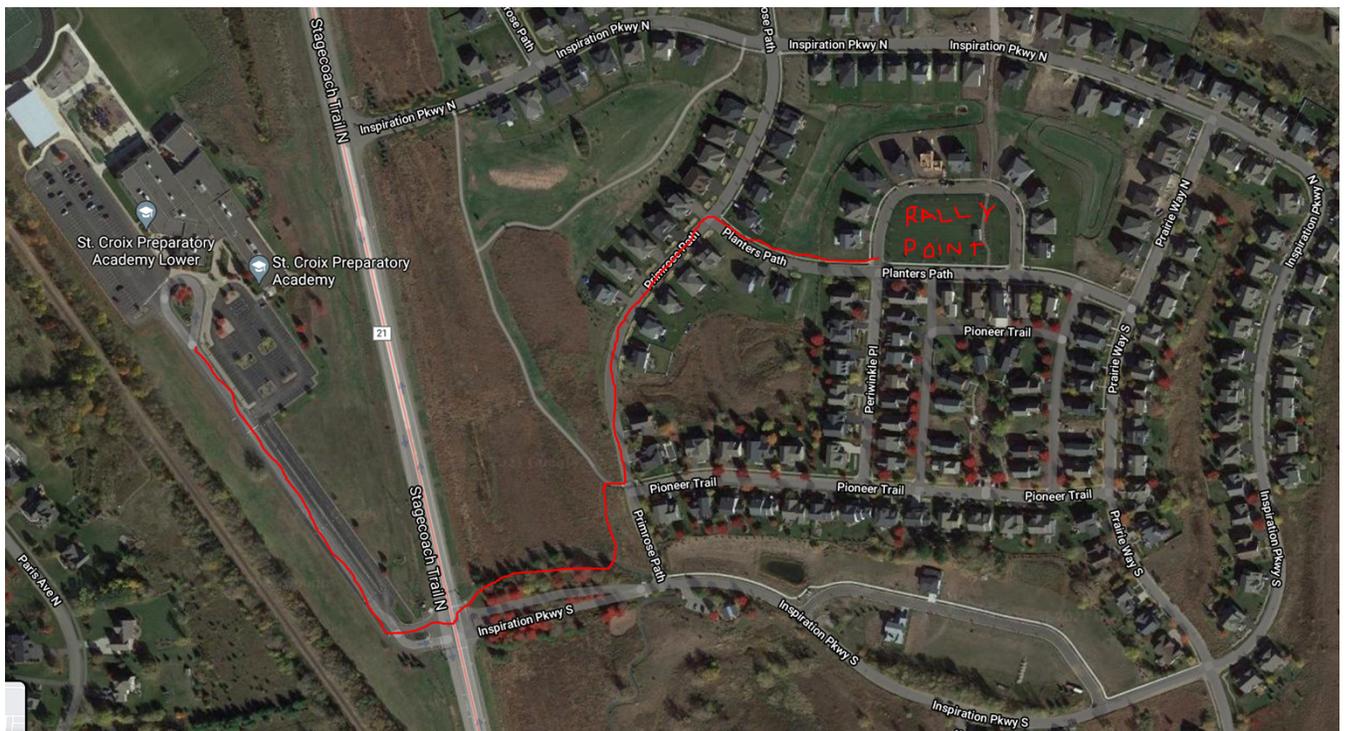


Rally Point (Evacuation Site) Map:

PREP Emergency Operations Plan Hazard- and Threat-Specific Areas

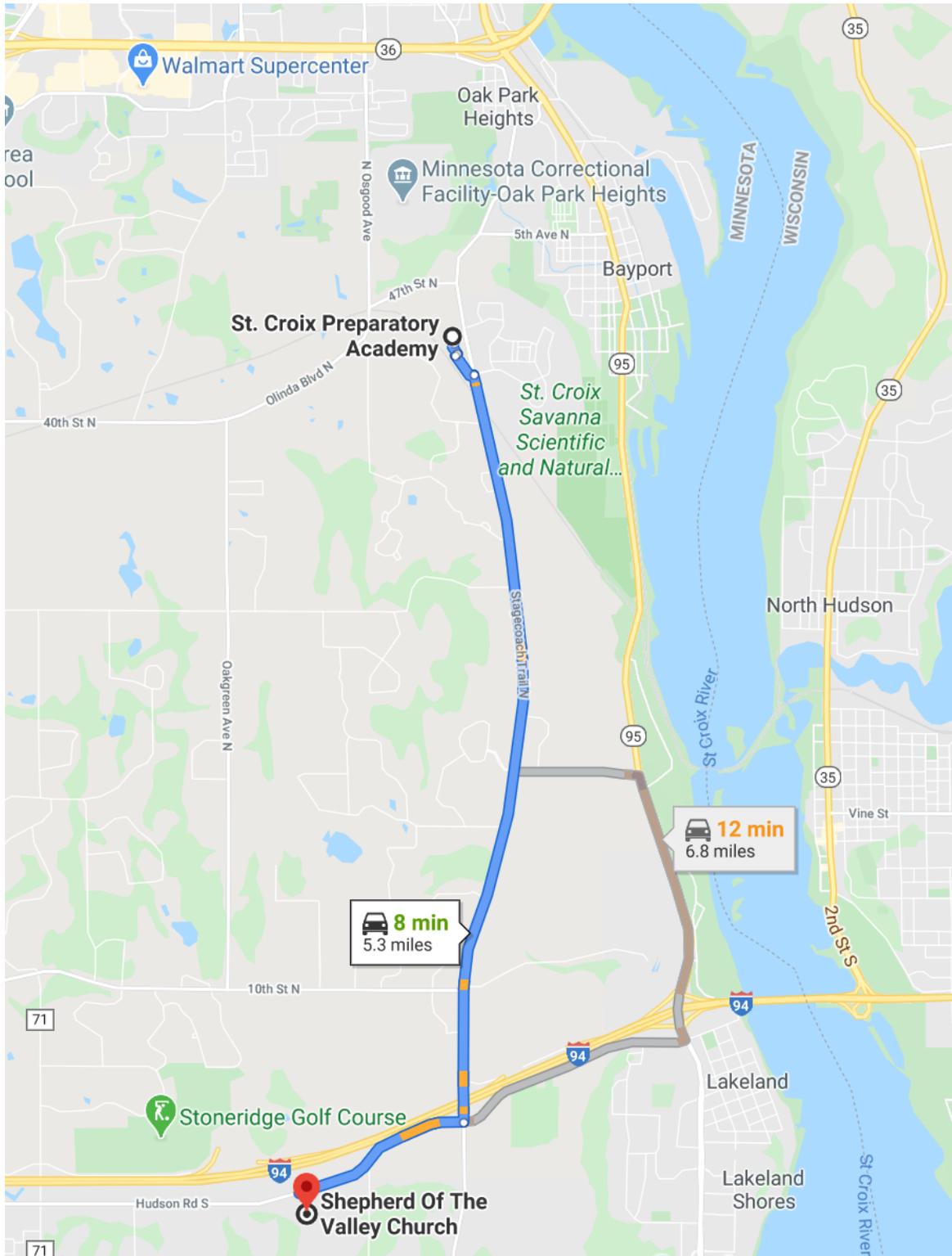
Directions to Rally Point:

- Trails are marked in Red
- City streets are marked in Yellow
- Rally point is in Blue
- Cross Stagecoach at the light and take the trail on the left. Take a left at the next trail junction. Take a right at the next trail junction. Turn left at the city street (Primrose Path). Then walk facing traffic single file on Primrose until you reach Planters Path. Then turn right and you will see the Dragonfly Green (Rally Point) directly ahead.

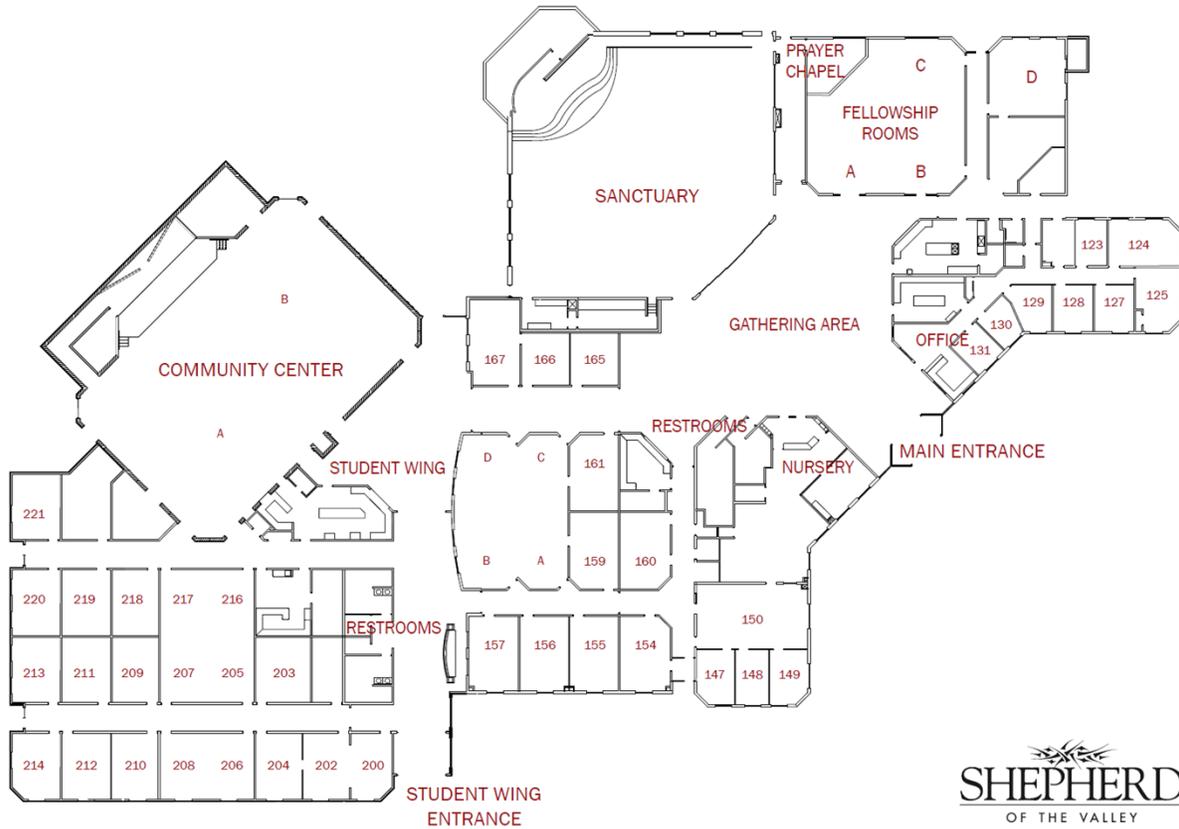


Family Reunification Site Directions:

Shepherd of the Valley Church 14107 Hudson Rd. S. Afton, MN 55001



Family Reunification Site Interior Building Map:



-Pending: details regarding staging locations for students and parents

Fire Evacuation Map: See School Resource Drive

The maps for each individual room for both buildings are located and accessible on the School Resource Drive. Each room has a hardcopy of this map posted as well as in the Red Emergency Folder.

Severe Weather/Tornado Shelter Map:

First Floor Severe Weather Sheltering Map

Lower School

- Comes from LS hallway to atrium
- Enters the northern most gym doors
- Sits in North Gym Area

Middle School

- Comes down 7th/8th grade hallway through West Wing
- Enters west wing gym door
- Sits in South Gym Area

Upper School

- Comes down the main stairs to atrium
- Sits in Middle Gym Area



Second Floor Severe Weather Sheltering Map

Lower School

- Comes from LS hallway to atrium
- Enters the northern most gym doors
- Sits in North Gym Area

Middle School

- Comes down 7th/8th grade hallway through West Wing
- Enters west wing gym door
- Sits in South Gym Area

Upper School

- Comes down the main stairs to atrium
- Sits in Middle Gym Area

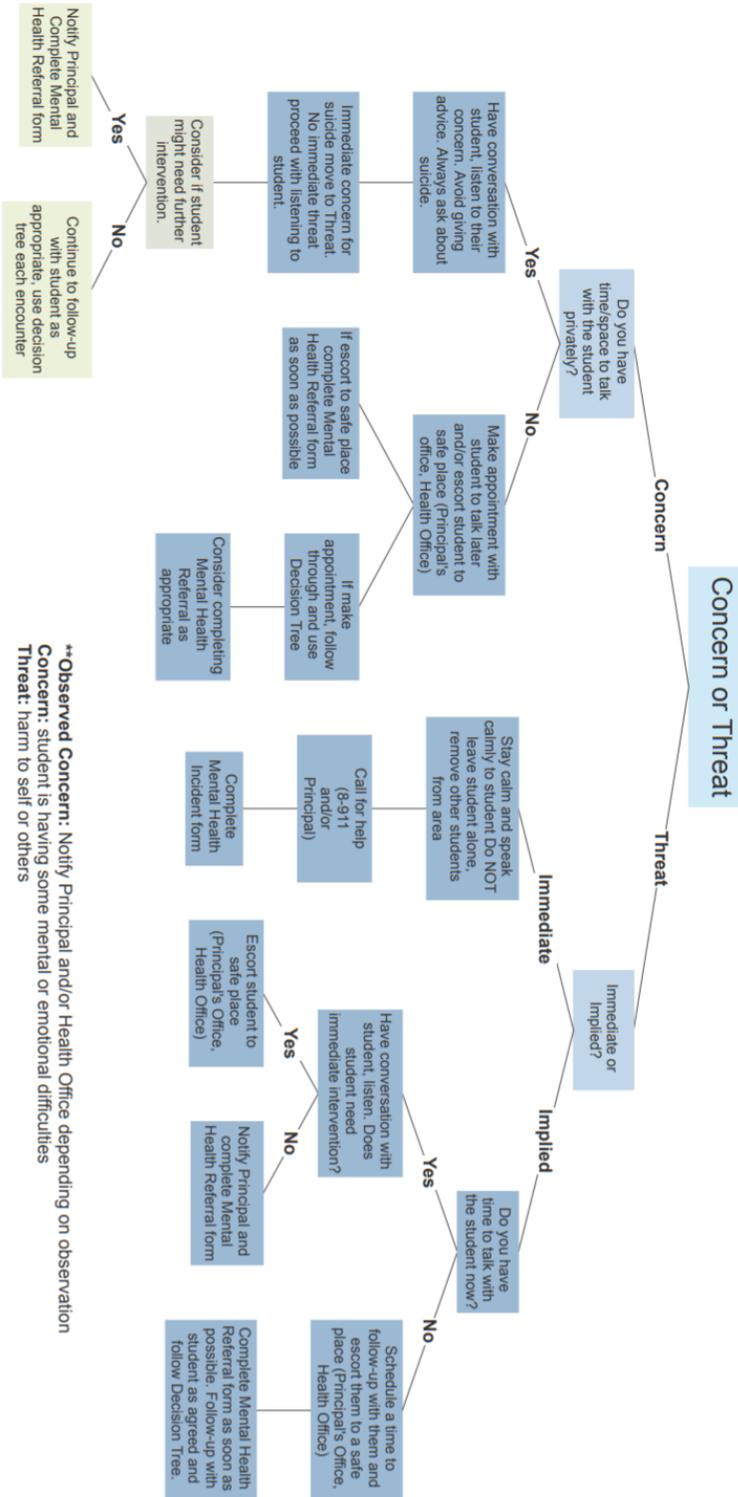


Mental Health Crisis Service Provider:

Youth Service Bureau (YSB)
6120 Oren Ave. N.
Stillwater, MN 55082
651-439-8800
Ysb.net
Contact: Mike Huntley (Interim Executive Director)

Decision Tree for Mental Health Incidents at School:

Decision Tree for Mental Health Incidents at School
 "What do I do if approached by a student?"**



****Observed Concern:** Notify Principal and/or Health Office depending on observation
Concern: student is having some mental or emotional difficulties
Threat: harm to self or others

Mental Health Referral Form:

[-Mental Health Referral Form \(Family\)](#)

[-Mental Health Referral Form \(Internal\)](#)

Mental Health Incident Report:

-Pending development and then approval by Administration

Memos of Understanding or Contracts with Community Partners:

Memos of Understanding (MOUs) or contracts are saved digitally on the school's Resource Drive and can be accessed through the links below. Hard copies are available upon request.

[Rally Point: Inspiration Community Association](#)

[Mental Health Crisis Response Agreement](#)

List of Crucial Service Providers:

- Electric Xcel Energy: 800-895-1999 or Text OUT to 98936
- Gas Xcel Energy: 911 (external phone) or 8-911 (internal phone)
- Water Bayport Public Works: 651-275-4410
- Phone Service Avaya VOIP System (nexVortex): 866-282-9248
- Internet / VoiP Arvig: 888-828-4988
- Trash Removal Advanced Disposal 651-487-8546
- Food Service UL Foods 612-743-0103, Kemps 612-616-2895, Bimbo Baking 612-558-1104, DSD Snack 952-440-3350
- Transportation Minnesota Central School Bus: 651-430-3311
- Emergency Management Washington Co. Emergency Management 651-430-7938
- PPE Provider MacGill School Nurse Supply www.macgill.com 1(800)-323-2841

Incident Report Forms:

GENERAL INCIDENT REPORT FORM

Name of person completing this form:

Phone number:

Incident:

Date of Incident:

Time of Incident:

Room # or area:

Name of students involved:

Name of staff involved:

Name of witness(es):

Who was notified:

Procedures followed:

Incident Review

What worked?

What did not work?

What can we do to improve procedures if a similar incident occurs?

INCIDENT WITNESS REPORT FORM

Witness Name:
Grade:

Date of Incident:
Time of Incident:
Room or Area:

Did you know any of the students / staff involved in the incident? Yes No

If yes – who?

Describe what you witnessed:

Describe what you heard?

This form has been completed by my own free will. The statements listed above are to be considered my opinion of what occurred.

Signed: _____

POST CRISIS REVIEW

- **Bring building response team together to evaluate the incident.**
- **Invite other participants to evaluate the incident as needed.**
- **Answer the following:**

Discuss the incident and review the Incident Procedures for that incident.

What Worked?

What didn't work?

How can we adjust the plan for a similar incident?

How did each response team member perform his/her responsibilities?

Are there ways the response team could be more effective?

Summarize comments and keep copy on file along with the record keeping information, general incident report forms and witness report forms.