



Insight[®]

SCHOOL OF MINNESOTA

POWERED BY K¹²

Authorized by the
Minnesota State Department of Education

Governed by
Brooklyn Center Community Schools

**Middle School and High School
Student and Parent Handbook**

2020-21

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(BCCS Board Approved June 8, 2020, Revised 2/2021)

*Policies and procedures listed in this handbook are subject to change.
Any alterations to this document will be communicated to affected parties by Email. For the most current version of
the Student/Parent Handbook, please refer to the ISMN website. mn.insightschools.net*

*If you require interpretive services for a school related matter, please contact the ISMN Head of School at
jhuber@k12.com.*

We Are ISMN Elks



Brooklyn Center Community Schools Mission

Our mission is to equip every student with the knowledge, life-skills, and global perspectives to contribute to society and respond to the needs of an ever-changing world.

Brooklyn Center Community Schools Core Values

We believe that:

- relationships thrive when there is mutual respect and trust.
- honoring each person's intrinsic value enhances our community.
- our diverse community strengthens our collective power.
- caring relationships with high expectations are essential to reaching one's highest potential.
- life-long learning is vital for personal fulfillment, opportunity, and success.
- everyone is responsible and accountable for equity.
- partnerships among students, families, schools, and community benefit all.

Table of Contents

We Are ISMN Elks	2
Brooklyn Center Community Schools Mission	2
Brooklyn Center Community Schools Core Values	2
Message to Students & Parents from ISMN Teaching Staff	8
Making the Best of Your High School Experience.....	9
Where can I get help?.....	12
.....	13
<i>Attendance and Truancy Policies</i>	13
<i>Minnesota Attendance Requirements</i>	13
<i>Attendance Tracking</i>	13
<i>ISMN Attendance Requirements</i>	13
<i>Middle School & 9th Grade Class Connect Attendance and Participation</i>	14
<i>High School (10th – 12th grade) Class Connect Attendance and Participation</i>	14
<i>School Closings (E-Learning Days)</i>	14
<i>School Communication Plan</i>	14
Truancy Policies.....	15
<i>Minnesota Truancy Laws & Definitions</i>	15
<i>Continuing Truant</i>	15
<i>Habitual Truant</i>	15
<i>ISMN Truancy Requirements</i>	15
<i>Excused Absences</i>	16
<i>School Holidays and Vacations</i>	17
Student Withdrawals.....	17
<i>Mandatory Withdrawal</i>	17
<i>Truancy Withdrawal Procedures</i>	17
<i>Voluntary Withdrawal from School</i>	17
<i>Students aged 17 and under</i>	17
<i>Students aged 17 and older</i>	18
<i>Termination of Enrollment</i>	18
Sample Daily Schedules	18
<i>Minimum Admission Requirements</i>	20
<i>Part-Time Status and Dual Enrollment (High School only)</i>	20
<i>Out-of-State Transfer</i>	20
<i>Age Restrictions</i>	20
<i>Completion of 8th Grade</i>	20
<i>Grade Promotion</i>	20
<i>Special Education</i>	21
<i>Child Find</i>	21
<i>Student Support Team</i>	22
<i>Homelessness (McKinney-Vento)</i>	22
<i>Foster Care</i>	22
<i>504 Plan</i>	22

English Language Learners 23

Suspended/Expelled Students 23

Criminal Background 24

Transfer Credits 24

Late Start Students..... 24

Admission Procedure..... 24

Enrollment Application 24

ISMN Evaluation..... 24

Student/Parent Orientation 25

Termination of Enrollment 25

Instruction..... 25

Employee Qualifications..... 25

Instructor Certification..... 26

Curriculum 26

Alignment to State Standards..... 26

Registration/Course Load 26

Course Registration 26

Curriculum Review 26

Add/Drop Period 26

Course Load 27

Course Fees..... 27

Low-Enrolling Courses 27

Credit for Courses 27

Grading Policy 27

Grade Scale/Grade Point Value..... 28

Grade Point Average..... 28

Class Rank..... 28

Honor Roll..... 28

Re-Taking course Assignments/Exams 28

Late Assignments 29

Course Extensions 29

Pass/No Credit Grading Option 29

Incomplete Grade 30

Withdrawing from a Course..... 30

Appeals Process..... 30

Course Retake for Grade Replacement..... 30

Standardized Testing..... 31

Refusal for Student Participation in Statewide Assessments (Opt. Out)..... 31

State Standardized Proficiency Testing 31

National Standardized Achievement Testing..... 31

Graduation..... 33

Graduation Requirements - General 33

Graduation Requirements – 9th-12th Grade Transfer Students..... 33

Make-Up Credit Options 34

Transfer Credits 35

Early Graduation 35

Diploma Authorization..... 35

Student Activities	35	
Field Trips		35
Informal Events		35
School Event Conduct.....		36
Dances.....		36
Graduation Ceremonies & Exercises.....		36
Student Medical Conditions and/or Medications		36
Virtual Classroom Conduct.....		37
Use of Language and Images		37
Dress Code		38
Profile Picture or Images		38
Personal Respect.....		38
Defiance		38
Harassment.....		38
Harassment, Intimidation and Bullying (See Appendix B for Bullying Prohibition Policy).....		39
Sexual Harassment		39
Non-Discrimination Policy		39
Academic Freedom/Student Rights.....		40
Academic Integrity		41
File Attachments/Submissions.....		41
Academic Dishonesty		41
Conduct at School Events		43
Technology Usage.....		43
Hazing.....		44
Restraint or Seclusion		44
Discipline- Procedures.....		44
Discipline- Process.....		44
Readmission.....		46
School Operations.....	47	
Registration Process.....		47
Change of Student Information		47
Withdrawal.....		47
Student ID Numbers		47
Report Cards		47
Transcripts.....		47
Transcript Requests.....		47
Unofficial Transcripts.....		48
Transcript Information.....		48
Immunization Records		49
Vision and Hearing Screening.....		49
Family Education Rights and Privacy Act - FERPA.....		49
Access to Student Education Records.....		49
Right to Request to Amend Student Education Records.....		49
Directory Information.....		52
Procedure regarding name change and gender requests.....		52
Disclosure of Personally Identifiable Information		52
Record Keeping.....	52	
Records to be maintained.....		53

Records Storage 53

Photo Release Statement 53

Materials and Technology 53

Acceptable Use Policy..... 53

Inventory Identification..... 54

Insurance Coverage..... 54

Student Support Operations 54

Student Inquiries..... 54

Process 54

Response Time..... 54

Technical Support 54

Academic Support..... 54

Academic Counseling/Guidance Support 54

Advisors 55

Admissions/Registration Support..... 55

Directing Student Questions to the Appropriate Department 55

Teachers 55

Advisor 55

Counselors..... 56

Accreditation 56

Accrediting Body 56

Accreditation Process..... 56

Glossary/Definition of Terms (consider using the attachment instead)..... 56



September, 2020

Dear Insight School of Minnesota Families and Students:

Welcome to the 2020-21 school year. We are excited to begin our eleventh year as a school, but even more excited to welcome you to our student body.

Brooklyn Center School District and Insight School of Minnesota formed a partnership to provide education to meet the diverse needs of all individuals in a learner-centered environment. We believe the use of technology and successful teaching strategies results in students gaining an appreciation of life-long learning and the ability to become competent, productive citizens.

Insight School of Minnesota is a statewide on-line public high school. Our partnership with the Brooklyn Center School District demonstrates the district's commitment to provide the resources to meet students' individual needs and assist them in reaching their educational potentials.

We look forward to working with you to improve our school and your educational experience. Please feel free to let us know your ideas and concerns.

Our school contact information is as follows:

Insight Schools of Minnesota
6120 Earle Brown Drive Suite #200
Brooklyn Center, MN 55430
www.insightmn.net
E-Mail: info@insightmn.net
Phone: 1.800.711.5944 or 763-656-2800
Fax (Main Office): 763-270-5263

John Huber
Head of School

Message to Students & Parents from ISMN Teaching Staff

Welcome to Insight School of Minnesota (ISMN) for the 2020-21 school year! We hope you had an enjoyable summer. We expect you will make the most of your educational opportunities this year. You are receiving this handbook because we believe students do better when they know what is expected of them and understand how their school operates. ISMN takes a unique approach to education based on innovative ideas and technologies. Student initiative and responsibility, along with knowledgeable, caring staff and a supportive community enhance this environment.

A successful school year starts with an attitude of optimism, hope, and confidence in today's learners. At ISMN we have a view of what is possible. Simply stated, "All students can learn!" Based on a growing body of research, this belief is expressed in a variety of ways:

- All students can learn and learning should be a lifelong experience.
- Every learner can be successful – the only variable is time.
- Every learner's success is the central focus of ISMN. Believing all students can learn implies a willingness to take on all student educational challenges.

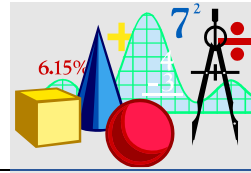
This handbook has been prepared to help you understand the operations of your school. Included are necessary rules, which govern school behavior. The basic rules that govern our school are the following: responsibility, honesty, equality, respect, and self-control. At ISMN, responsible behavior is highly valued. We believe the best approach to managing student behavior is to maintain student dignity in all situations.

Please take the time to review the handbook. We ask that you become familiar with school expectations and procedures. Use the handbook as a reference and if any matter needs clarification, do not hesitate to ask questions of staff members. We sincerely hope you will have a great year and take full advantage of the opportunities that await you. We are looking forward to a successful school year and would like to invite you to become actively involved in our school's activities.

Insight School of Minnesota Teaching Staff

Making the Best of Your High School Experience

The primary goal of ISMN is the education of all our students. We realize that from time to time some students will have difficulty in their classes. Therefore, we have established a variety of resources to assist students with academic classes. The following suggestions are valuable recommendations for all students to follow.



STUDY STRATEGIES

Understand Your Learning Style

- Do you have a preference for studying during a particular time of day?
- Are you an auditory or visual learner?
- Do you prefer to move around as you learn?
- Do you learn best in complete silence or with background noise?
- Do you like to start with the big picture and then explore the parts?

Set Goals

- Set short-term goals and long-term goals that you can accomplish.
- Set steps toward accomplishing each individual goal.

Get Organized

- Use an assignment notebook.
- Work out a study schedule and post the schedule where you will see it regularly.

Take Effective Notes

- Good note-taking is the key to mastering class material.
- Learn to listen effectively.
- Discover the purpose or objective of the lecture.
- Listen for key words and clues.
- Take your notes in your own words.
- Note major conclusions.
- Take notes when you need to remember what you are hearing or reading.
- Maintain large margins so you can go back and add extra information later.
- Do not write down the unimportant.
- Outline, if possible.
- Summarize.
- Note relationships; cause and effect.
- Date your notes/establish a format.
- Emphasize important works by underlining, circling, starring, capitalizing, etc.
- Develop a note-taking style that works for you. Abbreviate for speed.

Prepare for Tests

- Attend practice and review sessions held by your teachers.
- Use practice resources provided to help you prepare.
- Find out what types of questions will be on the test and study with those types of questions in mind.
- Pay close attention to everything your teacher says about the test.
- Don't leave all of your studying until the night before the test. Instead study for shorter periods of time on each of three nights before a test.
- Use your notes to guide your studying. Review all past homework and worksheets.
- Be a smart test-taker. Skim the entire test before beginning to judge which questions are easy and which are difficult, then decide where to begin.
- Read all directions and questions carefully.
- Review your answers if you have time, but don't change any answers unless you are certain you answered incorrectly the first time.

Login into Every Class, Every School Day

- You may not spend the same amount of time each day in every class, but log in every day to stay on top of class discussions and assignments
- Attend as many virtual classroom lectures as possible. If you are unable to attend listen to the recorded session.

Stay on Target Within Your Courses.

- Monitor your course progress and stay on target. If you struggle with a particular course or assignment contact your teacher or Advisor for help.
- Stay current with course assignments.
- Be certain to turn in your homework.

Netiquette

The word "netiquette" refers to common-sense guidelines for conversing with others online.

Please abide by these standards:

- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health issues.
- Focus your responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with your criticism, not hurtful. Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
- Respect other people's privacy. Don't broadcast online discussions, and never reveal other people's email addresses.

Insight School of Minnesota

2020-2021 School Calendar

September '20						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October '20						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '20						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '20						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '21						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						





February '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April '21						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May '21						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June '21						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

	No School/Make Up Day
	Beginning/End of Term
	Staff Development Day
	ISMN Social Event

Where can I get help?

<p style="text-align: center;">Advisor</p> <p style="text-align: center;">Grace Mustafa gmustafa@k12insightmn.org 763-656-2800 x3005</p> <p style="text-align: center;">Mollie Ostrow mostrow@k12insightmn.org 763-656-2800 x3037</p>	<ul style="list-style-type: none"> • <i>General support for student caseload</i> • <i>Onboarding support for new students</i> • <i>Assists with changes including address, email and/or phone number</i> • <i>Provides guidance in navigating OLS</i> • <i>Answers school policy questions</i> • <i>Assistance with engagement and attendance</i> • <i>Advocates on student/parent behalf with questions, concerns or requests</i> • <i>Connects to additional school support</i>
<p style="text-align: center;">Content Teacher <i>Contact information found on course home page</i></p>	<ul style="list-style-type: none"> • <i>Provides guidance in navigating specific classroom in OLS</i> • <i>Answers general school policy questions</i> • <i>Answers curriculum/assignment questions and provides support in specific course</i>
<p style="text-align: center;">Student Support Team</p> <p style="text-align: center;">Student Support Administrator Alysia Halverson ahalverson@k12insightmn.org 763-656-2800 x2003</p>	<ul style="list-style-type: none"> • <i>Provides escalated support to help students be successful in their classes</i> • <i>Answers Learning Coach questions about navigating OLS and keeping student on track</i> • <i>Provides community resources</i> • <i>Homelessness (McKinney-Vento)</i> • <i>Oversees the Student Support Team including advisors</i>
<p style="text-align: center;">School Counselor</p> <p style="text-align: center;">Samantha Etim setim@k12insightmn.org 763-656-2800 x2004</p>	<ul style="list-style-type: none"> • <i>Answers questions about credits and transcript requests</i> • <i>Answers questions about schedule and course placement</i> • <i>Provides guidance in graduation plan and post-secondary planning</i> • <i>Child Find and Intervention Supports</i> • <i>504 Plan</i>
<p style="text-align: center;">Operations Manager Jenny Ryan 763-656-2800 x 2002</p>	<ul style="list-style-type: none"> • <i>Change of home address</i> • <i>Educational benefits</i> • <i>State testing location/date assignments</i>
<p style="text-align: center;">Head of School John Huber 763-656-2800 x 2001</p>	<ul style="list-style-type: none"> • <i>Questions that cannot be answered by other ISMN staff</i> • <i>Learning Coach Advisory committee information</i>
<p style="text-align: center;">Academic Administrator Angela Kalcec 763-656-2800 x3040</p>	<ul style="list-style-type: none"> • <i>Questions that cannot be answered by other ISMN staff</i> • <i>Learning Coach Advisory committee information</i>
<p style="text-align: center;">K12 Customer Support (866)512-2273 https://help.k12.com</p>	<ul style="list-style-type: none"> • <i>Username and Password difficulties</i> • <i>Missing or damaged materials/textbooks issues</i> • <i>Technical issues within OLS</i> • <i>Phone support for computer setup</i>
<p style="text-align: center;">Special Education</p>	<ul style="list-style-type: none"> • <i>TBD</i>

Attendance



Attendance and Truancy Policies

ISMN believes regular school attendance directly correlates to student success in academic work, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of these policies is to encourage regular school attendance. They are intended to be positive and not punitive. These policies also recognize that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and school administration.

- **RESPONSIBILITIES**

- a. Student's Responsibility

- It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and to be aware of and follow the correct procedures when absent.

- b. Parent or Guardian's Responsibility

- It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and student to solve any attendance problems that arise.

- c. Teacher's Responsibility

- It is the teacher's responsibility to be familiar with all procedures governing attendance and apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missing assignments upon request.

- d. Administration's Responsibility

- It is the administration's responsibility to be familiar with all procedures governing attendance, apply these procedures uniformly to all students, and maintain accurate records on student attendance and absences. In addition, it is the administration's responsibility to inform a student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve any attendance issues.

Minnesota Attendance Requirements

In accordance with Minnesota Compulsory Instruction Law (Minnesota Statute 120A.22), every child enrolled in kindergarten through age 17 shall receive instruction, unless the student has been excused by the school board from attendance because the student has already completed the studies required to graduate from high school, has withdrawn, or has a valid excuse for absence.

Attendance Tracking

ISMN is most concerned with student progress made towards graduation. We recognize that many of our students have work and family responsibilities that make "traditional" school attendance difficult to comply with, and that is why they choose to attend our school. However, attendance must be tracked for State and Federal reporting.

ISMN Attendance Requirements

Attendance at ISMN is defined as logging in to courses to complete coursework and/or attend Class Connect sessions. Students are required to attend school every day as per the school calendar, for at least 6 hours/day. If a student must be absent and is not able to meet attendance requirements on a given day, it is the responsibility of the parent to contact the school office and report the absence(s). All absences can be reported by emailing attendance@k12insightmn.org or calling the school at 763-656-2800.

Middle School & 9th Grade Class Connect Attendance and Participation

Middle School and 9th grade students must attend their required Class Connect sessions each day. Students are required to attend the Insight Study Hall between 12 pm – 3 pm to complete coursework and receive support from their Academic Advisor. Students who are passing all their courses as of Monday morning will not be required to attend the Insight Study Hall for that week. Students excused from the Insight Study hall are still responsible for working independently in their courses for the remainder of the school day to ensure they meet or exceed the six hours of attendance per day.

High School (10th – 12th grade) Class Connect Attendance and Participation

High School students are expected to attend all required Class Connect sessions each day. Students who are unable to attend a live Class Connect session may view the recording by accessing it through their course homepage. Teachers may offer attendance points for attending as well as viewing a recording of Class Connect sessions. Courses offering Class Connect attendance points will include specific expectations within their course syllabus.

School Closings (E-Learning Days)

ISMN school closings (E-Learning Days) are determined by Brooklyn Center School District as per current district board policy. An E-Learning Day might be declared based on conditions such as significant snowfall and/or dangerous windchill or temperature. When a school closing (E-Learning Day) is declared, school is still in session as normal. Class connects sessions will be as normal for the schedule for that school day and teachers will be available throughout the school day. Brooklyn Center School Board Policy 602:

<https://www.bccs286.org/site/handlers/filedownload.ashx?moduleinstanceid=2812&dataid=3352&FileName=602%20Organization%20of%20School%20Calendar%20and%20School%20Day.pdf>

The safety of all ISMN students is high priority when there is severe weather affecting the area of the state where the student resides. Please know that if it is unsafe for the student to get to a place where internet and/or computer access is available due to severe weather conditions, such as significant snowfall and/or severe cold, he/she will be excused from school. To excuse your student from school on an inclement weather day, please call the ISMN office. Local school closures and/or weather alerts such as tornado warnings will be used to determine if the student's absence will be excused.

School Communication Plan

In the event there is important information regarding a school related closing or outage, information will be sent to families in the following manner

School Outage or Closure	Communication Plan
System Outages (Live lessons and/or course outages)	Learning Coach will be sent an email and, if the outage is to last longer than 15 minutes, a pre-recorded call to all families.
Weather Related Closures	Student/Learning Coach will be sent an email and a pre-recorded phone message will be sent to all families.
Testing Closures	Student/Learning Coach will be sent an email and a staff member will attempt phone call to all families affected by the closure.
Field Trip Issues	Student/Learning Coach will be sent an email and a staff member will attempt phone call to all families affected by the closure.

Truancy Policies

Minnesota Truancy Laws & Definitions

Minnesota Compulsory Instruction Law (Minnesota Statute 120A.22) requires regular school attendance by all persons under the age of 17. Students, as well as parents and guardians, are held accountable for regular school attendance and are subject to appropriate legal consequences when the law is violated. Violation of the compulsory instruction law is labeled “truancy” by the state of Minnesota. If the student continues to be truant, the parent and student may be subject to juvenile court proceedings under chapter 260C. If the student is subject to juvenile court proceedings, the student may be subject to suspension, restriction, or delay of their driving privilege pursuant to section 260C.201

Continuing Truant

"Continuing truant" means a child who is subject to the compulsory instruction requirements of section [120A.22](#) and is absent from instruction in a school, as defined in section [120A.05](#), without valid excuse within a single school year for **three or more class periods on three days** if the child is in middle school, junior high school, or high school.

Habitual Truant

"Habitual truant" means a child under the age of 17 years who is absent from attendance at school without lawful excuse for **one or more class periods on seven school days** per school year if the child is in middle school, junior high school, or high school or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school under section [120A.22, subdivision 8](#).

ISMN Truancy Requirements

Students at ISMN are considered absent if they do not log in to complete coursework and/or attend Class Connect sessions on a given school day (Monday – Friday). Students are considered absent for a full day if they do not log-in to complete coursework and/or attend Class Connect sessions. Students are considered partially absent if they do not log-in to complete coursework and/or attend Class Connect sessions for at least three hours on a school day. Students are considered truant under MN State Statute if they are absent for three or more partial school days within any school year, consecutive or not, without valid excuse from a Legal Guardian. Legal Guardians will be notified in writing when their student has not met ISMN attendance requirements and has been absent without lawful excuse for three or more partial school days.

If a student is having attendance concerns, the school may require steps to resolve the issues. Possible solutions may include: Student and parent participation in a school meeting and creation of attendance plan; participation in online absenteeism prevention training; as well as referral to the Family Academic Support Team program. ISMN will also report to resident county regarding student attendance violations as required.

The following interventions may be implemented at each tier level to support student attendance:

Tier 1 – Compliant Attendance

Fewer than three unexcused partial school days absent in given school year

- Daily attendance monitoring
- Attendance call home when student misses required Class Connect session (when applicable)

Tier 2 – Continuing Truancy

Three or more unexcused partial school days absent in given school year

- Truancy Notice sent to Legal Guardian

- Online Absenteeism Training available to Learning Coach/Legal Guardian
- Outreach from Academic Advisor

Tier 3 – Habitual Truancy

More than 7 unexcused partial school days absent in given school year

- Habitual Truancy Notice sent to Legal Guardian
- Attendance at online Absenteeism Training session may be required
- School meeting with student and Legal Guardian to create attendance plan may be required
- Referral may be made to Family Academic Support Team program
- Truancy report may be made by school to student’s resident county

Tier 4 – Escalated Truancy Concerns

Five or more consecutive school days absent (excused or unexcused)

- Five or more consecutive days absent
 - Notice sent to Legal Guardian
 - Outreach from Academic Advisor
- 10 or more consecutive days absent
 - Notice sent to Legal Guardian
 - Outreach from ISMN School Administration
- Truancy report may be made by school to student’s resident county
- Withdrawal Notice sent to Legal Guardian at 14 consecutive days absent
- Student withdrawn from ISMN at 15 consecutive days absent

Excused Absences

Legal Guardians are responsible for reporting all excused absences to the school prior to or on the day of the student absences. All absences can be reported by emailing the school attendance at attendance@k12insightmn.org or calling the school at 763-656-2800.

Students may be excused for the following reasons:

- Student illness (A doctor’s note may be required to verify student illnesses)
- Family emergency
- Funeral and bereavement
- Medical or dental treatment
- Court appearances
- Religious instruction (not to exceed three hours in a week)
- Official school field trip or school sponsored outings
- Removal of student pursuant to suspension. Suspensions are handled as an excused absence and students will be permitted to make up work
- Vacation (with Head of School approval prior to student/family vacation if 3 or more days)
- Technical Issues: (Verification with K12 Technical Support may be required)

Excused absences for above reasons for more than three consecutive days and/or excessive absences over an extended period of time may be subject to Head of School approval and may require documentation. Excessive excused absences for a medical reason may require a doctor’s verification of the absences. All other absences are presumed to be unexcused (Minn. Stat. 120A.22, Subd.12).

School Holidays and Vacations

Students are not required to attend school on days marked as school holidays or vacation days on the school calendar. Students will have access to their courses and may complete coursework on these days but will not count for attendance. Teachers and staff will generally not be available via phone or e-mail on these days.

Student Withdrawals

Mandatory Withdrawal

In accordance with Minnesota Law, students, regardless of age, who have been absent (excused or otherwise) from school for 15 consecutive school days during the school year must be withdrawn (Minn. Stat. 126C.05). Involuntary withdrawal of a student does not excuse that student from following the Minnesota Compulsory Education Law (section B) as outlined in statute 120A.22. A student who has been withdrawn due to 15 consecutive absences may re-enroll by contacting the ISMN Operation Manager. Re-enrollment may require a meeting with the ISMN Head of School and/or other ISMN staff.

Students with an IEP

In the event a student with an Individualized Educational Plan (IEP) has received a Habitual Truancy Notice and/or has 10 consecutive absence, an IEP team meeting will be scheduled. The purpose of the meeting is to determine whether the student's absences are a manifestation of the student's identified disability. At that time, the team will discuss if any additional accommodations or modifications should be made to help the student meet the attendance requirements.

Truancy Withdrawal Procedures

If a student is withdrawn from Insight School of MN due to 15 consecutive days of absences, the following procedures will be implemented:

- The Parent/Guardian and/or Learning Coach will be notified, by mail and/or email, of the withdrawal.
- The student's resident district, regardless of age of the student, will be notified by mail of the withdrawal.
- If truancy has been filed with the student's resident county, they will be notified either by mail, email or phone.
- The student will be invited to re-enroll by contacting the ISMN Operations Manager or the Family Resource Coordinator.

Voluntary Withdrawal from School

Students aged 17 and under

The Legal Guardian/parent of a withdrawing student must contact the student's Academic Advisor or school administration and notify them of their desire to withdraw as far in advance of the withdrawal as possible. At that time, the Legal Guardian must communicate the name and location of the school the student will be attending as required by the Minnesota Compulsory Education Law (Minn. Stat. 120A.22) which states all children aged 17 and under are required to be enrolled in an educational setting. A withdrawal form must be completed by the parent and enrollment at transferring school must be confirmed by ISMN school administration before a student is withdrawn.

All requests for transfer of student records will be initiated by the school in which the student will be enrolled. Records will not be transferred until all ISMN hardware and materials have been returned to the school. To return hardware and materials, students will receive pre-addressed postage-paid shipping labels. The student is responsible for packaging materials and returning all hardware and materials.

Students aged 17 and older

Any student who is 17 years old who seeks to withdraw from school, and the student's parent or guardian must: (1) attend a meeting with school personnel to discuss the educational opportunities available to the student, including alternative educational opportunities; and (2) sign a written election to withdraw from school (Minn. Stat. 120A.22).

Termination of Enrollment

The school district may terminate the enrollment of a non-residential student enrolled under Minnesota statutes 124D.03 or 124D.08 at the end of a school year if the student meets the definition have a habitual truant under section 260C.007, subdivision 19, the student has been provided appropriate services under chapter 260A, and the student's case has been referred to juvenile court. A district may also terminate the enrollment of a nonresident student over the age of 17 enrolled under this section if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under section 120A.22, subdivision 8.

Sample Daily Schedules

Attendance at Class Connect sessions and completion of coursework should total at least 6 hours/day.

- 3 – 4 hours attending live Class Connect sessions
- 3 – 4 hours completing online coursework (reading content, completing and submitting assignments)

Middle School Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 8:30	Check email/get organized for the day	Check email/get organized for the day	Check email/get organized for the day	Check email/get organized for the day	Check email/get organized for the day
8:30- 9:30	Live Class Connect session	Live Class Connect session	Live Class Connect session	Live Class Connect session	Complete assignments
9:30-10:30	Live Class Connect session	Live Class Connect session	Live Class Connect session	Live Class Connect session	Power Hour
10:30-11:30	Live Class Connect session	Live Class Connect session	Live Class Connect session	Live Class Connect session	Complete math assignments
11:30-12:00	Break/Lunch	Break/Lunch	Break/Lunch	Break/Lunch	Break/Lunch
12:00- 1:00	Small Group Class Connect session	Complete assignments (Insight Class Connect Room)	Small Group Class Connect session	Complete assignments (Insight Class Connect Room)	Small Group Class Connect session
1:00- 2:00	Homeroom	Complete assignments (Insight Class Connect Room)	Complete assignments (Insight Class Connect Room)	Complete assignments (Insight Class Connect Room)	Complete assignments
2:00- 3:00	Complete assignments (Insight Class Connect Room)	Complete assignments (Insight Class Connect Room)	Complete assignments (Insight Class Connect Room)	Complete assignments (Insight Class Connect Room)	Complete assignments

High School Sample Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00- 8:30	Check email/get organized for the day	Check email/get organized for the day	Check email/get organized for the day	Check email/get organized for the day	Check email/get organized for the day
8:30- 9:30	Complete assignments	Complete assignments	Complete assignments	Complete assignments	Complete assignments
9:30-10:30	Complete assignments	Live Class Connect session	Complete assignments	Live Class Connect session	Power Hour
10:30-11:30	Live Class Connect session	Live Class Connect session	Live Class Connect session	Live Class Connect session	Complete assignments
11:30-12:00	Break/Lunch	Break/Lunch	Break/Lunch	Break/Lunch	Break/Lunch
12:00- 1:00	Complete assignments	Live Class Connect session	Complete assignments	Live Class Connect session	Complete assignments
1:00- 2:00	Homeroom	Complete assignments	Complete assignments	Complete assignments	Complete assignments
2:00- 3:00	Live Class Connect session	Complete assignments	Live Class Connect session	Complete assignments	Complete assignments

Academics/Activities



Admissions

Minimum Admission Requirements

Students must be residents of the State of Minnesota and meet the age and grade restrictions when they enroll.

ISMN requires the student's family to provide reasonably current and reliable information from the school of most recent enrollment for the review and determination of the appropriateness of the ISMN program for their student. This information will be obtained directly from the student's prior school. ISMN will also require current documentation relating to age and residency.

Part-Time Status and Dual Enrollment (High School only)

ISMN offers supplemental enrollment (part-time) to students enrolled in other schools. Supplemental (part-time) enrollment allows students to take up to 50% of their coursework through Insight School of Minnesota.

Students interested in supplemental (part-time) enrollment should contact their home school counselor or contact the ISMN Counselor at 763-656-2800

If the student is a full time Insight School of MN student wishing to take a part time course(s) from another MN school, the student must contact the ISMN Counselor at 763-656-2800.

Out-of-State Transfer

ISMN is a Minnesota publicly-funded school. Only students who are, or will be, residing in the state of Minnesota for the 2020-21 academic year are eligible to attend.

Age Restrictions

Students who are age 20 or younger at the time of enrollment are eligible to enroll in ISMN through graduation or the remainder of that school year, whichever occurs first.

Completion of 8th Grade

Students must have completed 8th grade in a public or private school setting OR demonstrate mastery of 8th grade content through state standardized testing and/or a portfolio of completed work to be enrolled in grade 9. Families of entering 9th graders must provide any and all documentation necessary to establish successful fulfillment of this requirement.

Grade Promotion

Students, in any grade, will be promoted to the next grade level prior to the next school year regardless of credits earned in the previous grade. Families wishing to discuss grade promotion should contact the ISMN Head of School.

Special Education

The mission of ISMN is to serve students whose needs are not well met for a variety of reasons in traditional classroom settings. In addition to the services and programs required by state and federal law, ISMN provides enrollment counseling to all students who currently have an Individualized Education Program (IEP) pursuant to IDEA.

The process begins with the self-identification by the student and/or family that the student has need of special services. This occurs during the online application process for enrollment at ISMN (mn.insightschools.net).

After the family has submitted all required compliancy documents for enrollment, the student's special education (SPED) records are requested from the resident district. These records are received and stored in a protected environment. In accordance with FERPA and IDEA requirements, only those who have legitimate educational reasons for viewing the records can obtain access to them. Any staff hired by ISMN to assist special needs students must meet the minimum requirements of IDEA for qualified staff.

Every effort will be made, prior to enrollment, for the SPED team to conduct an enrollment counseling session with the student and parent/legal guardian. The counseling process is led by an ISMN licensed SPED teacher.

The counseling process has two intended outcomes. First, it is an educative process for students and families; it helps them become familiar with the requirements and unique challenges that online learning could pose given the student's need. Second, it allows the school to better understand the student's needs and make adequate provisions for servicing those needs.

Once the counseling session has been completed, a determination is made, with the IEP team, including the parent/guardian, as to whether Insight School of Minnesota serves as the least restrictive environment. If not, a continuum of services within the Brooklyn Center School District will be offered to the student/family.

The IEP team will meet to develop the IEP and ensure the student's goals and accommodations will be met in an online setting.

ISMN offers several types of academic support for students, based off of their evaluation needs, on IEPs. ISMN offers different levels of rigor in most core academic classes. Students with special needs who are admitted to the school will be placed in the level of each core course that best corresponds to their current needs and abilities, as well as to their target performance goals. Course placement decisions are made jointly by the SPED case manager and the ISMN Counselor.

ISMN will provide accommodations, modifications, or contract for services to address the needs of students based on their IEP. Questions regarding accommodations, modifications and other services should be directed to the student's case manager.

Child Find

Insight Minnesota (ISMN) strives to identify, locate, and evaluate all enrolled children who may have disabilities. Disability, as stated in IDEA, includes such conditions as hearing, visual, speech, or language impairment, specific learning disability, emotional disturbance, cognitive disability, other health or physical impairment, autism, and traumatic brain injury. The process of identifying, locating, and evaluating these children is referred to as Child Find.

As a public school, we will respond vigorously to federal and state mandates requiring the provision of a Free Appropriate Public Education regardless of a child's disability or the severity of the disability. In order to comply with the Child Find requirements, ISMN will implement procedures to help ensure that all ISMN students with disabilities, regardless of the severity of their disability, who are in need of special education and related services—are identified, located, and evaluated—including students with disabilities who are homeless or students who are wards of the state. Parent/Guardian permission and involvement is a vital piece in the process. Once a student has been identified as having a "suspected disability" or identified as having a disability, ISMN will ask the student or the student's Parent/Guardian for information about the child such as:

- How has the suspected disability or identified disability hindered the student's learning?

- What has been done, educationally, to intervene and correct the student's emerging learning deficits?
- What educational or medical information relative to the suspected disability or identified disability is available to be shared with the school?

This information may also be obtained from the student's present or former teachers, therapists, doctors, or from other agencies that have information about the student.

All information collected will be held in strict confidence and released to others only with parental permission or as allowed by law. In keeping with this confidence, ISMN will keep a record of all persons who review confidential information. In accordance with state regulations, parents have the right to review their child's records.

As part of the Child Find process, some services may include a complete evaluation, an individualized education program designed specifically for the child, and a referral to other agencies providing special services.

If you have questions about the need for additional support in Special Education, 504 plan or English Language support, please contact the ISMN Counselor at 763-656-2800 ext. 2004.

Student Support Team

Students who may need additional supports but do not qualify for special programs such as Special Education will be reviewed using a multi-tiered system of supports (MTSS) developed for Insight School of MN. During staff meetings, teachers and support staff will identify students who may need additional supports in academics, credit earning and/or social/emotional supports. If you have questions about the need for additional supports please contact the ISMN Counselor at 763-656-2800 ext. 2004.

Homelessness (McKinney-Vento)

Students who have transitional housing may qualify for certain rights and protections under the federal McKinney-Vento Act. To qualify as homeless under this legislation, the housing arrangement must be temporary and due to an economic hardship or similar reason. Insight School of MN, in conjunction with Brooklyn Center Schools, has a process to determine eligibility and what services are available. All Insight School of MN staff receive training on referring and working with student/families who may qualify for benefits from the McKinney-Vento act. For more information about eligibility, available services or any other general question/concerns, please contact Talia Vital, Insight School of MN Family Resource Coordinator, at 763-656-2800 or tvital@k12insightmn.org or Lindsey Horowitz, Director of Special Services, at Brooklyn Center School District @ 763.450.3386

More information about McKinney-Vento can be found on the Minnesota Department of Education website below: <https://education.mn.gov/MDE/dse/ESEA/home/>

Foster Care

Students who are currently in foster care face additional challenges to ensure stability of their education. To provide support for students in foster care, ISMN will work directly with social service agencies representing the student to provide a stable educational environment. Please contact the ISMN Head of School for questions related to students in foster care. More information can be found on the Minnesota Department of Education website <https://education.mn.gov/MDE/dse/ESEA/foster/>

504 Plan

ISMN complies with Section 504 and the Americans with Disabilities Act (ADA). Any facilities of ISMN shall be accessible for all students with disabilities in accordance with the ADA.

Students who qualify for a 504 Plan, or are currently receiving accommodations or other services, are admitted as general education students meeting the minimum admission requirements. An ISMN counselor will review 504 Plans and discuss any accommodations required by the student with the parent/guardian. Questions regarding a 504 plan should be directed to Samantha Etim, ISMN Counselor.

English Language Learners

The ISMN English Language teacher meets individually with each family upon enrollment if the family answered any language other than English to the questions listed below. Every family is offered translation services at the beginning of the process. For families requesting translation in any other language, an enrollment appointment is scheduled with an interpreter. To request an interpreter contact the ISMN Head of School.

As part of the electronic application process to become a student at ISMN, a Home Language Questionnaire (HLQ) is completed by all families. The HLQ is then automatically uploaded into the student's electronic cumulative file. Responses on the HLQ help indicate if a student has a primary language other than English when answering the following questions:

- My student's first language?
- My student speaks?
- My student understands?
- My student has consistent interaction in?

Incoming students who have a home language other than English are given the WIDA Screener English proficiency placement test to determine eligibility for entrance into EL services. If a student enters with an ACCESS score from another district, this score is used instead to determine eligibility. The chart below details the criteria for entrance into EL services based on these scores. If the results of this placement test assign an English proficiency level that meets the entrance criteria, that level will be used to recommend and determine the appropriate level of service. For students transferring from a U.S. school system, either Minnesota or another state, evidence of past participation in EL programs will also be considered.

Grades	Tests	Composite Scores Required for EL Identification & Program Placement
6-12	Screener or ACCESS	Screener - composite of 4.5 with no domain less than 4
	Listening, speaking, reading and writing	ACCESS - composite of 4.5 with no domain less than 4

The district EL Coordinator and all EL teachers complete the required WIDA Training to administer the ACCESS English Proficiency Test, including yearly reviews of key areas. EL teachers have completed all online training and quizzes. Each teacher is recertified annually in the administration of the Speaking portion of the ACCESS test.

Suspended/Expelled Students

ISMN shall extend full faith and credit to a current suspension or expulsion of a student of another Minnesota public school. A case-by-case review of each specific situation will be conducted to determine if enrollment at ISMN will be permitted. As a mandatory provision of this individual review, the expelling/suspending school district will be contacted for information regarding the subject event, of the student's prior enrollment.

Criminal Background

ISMN complies with applicable state regulations regarding student privacy. For the safety of all students, ISMN reserves the right to ask students whether they have been convicted of a crime, and the nature of the offenses. If ISMN determines that admitting the student would pose a significant risk to the health, safety and welfare of the other students, ISMN may deny the student admission to the school.

Transfer Credits

Students may transfer in credits from any accredited institution. Graduation requirements for students who transfer into ISMN after completing at least one semester of course work at another accredited institution will be reviewed on a case-by-case basis. ISMN graduation requirements, including required credits, will be pro-rated as necessary to reflect student's progress toward graduation at past schools. Transfer students must provide or authorize transfer of transcripts for all previous high school work prior to their first day of course work.

Students must comply with the state-mandated minimum graduation requirements and mandated testing.

Students wishing to transfer in credits based on homeschool work or portfolios or course work completed at a non-accredited institution may petition ISMN to have credits accepted. ISMN reserves the right to refuse transfer credits from non-accredited institutions or for homeschool experiences. In such instances, a placement examination may be recommended for admission purposes.

Late Start Students

Students starting at ISMN will need to provide a progress note or report card with grades from their previous school. If no report card or progress note is provided, students may need to show mastery of standards at teacher discretion (ie. Unit Tests etc) for the courses enrolled in order to receive full or partial credit for the course at ISMN.

Admission Procedure

Admissions procedures are outlined in the 2020-21 Admissions Procedures Manual.

Enrollment Application

The Enrollment Application, referred to as the Open Enrollment Form, may be accessed on the ISMN website (<http://mn.insightschools.net>), or by request.

The Open Enrollment Form collects Parent/Student contact information, background demographic and marketing information. The ISMN website provides additional instruction to applicants.

ISMN Evaluation

Following the collection of documentation and prior to enrollment, the following steps will be taken as needed:

- The ISMN SPED team attempts to conduct an enrollment counseling session with the student and parent/legal guardian.
- The ISMN counselor evaluates Home School portfolios and transcripts to determine credit eligibility.
- The ISMN Head of School will seek information on current expulsions from former districts.

Registration/Course Selection

ISMN counseling staff will work with all students who have successfully submitted the appropriate documentation to select and register for courses that will meet their graduation requirement needs. Students are provided detailed course information as well as several tools to help them establish graduation plans. Registration and course selection is conducted online.

Student/Parent Orientation

Students and their families will be provided with an opportunity for a face-to-face orientation offered at the ISMN office in Brooklyn Center, as well as an online orientation that will enable them to become familiar with all aspects of the ISMN online learning environment.

Termination of Enrollment

ISMN and BCCS may terminate the enrollment of a nonresident student enrolled under the Enrollment Options Program at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn. Ch. 260A, and the student's case has been referred to juvenile court. "Habitual truant" means a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school under section 120A.22, subdivision 8.

ISMN and BCCS may also terminate the enrollment of a nonresident student if the student is absent without lawful excuse on 15 or more school days and has not lawfully withdrawn from school under Minn. Stat. 120A.22, Subd. 8.

Instruction

Employee Qualifications

ISMN will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities. ISMN believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees. ISMN employees will meet or exceed qualifications required by Minnesota State law, and will be required to comply with the professional codes and standards approved by the Minnesota Department of Education, including standards for ethics or conduct.

ISMN job postings and the hiring process will be free of discriminatory practices on the basis of race, ethnicity, religion, gender, sexual orientation, national origin, disability, or veteran status.

Instructor Certification

Parents have the right to review instructor certification. A copy of certifications for the ISMN Head of School, counselors and instructional staff is available at the Minnesota Professional Educator Licensing and Standards Board website: <http://w20.education.state.mn.us/LicenseLookup/lookup>

Curriculum

Alignment to State Standards

ISMN core academic courses are aligned to Minnesota State standards where required by applicable state law. Standard mappings are documented by ISMN and necessary content is developed by curriculum teams under the direction of ISMN. Specific Minnesota Department of Education academic/graduation standards met in each course can be found on the course syllabus.

Registration/Course Load

Course Registration

Students are encouraged to select their courses in advance of meeting with the Academic Counselor for course registration. The Academic Counselor is authorized to grant approval for courses requiring administrative approval as a prerequisite for enrollment.

Curriculum Review

As stated in Brooklyn Center Community Schools policy 606, “Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.” Requests for review must be submitted in writing to the Insight School of MN Head of School. Families wishing to discuss, exempt and/or remove objectionable materials should first start with the student’s teacher. If unresolved, should contact the ISMN Head of School.

Brooklyn Center Community Schools Policy 606:

<https://www.bccs286.org/site/handlers/filedownload.ashx?moduleinstanceid=2812&dataid=3363&FileName=606%20Textbooks%20and%20Instructional%20Materials.pdf>

Add/Drop Period

Students may add or drop courses through the first 5 school days of the quarter. After that date, students may petition the Head of School to add a course. Any student who drops or is dropped from a course, for any reason, beyond 5 school days, will lose the ability to earn credit in that course. Students who add a course after the first day are responsible to make up all assignments prior to enrolling in the course.

Course Load

Although students that enroll in ISMN after the start of their freshman year are eligible to transfer credits earned towards their graduation requirements, they must be enrolled full-time and complete at least three credits from ISMN before being eligible to earn a diploma.

A typical full time high school student will enroll in two semester length courses (Math and English) and two blocked courses each quarter for a total of four courses at any given time.

Throughout the school year, and potentially in the summer, students will have the opportunity to make up credits either by repeating the same course or, if available, in a credit recovery type format. With Head of School approval, a student in grade 9-12 may be enrolled in more than a full time course load not to exceed six courses at any given time.

Course Fees

ISMN is a publicly-funded, tuition-free, online high school. Courses and related materials are provided for full-time students who are residents of Minnesota State at no charge. There may be additional fees for some elective courses.

Low-Enrolling Courses

Some elective courses are dependent upon enrollment. Students are encouraged to register early to secure their place in the course, or to ensure that the course carries. When a course is offered with a low number of students enrolled, at teacher discretion, attendance at office hours may be required in lieu of a weekly Class Connects session for that course.

Credit for Courses

Credit for coursework completed at ISMN can be earned in several ways: percentage/letter grade; pass/fail; credit/no credit; or satisfactory/unsatisfactory.

Unless a course is specifically designated as a pass/fail, credit/no credit, or satisfactory/unsatisfactory credit course, credit is assigned by percentage/letter grade.

To earn percentage/letter grade credit for a course at ISMN, students must earn at least 60% of the total points possible in the course. Any course-specific departures from this policy are clearly stated in the course syllabus, and supersede this policy.

Students with extenuating circumstances may petition the Head of School to receive pass/fail, credit/no credit, or satisfactory/unsatisfactory credit for an academic course.

Grading and Testing

Grading Policy

Grading policies are in compliance with applicable State and school guidelines. Grading information and other course-specific information are provided online within each course.

Grade Scale/Grade Point Value

The following grade scale will be used to determine letter grades:

Percentage	93-100%	90-92%	87-89%	83-86%	80-82%	77-79%	73-76%	70-72%	67-69%	60-66%	0-59%
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
Grade Pt. Value	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.00

Grade Point Average

All courses are valued at 4.0 points/credit. For the purposes of determining class rank and honors/high honors ranking, ISMN uses an cumulative unweighted 4-point scale (Cumulative is defined as all grades from previous schools grades 9-12). Honors (3.0-3.49 GPA)/High Honors (3.5 and above GPA) will be determined by an unweighted GPA at the end of quarter three during the student's senior year. ISMN does not round up GPA's.

Transcripts generated for external audiences show a maximum unweighted GPA of 4.0.

The grade point average for ISMN students is calculated as follows:

1. Each student's grade point average is the sum of the point values of all the grades received for all of the courses attempted divided by the sum of the credits for all courses attempted.
2. The grade point value is calculated by multiplying the numerical value of the mark/grade earned by the number of credits assigned to the course.
3. The minimal passing mark is D (1.0).
4. Pass/Fail and Credit/No Credit marks may be used as agreed upon by the instructor and school administrator. These non-numbered marks will be clearly identified and excluded from the calculation of grade point average.
5. Marks for Incompletes ("I") will be calculated as a 0.0 until the grade is replaced by a letter grade.
6. Courses marked as Withdrawals ("W") will not be included in GPA calculations.

Class Rank

Class rank will be determined using the 4-point GPA scale calculation. Class rank information will be published on the student's unofficial and official transcript, as well as on official progress reports.

Honor Roll

Honor roll is awarded to students at the completion of every grading period. Students are recognized by receiving a certificate for their achievement.

A Honor Roll= 3.5 GPA or higher

B Honor Roll= 3.0 to 3.49 GPA

Grade In School (Graduation Standard Year)

Graduation standard year is calculated when the student enters 8th grade by adding five school years to determine when that student should graduate from high school. (A student who entered 8th grade in the fall of 2013 would have a graduation standard year of 2018; the year he/she should graduate from high school.) Insight School of MN assigns each student's grade in school based on the graduation standard year not on number of credits earned. The grade in school dictates which MN required test(s) each student will take in a given school year.

Re-Taking course Assignments/Exams

Students are expected to do their best on each and every assignment, test, exam, etc. Occasionally students want the opportunity to improve their grade but re-taking a test or exam. At the teacher's discretion, students will be allowed to retake for grade improvement. Students will likely be limited to one re-take unless there is a documented technical issue.

Late Assignments

It is important that students complete assignments and stay on a schedule. Staying current with assignments will allow teachers to be better able to provide group, as well as individual, assistance. Completing assignments will provide the student with knowledge necessary to be successful in future coursework.

Our curriculum provides due dates for assignments. Students should complete assignments by the assigned due dates. In the event as student does not complete the assignment, test, exam, etc. by the assigned due date, the teacher will enter a 0 (Zero) into the grade book for that assignment, test, exam. Students will have the opportunity to replace the zero with the points associated with their performance on the assignment, test, exam, etc. **Each department will determine its own late policy. Please contact your teacher or review the course syllabus to view the late policy for each course.** Concerns regarding a teacher's decision associated with late work should be directed to the ISMN Head of School.

Course Extensions

Students may request an extension of up to 10 school days beyond the end of the term under the following circumstances:

- Student has attempted at least 60% of the total points possible and maintained regular contact with the teacher in the course.
- Student cites the reasons for which he/she is requesting the extension and gives a detailed plan for completing the course within the requested extension.
- Must meet one of the acceptable reasons listed below, as documented by a teacher, SPED teacher, counselor and/or Head of School; during the semester:
 - Medical issues
 - Family issues
 - Psychological / Emotional issues
 - Employment / Commitment issues
 - Documented Significant Technology issues

Extensions are granted at the discretion of the course instructor. If the instructor denies an extension, the student may appeal the decision to the Head of School. Appeals must be registered no more than three school days after the instructor's e-mail informing the student of his/her request status. A course extension for that semester will not be granted for any student in violation of the Academic Dishonesty policy.

Pass/No Credit Grading Option

Some courses, such as Finding Your Path, are offered to students to earn partial credit with either a "P" pass or "NP" no credit. Based on the needs of the student, the ISMN Head of School may approve and/or the Special Education team or 504 may place wording in the students document he/she will be completing one or more of his/her regular courses as a Pass/No Credit. Details as to what will need to be satisfactorily completed to demonstrate mastery of the state academic standards for the course in order to earn a "P" will be planned out with the student's teacher for that course. The teacher will determine if the quality of work completed is satisfactory in order to earn the "P".

Incomplete Grade

Incompletes are extensions greater than two weeks with length of time determined by the teacher not to exceed the date of June 25th of that school year. An Incomplete shows up as an “I” on the transcript until completed. If the student does not complete the course within the time period allotted, the “I” will be replaced by the actual grade he/she earned for the course (points earned/points possible).

Students who do not complete a course by the end of the quarter/semester are eligible for an Incomplete under the following conditions:

- A documented significant illness has interrupted the student’s work for an extended period of time during the course of the quarter;
- OR
- Unavoidable family responsibilities have interrupted the student’s work for an extended period of time during the course of the quarter;

Students must petition the Head of School for an incomplete grade in any course. Students must contact the Head of School two weeks before the end of the quarter to initiate the incomplete process and discuss the timeline for completion.

Withdrawing from a Course

Students are permitted to drop a course up to five school days into the quarter. If a student drops a course on days 6-45 of the quarter, the course will show up on the student’s transcript with a designation of “F”. Students are encouraged to keep in mind that they must earn 24 credits in order to graduate from ISMN. We advise students to pay close attention to the Add/Drop dates for the quarter, and to use the withdrawal option only when absolutely necessary. ISMN does not designate a “W” for any course, unless special circumstances determined by the Head of School.

Appeals Process

Students wishing to appeal a final grade in a course must follow the appeals process, including:

- Submitting a written request for a detailed copy of the student’s grade book from the course instructor.
- Identifying in writing any assignments that he/she would like re-evaluated.
- Explaining in writing why the student believes the grade on each of the identified assignments should be revised.
- Submitting identifications and explanations to the course instructor.

Course Retake for Grade Replacement

Students who have received a low or poor grade that is not consistent with the student’s ability and ambitions in a core subject may replace up to four (4) quarter/semester grades during high school. Students may earn this replacement credit through the following programs:

- Retake the same course at ISMN. The grade being replaced will be changed to “PN” on the transcript and the new grade will be entered if that grade is higher than the previous grade received in the course.
- Retake the course at an accredited provider or through an approved Summer School program which is a comparable program including seat time. In this case, the original grade will remain, and the replacement course will show on the transcript as an additional course. No more than three .5 credit courses may be taken over the summer. Parent/Student will be responsible for any and all costs associated with courses taken above the maximum allowed during the summer.

- Retake the course at a college campus. In these individual cases, the counselor will specify the exact course which satisfies the requirements. As with the previous item, the original grade will remain, and the replacement course will show on the transcript as an additional course.

The student for any/all grade replacement course(s) must receive prior written approval by the school counselor and/or administrator or credit will not be considered for grade replacement. Approval cannot be granted retroactively.

Standardized Testing

All students enrolled and attending sixth through twelfth grade at ISMN are **required** to participate and take part in all statewide assessments developed by the Minnesota Department of Education, as well as all other Insight School of Minnesota required assessments (i.e. Star360).

Students are required to participate in their designated grade level MCA assessment as listed below:

- MCA Reading and Math test (6th grade)
- MCA Reading and Math test (7th grade)
- MCA Reading, Math and Science test (8th grade)
- MCA-III Reading Test (Administered in 10th grade)
- MCA-III Math Test (Administered in 11th grade)
- MCA HS Science test (During the year the student is enrolled in Biology)

College and Career Readiness:

- Students will have the opportunity to participate in a college entrance exam at the Brooklyn Center location of Insight School of MN.
- Students will also have the opportunity to participate in a college and career programs and/or inventory as determined by ISMN staff.

Refusal for Student Participation in Statewide Assessments (Opt. Out)

While ISMN requires all students to participate in the MCA's and other required statewide assessments, Parents/Guardians have the right to opt out of state testing. A form to complete this process is located in Appendix C of this handbook. Please note the timeline for completion of this form is January 15, 2020 or within two weeks of enrollment at Insight School of Minnesota.

State Standardized Proficiency Testing

ISMN will participate in all components of the Minnesota State Assessment program including; AYP, State Report Card results and on-going state-specific results. These measurements can be easily compared to those of other schools within the district and throughout the State.

National Standardized Achievement Testing

Because the following standardized achievement and proficiency tests are often important to college admissions, ISMN will post test information, including registration deadlines, testing dates and locations, test fees, etc., for the following College Board/ACT tests on the school calendar and/or announcements section of the student information system:

- ACT (American College Testing)
- PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test)
- PSSS (preliminary SAT Scoring Service)
- SAT (Scholastic Aptitude Test)
- AP (Advanced Placement)
- CLEP

The ISMN counselor will provide a school code for College Board testing and test preparation modules for state and national.

A student with a history of behavior issues may be required to have a parent/guardian and/or Learning Coach available during state required testing.

Work Permit/Release

Students requests for a work permit/release required by a potential employer should direct those requests to their advisor. Please include any form that is required for school personnel to sign. Should the employer request a document from the school without a standard form, state that in the request and an ISMN staff member will create a release form to provide.

STAR 360

Students in grades 6-12 will be required to take the Reading and Math Star 360, an online diagnostic assessment, three times per year. The results from this assessment will assist ISMN staff with individualizing instruction and test readiness placement. Also, a comparison will be made between the two assessment periods to demonstrate growth throughout the school year. Students will receive instructions for completing this assessment during the registration process.

Graduation

Graduation Requirements - General

To earn a diploma through ISMN/Brooklyn Center School Community Schools, students must meet the following three graduation requirements, which are outlined in Brooklyn Center Community Schools School Board policy 613. (Link below)



<https://www.bccs286.org/site/handlers/filedownload.ashx?moduleinstanceid=2812&dataid=3376&FileName=613%20Graduation%20Requirements.pdf>

Graduation Assessment Requirement: Students must meet the assessment requirements as defined in Brooklyn Center Community Schools Board policy 613. This includes, but not limited to, and opportunity to participate on a nationally normed college entrance exam in grade 11 or grade 12, college career readiness tests in mathematics, reading and writing, and age-appropriate college and career planning.

Graduation Credit Requirement: Students must meet the minimum credit requirement as defined in Brooklyn Center Community Schools Board policy 613.

Subject	Credits
English	4.0
Math (One credit must be Geometry and one credit Algebra II)	3.0
Science (Must include one credit of Biology and one credit either Chemistry or Physics)	3.0
Social Studies (At least 3.5 credits encompassing United States history, geography, government and citizenship, world history, and economics.) (May require more than 3.5 credits to meet all social studies standards.)	3.5
Visual and Performing Arts	1.0
Electives	7.0
Minimum # of units of credit to graduate	21.5

Graduation Standards Requirement: Students must meet the required Minnesota Department of Education graduation standards in English language arts, mathematics, science, social studies and physical education/health. With most students, meeting the graduation standards requirement will require a student to have more than the minimum 21.5 credits in order to receive a diploma.

Transfer students must complete a minimum of one semester of full time coursework with Insight School of Minnesota (ISMN), (3.0 credits) and meet all Brooklyn Center Community Schools and Minnesota Department of Education graduation requirements in order to receive an ISMN diploma. Exceptions to this can be granted by the ISMN Head of School.

Graduation Requirements – 9th-12th Grade Transfer Students

Graduation requirements for students who transfer into ISMN after completing at least one quarter of course work at an accredited institution will be amended on a case-by-case basis. District graduation requirements, including

required credits, will be pro-rated as necessary to reflect student's progress toward graduation at past schools. Transfer students must provide or authorize transfer of transcripts for all previous high school work prior to their first day of course work.

Factors to be considered in the evaluation of student's progress toward graduation will include:

- The number and type of credits earned at previous school(s);
- The number of credits possible in a given quarter;
- The definition of credit at previous school
- A transcript analysis and course matching conducted by ISMN; and
- The number of quarters left until graduation;

Students must comply with the state-mandated minimum graduation requirements.

Make-Up Credit Options

- Make up credit options or credit recovery is only for students who are enrolled full time at ISMN and have previously failed or received an NC in the course he/she is requesting to make up.
- Many life experiences can lead to students falling behind and failing a course, resulting in them being credit deficient. This credit deficiency can prevent students from graduating and can be due to excessive absences, inability to keep pace with the rest of the class, personal difficulties, and learning disabilities, to name a few reasons. Credit Recovery provides students with the opportunity to earn their credits and make progress towards their graduation requirements.
- At ISMN, students are provided with a Credit Recovery program designed with strategies individualized to the student's needs for the core subject areas. The Credit Recovery program utilizes tailored course material to maximize learning and improve retention. Credit Recovery courses are aligned to state standards and students must demonstrate mastery before receiving credit.

Make Up Classes Assignment

- During the scheduling process, the counselor identifies students who are credit deficient/have failed a core class and schedules them in the appropriate credit recovery course (if applicable). Once students have demonstrated mastery, the teaching staff complete a grade escalation so the counseling staff can award the earned credits. The credit deficient students are closely monitored by both the teaching staff and counseling departments to ensure that they are back on track to meet the state graduation requirements.
- Priority enrollment in CR is given to 11th/12th graders, and then 10th graders.
- Students schedules will be reviewed on an individual basis to determine if they will be placed in the next level core course while taking the Credit Recovery course or if they will only take Credit Recovery. This is to ensure that students have the best chance possible to be successful in their courses while also addressing the deficient credits.
- Students can take credit recovery courses through ISMN during the school year utilizing the K12 Credit Recovery courses. In addition to teaching live sessions to help with mastery of material, Credit Recovery teachers send communication to the students and assigned counselor (and advisor, if assigned one) if the students are struggling in the course, are not working or have not logged in.

Transfer Credits

Students may transfer in credits from any accredited institution. Students wishing to transfer in credits based on homeschool work or portfolios or course work completed at a non-accredited institution may petition ISMN to have credits accepted.

ISMN reserves the right to refuse transfer credits from non-accredited institutions or for homeschool experiences. Home school packet is required to transfer home school credits.

Early Graduation

As outlined in Brooklyn Center Community Schools policy 613 will be considered when upon meeting the following conditions:

- a. All course or standards and credit requirements must be met;
- b. The Head of School conducts an interview with the student and parent/guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision, and
- c. The Head of School shall be in writing and may be subject to review by the superintendent and school board.

Diploma Authorization

Students who graduate from ISMN will earn a diploma from ISMN authorized by the Brooklyn Center Community Schools.

Student Activities

Field Trips

Field trips are optional learning opportunities for students. Students are encouraged to attend, but course grades will not be negatively affected by a student's inability to participate.

As an optional learning opportunity, students and their families are responsible for any costs associated with the activity or experience, as well as transportation to and from the event.

A student with a history of behavior issues may be required to attend field trip with a parent/guardian and/or Learning Coach.

Informal Events

Students and families are encouraged to hold and participate in informal ISMN events. Students/families interested in sponsoring an informal ISMN event must obtain approval from the ISMN Head of School. If approval is not obtained, the event is not an ISMN sponsored event.

Informal ISMN events must be chaperoned by responsible adults. Students must follow the Code of Conduct. Students/families are responsible for transportation to and from the event.

School Event Conduct

ISMN students are encouraged to participate in formal and informal school events. Students must abide by Student Code of Conduct when attending these events. Students/families are responsible for transportation to and from the event.

Dances

ISMN dances may be held at locations in the State, and will be chaperoned by administrators and instructional staff. Students are expected to abide by the Student Code of Conduct. Transportation to and from the event is the responsibility of the student and/or family.

ISMN students inviting non-ISMN students must notify the Head of School or designated staff member using a form provided by ISMN Administration.

Graduation Ceremonies & Exercises

ISMN graduation exercises will be held at the Brooklyn Center Secondary School auditorium. In order to participate in the ceremony, students must have met all credit, district and State graduation requirements. All school fines/fees must be paid in full prior to the graduation ceremony. In addition, students currently under suspension or other behavior consequences may jeopardize their participation in the commencement ceremony.

Family and friends of graduates are welcome to attend commencement and graduation exercises.

Student Medical Conditions and/or Medications

We acknowledge that some students may require prescription medication and/or have a medical condition we should be aware of prior to a face to face setting such as a field trip, social activity or state testing. Parents and/or Learning Coaches are encouraged to inform the school of prescribed medication or medical conditions, such as inhalers, injection medications, seizure disorder, low blood sugars or allergies, the student may need or experience during these face to face opportunities. Parents and/or Learning Coaches may be requested to stay in the area of the event in order to help administer the prescribed medication or manage a medical condition. Prior to a school event or state testing, please contact the school office at 763-656-2800 and speak with Jessica Brandt, Family Engagement Coordinator, to discuss specific medical concerns regarding a school event.

Insight School of MN follows Brooklyn Center School District's policy 516 covering Student Medication while at all school face to face events. Below is a link to the policy.

<https://www.bccs286.org/site/handlers/filedownload.ashx?moduleinstanceid=2792&dataid=3294&FileName=516%20Student%20Medication.pdf>

Code of Conduct



Student Code of Conduct (Overview)

ISMN addresses the individual needs of each student through programs which promote the development of self-esteem, cooperation and vision. This expanded view of school will result in well-educated, productive and socially responsible citizens. To this end, we believe the school should reflect the desired expectations held by our community for our children, and that the school must provide an environment that ensures the safety and well-being of students. For this reason, it is important that the school have clear expectations and guidelines for students.

Virtual Classroom Conduct

In order for a virtual classroom session to be educationally effective for students, all students should abide by a standard set of rules. The following rules govern student conduct in the virtual classroom:

- Students' written and oral communications must be free of vulgar, belittling, or offensive language.
- Students must abide by rules established by the course instructor.

Students who violate the virtual classroom rules of conduct will be warned by the instructor to correct their behavior. If the student does comply with the instructor's instructions, he/she will be removed from the virtual classroom for the rest of the session.

If a student has been removed from a virtual classroom three times, the student will receive read-only privileges in the virtual classroom for the rest of the quarter, or until the instructor deems it appropriate to restore write privileges to the student.

Use of Language and Images

Students enrolled at ISMN are encouraged to use common sense when communicating with fellow students, teachers, administration, etc. Students are not to use vulgar, obscene, abusive, harassing, threatening or demeaning language, writing, pictures, signs or acts in written or oral communications, including email, Email, discussion board, listserv, Class Connects, student websites, and/or in photographs. Students are prohibited from posting content from or links to suggestive, lewd or otherwise inappropriate websites.

ISMN staff members monitor messages posted within the ISMN network and will remove messages that are considered offensive. Students posting harassing, inappropriate, vulgar and/or threatening material may be reported to the Head of School. Consequences for violating this policy range from loss of network access up to and including expulsion from the ISMN for a period of 12 months.

While it is impractical to list every possible violation of our policies, the above should be used as a guideline. As a student of ISMN, you are encouraged to report serious violations of this code of conduct to the school Academic Counselor or directly to the Head of School. Please refer to Appendix A; COMPUTER/HARDWARE/NETWORK ACCEPTABLE USE AGREEMENT for more information about ISMN expectations related to computer and network usage.

Dress Code

Appropriate attire shall be worn at all school activities, face to face meetings and on webcam during any session hosted by an Insight School of MN staff member.

- Examples of inappropriate attire include:
 - Clothing that is sexually provocative, immodest and/or offensive;
 - Clothing that advertises or references drugs, alcohol and/or tobacco; or
 - Images of weapons Costume masks
 - Head coverings (such as inappropriate hats and beanies) or sunglasses worn in a building during school hours; exceptions are made for religious or medical reasons; no bandanas (all colors), do-rags (all colors), hairnets, surgical/shower caps
 - Clothing that is gang affiliated.

Video-First Culture

- Teachers and students are expected to utilize webcams during small group, classroom, and homeroom Class Connect sessions.
- Exceptions may be made based on accommodations.
- Student webcams are not recommended during large assembly sessions.

Staff and administration reserve the right to determine appropriate attire.

Profile Picture or Images

Only appropriate pictures and images may be used as a profile picture/image.

- Examples of inappropriate profile pictures/images may include:
 - Images that are sexually provocative, immodest and/or offensive;
 - Images that advertises or references drugs, alcohol and/or tobacco; or
 - Images of weapons
 - Images that are gang affiliated.

Staff and administration reserve the right to determine appropriate profile pictures or images.

Personal Respect

ISMN administrators, instructors and students know that personal respect is the foundation of learning. Language, comments, or images that show a lack of respect for individuals or groups will lead directly to disciplinary action.

Defiance

Students should follow the requests of school staff; failure to do so is defiance toward school personnel or rules. Defiance is defined as defying a reasonable request from school personnel, the bold resistance of school authority, and/or contemptuous behavior or attitude that is manifested by breaking of school rules. Acts of defiance may result in disciplinary action.

Harassment

No one should be subjected to harassment at school for any reason. Therefore, it is the policy of ISMN that all students will deal with all persons in ways which convey respect and dignity. Harassment in the form of name-calling, taunting, gestures, intimidation, conduct, jokes, pictures, slurs or ridicules are prohibited. Such conduct referencing or directed at an individual or group that demeans that person/group on the basis of race, ethnicity, religion, gender, sexual orientation, creed, age, disability or other extraneous factors is prohibited and shall be grounds for disciplinary action.

Harassment, Intimidation and Bullying (See Appendix B for Bullying Prohibition Policy)

ISMN has a zero tolerance policy towards intimidation, harassment, bullying and/or fighting. Intimidation, bullying, fighting and/or racial, religious or sexual harassment are violent acts against others. These behaviors cannot be tolerated, and the natural consequence is to be barred from interactions with others.

A warning letter will be sent home for the first harassment, bullying, or intimidation offense. Subsequent offenses will lead to suspensions in accordance with the school discipline policy.

ISMN administration will promptly and thoroughly investigate reports of harassment and bullying, whether of a physical or of a nonphysical form. If it is determined that either has occurred, the school will act appropriately within the discipline codes of the district and will take reasonable action to end bullying.

Sexual Harassment

Sexual harassment includes all unwanted, uninvited, and non-reciprocal sexual attention as well as the creation of an intimidating, hostile or offensive school or work environment. This can include:

- Sexually suggestive looks or gestures
- Sexual jokes, pictures or teasing
- Pressure for dates or sex
- Sexually demeaning comments
- Deliberate touching, cornering or pinching
- Attempts to kiss or fondle
- Threats, demands or suggestions that favors will be granted in exchange for sex or tolerance of sexual advances

ISMN administration will promptly and thoroughly investigate reports of sexual harassment. If it is determined that harassment has occurred, the school will act appropriately within the discipline codes of the district and will take reasonable action to end the harassment.

Non-Discrimination Policy

Brooklyn Center Schools does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, gender identity and expression, disability, age or status in regards to public assistance in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle 504 non-discrimination inquiries:

Deirdra Yarbro, Special Services Director
Shingle Creek Parkway, Suite 286
Brooklyn Center, MN 55430
763-450-3386 x3202
dyarbro@bccs286.org

The following person has been designated to handle all other Title IX inquiries regarding the non-discrimination policies:

Tammy Albers, Human Resources Director
6300 Shingle Creek Pkwy, Suite 286
Brooklyn Center, MN 55430
763-450-3386 x1002
talbers@bccs286.org

[Click here for further information on notice of non-discrimination](#) and for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Title IX

Title IX protects people of all sexes, genders, gender expressions and sexual orientations. Title IX prohibits sexual harassment in educational settings. It states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." (Title IX of the Education Amendments of 1972, and its implementing regulation at 34 C.F.R. Part 106)

We are committed to promoting and protecting the safety and security of every member of our community. Sexual harassment of any kind is antithetical to this commitment. More information about Title IX can be found on the [United States Department of Education](#) website.

[Click here to download materials used to train our Title IX coordinators, investigators, decision-makers and alternative dispute resolution facilitators.](#)

Title IX Coordinator

Tammy Albers, Human Resources Director
6300 Shingle Creek Pkwy, Suite 286
Brooklyn Center, MN 55430
763-450-3386 x1002
talbers@bccs286.org

Alternate Title IX Coordinator

Brittany Deleon-Buckley, HR Generalist
6300 Shingle Creek Pkwy, Suite 286
Brooklyn Center, MN 55430
763-450-3386 x1001
bdeleon-buckley@bccs286.org

Academic Freedom/Student Rights

In addition to other rights established by law, each student served by or on behalf of a common school district shall possess the following substantive right, and no school district shall limit these rights except for good and sufficient cause:

- No student shall be unlawfully denied an equal education opportunity or be unlawfully discriminated against because of national origin, race, religion, economic status, gender, sexual orientation, pregnancy, marital status, previous arrest, previous incarceration or a physical, mental or sensory handicap.
- All students possess the constitutional right to freedom of speech and press, the constitutional right to peaceably assemble (see Freedom of Assembly) and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have their schools free from sectarian control or influence, subject to reasonable limitations upon the time, place and manner of exercising such right.
- All students possess the constitutional right to be secure in their persons, papers and effects against unreasonable searches and seizures.
- All students shall have the right to be free from unlawful interference in their pursuit of an education while in custody of a common school district.
- No student shall be deprived of the right to an equal educational opportunity in whole or in part by a school district without due process of law.
- The foregoing enumeration of rights shall not be construed to deny or disparage other rights set forth in the constitution and the laws of the State of Minnesota or the rights retained by the people.

Academic Integrity

Students are expected to conduct their education with honesty and integrity. With that understanding, the expectation held by the staff and administration at ISMN is that the work turned in by a student as his/her own truly is his/her own. As found in each K12 course, the academic integrity policy states:

“Assessments, such as quizzes, and tests, are a critical part of any academic program. They offer important information about your progress toward mastery. But this information is helpful only if it is accurate. And it can be accurate only if the assessment represents your work and *only* your work.

Unless otherwise instructed by your teacher or by a specific assessment, you are expected to honor the following principles while taking assessments:

- You and you alone will take the assessment.
- You will not copy or redistribute any part of the assessment in any way—electronically, verbally, or on paper.
- Your answers will represent your work and *only* your work, free of any outside assistance. You will not plagiarize in any way.
- You will not confer with other students, family members, or acquaintances, either in person or through electronic communication, during the assessment.”

In circumstances where the authorship of an assessment or any such graded academic requirement is in question, the student may be required to meet online with an instructor for the purpose of verifying their performance on any such graded assessment or requirement. If it is found that the student was helped by an outside source and cannot demonstrate their knowledge during a live Blackboard session with the teacher, the Head of School will be informed of the infraction and the grade in question will become a zero. Similar to the policy for plagiarism, students will be also placed on internal academic watch.

File Attachments/Submissions

There may be times when a student unintentionally attaches or uploads the wrong file when submitting and assignment. When that happens, the teacher will inform the student and offer the opportunity to resubmit. However, in the event a student continually submits attachments that are unrelated to the assignment, the teacher will contact the Learning Coach to inform him/her of the concern. If the behavior continues, the Head of School will be contacted and the student may be required to submit assignments and/or provide their work in a different manner.

Academic Dishonesty

ISMN has a zero tolerance policy for academic dishonesty which includes plagiarism and cheating.

ISMN students are expected to uphold the highest standards of Academic Integrity by expressing their own thoughts, language, and expressions, and to respect and acknowledge any other author's works with proper documentation in all assignments. **Academic Dishonesty or plagiarism is the act of using another person's work to claim as your own.**

Examples of Academic Dishonesty are:

- Copying answers word for word from any portion of an outside source such as Yahoo Answers, Wikipedia, or Ask.com
- Intentionally paraphrasing ideas from any outside source without proper acknowledgement.
- Submitting in whole, or in part, the work of another student.
- Submitting in whole, or in part, an assignment written for another course by someone else.
- Intentionally allowing one's essay, assignment, or test answers to be copied by another student

Plagiarism and cheating are taken very seriously. Students who use all or part of someone else’s work, without appropriate credit or citation, are in violation of these policies.

Definition of Cheating

Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to: lying; copying from another's test or examination; discussion at any time of answers or questions on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions; allowing someone other than the officially enrolled student to represent the same.

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references; i.e., quotation marks, footnotes, works cited, or commentary. Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks (or other means of setting apart, such as the use of indentation or a different font size) when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or programs or part thereof without giving credit. Citing and lifting a partial or complete answer is plagiarism, as is turning in answers sourced from the internet, including homework sites, collaborative groups, or responses from any writer other than the student submitting the work.

Offenses are cumulative for each school semester and spans all academic classes

ISMN uses Turnitin.com to ensure plagiarism does not occur within assignments

Websites Commonly Used for Plagiarism:

- Mathaway.com
- Wikipedia
- Yahoo! Answers
- Answers.com
- Slideshare
- OPPapers
- Scribd
- Coursehero
- Medlibrary

1st Offense	Grade of 0 on the assignment. Student will be able to meet with teachers to discuss academic integrity and complete reflection survey. Upon completion of the reflection survey, the student may redo and resubmit the assignment within one academic week for a maximum grade of 75%. Students will still have a 1st offense, but will not receive a 0 if resubmitted.
2nd Offense	Grade of 0 on the assignment-Will receive email from AA
3rd Offense	Grade of 0 on the assignment; ,an administrative conference/phone call with Mrs. Kalcec
4th Offense	Meeting with Head of School

****This will reset each semester and is a total for all classes. Each student will have 4 chances each semester.****

Adapted from: <https://academicprograms.calpoly.edu/content/academicpolicies/Cheating>

Conduct at School Events

“School Location” includes any school building or grounds whether leased, rented, owned or controlled by the school or locations of school activities in the area of entrance or departure from school premises or events, all locations where school created functions are conducted and anywhere students are under the jurisdiction of the school district or ISMN.

ISMN students are encouraged to participate in formal and informal School events, including field trips, dances, and the commencement ceremony. Students must abide by the student code of conduct when attending these events at the “School Location” determined by Insight School of Minnesota. Below are student expectations for any ISMN related activity and/or event, including an ISMN testing school location.

- Students are not to be in possession of, or under the influence of tobacco, alcohol or any other drug.
- Students are not allowed to possess or use a weapon as defined below.
 - ISMN prohibits real and look-alike weapons, including but not limited to:
 - a. All firearms, whether loaded or not
 - b. Other guns of all types, including pellet or B-B guns, air guns or stun guns
 - c. Knives, including switch blades or automatically opening knives or other blades
 - d. Explosives, including live ammunition, bullets or other projectiles designed to be used in or as a weapon and fireworks or any substance or combination of substances prepared for the purpose of producing a visible or audible effect by combustion, explosion, deflagration or detonation
 - e. Flammable liquids or combustibles or any compound or mixture, the primary or common purpose of which is to function as an explosive
 - f. Clubs, metal knuckles, nun chucks, throwing stars, mace and other propellants, poisons, chains or arrows
 - g. Any object or device or instrument designed as a weapon, modified to serve as a weapon, or through its use is capable of threatening or producing bodily harm, or which may be used to inflict self-injury.
- Students are expected to demonstrate proper behavior. Unacceptable behavior may include, but not limited to inappropriate language, bullying, harassment, hazing, threatening behavior and/or fighting.

Violations of the above expectations will result in disciplinary action ranging from a warning up to and including expulsion from the Insight School of Minnesota for a period of 12 months. If necessary, police will be contacted.

Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

Technology Usage

ISMN has done due diligence to protect students’ personal information and to guard against cyber predators by installing anti-virus software and security settings on each student’s computer. Students are responsible for installing updates and patches for anti-virus software. Students must not change the security settings of the computer.

Students must sign an Acceptable Use Agreement governing their use of the on-loan hardware, the internet and Email.

Students who are found to be in breach of the Acceptable Use Agreement must return the computer and printer to ISMN. Students/Families who do not comply with the return request will be liable for the cost of the computer and printer.

Email

Each student will have the ability to communicate with ISMN staff through an internal Email system. All student communications with school staff should be done through Email. Students are not to use personal e-mail accounts to communicate with ISMN staff except in cases of a program outage or other emergency.

Hazing

ISMN prohibits any form of hazing activity on the part of any student, employee, or agent of the school. This prohibition includes planning, directing, encouraging, aiding or engaging in hazing, as well as permitting, condoning or tolerating hazing. This hazing prohibition applies to all students online, offline or during an ISMN school sponsored activity. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy. Further, any person violating law or school policy in order to be initiated or affiliated with a student organization will be subject to discipline.

Restraint or Seclusion

In the event at a face to face event or state testing location a student is exhibiting behavior that is a danger to him/her self or others, ISMN staff will take the necessary precautions to ensure the safety of all students. This is outlined in Brooklyn Center Community Schools Board policy 532.

<https://www.bccs286.org/site/handlers/filedownload.ashx?moduleinstanceid=2792&dataid=3334&FileName=532%20Use%20of%20Peace%20Officers%20and%20Crisit%20Teams%20to%20Revome%20Students%20With%20IEPs.pdf>

Discipline- Procedures

Discipline should be thought of as a learning experience with behavior modification as its objective. Unwanted behaviors are modified easiest when the school and parents work together as a team. In addition, any consequences that are used to modify unwanted behaviors should be: supported at home, imposed immediately, firm, fair, consistent and progressive. Insight School of Minnesota follows the Brooklyn Center District policy 506 and 506AP (Administrative Procedures) when responding to behavior issues with students.

<https://www.bccs286.org/site/handlers/filedownload.ashx?moduleinstanceid=2792&dataid=3284&FileName=506%20Student%20Discipline.pdf>

<https://www.bccs286.org/site/handlers/filedownload.ashx?moduleinstanceid=2792&dataid=3281&FileName=506%20Administrative%20Procedures%20.pdf>

Discipline- Process

The most effective discipline is taught and dealt with before problems arise. It is a learning process that should be Instructor directed. This being said, when applicable, internal interventions will be utilized prior to the referral process.

If a warning is ignored and the behavior continues, the student will be referred to the Head of School and Counselor. The Instructor will e-mail the Head of School and Counselor a referral which states the nature of the problem.

Within one school day of receipt of the referral, the student will write out an explanation of what caused him/her to be excluded from the classroom and will develop a three-step plan to resolve the problem.

If a solution cannot be reached, the student will be suspended from class access for the remainder of the day.

The Counselor will contact the student's parent by the parent's preferred method of contact (phone or Email). The Counselor will copy the Instructor and Head of School on the e-mail. If the parent receives contact by Email , he or she must reply to the Email acknowledging receipt of the Email.

The student will miss the virtual classroom session from which he/she was sent, and is responsible for viewing the recording. If necessary, he/she will be blocked from participating in the discussion board and/or the course itself.

Instructors will not re-admit a student to the online classroom until they have read and agreed to the student's plan. If the student has been blocked from course access, access will not be restored until the instructor has read and agreed to the student's plan.

If the student doesn't follow through with the agreed-upon plan, he/she will be referred to the Head of School and Counselor again.

With each additional referral, the student will be assigned a consequence or disciplinary step to be determined based on the student's behavior.

The third referral in one day, or within the same week, will result in a one-day out-of-school suspension. If the student chooses to earn another referral with that same week, he/she will be suspended for the remainder of that day plus one additional day.

There are instances where this process may be altered. Behaviors such as: violence toward others, bullying harassment, intimidation, and disrespect toward instructors, non-compliance, and other behaviors that a staff member deems disruptive to an orderly learning environment may result in an automatic referral to the Head of School.

Discipline- General Guidelines for ISMN Progressive Discipline

Any student with three behavior referrals in one week will be blocked from accessing all courses for one or more days.

Any student who refuses to resolve an issue may be suspended.

Referrals require parent notification and may result in notification to law enforcement agencies and/or a Counselor.

CUMULATIVE DISCIPLINE REFERRALS	
Number of Referrals	Consequence
1-2	Resolve – Parent notified
3-4	Blocked from course access (rest of day) and meeting with the student, parent and Head of School. Behavior contract is put in place.
4 or more	Suspension from school and possible expulsion from ISMN for ongoing behavior issues.

Pupil Fair Dismissal Act

ISMN adheres to the processes and procedures for suspension and/or expulsion as stated in the Minnesota Pupil Fair Dismissal Act. For a copy of the Pupil Fair Dismissal Act, please visit:

<file:///D:/users/VATeacher/Downloads/PFDA%208.25.16.pdf>

Readmission

A student who has been long-term suspended or expelled from ISMN and wishes to be considered for entrance or readmission to ISMN must appeal to the ISMN Head of School.

Operations



School Operations

Registration Process

Information about the Insight School of Minnesota registration process and timeline is available on the ISMN website at mn.insightschools.net or by calling the ISMN Operations Manager.

Change of Student Information

Students should inform the main office of changes in address, telephone number, emergency contact(s), or any other important directory information within two (2) school days of the change. Please contact us at 763-656-2800.

Withdrawal

To withdraw a student from ISMN, parents/guardians should notify the school administration in writing as far in advance of the withdrawal as possible. A withdrawal form must be completed before a student is withdrawn.

All requests for transfer of student records will be initiated by the school in which the student will be enrolled. However, records will not be transferred until all ISMN hardware and materials have been returned to the School.

To return hardware and materials, students will receive pre-addressed postage-paid shipping labels. The student is responsible for packaging materials and returning computer and materials.

Student ID Numbers

Upon registration in ISMN, administrative personnel obtain the student's State Identification Number.

School Identification Numbers differ from State Identification Numbers in that School ID numbers are automatically generated by the Student Information System when the student's information is entered into the system. School ID numbers are seven digits long.

Report Cards

Report cards will be generated and mailed at the end of each semester as noted on the school calendar. Student grades are accessible via student and learning coach accounts throughout the quarter/semester. They are available until the grades are finalized sometime after the end of the quarter.

Transcripts

Transcripts requested by students will be forwarded to colleges, educational institutions and/or employers to which students are applying, provided there are no unpaid fees or fines.

Transcript Requests

To request an official transcript, students should contact the school counselor. The transcript request form can be found at [http://mn.insightschools.net/](http://mn.insightschools.net) under announcements.

Transcript requests will be processed within ten (10) business days.

Unofficial Transcripts

Unofficial transcripts contain all of the information contained on an official transcript. Insight School of Minnesota generates unofficial transcripts at the end of each quarter.

Transcript Information

The following information will be included on the student's official and unofficial transcripts:

- Student's full legal name;
- Other names used by student;
- Student's birth date;
- School logo;
- School name;
- School address;
- School phone number;
- School district name;
- School district number;
- District identification number;
- Report date;
- Graduation date;
- GPA scale table;
- Parent(s)/Guardian(s) name(s);
- Class rank;
- ISMN course work and credit earned;
- GPA (Unweighted 4.0 scale) (each quarter and cumulative);
- GPA scale table;
- Explanation of Course Credit Codes;
- Number of credits (each quarter and cumulative);
- Number of credits granted for non-ISMN course work (identified as transfer credits);
- Names of institutions from which ISMN is accepting credits toward graduation;
- Graduation Requirements;
- Identification of security features (official transcript only)
- College and Career Readiness Indicator
- Immunizations

The following credit codes will be used on official and unofficial transcripts for assigning credit for course work completed at ISMN:

Course Code	Meaning
A, B, C, D	Letter grade; credit earned for course
CR	Credit
F	Fail
I	Incomplete
PN	No Credit
P	Pass
S	Satisfactory
U	Unsatisfactory
W	Withdrawal after drop period

Immunization Records

Students may be enrolled without immunization records. However, students new to Insight School of MN must provide updated immunization records or sign the objection form within 30 days of enrollment. Students who have not met that requirement within 30 days of their first day of enrollment may be withdrawn. More information about the immunization policy can be found on the Brooklyn Center Community Schools website.

<https://www.bccs286.org/site/handlers/filedownload.ashx?moduleinstanceid=2792&dataid=3330&FileName=530%20Immunization%20Requirements.pdf>

Vision and Hearing Screening

School setting children in grades Kindergarten (males screened for color blindness), 1, 3, 5, 7, and 10 should be screened. In addition, a screening should be done when there are parent or teacher concerns and for any new students. Any child with a diagnosed eye condition should be screened in accordance with the doctor's recommendations. Prior to placement in a special education program, a child's risk factors should be reviewed to determine if there is a need for an exam by an eye specialist. Please contact the ISMN Head of School if you have questions about the location in Brooklyn Center to receive the free vision and hearing screening.

Family Education Rights and Privacy Act - FERPA

The Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 CFR Part 99, ("FERPA") affords parents and students over 18 years of age (each an "Eligible Student") certain rights with respect to the student's education records. These rights are explained in this annual notice provided to all students at Insight Schools (the "School").

Access to Student Education Records

The parents and Eligible Student have the right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or the Eligible Student must submit to the Executive Director or Head of School a written request that identifies the student education record(s) they wish to inspect. The Executive Director or Head of School shall provide access to inspect and review the student education records and set a date and time for such inspection and review.

The parent or eligible student shall examine the student's education records in the presence of the Head of School and/or other person(s) designated by the Head of School.

The record itself shall not be taken from the school building. However, upon request, one copy of the record shall be provided within a reasonable time to the parent or eligible student at a reasonable cost.

Right to Request to Amend Student Education Records

A parent or Eligible Student may ask the school to amend a student education record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student by writing to the Executive Director or Head of School [or appropriate school official] clearly identifying the part of the record they want changed and specifying why they believe it is inaccurate, misleading or otherwise violates the privacy rights of the student.

If the School decides not to amend the record as requested by the parent or eligible student, the Executive Director or Head of School shall notify the parent or Eligible Student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or Eligible Student at that time, or sooner upon request by the parent or Eligible Student. Right to Consent to Disclosures of Personally Identifiable Information

Generally, the school must have written permission from the parent or the Eligible Student in order to release any personally identifiable information from a student's education record. However, FERPA authorizes Schools to disclose education records without consent under certain conditions.

The School may disclose the student's education records without consent to School Officials (as defined below) with "Legitimate Educational Interest" (as defined below). Page 8 of 12

A "School Official" is:

- a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel);
- a person serving on the School Board;
- a person or company with whom the school has contracted to perform a special task (such as attorney, auditor, medical consultant, or therapist); or
- a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A School Official has a "Legitimate Educational Interest" if the official needs to review an education record in order to fulfill his or her professional responsibility. This term includes interests directly related to classroom instruction, teaching, student achievement and progress, discipline of a student and a student's health and welfare. It includes a person's need-to-know in order to:

Perform an administrative or professional task required in the school employee's or agent's contract, position description or service agreement.

Perform a supervisory or instructional task directly related to the student's education.

Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student's financial aid. Private educational data on students may be shared with school officials who have a legitimate educational interest in the information.

Monitor and provide support with regard to student achievement, attendance and referral services.

The School may also disclose education records, without consent, to officials of another school district in which the student seeks or intends to enroll.

Right to File a Complaint with the U.S. Department of Education

The parent or Eligible Student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student’s State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as “directory information” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Directory Information

Notwithstanding the above rights, the School may disclose “Directory Information” without written consent unless the parent or Eligible Student opts out of the sharing of any or all of the information designated as “Directory Information.” “Directory Information” may include:

- Name
- Address
- Telephone number
- Email address
- Date and place of birth
- Grade level
- Enrollment status (full- or part-time)
- Student/User ID
- Participation in officially recognized activities
- Weight and height of members of athletic teams
- Dates of attendance
- Diplomas and awards
- The most recent previous public or private school attended by the student

The School primarily uses “Directory Information” for such things as:

- School yearbooks and school newspapers
- Publication of student directories
- Commencement programs
- Honor rolls and other school information about students in the media
- College, university, or other post-high school recruiters
- Parent organization mailing lists

In addition, federal laws require the School to provide military recruiters, upon request, with certain Directory Information: names, addresses, and telephone listings of students. This information will be shared with military recruiters unless parents or Eligible Student have advised the School that they do not want their student’s information disclosed without their prior written consent.

Procedure regarding name change and gender requests

Please contact the school office to discuss with either the ISMN Head of School or ISMN Operations Manager (763-656-2800 ext. 2001)

Disclosure of Personally Identifiable Information

Parent(s)/guardian(s) who do not want personally identifiable information (otherwise known as directory information) contained within a student’s educational records made public may file a written objection with the ISMN Head of School in regard to the release to the public of such information within ten (10) calendar days following notice of these rights to students.

Record Keeping

Records to be maintained

Insight School of Minnesota and/or Brooklyn Center Community Schools will maintain and store the following records:

- Annual School Board Report;
- State Audit Report;
- Personal Education Plans;
- Student Information Forms/Demographics;
- National Test Results;
- Student Transcripts; and
- Financial Reports

Records Storage

Records will be stored in accordance with applicable State standards and district policies.

Photo Release Statement

Photos of students, who are not identified by name and/or student ID number, may be published on school websites, illustrating student projects and achievements. In addition, your daughter or son's full name may be considered for publication on his/her school's web site. If published, his/her name will appear on pages with a clear school related purpose and will be included to further instructional and/or co-curricular activities. Permission for such publishing does not grant permission to share any other information about your son/daughter, beyond that implied by their inclusion on the web page(s). If you do not want your child's photo or name to be published on the website, please inform the Insight School of MN Operations Manager.

Materials and Technology

Acceptable Use Policy

In enrolling with ISMN, qualifying students, and if under the age of 18, their parent(s) or guardian(s) must accept the responsibility of using the computer, printer and course materials, and the system supplied by Insight in a responsible and appropriate manner by signing an Acceptable Use Agreement. This Agreement contains certain promises of students concerning the use of course materials, computer and printer ("Hardware") and other systems that Insight may provide access to that enable a Student's online education (e.g., learning management system (LMS), student information system (SIS) and internal e-mail, ("Systems")). The Hardware, Systems and course materials (collectively, "Insight Property") are intended to provide a means for educational activities only.

For a copy of the most current version of the Acceptable Use Agreement, please contact ISMN at 1.800.711.5944.

Inventory Identification

ISMN provides materials, computer and printer (for qualifying families), books and other curricular supplies. All provided materials are school property and must be kept in good condition. Parents are responsible for the repair or replacement of all lost, stolen or damaged school property. A list of property that must be returned is provided to parents. All property and equipment must be returned in good, working condition upon withdrawal from the program or completion of the course(s). Prepaid shipping labels will be provided for the return of equipment and materials.

Insurance Coverage

School insurance will not cover stolen, lost or fire-damaged equipment. We highly recommend adding the laptop to your parent's homeowner's/renter's insurance policy. Without the insurance protection against stolen, lost or fire-damaged equipment, the student and their family are financially responsible for replacement costs for any equipment damaged by fire, lost or stolen. All technology packages must be insured up to \$2,000.

Student Support Operations

Student Inquiries

Students are encouraged to ask questions! The following guidelines define the process and appropriate contacts for common student questions:

Process

Students should submit their questions/problems via Email or by phone as soon as possible

Response Time

ISMN has a policy of responding to student inquiries within two (2) school days. Weekends, holidays, no school days and/or teacher sick days are not included.

Technical Support

Students can access technical support related to hardware by calling: 866.512.2273

Academic Support

Students should contact their course teacher for questions related to course content. Contact with the teacher should take place via Email, phone or during the teacher's office hour. (Reword?)

For questions about timelines, processes, or technical requirements of assignments, students should refer to the Insight School of Minnesota website.

Academic Counseling/Guidance Support

Students should contact their Academic Counselor via Email or phone for academic counseling or guidance.

Advisors

Best educational practice suggests that students who have a meaningful, personal connection with their school perform better when they have at least one teacher assigned to their case management.

Each student will be assigned an Advisor throughout the course of the student's high school career. Advisors will work with students and will have access to students' full academic progress.

The Advisor will make weekly contact with the student and monthly contact with the parent/guardian in order to provide learning support, set academic and time management goals, and respond to student and/or parent/guardian questions and needs. Students and parents are expected to engage in these communications from the Advisor, and are encouraged to contact the Advisor (and/or content teachers and school administration) whenever necessary.

Advisors will make their contact information and office hours known at the beginning of each quarter.

Homeroom teacher

Homeroom teachers will meet with students twice a year to discuss individual learning plans. Homeroom teachers will implement social-emotional curriculum once a week in a class connect with students. This is a pass/fail course. Students can earn credit, but it will not affect their GPA.

Admissions/Registration Support

Students should contact their Enrollment Advisor for admissions and/or course registration support via e-mail or phone. Students may also call ISMN offices at 1.800.711.5944 during regular business hours.

Directing Student Questions to the Appropriate Department

Teachers

- I don't understand the assignment
- Did I get all of the points I should have?
- We're moving too fast
- Can I get an extension on my work?
- What is my current grade?
- When is my assignment due?
- Where can I find the drop box for my assignment?
- How do I save my file in rich text format?
- What is expected on this assignment?

Advisor

- I'm having problems keeping up. Help!
- I have a big life event coming up; what do I need to do to stay on top of things?
- Where/when is my testing site and/or time?

Counselors

- I need help with my college application(s).
- What are my options after high school?
- I want to add/drop a course.
- I need to talk to someone about an emotional issue.
- There has been a crisis in my life, who can I talk to?

Accreditation

Accrediting Body

Insight School of Minnesota has obtained accreditation from AdvancED.

Accreditation Process

AdvancED publishes a set of standards and indicators specifically for distance learning schools that guide the accreditation process and decision. The standards include indicators of qualities for the following broad categories:

- Purpose and Mission of the School
- School organization and administration;
- Educational Program;
- Student Services;
- Staff;
- Student Selection;
- Business Practices;
- Facilities;
- Equipment;
- Records
- Evaluation
- School Improvement.

Glossary/Definition of Terms (consider using the attachment instead)

Term:	Description:
.pdf	Stands for "portable document format" used to transfer files over the internet using Adobe Acrobat software. This type of document is not editable.
.swf file	A file that is capable of displaying the printed document/graphics/presentation with uncanny fidelity. Like .pdf files, this type of document is not editable.
Online School (OLS)	The Online School is the center of your student world. This is the entry point for going to your courses and accessing Email.
Asynchronous	Instruction that does not require students and teachers to be in a common place at the same time. Discussion boards are an example of an asynchronous type of instruction.

Term:	Description:
Clubs	A list of ISMN and National Clubs, as well as how to join, will be posted on the OLS
Computer Resources	Laptop down? First call technical support 866.512.2273 While waiting for a tech support solution, use another computer in your home, go to the public library and use their computer
Connection Resources	Connection at your home unavailable? Go to the public library in your town and use their computer, go to a "hot spot" in your town for a wireless connection (note: there is sometimes a fee for this connection)
Course Forum	Each of your courses has a monitored, but non-academic, course discussion board to post to your instructors and fellow classmates.
Course Materials	The books, CDs and/or other supplies necessary for each of your courses.
Discussion Board	A threaded discussion within each of your courses where you can interact with other students in your course by reading and writing posts.
Dropbox	Certain course assignments are submitted to the "dropbox".
Class Connects	Class Connects is where teachers will have a live lesson at least once per week. You can also have a live discussion with your instructors, and other students, during the posted office hours. Our Special Guest Speaker events are also held live in Class Connects.
Flashpaper	See .swf file
Grade to Date	This percentage is calculated by dividing the number of points your student has earned by the number of points possible to date (according to the suggested schedule for each course). The only grade that goes on the transcript is the final grade for the quarter; however, this indicator is important because it helps you and your student gauge what the grade in the course would be if grades had to be submitted today; it is a combination of the Quality of Work % and the Progress through the Course %. This indicator becomes very useful during the last month of the quarter.
Customer Support	A frequently asked question link found at: http://help.k12.com/
Insight/ISMN	Short form of "Insight School of Minnesota". http://www.insightmn.net/
International Keyboard	When taking a language class at ISMN, instructions on how to activate your keyboard for accented letters and other characters is available in your Online Student Orientation Course
ISMN	Insight School of Minnesota
Instructor	Your instructor hosts the office hour for your course, and is the subject matter expert for each of your courses. If you need help on an assignment, they are the ones to contact. All teachers at ISMN have a current MN teaching license.

Term:	Description:
Office Hours	Each of your course Instructors will host "office hours" in their "virtual office" to offer help on your course assignments. The office hour is posted in the announcement page of each course.
Parent/Student Update	A communication sent by Insight on a regular basis to keep students and parents updated on school information
Participation Points	Points that can be achieved in each course based on participation.
Special Guest Speaker Assemblies	These assemblies are held live, in Class Connects. Each event is posted on the OLS with the link to access the session a few days before.
Student Advisor	Each student is assigned with an advisor called an Advisor who will make regular phone calls regarding attendance, grades, required graduation testing, school events, etc.
Syllabus	Your syllabus is your course outline. It offers you information on what your course is about. Consider your syllabus your roadmap for getting through your course.
Synchronous	Instruction that requires students and teachers to be in a common location at the same time. Class Connects lessons are examples of synchronous.
Threaded Discussion	A set of statements, questions, or comments posted in response to a discussion board topic.
Virtual Office	Your instructors all have a "virtual office" which is entered through the OLS. You can schedule a time to meet with your instructor, or regular office hours are posted in your course announcements.
Webinar	A recorded instructional session which you can listen to and/or watch for a tutorial on the subject. Webinars can be accessed LIVE, in real time OR through a recording.
Wireless	Your laptop comes with a wireless card, giving it the ability to be used without plugging in to your internet service provider. This would require a router for your system.

Appendix A

Acceptable Use of External Image and Links to External Websites Guidelines and Procedures

The outlined guidelines and procedures listed below are an example of operational efforts used to support the example policy pasted below. Customize the procedures to fit your school/state/Board policy. K¹² requirements and best practices include the following state and Board requirements, and clearly outline what steps key personnel are to follow for using external images and links to websites.

Example Policy

Section H- Human Resources; Policy Title: Acceptable Use; Policy Code: HA

Example Acceptable Use

K¹² strives to assure that all of its students participate in a curriculum designed to help them achieve success. As such K¹² has developed guidelines regarding the use of external materials which can be found in the K¹² HR handbook. Generally, the policy discourages use of materials outside of the K¹² curriculum.

Use of External Images

1. The teacher must then obtain permission to use and properly cite the image from the owner of the image.
2. If the teacher cannot identify the owner of the image to obtain the required permissions, the teacher cannot use the image
3. If permission is obtained, the teacher must send the written permission for use along with any limitations for such use for each outside image to the Academic Administrator.
4. The Academic Administrator will keep a log of each external material being used at the school level together with the written permissions and limitations on such permissions.
5. The Academic Administrator will track all limitations (e.g. for one year) and make sure they are adhered to.
6. There are some clip art images that are in the public domain, and teachers may use these images without having to obtain permission.
7. Below is a resource of how to find images in the public domain.
http://google.about.com/od/searchingtheweb/ss/find_public_domain_images.htm

Creating/Using a Link to an External Site

1. If a teacher wants to create and use a link to an external site within a document, or create and place a link on a homeroom page, he/she must follow the same process as above to obtain the requisite permissions from K¹² and the external source which owns the rights to the site the teacher wants to link to.
2. The teacher must first obtain permission from the Academic Administrator.
3. If the Academic Administrator gives permission to use the link, the teacher must then obtain permission to use and properly cite the link from the owner of the website the teacher seeks to link to. Some websites will clearly state a policy for linking to the site, whereas others are silent
4. If the teacher cannot find the stated policy or identify the owner of the website to obtain the required permissions, the teacher cannot use the link.
5. If permission is obtained, the teacher must send the written permission for use along with any limitations for such use for each external link, to the Academic Administrator.
6. The Academic Administrator will maintain a log of each external link being used at the school level together with the written permissions and limitations on such permissions.
7. The Academic Administrator will track all limitations (e.g. for one year) and make sure they are adhered to.

Appendix B

Adopted: MSBA/MASA Model Policy 514

Orig. 2003

Revised: Rev. 2014

514 BULLYING PROHIBITION POLICY

[Note: School districts are required by statute to have a policy addressing bullying.]

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. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, 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, on school district property, at school functions or activities, or on school transportation. 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 the school district 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 school district property and/or with or without the use of school district resources.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district 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 may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

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 school district property and events.

G. The school district will act to investigate all complaints of bullying reported to the school district 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

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

A. "Bullying" means intimidating, threatening, abusive, or harming 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 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 school district 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. "On school premises, on school district property, 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 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 bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

F. "Prohibited conduct" means bullying or cyberbullying 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 bullying.

G. "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.

H. "Student" means a student enrolled in a public school or a charter school.

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 school district official designated by this policy. A person may report bullying 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 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 school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district 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 the school district 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. School district 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. 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 obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker 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 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, 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 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. 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; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable 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 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, the school district 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

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 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. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district 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 school district. The school district 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. The school district 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. The school district 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 the school district 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.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
5. Teach students to advocate for themselves and others;
6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district 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. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

A. The school district 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 district and the office of each school.

C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.

D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) 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 the school district's or a school's website.

F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 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. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)

Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of 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. § 124D.10 (Charter School)
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)
Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Appendix C



Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will be counted as "not proficient" for the purposes of school and district accountability, including opportunities for support and recognition.
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

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

- Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8 and high school for science.
- Majority of students take the MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

ACCESS and Alternate ACCESS for English Learners

- Based on the WIDA English Language Development Standards.
- Given annually to English learners in grades K–12 in reading, writing, listening and speaking.
- Majority of English learners take ACCESS for ELLs.
- Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The reading and mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Because test content represents the academic standards as completely as possible, preparing for and taking the assessments uses the very same knowledge, processes and strategies included in the standards.

Are there limits on local testing?

As stated in 120B.301, for students in grades 1-6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7-12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.state.mn.us) (education.state.mn.us > Students and Families > Statewide Testing).



Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three page form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

*To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.*

Date _____ (This form is **only** applicable for the 20__ to 20__ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](#) (Students and Families > Statewide Testing).

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 or Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my student will be counted as "not proficient" for the purpose of school and district accountability and waive the opportunity to receive a college-ready score that could save him/her time and money by not having to take remedial, non-credit courses at a Minnesota State college or university. My school and I may lose valuable information about how well my student is progressing academically. In addition, opting out may impact the school, district, and state's efforts to equitably distribute resources and support student learning.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only. Student ID or MARSS Number _____