

LAFAYETTE PUBLIC CHARTER SCHOOL

LEARNING.
CARING.
SUCCEEDING.

20 YEARS
STRONG

The logo features the number '20' in a large, bold, black serif font. A yellow five-pointed star is positioned over the '0', containing the letters 'LCS' in black. To the right of the '20' are the words 'YEARS' and 'STRONG' stacked vertically in a bold, black, sans-serif font.

LAFAYETTE PUBLIC CHARTER SCHOOL - LAFAYETTE, MINNESOTA

Parent/Student Handbook

www.lafayettecharter.k12.mn.us

2020-2021

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****ADDED TO HANDBOOK ON 10/14/2020**

Welcome To Lafayette Public Charter School

Welcome to Lafayette Public Charter School (LCS)! We welcome you and your family and are happy to have you apart of our school. LCS has a goal of providing a safe and positive learning environment which will allow every student to reach his/her own goals. The education of each student involves a team of individuals who support them and cheer them on; parents, teachers, school staff, community members.

This handbook is given to you for the purpose of providing information that will assist you in having a good school year. It is not intended to provide you with detailed policy information, but provides an overview of policies that impact you as a student at Lafayette Public Charter School. If you would like more detailed information on specific policies or procedures, please see the school website or contact the LCS Director. The policies outlined in this handbook apply equally to all students. Please discuss the information and review it with your child.

Thank you for sharing your children with us and for being such a valuable partner in your child's education.

Best wishes for a happy and successful school year,
LCS Faculty & Staff

Lafayette Public Charter School
351 6th Street PO Box 125, Lafayette, MN 56054

Important Information

Director	Natasha Petersen
Phone Number	507-228-8943
Fax Number	507-228-8288
Website	www.lafayettecharter.k12.mn.us
To report an absence	507-228-8943

School Day for Students	8:10am – 3:10pm
Office Hours	7:45am- 3:30pm

Important Dates to Remember

Parent/Teacher Conferences	November 10 th & 12 th and March 23 rd & 25 th
Teacher Workshop (No School)	Aug. 17 th -20 th , Sept. 18 th , Feb. 26 th , March 12 th , May 27 th -28 th
Other Non-School Days	Aug., 28 th , Sept. 4 th & 7 th , Oct. 15 th -16 th , Nov. 13 th , Nov. 25 th -27 th , Dec. 23 rd -Jan. 4 th , Jan. 18 th , Feb. 12 th & 15 th , March 26 th , April 2 nd & 5 th
MEA Break	October 15 th -16 th
End of the Semester	1 st Quarter: Aug. 25 th - Oct. 30 th 2 nd Quarter: Nov. 2 nd - Jan. 15 th 3 rd Quarter: Jan. 18 th - March 19 th 4 th Quarter: March 22 nd - May 26 th

MISSION STATEMENT

To create a positive learning environment for general education enhanced with agricultural concepts and electronic technology to benefit students, the school and the community

VISION STATEMENT

To be recognized and respected as an exceptional Pre-Kindergarten – 8 choice in public education

SCHOOL GOALS

To provide each child with as much basic skill development as potential allows – and to encourage parents to realize that the chances of a child reaching or exceeding their potential is maximized when parents are actively involved in a child's education.

To provide an environment that encourages and expects mutual respect and consideration for one's classmates.

To provide an environment that reinforces positive attitudes and values, and that develops effective study habits.

To provide a caring, stimulating environment that is child-centered, that is directed toward helping each child build a positive sense of self-esteem, and that helps each child in the process of becoming a warm, accepting, caring human being.

STATEMENT OF NON-DISCRIMINATION

The Lafayette Charter School will not discriminate on the basis of national origin, sex, religion or age in the delivery of public education, or employment, as an employer and public education institution.

GENERAL INFORMATION

The Lafayette Public Charter School is located at 351 6th Street,
P.O. Box 125, Lafayette MN 56054
Phone: 507-228-8943
Fax: 507-228-8288

Office Email: lcsoffice@lafayettecharter.k12.mn.us

Website: www.lafayettecharter.k12.mn.us

School Hours: 8:10 a.m. – 3:10 p.m.

Building is staffed from 7:15 a.m. – 3:45 p.m.

Authorizer: Novation Education Opportunities - <http://www.novationeducationopportunities.org/>

LAFAYETTE CHARTER SCHOOL GUIDELINES

- ❖ The school will serve pre-Kindergarten through eighth grade.
- ❖ The school will focus on the basics: reading, writing and math. The primary goal will be mastery of the basics.
- ❖ Throughout the curriculum, electronic technology and agriculture concepts will be implemented.
- ❖ To improve student learning, the charter school will utilize an individualized curriculum. This will enable the educator to teach each student at his/her own ability level.

ADMISSION

- ❖ All students will be admitted, space available, according to the open enrollment law.
- ❖ If one student is admitted, then all siblings shall be admitted when of age.
- ❖ The Charter school may not limit admission to pupils on the basis of intellectual ability, measures of achievement aptitude, athletic ability, or any other ability.
- ❖ The school shall enroll any eligible pupil who submits a timely application, unless the number of applicants exceeds the capacity of the program, class, grade level, or building. In this case, pupils will be accepted by a lot drawing. Once admitted, a student will then be enrolled for subsequent years. Continuing students and their siblings will receive first preference in placement Non-Disc. State.

COMMUNICATION METHODS

Communication between all parties interested in LCS is considered very important. We will use all methods of communication that are effective and timely. This includes face-to-face meetings, phone calls, written messages, mass communication through emails, text, and voice messages. The LCS Facebook Page and website will also be utilized.

CURRICULUM

The program's foundation is the improvement in student learning. The curriculum will first emphasize the fundamentals of reading, writing, and mathematics. It is the school's belief that students need to perform well in these core courses so they can also do well in non-core courses. Technology and agriculture-related principles will be integrated to help in learning. The core curriculum lines up with the standards set by the Minnesota Department of Education.

Language Arts:

The completely integrated reading/language arts program brings together award winning literature, real-world resources, materials to meet individual needs and more, and helps all students become confident, motivated, lifelong readers and writers.

Instruction is systematically delivered to support reading and writing development. Phonemic awareness, phonics, vocabulary, and comprehension form the foundation for beginning readers; older students benefit from continued and thorough development of reading, writing, grammar, and spelling skills.

Math:

Incremental development and continual practice and review are two important aspects of our math series. The curriculum emphasizes basic facts practice, mental math and problem solving in both oral, written, and hands-on practice.

Social Studies:

The social studies curriculum's in-depth content presents a balanced mixture of history, geography economics, citizenship, and culture. A variety of activities helps meet individual needs and provides a natural vehicle for cross-curricular connections.

Science:

Our science curriculum builds a strong foundation of science concepts. It promotes the use of science process skills and critical thinking skills through hands-on activities.

Non-core subjects:

The non-core subjects include art, physical education, health and music.

Curriculum areas will be enhanced with the use of technology and agriculture. Technology will be utilized to teach, review and reinforce curriculum areas. Discovering Minnesota's agricultural community is the focus of our Agriculture curriculum.

GRADING SCALE

99 - 100 = A+
94 - 98 = A
90 - 93 = A-
87 - 89 = B+
84 - 86 = B
80 - 83 = B-
77 - 79 = C+

74 - 76 = C
70 - 73 = C-
67 - 69 = D+
64 - 66 = D
60 - 63 = D-
Below 59 = F

SUPPLIES

Students should be prepared for their schoolwork. This includes having work completed and having the necessary supplies, especially paper and pencils. A list will be published prior to the beginning of the school year. If a student is unable to purchase the necessary supplies, please contact the staff to make arrangements.

LOST OR DESTROYED SCHOOL PROPERTY

Students are responsible for textbooks, workbooks and library books provided to them by LCS. It is their responsibility to take care of and return the books to school. The cost of any books that are damaged or lost will be charged to the student's family account.

DECLINATION

With the growth of technology usage in our school, your child's opportunity to have their picture taken with the digital camera and video camera has increased. We would like to use these pictures in our weekly newsletters, quarterly publication newsletters, local newspapers and future advertising for the school. If you choose not to have your child's picture published in these forms, please contact the school office.

FORBIDDEN ITEMS

The following items have no place at school: knives, weapons, of any kind, cigarettes, drugs, water guns, portable radios, and pornography. Any *non-educational items* (including electronic games and cell phones) that are brought to school may be confiscated. **Cell phones – are not to be used during school hours & should be turned off. Lafayette Charter School is not responsible for lost or stolen items.**

BEHAVIOR AND DISCIPLINE RULES

- ❖ Be prepared and on time.
- ❖ Respect others' rights, property, and feelings.
- ❖ Use hands, feet and objects appropriately.
- ❖ Use appropriate language.
- ❖ Tobacco-free environment – see Policy #419

School wide behavioral expectations: “We believe in the four Rs:”

- ❖ Respect for self
- ❖ Respect for others
- ❖ Respect for the environment
- ❖ Respect for learning

Our staff commits itself to the development of a safe, interactive learning environment that promotes respect, responsibility, and community. Clearly defined expectations of student conduct, reinforcement of successful behavior and consistent implementation of behavioral guidelines highlight our program.

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

Lunchroom expectations:

S M I L E

Stay seated until excused. Eat and drink at your seat.
Make sure that you are kind to others at all times.
Inside voices must be used in the cafeteria.

Leave for recess only when excused.

Every day, clean up your own lunch space (table and floor), and take trays to assigned spot.

Playground expectations:

Play Safely

- Use equipment in safe ways
- Keep hands, feet, and objects to self
- Play safe games
- Stay within boundaries

Be Respectful

- Use kind, polite words
- Use a polite tone of voice
- Solve problems peacefully

Show Care

- Include others
- Teach games to others
- Share equipment
- Take turns

Restroom Expectations:

- ❖ Use inside voices
- ❖ Respect the environment
- ❖ Respect the privacy of others
- ❖ Keep hands and feet to yourself

Serious Behaviors

Severe misbehavior will result in the student being referred to the Director. Serious misbehavior may be: fighting/assault, defiance, vandalism, stealing, bullying/harassment.

Anti-Bullying Commitment-

Everyone at Lafayette Public Charter School is committed to making our school a safe and caring place for all students. We will treat each other with respect, and we will refuse to tolerate bullying in any form at our school.

Our school defines *bullying* as follows: Bullying is unfair and one-sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.

Examples of bullying include:

- Hurting someone physically by hitting, kicking, tripping, pushing...
- Stealing or damaging another person's things.
- Ganging up on someone.
- Teasing someone in a hurtful way.
- Using put-downs, such as insulting someone's race or making fun of someone for being a boy or girl.
- Touching or showing private body parts.
- Spreading rumors about someone.
- Leaving someone out on purpose or trying to get other students not to play with someone.
- Transmitting hurtful messages via email and/or social media

Staff at our school will do the following things to prevent bullying and help children feel safe at school.

- Closely supervise students in all areas of the school and playground.
- Watch for signs of bullying and stop it when it happens.
- Take seriously families' concerns about bullying.

- Look into all reported bullying incidents.
- Assign consequences for bullying based on the school discipline procedure.
- Provide immediate consequences for retaliation against students who report bullying.

Students at our school will do the following things to prevent bullying.

- Treat each other respectfully.
- Refuse to bully others.
- Refuse to let others be bullied.
- Refuse to watch, laugh, or join in when someone is being bullied.
- Try to include everyone in play, especially those who are often left out.
- Report bullying to an adult.

LCS Consequences-

1. **Warning** – discuss what student did wrong, what will happen if behavior occurs again and what behavior is expected.
2. **Time-out** – short period of time with head down or a five-minute isolation in different part of the room.
3. **Behavior Improvement Plan** – student writes a plan describing the inappropriate behavior and making a commitment to how they intend to improve. – copy sent home to parents, signed and returned the next day.
4. **Call Parents** – student must call parents and explain their behavior – see form for call home.
5. **Meeting with Director-** Director has interaction with student, asks for commitment to improve, creates second behavior plan.
6. **Meeting with Parents** – held with parents, student, teacher and Director.
7. **In-School Suspension**
8. **Out of School Suspension**
9. **Expulsion**

**Higher behavioral offenses may result in advancing to higher consequences.

Please see the school website at www.lafayettecharter.k12.mn.us for the full detailed Bullying Policy.

DRESS AND CLEANLINESS

We encourage our students to dress in a neat and clean manner. Students should dress appropriately for the weather and for the activity (i.e., physical education or the classroom). Clothing should be appropriate for school attendance. Appropriate footwear is required. Hats are not to be worn in the building during the school day except with the approval of the LCS Staff.

Inappropriate clothing includes, but is not limited to the following:

1. Short shorts, skimpy tank tops (spaghetti straps), tops that expose the midriff, and other clothing that is not in keeping with community standards.
 - a. Clothing-Upper Garments
 - Shirts must cover the body appropriately
 - No backless, spaghetti straps, or strapless shirts
 - No exposed midriffs (skin should not show at the waist when standing or sitting)
 - No sleeveless garments that expose undergarments for females
 - No low-cut necklines (must cover appropriately)
 - Overalls-shirts worn underneath overalls must meet specifications listed above
 - b. Clothing-Lower Garments
 - Pants/shorts/skirts must cover the body appropriately
 - Pants/shorts should be worn at the waist-no undergarments will be visible at any time
 - Pants/shorts must cover undergarments at all times
 - No short shorts are permitted
 - Dresses/skirts should be mid thigh or longer in length and worn at the waist
 - Outerwear such as jackets, sweatshirts, sweater, etc. will not be worn to cover dress code violations.
2. Clothing bearing a message that is lewd, vulgar, or obscene.
3. Apparel promoting products or activities that are illegal for use by minors.

4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences of gang membership or affiliation, or approves, advances or provokes any form of religion, racial or sexual harassment and/or violence against other individuals.
5. Any apparel or footwear that would damage school property.

Winter Weather Procedure Regarding Recess

If the temperature or wind chill is above 0 degrees Fahrenheit, students will be required to go outside during recess, unless the child has a note from the parent. Students who are not dressed for outdoor play will stay in a designated area.

CELL PHONE/COMMUNICATION DEVICES

Cell phones/communication device are not allowed to be used before, during, or after the school day. If a student needs to make a call during the school day, they need to ask to use the school phone and call in the office. Phones should be kept in lockers in the off mode, if found outside of a locker during school hours the following consequences will occur:

- First Offense: The cell phone/communication device will be confiscated and held in the office until the end of the day.
- Second Offense: The cell phone/communication device will be confiscated, held in the office, parent will be notified and parent will have to pick up the phone at the end of the day.
- Third Offense: At the beginning of the day, the cell phone/communication device will need to be dropped off in the office and picked up in the office at the end of the day for one week. Parents will be notified.

The school is not responsible for lost, broken or stolen items.

ATTENDANCE

School is a student’s first full-time job. Attendance and tardiness become part of a student’s permanent record. We wish to emphasize the importance of being in school every day unless illness warrants staying home. Please realize that your child’s progress will be affected by frequent absence.

LCS’s attendance policy states in accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. §120A.22, the students of the school district are REQUIRED to attend all assigned classes every day school is in session, unless the student has been excused by the school from attendance because the student has a valid excuse for absence.

Students are required to be present every day that school is in session. If your child will be absent for any reason, it is the parent/guardian’s responsibility to contact the school in the morning. If your child is absent and we have not received a call from you, an attempt will be made to notify you. We ask parents to call school by 8:30 a.m. to report your child as absent, after 8:30 a.m., students will have an unexcused absence from school. Teachers can prepare work for the child, so they stay caught up with their studies.

On the day your child returns to school, they must bring a written excuse signed by one of his/her parents or guardians stating the reason for any absence.

The School days begins at 8:10 AM and students are expected to be on time. Unless we have parent notification for an excused tardiness, a tardy student is marked as unexcused if they are not in their assigned seats ready to start by 8:15 AM. See below for examples of excused and unexcused absences.

Excused Absences and /or Tardiness

1. Personal illness - Excessive absences may require a doctor's note.
2. Death in the immediate family and/or a funeral.
3. Medical, dental, chiropractic, optometric or other valid professional appointments. Parent(s) or guardians are expected to make students appointments during non-school hours.

Unauthorized Absences and/or Tardiness

Students who are absent from school, for reasons other than those listed above, are considered truant. Some examples of truancy include, but are not limited to missed bus, oversleeping, shopping, haircuts, baby sitting, and other non-educational activities.

TARDIES

Students are tardy when they are not in their assigned seats by 8:15 AM. All unexcused tardiness is noted and becomes a part of the student's permanent record.

*When a student receives 3 cumulative unexcused absences and/ or 5 unexcused tardies a letter is mailed to the parents address to address the situation. If the attendance issue is not resolved, it is LCS's policy (in accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. §120A.22) to contact appropriate county service to ensure all students are attending school on a regular basis.

ARRIVAL/PICK-UP/TARDINESS/LEAVING EARLY:

The school will not be responsible for students arriving earlier than fifteen minutes before the school day begins or staying later than fifteen minutes beyond normal school dismissal time. Any student arriving to class after the posted start time will be marked tardy. If students must arrive late or leave early from school, the office must receive either a written or oral communication to that effect, and the parents/guardians of such students must sign in or out. Students are not allowed to sign themselves in or out. Such notification is necessary for proper lunch count and transportation.

To prevent classroom disruption, please pick up your child from the OFFICE and not the classroom.

Please inform the school directly at 228-8943 if your child will be taking alternate routes home due to a birthday, stay over, or other activities. For safety of the students, alternate arrangements in bussing will only be done with a parent's written or verbal permission.

The School day begins at 8:10 AM and students are expected to be on time. Unless we have parent notification for an excused tardiness, a tardy student is marked as unexcused. Oversleeping, missed bus, etc. are considered unexcused.

PARKING

Visitor/Parent parking is from the left of the main entrance sidewalk to the curb of the paved lot. All vehicles are restricted on the paved lot. This is for the children's use only. The area in front of the new addition is reserved for school buses.

VISITING SCHOOL

Parents are invited to visit school at any time. All visitors are required to enter through the school's main doors and are required to stop by the office before proceeding to classrooms.

School-age classroom visitors are welcome at LCS. This needs to be arranged with the classroom teacher in advance. They will have the opportunity to spend a half-day at school. The classroom teacher will recommend which half-day would be appropriate. The student visitor will either bring a lunch or will pay \$2.95 for the lunch provided. Adult visitor meals are \$3.85 each.

EARLY DISMISSAL / LATE STARTS / MESSAGES

In the event that a snowstorm or some other emergency requires school to be dismissed early, an attempt will be made to allow buses to leave soon enough to enable them to make their normal routes. If this is not feasible, children will stay at the designated emergency homes. LCS will also use Bright Arrow, a Parent Notification system, for weather and school related announcement this school year. Parents will be notified via the methods they have chosen at the beginning of the year. Other area TV and radio stations will also be notified. Messages that are not urgent will be sent by Bright Arrow email.

TELEPHONE CALLS

Parents are encouraged to call or email the teachers to discuss a concern. If you wish to speak to a teacher, it is best to call between 7:30 and 8:00 A.M., between 3:10 and 3:30 P.M. If this is inconvenient, a message may be left for a teacher to return your call or you may email your teacher directly. Teachers are more than willing to meet with parents concerning their students.

Students may not be interrupted during school hours by outside calls and messages except in case of an emergency. However, if it is necessary to reach your child a message may be left at the office. Parents should communicate any after school plans with their children before the start of the school day. Students wishing to use the phone *must get prior permission from a staff member*.

For bus related messages affecting future bussing changes, please call New Ulm Bus Lines at 507-354-4711. For all same day bussing arrangement changes, contact LCS directly.

EMERGENCY INFORMATION

We request to have on file the name, address and phone number of a relative or friend in case we cannot reach you in an emergency situation. Any emergency situations will be broadcast to parents via parent notification system. It is a parent's responsibility to notify the school office of any contact information changes throughout the school year.

ACCIDENTS OR ILLNESS

School personnel will attend to children who receive minor cuts or bruises immediately. If a student requires more than basic first aid, parents will be called for further instructions. If a parent or guardian cannot be reached, an adult named as an alternate contact listed on the Student Emergency Information Form will be called. A student will not be sent home without an adult taking responsibility. It is the parent's responsibility to arrange for transportation home and the adult in charge needs to sign out the child in the office.

If a child has had a fever of over 100 degrees, vomited or had diarrhea, he/she must stay at home and be symptom and fever free for 24 hours without medication before returning to school.

If your child has any rash or contagious condition, you must check with your family physician before sending the child to school with a doctor's note.

If a child misses three consecutive days due to illness, LCS requests a doctor's note for verification.

Students with a diagnosed chronic condition (i.e. diabetes, asthma, seizures, and heart conditions) must provide the school with a current physician's summary of the condition and any special instructions such as limitations related to school activities (i.e. physical education and recess). Health forms including a parent's and doctor's signatures are required every year.

BIKE SAFETY

Children are allowed to ride bicycles, scooters, roller blades, or skateboards to school with parent permission as long as safety procedures are followed. These items are not to be used during the school day. The school assumes no responsibility for damaged or stolen items.

STUDENT TRANSPORTATION

Please inform New Ulm Bus Lines directly at 354-4711 if you have questions regarding bus schedules and pickup /drop off times.

CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding the bus or is at the bus stop.
- B. Consequences for school bus/bus stop misconduct will be imposed by the bus driver, Director or the Director's designee. In addition, all school bus/bus stop misconduct will be reported to the district's Transportation Safety Director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.
2. Rules at the Bus Stop
 - a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
 - b. Respect the property of others while waiting at your bus stop.
 - c. Keep your arms, legs and belongings to yourself.
 - d. Use appropriate language.
 - e. Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops before approaching the bus.
 - f. After getting off the bus, move away from the bus.
 - g. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
 - h. No fighting, harassment, intimidation or horseplay.
 - i. No use of alcohol, tobacco or drugs.
4. Behavior Guidelines and Consequences (Preschool thru 8th grade)
Consequences for school bus/bus stop misconduct will apply to all regular and late start routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

Class I Offenses

1. Spitting
2. Horseplay
3. Excessive noise
4. Eating or drinking on the bus w/o permission
5. Riding unassigned bus w/o permission
6. Leaving seat/standing while bus is in motion
7. Toy guns, squirt guns/liquid type guns in any form (except those liquid containers in lunch boxes)
8. Riding or attempting to ride any bus after receiving a suspension
9. Profanity, verbal abuse, harassment, obscene gestures, possession of unacceptable material, hazing or bullying
10. Other offenses as reported by the driver or Director

Class I Consequences

- 1st Offenses - Warning and contact parents
 2nd Offense - 5 school days' suspension from riding the bus
 3rd Offense- 10 school days' minimum suspension
 Written warning of possible loss of bus service
 Parent/Bus Lines conference/optional
 4th Offense - Loss of bus service

Class II Offenses:

1. Hanging out of windows
2. Throwing or shooting of any dangerous object
3. Physical aggression against any person
4. Use of tobacco or any controlled substance (will also be reported to the building principal)
5. Vandalism to the bus (restitution will be made)
6. Lighting of matches, firecrackers, or any flammable object or substance
7. Holding onto or attempting to hold onto any portion of the exterior of the bus

8. Unauthorized entering or leaving bus through emergency door
9. Tampering with bus equipment
10. Other offenses as reported by the driver or the principal

Class II Consequences

- 1st Offense - 5 school days' suspension from riding bus/contact parents
- 2nd Offense - 10 school days' suspension
- 3rd Offense - 15 school days' suspension
Written warning of possible loss of bus service
Parent/Bus Lines Conference
- 4th Offense - Loss of bus service

Class III Offenses

1. Weapons
2. Assault
3. Lighting of matches, firecrackers or any other flammable object or substance

Class III Consequences

- 1st Offense – Confiscation
An initial suspension for 5 days
Contact the police department and the building principal
A recommendation to the Director/superintendent that
the student be suspended from all bus services

Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of serious misconduct will be provided to the Minnesota Department of Public Safety. Records also may be maintained in the transportation office.

Notice

Students will be given a copy of school bus and bus stop rules during school bus safety training. Rules are to be posted on each bus and the driver will periodically review both the rules and consequences with students.

Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, possession or vandalism), the Director and local law enforcement officials will be informed.

PARENT AND GUARDIAN INVOLVEMENT

- A. **Parent/Guardian Responsibilities for Transportation Safety:**
 1. Become familiar with school district rules and policies, regulations and principles of school bus safety.
 2. Assist students in understanding safety rules and encourage them to abide by them.
 3. Recognize their responsibilities for the actions of their students.
 4. Support safe riding practices and reasonable discipline efforts.
 5. When appropriate assist students in safely crossing local streets before boarding and after

- 6. leaving the bus.
- 7. Support procedures for emergency evacuation, and procedures in emergencies as set up by the school district.
- 8. Respect the rights and privileges of others.
- 9. Communicate safety concerns to school administrators.
- 10. Monitor bus stops, if possible.
- 11. Support all efforts to improve school bus safety.
- 12. Contact New Ulm Bus Lines directly for bus schedule questions and concerns.

B. Parent and Guardian Notification:

A copy of bus stop rules will be provided to each family at the beginning of the school year or when a child enrolls. Parents and guardians are asked to review the rules, and sign a bus behavior contract with their students.

HEALTH AND SAFETY, HUMAN RIGHTS AND STUDENT DISMISSAL GUIDELINES

The Charter School will:

- ❖ Meet the same health and safety requirements required of a school district. Comply with M.S.A. 121A.15 HEALTH STANDARDS; IMMUNIZATIONS; SCHOOL CHILDREN stating a student must possess a statement from a physician or a public clinic, which provides immunizations stating that the person has received immunization, consistent with medically acceptable standards, or a legal notarized exemption form.
- ❖ Comply with Minnesota Human Rights Act, Chapter 363, which prohibits unfair discriminatory practices in employment, public accommodations, public services or education and comply with M.S.A. 121A.04, which governs provision of equal opportunities for members of both sexes to participate in athletic programs.
- ❖ Comply with Minnesota Pupil Fair Dismissal Act, M.S.A. 121A.40 to 121A.56, which defines and governs student exclusion, expulsion and suspensions.
- ❖ Comply with Minnesota Public School Fee Law, M.S.A. 123B.34 to 123B.39 which governs authorized and prohibited student fees.

IMMUNIZATIONS

Immunization information must meet the requirements of the State of Minnesota. Required immunizations vary include measles rubella, diphtheria, tetanus, pertussis, polio, mumps, haemophilus influenza type b, and hepatitis B.

NOTE: Release of Immunization records to a third party- LCS cannot honor requests for immunization copies to be sent to a third party such as grandparents, day care providers, etc. Please contact your doctor's office directly to provide you with copies.

MEDICATION

Medication should be scheduled during non- school hours, to avoid the need to bring medications into the school building. **NO** medications (examples, pain relievers, cough drops, cold medication, etc.) will be given to your child by school personnel, unless a signed notice is received from a parent. Please see additional forms from the office. If a prescription needs to be taken during school hours, the following procedures are followed:

- ❖ **ORIGINAL BOTTLE:** Medication must be sent in the original bottle with the name of the medication, how often it is to be taken, amount of the dosage, physician's name, and the name and telephone number of the pharmacy on the label. If you know your child will need to take the medication in school, you can request a second bottle from your pharmacist to send to school.
- ❖ **PARENT'S AND PHYSICIAN'S MEDICATION AND AUTHORIZATION FORM:** This must be completed for students who are on medication. If your child will be on medication, please contact the school office for one of these forms. This includes all over-the-counter medication. A new form is required to be completed every year.

ALLERGY PROCEDURE

Parents are responsible for letting the school know if their child has a severe allergy. The parent will be asked to complete an Allergy Emergency Care Plan. If the child needs an EpiPen in school, the parent needs to supply this, along with a doctor's order. The EpiPen is kept unlocked in the office unless other arrangements are needed. Please talk to the School Nurse if your child has special needs.

Lafayette Charter School is a "peanut-aware" school, not peanut free. Accommodations will be made per student/employee needs.

COMMUNICABLE DISEASES

It is the policy of the Lafayette Public Charter School District that students with communicable diseases not be excluded from attending school in their regular classrooms so long as their attendance does not create a substantial risk of the transmission of illness to students or employees of the school district. To prevent the spread of contagious diseases, students need to comply with the school's policy 5.5.5 Communicable Diseases and Infections. The office needs to be informed of all students with a communicable disease. Parents should contact the office regarding readmission guidelines for each particular disease.

LOST AND FOUND

Found items are saved in a designated area. Small and valuable items will be put in a safe place. We encourage you to check the lost and found prior to the end of the year. If items are unclaimed at that point they may be discarded. To help ensure that a lost item will be returned to you, please put your name on all clothing and items that are brought to school.

PARENT – TEACHER CONFERENCES

There will be an opportunity for four conferences to monitor your child's progress during the school year: Pre-conferences, first/second quarter and a third/fourth quarter conference. With the level of communication we have between parents, students, and teachers these conferences may be an on-going process throughout the school year. Parents are welcomed and encouraged to call and schedule a meeting with the teachers or school board to discuss issues about school or child.

REPORT CARDS

Pupil progress is formally reported to parents quarterly. Report cards will be given to parents at first/second quarter conferences and sent home with students at the end of each grading period for third and fourth quarters.

FOOD SERVICES

A monthly menu is published and sent home with each family. At the beginning of each year the cost of the meals will be determined. Each family will fill out an Income Guidelines Form that will help determine the cost of the daily meals for your child. Lunch prices are \$2.95 per meal, unless your family qualifies for lunch benefits. Visitor meals are \$3.85. Lafayette Charter School operates on a pre-pay system only which requires parents to pay lunch accounts at least one month ahead. Weekly low balance sheets are sent home each Thursday if the positive balance on account is less than \$15.00 per student for full paying students or \$3.00 per student for reduced meals. Parents are asked to send payment the following day.

When a student or family lunch account balance drops below \$5.00 an invoice is sent home with the student to notify parents of the account status. When a student lunch account balance drops below negative \$10.00 the student will not be allowed to charge meals or food items until the account is brought to a positive balance.

LCS provides a state-approved Food and Nutrition Services "Offer versus Serve" program, which means the food service provides students with five food choices and the students must take at least three different components of the meal. Each year the district will provide the following to those affected:

- Special Dietary Concerns: substitutions will be made if, a student has a disability and it restricts the diet AND documentation of the requirements are in a signed medical statement signed by a licensed physician.
- Lactose Intolerance: upon a written request from a parent school will

provide lactose reduced milk, milk fortified with lactase, or milk with lactobacillus acidophilus.

Nondiscrimination Statement regarding the LCS School Nutrition Program:

The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.) If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online, at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

SNACK / BIRTHDAYS

Students may bring treats for their classmates on their birthday. Please contact the classroom teacher prior to bringing the snack to school. There should be a treat for everyone in the class.

Health and wellness is important to all of us at LCS and we ask you to consider sending treats or snacks of a healthier nature: fruit, string cheese, yogurt, granola bars etc...

FIELD TRIPS

Educational field trips may be taken during the school year under the teacher's direction. Parents may be asked to assist with these field trips.

Permission slips will be sent out prior to the activities and must be returned with an emergency contact number before a child will be allowed to participate.

Walking Field Trips – please complete a walking fieldtrip form at the beginning of each year to enable teachers to take their classes on walking field trips in the community of Lafayette. This will encourage our teachers to incorporate our community within our school.

VOLUNTEERS – PARENT / GUARDIAN / COMMUNITY

Our school provides several opportunities for parents and other volunteers to get directly involved at our school:

- ❖ Library or teacher's aide
- ❖ Tutors – working directly with children, assisting them with assignments, listening to reading, etc.
- ❖ Teacher assistant – will be willing to organize and/or assist with various classroom activities – helping with parties assisting with field trips, etc.
- ❖ Playground/Recess monitors
- ❖ Lunch helpers
- ❖ Sharing a special skill or talent
- ❖ Committees: PROS (Parents Reaching Out for Students), which is our Fundraising & Public relations committee, Technology, Curriculum, Grounds & Facilities, Safety, Agriculture, Marketing and Policy.
- ❖ School Board Member
- ❖ Take-home projects, as needed.
- ❖ Assisting with greenhouse
- ❖ Landscape upkeep-weeding etc.

Volunteers may serve as little as one morning or afternoon a month or several times a month. For those interested in helping, please contact the teacher or staff. There are also a number of things that can be done from your home, *just ask!!*

LCS PROS - Parents Reaching Out for Students

LCS PROS is a parent group that plans, organizes and gathers volunteers to run the events and fundraising for Lafayette Charter School. We are a non-profit 501(C) (3) organization. Each parent of LCS is a part of our organization

and all parents are welcome to attend PROS board meetings which are held monthly. As a parent your input and suggestions are always welcomed. PROS are involved in many “Clip & Save” programs for our school, such as: Box Tops, Campbell’s UPCs, HyVee UPCs, Cashwise checkout receipts, Target Rewards, ink cartridges, Coke Codes and more! There is a bin across from the restrooms at school to drop off these items. We will send in items two or three times a year depending on minimums by the vendors. These programs net over \$1000 each year. This is a very lucrative project for each LCS family and their extended families to be involved in. We all use these products or services. It is as simple as clipping, saving and sending to school with your child.

We are looking forward to an exciting school year with great parental input and assistance with all of our projects!

LCS PROS THANKS YOU FOR YOUR SUPPORT!

SCHOOL POLICIES - All policies of the school district are public. For complete copies of policies, including definitions, procedures, requirements, etc., please review the policy page on the school website at www.lafayettecharter.k12.mn.us “under administration”.

Adopted: July 12, 2016

Revised: _____

Reviewed: July 14, 2020

**LAFAYETTE CHARTER SCHOOL POLICY No. 2.4.2
PROHIBITION OF SEXUAL, RELIGIOUS, AND RACIAL
HARASSMENT AND VIOLENCE**

I. PURPOSE

The purpose of this policy is to state Lafayette Charter School's intent to create an environment that is free from harassment and violence against students and employees, or agents based on actual or perceived sex/gender, sexual orientation, race, color, creed, national origin, and religion.

II. POLICY STATEMENT

Lafayette Charter School prohibits any form of harassment or violence by a student or employee against another student or employee through unwelcome conduct or communication that is based on actual or perceived sex/gender, sexual orientation, race, color, creed, national origin, or religion. For purposes of this policy, an employee includes a school board member, employee, agent, volunteer, or person subject to the supervision and control of Lafayette Charter School. Violation of this policy will be cause for disciplinary action.

III. DEFINITIONS

- A. "Sexual Harassment" consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education;
 2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 3. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.
- B. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.

IV. EXAMPLES OF PROHIBITED HARASSMENT OR VIOLENCE

A. Harassment includes, but is not limited to the following conduct:

1. Verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.
2. Unwelcome conduct if the student or employee did not request or invite it and/or considered the conduct to be undesirable or offensive.
3. Conduct that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the charter school's programs.

B. Racial, color, creed or national origin harassment/violence

1. Intimidation or abusive behavior toward a student or employee, based on perceived or actual race, color, creed or national origin, that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the charter school's programs.
2. Racial violence is a physical act of aggression or force, or the threat thereof, which is directed toward a student or employee based upon their perceived or actual race, color, creed, or national origin.

C. Religious harassment/violence

1. Intimidation or abusive behavior toward a student or employee based on perceived or actual religious beliefs that create a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the charter school's programs.
2. Religious violence is the threat of or an actual physical act of aggression or force which is directed toward a student or employee based upon their perceived or actual religion.

D. Sexual harassment is based upon sex/gender and/or sexual orientation, considering the following:

1. The conduct is unwelcome, meaning that the student or employee did not request or invite the conduct and considered the conduct undesirable or offensive. Whether the conduct is unwelcome should be determined by consideration of all circumstances and not be determined by submission or failure to complain.
2. The conduct may include, but is not limited to the following:
 - a. Unwelcome verbal harassment or abuse;
 - b. Unwelcome pressure for sexual activity;
 - c. Unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of student(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
 - d. Unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;

- e. Unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. Unwelcome behavior or words directed at an individual because of gender.
- E. Sexual violence: Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statute §609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.
- 1. Sexual violence includes but is not limited to the following:
 - a. Rape, sexual assault, and coerced sexual intercourse or other sexual acts. The physical act is considered nonconsensual if a person is incapable of giving consent due to alcohol or drug use or due to an intellectual or other disability.
 - b. Touching, patting, grabbing, or pinching another student's or employee's intimate parts or the clothing covering the intimate parts.
 - c. Coercing or forcing or attempting to coerce or force a student or employee to touch anyone's intimate parts.
 - 2. A police report does not relieve the school of its responsibilities under Title IX.
- F. "Assault" is:
- 1. An act done with intent to cause fear in another of immediate bodily harm or death;
 - 2. The intentional infliction of or attempt to inflict bodily harm upon another; or
 - 3. The threat to do bodily harm to another with present ability to carry out the threat.

V. **REPORTING PROCEDURE**

- A. Victims of alleged sexual, religious, or racial harassment or violence and third persons with knowledge of such conduct must report the alleged act immediately to school officials. A report of harassment or violence should be made to Lafayette Charter School's Human Rights Officer, whether in oral or written form.
- B. The name, address, phone number and email of Lafayette Charter School's Human Rights Officer will be posted online. If the report involves the Human Rights Officer, the report should be made directly to the charter school board.
- C. Reports made to other school officials, including but not limited to teachers, administration, staff, volunteers or agents, must be acted on immediately:
 - 1. The school official must immediately notify the Human Rights Officer, without investigation of the report.
- D. Submission of a good faith complaint or report of sexual, religious, or racial harassment or violence will not affect the individual's future employment, grades, or work assignments.

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

VI. INVESTIGATION AND SCHOOL ACTION

- A. Upon receiving any report alleging sexual, religious, or racial harassment or violence, Lafayette Charter School's Human Rights Officer will conduct or authorize an investigation to the extent it is appropriate.
- B. In determining whether the alleged conduct constitutes a violation of this policy the school will take into consideration all the facts and surrounding circumstances of the allegation. The investigation may be conducted by the Human Rights Officer, another school official or by a neutral third party.
- C. The investigation may consist of personal interviews with the parties involved or those with knowledge of the report. The investigation may also consist of any other methods and documents deemed pertinent and appropriate by the investigator.
- D. During the investigation, the school may take appropriate action, at its discretion, to protect any person involved in the investigation, pending completion of the investigation. The investigation will be completed as soon as practicable.
- E. The Human Rights Officer will submit a written report to the Director upon completion of the investigation. If the Director is the subject of investigation, the report will be submitted to the charter School Board. The report shall include a determination of whether the allegations have been substantiated and whether a violation of this policy has occurred, along with proposed resolution.
- F. Upon completion of the report, the Human Rights Officer will inform the reporter of his or her rights to review the written report, in accordance with state and federal law regarding data or records privacy.
- G. Upon receipt of the results of the investigation, the Director will authorize appropriate action consistent with State and Federal law and school policies.

VII. RETALIATION

The School will discipline any individual who retaliates against any person who reports, testifies, assists or participates in any manner in any investigation, proceeding or hearing related to sexual, religious, or racial harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

VIII. HARASSMENT OR VIOLENCE AS ABUSE

Under certain circumstances, alleged harassment or violence may also constitute abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. §626.556 may be applicable. Nothing in this policy will prevent the school from taking immediate action to protect victims of alleged harassment, violence or abuse.

IX. STUDENTS

Sexual, religious, or racial harassment or violence will be considered a matter of school discipline subject

to student discipline policy.

X. DISSEMINATION

This policy will be displayed online and on school property. It will be given to each school employee and independent contractor at the time of entering into the contract. Students will receive an annual communication presenting this policy. Lafayette Charter School will annually review this policy for compliance with state and federal law.

XI. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

Legal References: Minn. Stat. §121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
Minn. Stat. §363A (Minnesota Human Rights Act)
Minn. Stat. §609.02 (Criminal Definitions)
Minn. Stat. §626.556 *et seq.* (Reporting of Maltreatment of Minors)
42 U.S.C. §2000e *et seq.* (Title VII of the Civil Rights Act)

Cross References: 20 U.S.C. §1701-1758 (Equal Educational Opportunity)
Minn. Stat. §13.43 (Public and Private Personnel Data)
Minn. Stat. §121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. §121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. §128C.02 (Minnesota State High School League)

Adopted: 8-8-17

Revised: _____

Reviewed: July 14, 2020

**LAFAYETTE CHARTER SCHOOL POLICY No. 5.5.3
TOBACCO FREE ENVIRONMENT**

XII. PURPOSE

The Board of Lafayette Charter School recognizes that the use of tobacco presents a health hazard to both the user of tobacco and to persons subject to second hand smoke. The purpose of this policy is to describe the Board's policy with respect to tobacco use on school property and at extracurricular events.

XIII. POLICY STATEMENT

For the health and well-being of students, employees, and the public who visit Lafayette Charter School buildings and grounds, it is the policy of Lafayette Charter School to prohibit tobacco use.

XIV. TOBACCO USE PROHIBITED

No person shall at any time smoke, chew, or otherwise ingest tobacco or a tobacco product, or inhale or exhale vapor from an electronic delivery device (also known as "e-cigarette") in Lafayette Charter School and no person under the age of 18 shall possess any of these items. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that Lafayette Charter School owns, leases, rents, contracts for, or controls

This prohibition also extends to Lafayette Charter School staff and students while at any school sponsored function, regardless of whether the function takes place on school grounds. Violations of this prohibition will be subject to appropriate discipline.

Legal References: Minn. Stat. §§144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. Ann. §144.4165 (Tobacco products prohibited in public schools)

Adopted: July 12, 2016

Revised: _____

Reviewed: November 14, 2017

Reviewed: July 14, 2020

LAFAYETTE CHARTER SCHOOL POLICY NO. 5.4.2

BULLYING PREVENTION AND RESPONSE

I. PURPOSE

Lafayette Charter School strives to provide safe, secure and respectful learning environments for all students in school buildings, on school grounds, school buses and at school-sponsored activities. Bullying, like other disruptive or violent behavior, is conduct that interferes with a student's ability to learn and a teacher's ability to educate.

II. POLICY STATEMENT

This policy protects students against bullying and harassment on the basis of actual or perceived race, ethnicity, color, creed, national origin, immigration status, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability, status with regard to public assistance, age, military status, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic defined in Chapter 363A. This policy also protects any student who voluntarily participates in any school function or activity, whether the student is enrolled in Lafayette Charter School or not.

III. DEFINITIONS

- A. **Cyber bullying.** "Cyber bullying" means using electronic information and communication technologies to bully. This may include, but is 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.
- B. **Immediately.** "Immediately" means as soon as possible but in no event longer than 24 hours.
- C. **Prohibited conduct.** Prohibited conduct ("bullying") means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students creating an actual or perceived imbalance of power between the student engaging in bullying and the target of bullying that has or can be reasonably predicted by repeated forms or pattern to have one or more of the following effects:
1. Placing the student in reasonable fear of harm to the student's person or property.
 2. Causing a substantially detrimental effect on the student's physical or mental health.
 3. Substantially interfering with the student's educational opportunities and performance.
 4. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

5. Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation of asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.
- D. **Remedial response.** “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of the student who is the target of the prohibited conduct. Remedial response also means a measure to stop and correct retaliation for asserting, alleging, reporting or providing information about prohibited conduct (retaliation) or knowingly making a false report about prohibited conduct (false report), prevent retaliation or false reports from recurring and protect, support and intervene on behalf of the student who is the target of the prohibited conduct.
- E. **Retaliation.** Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment or intentional disparate treatment.
- F. **School employee.** “School employee” includes school board members, administrators, educators, aides, school counselors, social workers, psychologists, other school mental health professionals, nurses and other school-based/linked medical providers/health professionals, cafeteria workers, custodians, bus drivers, athletic coaches, extracurricular activities advisors, paraprofessionals, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the school and its students.

IV. PROHIBITED CONDUCT.

- A. Bullying of a student or group of students is prohibited:
 1. During any school-sponsored or school-sanctioned programs, activities, events or trips.
 2. In school buildings, school property, on school buses or other school school-provided transportation, and at designated locations for students to wait for buses and other school-provided transportation.
 3. Through the transmission of information from a school computer or computer network, or other electronic school equipment.
 4. When communicated through any electronic technology or personal electronic device while on school property, on school buses or other school-provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities.
 5. Off campus communication and/or use of electronic technology which results in or is reasonably likely to result in material and substantial disruption of the student’s education.
 6. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
 7. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
 8. False accusations or reports of bullying against another student are prohibited.

V. RESPONSE TO COMPLAINTS OF BULLYING

- A. **Where to bring complaints.** The Director is the person responsible for receiving reports of bullying at the building level. They will ensure this policy and its procedures are fairly and fully implemented and serve as the primary contact on policy and procedural matters. If the complaint involves the Director, the complaint shall be made or filed directly with the Chair of the Board of Lafayette Charter School.
- B. **Considerations in evaluating complaint.** When investigating a complaint, the Director 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.
 - 5. The context in which the alleged incidents occurred.
- C. **Investigations.** Investigation of a bullying incident shall be initiated within three school days of receipt of a report and be completed within 10 schools days, unless the Director grants in writing an additional five-day extension due to extenuating circumstances. [*See Attachment A for investigation process.*]
- D. **Consequences.** The schools will respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Appropriate responses and consequences are outlined in the Student Handbook.
- E. **Appeal.** Any party who is not satisfied with the outcome of the investigation may appeal to the school's human rights officer within 10 school days of notification of the Director's decision. The human rights officer will conduct a review of the appeal and, within 10 school days of receipt of the appeal, will affirm, reverse or modify the findings of the report. The human rights officer shall notify the party requesting the appeal and the Director that its decision is final and shall document that notification in the incident report.
- F. **School Employees.** When it is determined that a school employee was aware that prohibited conduct was taking place but failed to report it, the employee will be considered to have violated this policy. The Director shall consider employee discipline for such violations.
- G. **Vendors.** Remedies for offending vendors and contractors will be imposed according to their contracts.
- H. **Retaliation prohibited.** The school will take appropriate action against any student or school employee who retaliates against any person who reports alleged bullying or against any person who testifies, assists or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such bullying.

VI. NOTICE AND DISSEMINATION OF REQUIREMENTS

- A. The school will give annual notice of this policy to students, parents or guardians, and school employees, and this policy shall appear in the student handbook and posted in an electronic format in the languages appearing on its school's website. This policy should also be:
 - 1. Posted in the school building administrative offices and throughout the school building in areas accessible to students and school employees.

2. Included in each school's student handbook on school policies.
3. Be given to each school employee and independent contractor at the time of entering into the person's employment contract.

VII. PROFESSIONAL DEVELOPMENT AND EDUCATION

- A. Staff.** Professional development will be offered annually to build the skills of all school employees to implement this policy. The content of such professional development shall include, but not be limited to:
1. Developmentally appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them in a manner that does not stigmatize the victim.
 2. Information about the complex interaction and power differential that can take place between and among an actor, target and witness to the bullying.
 3. Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk, and any specific interventions that may be particularly effective for addressing bias-based bullying.
 4. Recognizing, responding to and reporting bullying.
 5. Information about the incidence and nature of cyber bullying.
 6. Information about Internet safety issues as they relate to cyber bullying.
 7. A review of the school's reporting requirements related to bullying and cyber bullying.
- B. Student Education.** Developmentally appropriate programmatic instruction shall be incorporated into the school curriculum to help students identify, prevent and reduce bullying and create a safe learning environment. The Director shall determine the scope and duration of the units of instruction and topics covered but should include evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct to engage all students in creating a safe and supportive school environment. [*See Attachment C for more information on student instruction.*]

Attachment A – Template for investigation process

SCHOOL ACTION

1. Prior to the investigation of an incident, the Director will take immediate steps, at its discretion, to protect the alleged actor(s), target(s), bystander(s) or reporter pending completion of an investigation. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the complainant from additional incidents of bullying or retaliation.
2. The Director shall perform the investigation. Investigation of a bullying incident shall be initiated within three school days of receipt of a report and be completed within 10 school days, unless the Director grants in writing an additional five-day extension due to extenuating circumstances. The Director shall document the extension in the investigation report and shall notify the parties involved. The Director will make every effort to protect the confidentiality of those who report bullying incidents and is responsible for keeping the protecting access to any written records of the investigation.

3. The purpose of the investigation is to make a determination as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident, such as the nature of the behavior, past incidents or continuing patterns on behavior, the relationship between the parties involved and the context in which the alleged incident occurred.
4. The Director shall identify the alleged actor(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
5. The Director will conduct an individual interview in a private setting with the alleged actor and target. The alleged actor and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with student and adult bystanders.
6. The investigation may also consist of any other methods and documents deemed pertinent by the Director.
7. The Director will determine how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education, including but not limited to, a negative impact on academic performance, education opportunities and participation in school activities was affected.
8. The Director will assess the individual and school-wide effects of the incident relating to safety, and assign school staff to create and implement a safety plan to prevent the recurrence of an incident that will restore a sense of safety for the target and other students who have been impacted.
9. If the Director determines the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities. As part of making this determination, the Director may wish to consult with either a law enforcement officer or legal counsel. Law enforcement shall only be contacted if all other available remedies have been exhausted.
10. When appropriate, the Director will prepare a report identifying his/her recommendation for individual consequences. The report will comprehensively document the details of the investigation.
11. When the investigation is complete, the Director shall ensure the investigation report is attached to the incident report.

Attachment B – Additional information on disciplinary actions

Remedial actions may include:

For the student harmed: protect, support and intervene on behalf of the student who is the target of the prohibited.

Support may include: referral to student support staff for one-to-one support or social skills training; daily check-in and check-out with a trusted adult in the school; choice to participate in a restorative process, facilitated by a trained facilitator.

For the student who violated the prohibited conduct policy: schools may use multi-tiered levels of response that are individualized, consistent, reasonable, fair, and age-appropriate and should match the severity of the student's behavior and their developmental age. The consequences must be a natural and logical match to the prohibited behavior, consequences must be paired with meaningful instruction and guidance; and must be carefully planned with well-defined outcomes.

Consequences may include: A referral to appropriate staff for teaching and re-enforcing appropriate school behavior; mini-courses or skill modules to guide restitution; a referral to participate in a restorative process facilitated by a trained facilitator if the student admits to having caused harm; a meeting between the administrator and the family of the student who did the harm; a coordinated behavior plan that may include behavior contracts

with a plan to prevent the prohibited conduct from recurring; individual counseling and one-to-one support to change behavior.

Consequences may also include warning, suspension, exclusion, expulsion or transfer. Schools should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity. The school may review school-wide behavior data as well as the data related to the person who did the harm and person harmed. If the investigator determines that a violation of this policy may be the result of school climate needs, the school may conduct classroom, school or school-wide training.

When an investigation determines that bullying occurred, the Director shall explain the consequences in a non-hostile manner, and shall impose any consequence immediately and consistently. The Director shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

- The actor is no longer bullying and is interacting civilly with the target.
- The target reports feeling safe and in interacting civilly with the actor.
- School staff observes an increase in positive behavior and social-emotional competency in the actor and/or the target.
- School staff observes a more positive climate in the physical location where bullying incidents were high.

REMEDIAL RESPONSE AND REFERRALS

The Director shall design and implement remedial measures to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the target of the bullying, and take corrective action for documented systemic problems related to bullying. The Director shall refer students who bully to positive-behavior small-group interventions (for anger management, trauma, or social skills) within the school, if possible, to reinforce the behavioral expectation they violated and increase their social-emotional competency. The Director shall ask a school mental health professional to refer targets of bullying to individual or group therapy where they can openly express their feelings about their bullying experience, or social-skills training and/or groups where they can practice assertiveness and coping mechanisms.

Attachment C – Student Instruction

Administration is encouraged to take such actions as deemed appropriate to accomplish the following goals:

- Engage students in creating a safe and supportive school environment.
- Partner with parents and other community members to develop and implement prevention and intervention programs.
- Engage all students and adults in integrating education, intervention and other remedial responses into the school environment.
- Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct.
- Teach students to advocate for themselves and others.
- Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct.
- Foster student collaborations to create a more conducive environment for a supportive school climate.

Possible units of instruction could include:

1. Social emotional learning.
2. Appropriate behavior online/on social media and cyber bullying awareness and response.
3. Valuing diversity in school and society.
4. Advocacy skills for themselves and others.
5. Skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying.

The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught. Schools shall satisfy the documentation requirements established by the Director to ensure compliance with this curricular requirement.

Adopted: July 12, 2016
Revised: _____
Reviewed: July 14, 2020

LAFAYETTE CHARTER SCHOOL POLICY No. 5.6.1
SECTION 504 POLICY
EDUCATION OF STUDENTS WITH DISABILITIES UNDER
SECTION 504 OF THE REHABILITATION ACT

I. PURPOSE

The purpose of this policy is to set forth Lafayette Charter School’s obligations under Section 504 of the Rehabilitation Act of 1973 and to articulate the school’s commitment to prohibit discrimination against students with disabilities and to provide a free appropriate public education to eligible students as required by the Act.

II. POLICY STATEMENT

It is the policy of Lafayette Charter School to fully comply with the requirements of Section 504 of the Rehabilitation Act of 1973.

III. POLICY

Section 504 prohibits discrimination based on an individual’s disability in any program receiving federal financial assistance. Section 504 of the Rehabilitation Act of 1973 provides that “no qualified person with a disability shall, on the basis of a disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from federal financial assistance”.

Lafayette Charter School will not discriminate on the basis of disability in admission to, access to, or operations of its programs, services, or activities. The school will comply with the provisions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

A. A student is disabled under the definition of Section 504 if he or she:

1. Has a physical or mental impairment, which substantially limits one or more of such person’s major life activities (Examples of “major life activities” include, but are not limited to, functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, and thinking. “Major life activities also includes the operation of major bodily functions, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, or reproductive functions.)
2. Has a record of such an impairment; or
3. Is regarded as having such an impairment.

B. Lafayette Charter School will identify and evaluate students who, within the intent of Section 504, need academic adjustments or program changes to ensure that the student is provided a free appropriate public education. This includes the right to have an equal opportunity to participate in extracurricular and non-academic programs offered by the school.

C. Lafayette Charter School will provide notice to parents, employees, bargaining organizations, and

community members that it does not discriminate on the basis of disability.

- D. Lafayette Charter School will make facilities, programs, and activities accessible, usable, and open to persons with disabilities.
- E. Lafayette Charter School will develop and publish grievance procedures that provide prompt resolution of complaints of discrimination based on disability.
- F. Lafayette Charter School will designate an employee who will have the responsibility to coordinate the school's efforts under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act and to give overall direction in adhering to this Policy.

IV. EMPLOYEES TO SUPPORT IMPLEMENTATION

Every employee of Lafayette Charter School must support the implementation of this Policy.

V. GRIEVANCE PROCEDURE

This grievance procedure is established to meet the requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. It may be used by anyone who wishes to file a complaint alleging discrimination on the basis of disability in the provision of services, activities, programs, or benefits, or in employment practices and policies, by the school.

- A. The grievance should contain information about the alleged discrimination such as name and phone number of the complainant and location, date, and description of the problem. Alternate means of filing complaints, such as personal interviews or a tape recording of the complaint will be made available for persons with disabilities upon request.
- B. A grievance may be filed in writing with the school 504/ADA Administrator.

Lafayette Charter School's 504/ADA Administrator is the Director.

1. Step One: The grievance should be submitted to the 504/ADA Administrator who will investigate the circumstances of the alleged violation. The 504/ADA Administrator will provide a written report of her/his findings of fact and conclusions to the grievant and Director.
2. Step Two: If the grievance has not been resolved to the satisfaction of the grievant at Step One, the grievant may appeal to the School Director. The Director will conduct or authorize an investigation and will affirm, reverse, or modify the decision of the 504/ADA Administrator.
3. Step Three: If the grievance has not been resolved in Step Two to the satisfaction of the grievant, s/he may request an impartial due process hearing. The School will appoint an impartial hearing officer and follow state and federal rules for due process hearings.
4. Step Four: At any point in the process, the grievant has a right to file a complaint with community, State or Federal agencies.

VI. NOTICE OF PARENT AND STUDENT RIGHTS UNDER SECTION 504

Lafayette Charter School will annually take appropriate steps to notify students with disabilities and their parents of the school's duties and their rights under the Act. The Notice will contain, at a minimum, the following information:

NOTICE

The Rehabilitation Act of 1973, commonly referred to as “Section 504,” is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that students with disabilities have educational opportunities and benefits equal to those provided to non-disabled students.

Below is a description of the rights granted by Section 504 to eligible students with disabilities and the parents of those students.

1. You have a right to be informed by the school of your rights under Section 504. (The purpose of this Notice is to advise you of those rights). 34 CFR 104.32.
2. Your child has the right to an appropriate education designed to meet her/his individual educational needs as adequately as the needs of non-disabled students are met. 34 CFR 104.33.
3. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties are not relieved from an otherwise valid obligation to provide or pay for services provided to a student with a disability. 34 CFR 104.33.
4. Your child has a right to placement in the least restrictive environment. 34 CFR 104.34.
5. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
6. Your child has a right to an evaluation prior to an initial Section 504 placement and any subsequent significant change in placement. 34 CFR 104.35.
7. Testing and other evaluation procedures must conform to the requirements of 34 CFR 104.35 as to validation, administration, areas of evaluation, etc. The school will consider information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, adaptive behavior, physical or medical reports, student grades, progress reports, parent observations, and anecdotal reports. 34 CFR 104.35.
8. Placement decisions must be made by a group of persons who are knowledgeable about your child, about the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
9. If eligible under Section 504, your child has a right to periodic reevaluations, generally every three years. 34 CFR 104.35.
10. You have the right to notice prior to any action by the school in regard to the identification, evaluation, or placement of your child. 34 CFR 104.36.
11. You have the right to examine relevant records. 34 CFR 104.36.
12. You have the right to an impartial hearing with respect to the school’s actions regarding your child’s identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
13. If you wish to challenge the actions of the Section 504 Committee with regard to your child’s identification, evaluation, or educational placement, you should file a written Notice of Appeal with the school’s Section 504 School Resource Teacher within 15 calendar days from the time you received written notice of the Section 504 Committee’s action(s). A hearing will be scheduled before an impartial hearing officer and you will be notified in writing of the date, time, and place for the hearing.
14. If you disagree with the decision of the impartial hearing officer, you have a right to a review of that decision by a court of competent jurisdiction. 34 CFR 104.36.

15. On Section 504 matters other than your child’s identification, evaluation, and placement, you have a right to file a complaint with the school’s Section 504 Administrator (or designee), who will investigate the allegations to the extent warranted by the nature of the complaint in an effort to reach a prompt and equitable resolution.
16. You also have a right to file a complaint with the Office for Civil Rights. The address of the Regional Office that covers Minnesota is:

ATTN: OCR Regional Manager

Office for Civil Rights, *Chicago Office*

U.S. Department of Education

Citigroup Center

500 W. Madison St., Suite 1475

Chicago, IL 60661-7204

Legal References: Section 504 of the Rehabilitation Act, 29 U.S.C. §794;
34 C.F.R. Part 104
Title II of the Americans with Disabilities Act of 1990

Sample Documents that follow:

- Notice of Parent/Student Rights and Procedural Safeguards under Section 504 of the Rehabilitation Act of 1973
- 504 Plan Information Sheet
- Section 504 Evaluation Form
- 504 Plan Evaluation and Review
- 504 Plan Permission to Evaluate
- Section 504 Plan
- Checklist

**Notice of Parent/Student Rights and Procedural Safeguards under
Section 504 of the Rehabilitation Act of 1973**

Section 504 is a federal law that prohibits discrimination against persons with disabilities. Section 504 applies to the school because it receives federal funds. Under this law, you as the parent or guardian of a student who has or is suspected to have a disability have the following rights.

1. Your child can take part in, and receive benefits from, public education programs without discrimination based on disability.
2. The school must advise you of your rights under federal law and that is the purpose of this form.
3. You have the right to receive notice about the evaluation, identification or placement of your child. Your child is entitled to receive an evaluation prior to an initial placement and any subsequent significant changes in placement. You must provide consent for the initial evaluation or the school may not proceed with an evaluation.
4. Your child has the right to receive a free appropriate public education. This includes the right to be educated with students without disabilities to the maximum extent appropriate. It also includes the right to receive regular and/or special education and related aids and services that are designed to meet the student's individual educational needs as adequately as the needs of students without disabilities are met.
5. Your child has the right to a free education except for those fees which are charged to students without disabilities.
6. Your child has the right to receive services and be educated in facilities which are comparable to those provided to students without disabilities.
7. Your child has the right to have evaluation, educational, and placement decisions made based on a variety of information sources, and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
8. Your child has the right to have an equal opportunity to participate in nonacademic and extracurricular activities offered by the school.
9. You have the right to examine your student's educational records and obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records. You have the right to request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child.
10. You have the right to request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification as a student with a disability, evaluation, or educational program and to be represented by an attorney that you hire in the hearing process. The school district may also request a hearing on matters of identification, evaluation, or educational program for your child. You or the school district has the right to appeal an adverse decision to a hearing review officer within 20 school days of the receipt of the written decision by the hearing officer. The school will appoint a hearing officer and a hearing review officer if necessary at the school's expense. It will also provide for the recording of testimony and evidence in the hearing and if applicable, in the review process.

11. You have the right to file a local grievance with the school Section 504 Coordinator/Administrator. Neither the local grievance procedure nor the hearing procedure prevents a student or parent from filing a complaint with the Office for Civil Rights (OCR) or in federal court.
12. Filing a complaint with outside agencies or court. **There may be specific timelines for filing a complaint that may affect your rights.** You should review those timelines immediately to protect your rights. This Notice is not intended to be legal advice or a substitute for legal advice. To file a complaint with the Office for Civil Rights (OCR) your letter or complaint should be addressed:

ATTN: OCR Regional Manager

Office for Civil Rights, *Chicago Office*
U.S. Department of Education
Citigroup Center
500 W. Madison St., Suite 1475
Chicago, IL 60661-7204

The OCR may be reached at: Voice Phone: (312-730-1560) Fax: (312-730-1576) TDD: (877-521-2172). A complaint may also be filed by E-mail: OCR.Chicago@ed.gov . For more information on filing a complaint, visit www.ed.gov/ocr.

Lafayette Charter School's Section 504 Coordinator is:

The Coordinator is responsible for assuring that Lafayette Charter School complies with Section 504 and may be reached by calling : 507-228-8943

Address:

or via email at: lcs@lafayettecharter.k12.mn.us

504 Plan Information Sheet

I. What is the purpose of Section 504?

Section 504 is a part of the Rehabilitation Act of 1973, which is a civil rights law that prohibits discrimination on the basis of disability in programs and activities, public and private, that receive federal financial assistance. It is intended to establish a "level playing field" so that students with disabilities have an equal opportunity to be successful.

II. Definition of Disability

A. Under 504, a person is considered to have a disability if that person:

Has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such an impairment.

B. A physical or mental impairment is defined as:

1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genital-urinary; hemic and lymphatic; skin; and endocrine.
 2. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
- C. A major life activity means:
1. “Major life activities” means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, and thinking. [34 CFR 104.3(j)(2)(ii)] [42 USCA § 12102]
 2. “Major life activities also include the operation of major bodily functions, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, or reproductive functions. [42 USCA 12102 sec. 3]
- D. When a condition significantly limits a major life activity, a 504 plan must be developed for that learner. Program changes under Section 504 must be determined by a team of individuals who are knowledgeable about the learner’s needs.
- E. Whether an impairment “substantially limits” a major life activity is a common sense assessment based on a comparison of the learner’s ability to perform a major life activity with the ability of same age peers. An impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active. An impairment that is expected to last at least 6 months would qualify.
- F. When deciding whether an impairment is a disability under Section 504, the team should ignore the positive effects of mitigating measures such as medicine, medical devices, assistive technology, accommodations, or learned behavioral or adaptive neurological modifications. (However, the team should take into account the positive effects of these mitigating measures when determining whether a learner with a disability actually requires a program change.)

III. Examples of Impairments that Will Consistently Meet the Definition of Disability:

- | | |
|--|----------------------------------|
| • deafness | • HIV or AIDS |
| • blindness | • multiple sclerosis |
| • intellectual disability (formerly termed mental retardation) | • muscular dystrophy |
| • partially or completely missing limbs | • major depression |
| • mobility impairments requiring the use of a wheelchair | • bipolar disorder |
| • autism | • post-traumatic stress disorder |
| • cancer | • obsessive compulsive disorder |
| • cerebral palsy | • schizophrenia |
| • diabetes | • spina bifida |
| • epilepsy | • tuberculosis |
| | • kidney or liver disease |

This list is not exhaustive. Other types of impairments not specifically identified above may also consistently be substantially limiting (and therefore a “disability”), such as some forms of depression other than major depression and seizure disorders other than epilepsy.

IV. Examples of Impairments that May Be Disabling for Some Individuals But Not For Others:

- Asthma (for example, a learner who is substantially limited in respiratory functions and breathing compared to most learners, as indicated by the effects of exercise, exposure to substances such as cleaning products or perfumes, is an individual with a disability);
- High blood pressure;
- Learning disability (for example, a learner who is substantially limited in reading, learning, thinking, or concentrating compared to most learners, as indicated by the speed or ease with which he can read, the time and effort required for him to learn, or the difficulty he experiences in concentrating or thinking, is an individual with a disability, even if he has achieved a high level of academic success. The determination of whether an individual has a disability does not depend on what an individual is able to do in spite of an impairment.)
- A back or leg impairment (for example, a learner who is substantially limited compared to most people in the length of time she can stand, the distance she can walk, or the weight she can lift, is an individual with a disability).
- A psychiatric impairment such as panic disorder, anxiety disorder, or some forms of depression other than major depression (for example, a learner who is substantially limited compared to most learners, as indicated by the time and effort required to think or concentrate, the diminished capacity to effectively interact with others, the length or quality of sleep the learner gets, the individual's eating patterns or appetite, or the effect on other major life activities, is an individual with a disability).
- Arthritis or carpal tunnel syndrome (for example, a learner who is substantially limited in performing manual tasks compared to most learners, as indicated by the amount of pain experienced when writing or using a computer keyboard or the length of time for which such manual tasks can be performed, is an individual with a disability).
- Hyperthyroidism;
- Allergy/asthma;
- Attention Deficit Disorder (ADD);
- Attention Deficit Hyperactivity Disorder (ADHD);
- Broken limbs or bones, depending on the nature and severity;
- Alcohol addiction;
- Drug addiction (qualifies only if not currently using drugs).

The list of examples above is merely illustrative, not exhaustive.

V. Impairments that are Usually Not Disabilities:

- A. Temporary, non-chronic impairments of short duration with little or no residual effects (such as the common cold, seasonal or common influenza, a sprained joint, minor and non-chronic gastrointestinal disorders) usually will not be a “disability” under Section 504.
- B. If the team determines that a learner has a disability, the team should determine what accommodations or modifications the learner needs and prepare a 504 plan.

Section 504 Evaluation Form

Name of Student _____

Birth date _____ Grade _ School _____

1. What is the disability? Attach diagnosis or state why diagnosis is not available

2. Describe the basis for the determination of the disabling condition (if any) _____

3. a. Describe how the disabling condition affects a major life activity _____

4. b. Describe how the disabling condition affects major life activity and learning _____

5. Describe the program changes that are necessary:

Physical: _____

Instructional: _____

Behavioral: _____

Extracurricular: _____

5. Describe other placement options (if any) that were considered: _____

Name, title and relationship to the student of people who participated in developing the 504 plan:

Name	Relationship	Phone #
_____	_____	_____
_____	_____	_____

Name and telephone number of 504 Plan Manager/Contact Person

Parent/Guardian permission to evaluate received on: _____ (Date)

Parent/Guardian given Notice of Procedural Safeguards

By: _____ Date _____
(Print Staff Name)

504 Plan Evaluation and Review

Name of Student: _____ Date of Birth: _____

School: _____ Grade: _____

Nature of concerns in school: _____

Date of 504 Plan implementation: _____

Date of 504 Plan review: _____

Result of Plan Review: _____

- _____ Does not currently qualify for initial 504 Plan as determined by evaluation team
- _____ Continuation of 504 Plan as written
- _____ Continuation of 504 Plan with changes

- _____ Change of Setting
- _____ Grade level change
- _____ Building change
- _____ Exiting 504 plan; student no longer requires services

Parent/Guardian contacted: _____
Date

Notice of Procedural Safeguards given to parent/guardian: _____
Date

504 Plan Permission to Evaluate

Name of Student: _____ Date of Birth: _____

School: _____ Grade: _____

Evaluation will consist of:

Review of Documents: _____

Testing: _____

Teaching Observations: _____

Parent Input: _____

Parent/Guardian Signature

Date

Section 504 Plan

Name of Student: _____ Date of Birth: _____

School: _____ Grade: _____

Date of initial 504 Plan Implementation: _____

Date of implementation of current 504 Plan: _____

Nature of concern: _____

Basis of determination of disability: _____

How the disability affects major life activities: _____

Goal: To encourage independence and success in the school setting. _____

Classroom Accommodations:

Physical: _____

Instructional: _____

Behavioral: _____

Extracurricular: _____

General Comments: _____

Individuals participating in development of the 504 Plan: _____

To be completed by parent/guardian:

I have received this plan and have received a copy of the Section 504 Notice of Procedural Rights.

Parent/Guardian Signature Date

Student Signature Date

Administrator Signature Date

Guidance Counselor

Date

504 Plan Manager

Date

Checklist

Name: _____

Grade: _____

School: _____

House: _____

Academic Year: _____

Referral to 504: _____

504 Information Sheet: _____

Initial 504 Meeting: _____

504 copies distributed: _____

Procedural Safeguards Regarding Section 504 of the Rehabilitation Act of 1973 included:

Yes _____ No _____

504 Plan Manager: _____

504 Review Meeting: _____

Promotion 504 Plan Manager: _____

Adopted Director: July 12, 2016
Revised: _____
Reviewed: July 14, 2020

LAFAYETTE CHARTER SCHOOL POLICY No. 5.8.2
INTERNET AND EDUCATIONAL NETWORK SAFETY AND ACCEPTABLE USE

I. PURPOSE

Lafayette Charter School offers a computer network with Internet access for students, teachers, and staff. The network and other technological resources provide opportunities to enhance instruction, appeal to different learning styles and meet the educational goals of Lafayette Charter School. Through Lafayette Charter School's technological resources, users can observe events as they occur around the world, interact with others on a variety of subjects, and acquire access to current and in-depth information.

II. POLICY STATEMENT

- A. This policy applies to all students and employees (including teachers, administrators, and staff), as well as any other users who are expressly authorized by Lafayette Charter School to use school technological resources, including, but not limited to, board members, contractors, consultants, and temporary workers.
- B. Lafayette Charter School's technological resources include, but are not limited to computers, interactive whiteboards, mobile devices, websites, networks, servers, the Internet, phones, copiers, facsimile machines, televisions and video-recorders, e-mail accounts, and licensed software.
- C. Acceptable uses of technological resources are limited to activities that support learning and teaching, except when otherwise specifically authorized by Lafayette Charter School in the best interest of the school. Use of technological resources should be integrated into the educational program.
- D. Use of Lafayette Charter School's technological resources and access to the use of the Internet in school are a privilege and not a right. Misuse of the system will subject the staff or student to discipline which will depend on the nature and degree of the violation and the number of previous violations. Discipline for students will be in accordance with Lafayette Charter School's Student Discipline Policy and school rules and may include:
 1. Suspension or cancellation of use or access privileges;
 2. Requiring payment for damages and repairs; and
 3. Civil or criminal liability under applicable laws.
- E. All staff are expected to use technological resources and participate in the necessary training for the proper performance of their duties.
- F. Lafayette Charter School will provide instruction to students regarding the proper use of technological resources including, but not limited to:
 1. Appropriately interacting with others on social media;
 2. Appropriately interacting with other in chat rooms;
 3. Appropriately posting information on the Internet or on individual websites;
 4. Appropriate use and limitation of free speech on the Internet;

5. Cyberbullying prohibition, awareness of signs of cyberbullying behavior and assistance from Lafayette Charter School and elsewhere to students who believe themselves or others to be targets of cyberbullying; and
6. Appropriate use of copyrighted and non-copyrighted material found on the Internet.

III. GUIDELINES FOR ACCEPTABLE USE

- A. Lafayette Charter School technological resources are provided for school-related authorized purposes only. Acceptable uses of such technological resources are limited to responsible, efficient and legal activities that support teaching and learning. Use of school system technological resources for commerce or profit or for amusement or entertainment is prohibited. Lafayette Charter School technological resources shall not be used for charitable endeavors without prior approval of the Director. Lafayette Charter School technological resources shall not be used for political purposes.
- B. Under no circumstance may software purchased by Lafayette Charter School be copied for personal use. Users must obtain permission from the technology services department prior to copying or loading Lafayette Charter School software onto any computer, whether the computer is privately owned or is a Lafayette Charter School computer.
- C. Students and employees must comply with all Lafayette Charter School policies, administrative regulations, and school standards and rules in using technological resources. All applicable laws, including those relating to copyrights and trademarks, confidential information, and public records, apply to technological resource use. Any use that violates state or federal law is strictly prohibited. All rules of the Student Code of Conduct apply to students' use of the Internet and other technological resources.
- D. No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally accessing, downloading, storing, printing or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages or other material that is obscene, defamatory, profane, pornographic, harassing, abusive or considered to be harmful to minors.
- E. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).
- F. Users must respect the privacy of others. When using e-mail, blogs or other forms of electronic communication, students must not reveal personally identifiable, private or confidential information, such as the home address, telephone number, credit or checking account information or social security number of themselves or fellow students. In addition, school employees will follow the guidelines of the Family Educational Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, Minn. Stat. Chap. 13 and/or Lafayette Charter School Policy 5.3.1 Student Educational Data when publishing student information. School employees will follow the Minnesota Government Data Practices Act and Lafayette Charter School Policy 4.2.1 Public and Private Personnel Data when publishing employee data. Users also may not forward or post personal communications without the author's prior consent.
- G. Users may not intentionally or negligently damage computers, computer systems, electronic devices, software, computer networks and/or data of anyone connected to the server or the Internet or waste computer resources. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance. The technology department provides antivirus software for all Lafayette Charter School owned or leased computers. Users must not disable any antivirus programs from running on those computers.
- H. Users may not create, download, or introduce entertainment software, games, network communications programs or any foreign program or software onto any school system computer, electronic device or network without the express permission of the Director. This

prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of Lafayette Charter School.

- I. Users are prohibited from engaging in unauthorized or unlawful activities, such as “hacking” or using the computer network to gain or attempt to gain unauthorized or unlawful access to other computers, computer systems or accounts.
- J. Users are prohibited from using another individual’s computer account. Users may not read, alter, change, block, execute or delete files or communications belonging to another user without appropriate authorization or the owner’s express prior permission. In addition, employees shall not share or reveal their passwords or user IDs for any data system. All employees are responsible for safeguarding their user IDs and passwords.
- K. If a user identifies a security problem on a technological resource, the user must immediately notify a supervisor without demonstrating the problem to other users. Unauthorized attempts to log onto any Lafayette Charter School computer or the Lafayette Charter School network as a system administrator may result in cancellation of user privileges and/or additional disciplinary action. Any user identified as a security risk or having a history of problems with other computer systems may be denied access.
- L. Views may be expressed as representing the view of Lafayette Charter School or part of Lafayette Charter School only with prior approval by the Director.
- M. Lafayette Charter School technological resources may not be used to interfere with or disrupt other users, services, or equipment. Disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer viruses, distribution of large quantities of information that may overwhelm the system, posting personal or private information about the user or other people on the Internet, arranging or agreeing to meet with someone the user has met on-line for purposes other than official school business, posting information that could be disrupting, cause damage, or endanger students or staff, and accessing chat-rooms or instant messaging software, unless for a valid educational purpose or official school business.
- N. Using Lafayette Charter School computers for illegal, harassing, or inappropriate purposes, or in support of such activities, is prohibited. Illegal activities or any violations of federal, state, or local laws and include, but are not limited to, copyright infringement and/or illegal file sharing, committing fraud, threatening another person, or intentionally engaging in communications for the purpose of abusing, annoying, threatening, terrifying, harassing, or embarrassing another person. Harassment includes, but is not limited to, slurs, comments, jokes, innuendoes, unwelcome compliments, cartoons, visual depictions, pranks, or verbal conduct relating to an individual that (1) have the purpose or effect of creating an intimidating, hostile or offensive environment; (2) have the purpose or effect of unreasonably interfering with an individual’s work or school performance; or (3) interfere with school operations. Inappropriate use is any violation of other provisions of this policy and includes, but is not limited to, using another person’s ID or password, plagiarizing; accessing, producing, storing, posting, sending, displaying, or viewing inappropriate or offensive material, including pornographic, obscene, discriminatory, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually suggestive language or images, or images of exposed private body parts, and accessing material advocating illegal acts of violence, including hate literature.

IV. INTERNET SAFETY

Lafayette Charter School is aware that there is information on the Internet that is not related to the educational program. Lafayette Charter School also is aware that the Internet may provide information and opportunities to communicate on subjects that are not suitable for school-age children and that many parents would find objectionable. Lafayette Charter School personnel must take reasonable precautions to prevent students from having access to inappropriate materials, such as violence, nudity, obscenity or graphic language that does not serve a legitimate

educational purpose. The Director shall ensure that the Internet service provider or technology personnel have installed a technology protection measure that blocks or filters Internet access to audio or visual depictions that are obscene, that are considered pornography or that are harmful to minors. Employees may have a different level of blocks or filters based on Lafayette Charter School guidelines.

V. LIMITED EXPECTATION OF PRIVACY

By authorizing the use of Lafayette Charter School technological resources Lafayette Charter School does not relinquish control over the material on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the Lafayette Charter School system.

- A. Routine maintenance and monitoring may lead to a discovery of violation of this policy or another Lafayette Charter School policy, or the law.
- B. An individual search or investigation will be conducted if Lafayette Charter School administrators or board members have a reasonable suspicion that the search will uncover a violation of law or Lafayette Charter School policy.
- C. Parents have a right, at any time, to review or investigate the contents of their child's files and e-mail files.
- D. Parents have the right to request the termination of their child's individual account at any time.
- E. Lafayette Charter School employees and other staff should be aware that Lafayette Charter School retains the right, at any time, to investigate or review the contents of their files or email files.
- F. Lafayette Charter School reserves the right to take appropriate disciplinary action based upon the user's inappropriate or illegal use of technological resources or use that is in violation of this policy. Information in electronic messages is not anonymous and may be subject to disclosure to third parties under state and/or federal law in certain circumstances.

VI. IMPLEMENTATION

- A. The Director is authorized to promulgate administrative procedures to implement this policy.
- B. Lafayette Charter School will inform parents of the individual student's responsibility to use technological resources in an ethical and educationally appropriate manner.
- C. The Board of Lafayette Charter School will conduct an annual review of this policy due to rapid changes in the development of the Internet and other technology.

Legal References: 15 U.S.C. §6501, et. seq. (Children's Online Privacy Protection Act)
47 U.S.C. §254 (Children's Internet Protection Act of 2000)
Minn. Stat. §125B.15 (Internet Access for Students)
Minn. Stat. §125B.26 (Telecommunications/Internet Access Equity Act)

Cross References: Policy 3.2 Administration of Minnesota Government Data Practices Act
Policy 4.2.1 Public and Private Personnel Data
Policy 4.8.1 Use of Internet, Email, Computers, Voicemail and Other Electronic Systems
Policy 4.8.2 Use of Social Media Policy and Guidelines
Policy 5.4.2 Bullying Prevention and Response
Policy 5.8.1 Cyber Bullying/Prohibited Use of Technology

Adopted: July 12, 2016
Revised: _____
Reviewed: July 14, 2020

**LAFAYETTE CHARTER SCHOOL POLICY No. 5.4.3
ANTI-HAZING**

[NOTE: This policy largely replicates the Model Policy which has been developed by the Minnesota Department of Education and made available to schools pursuant to Minn. Stat. §121A.69.]

I. PURPOSE

Hazing activities of any type, including initiation into an athletic team, are inconsistent with the educational goals of Lafayette Charter School and are prohibited at all times. Hazing is about abuse of power and violation of human dignity. Hazing is a form of abuse and victimization.

II. POLICY STATEMENT

It is the policy of Lafayette Charter School to create policies that identify and prevent hazing practices to the fullest extent possible.

III. POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of Lafayette Charter School shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school shall permit, condone, or tolerate hazing. This includes being aware that hazing has occurred in the past and not making clear to students that it is no longer acceptable behavior and will lead to disciplinary action. For example, if a school has a tradition of hazing new members of an athletic team, the staff members involved in that athletic team and school administration must make it clear to the current and new team members that hazing is not acceptable behavior and students involved in hazing will be suspended or expelled/excluded from school.
- C. Students or school staff/volunteers/contractors involved in hazing will be disciplined even if the student being hazed consents or appears to give permission or consent to being hazed.
- D. Students or school staff/volunteers/contractors involved in hazing will be disciplined for hazing that occurs on or off school property and during, before, or after the school day. This includes weekends and other non-school days.
- E. Students or staff involved in the hazing of students will be disciplined as described in this hazing policy.
- F. The Director will investigate all complaints or reports of hazing and will discipline any student, teacher, administrator, volunteer, contractor, or other employee of the school who is found to have been involved in the hazing of one or more students.

IV. DEFINITIONS

- A. "Hazing" is defined in Minn. Stat. §121A.69, Subdivision 1(a) as "committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm

to a person in order for the student to be initiated into or affiliated with a student organization.”

- B. Hazing includes any activity that humiliates, degrades, or risks emotional and/or physical harm, regardless of the person's willingness to participate. As set forth at www.stophazing.org, students in middle and high school are particularly vulnerable to peer pressure due to their need to belong, make friends, and find approval in a particular peer group.
- C. The term “hazing” includes but is not limited to:
 - 1. Any type of physical brutality such as striking, paddling with a board, branding, electric shocking, sexual contact, or placing a harmful substance on a student’s body.
 - 2. Any type of physical activity such as sleep deprivation, restrictions on personal hygiene, exposure to weather, confinement in a restricted area, public nudity, being forced to wear embarrassing or humiliating attire in public, calisthenics, personal servitude, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, tobacco, controlled substance (prescription medication not belonging to the student, synthetic or illegal drug), product or other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation or that adversely affects the mental health or dignity of the student or discourages the student from remaining in school. This may include verbal abuse, such as yelling, swearing, and insulting the student.
 - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of a charter school policy or a school regulation. This includes, but is not limited to, abuse or mistreatment of animals, public nudity, and theft.
- D. “Student Organization” as defined in Minn. Stat. §121A.69, subd. 1(b) “means a group, club, or organization having students as its primary members or participants.” It includes all grade levels, classes, teams, activities, or particular school events. Hazing, as part of initiation into an athletic team or any other student organization, will not be tolerated. A student organization may include an unofficial school organization.
- E. The hazing policy applies to hazing that occurs before, during, or after school hours and on or off school premises. This includes weekends and non-school days.

V. REPORTING PROCEDURES

- A. As set forth in Minn. Stat. §121A.69, subd. 3, school’s hazing policy must include reporting procedures that enable students to report hazing and disciplinary consequences for violating the school’s hazing policy.
- B. Any student who believes he or she has been the victim of hazing, or any student or staff person who has personally observed or has knowledge or belief that a student has been hazed,

shall report the possible hazing immediately to the Director. That person can be contacted in person, by email at roufs@lafayettecharter.k12.mn.us, or by telephone at 507-228-8943

- C. The Director is responsible for receiving and investigating reports of hazing at the building level. Any person may report hazing directly to Lafayette Charter School's:
 - 1. Human Rights Officers:
 - Tally Clobes, 507-228-8943, clobes@lafayettecharter.k12.mn.us
 - Ashley Walters, 507-228-8943, walters@lafayettecharter.k12.mn.us
 - 2. Director: Natasha Petersen, 507-228-8943, petersen@lafayettecharter.k12.mn.us
 - 3. School Board President: Tally Clobes, 507-228-8943
- D. School staff/contractors/volunteers or other employees of the school shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the Director immediately.
- E. A student or school staff member who makes a good faith report of possible hazing will not face negative consequences, such as future employment, grades, or work assignments.

VI. SCHOOL ACTION

- A. When hazing is reported, the Director, must either personally investigate the hazing report, or authorize a third party designated by the school to investigate the hazing report. Lafayette Charter School must ensure that the investigation begins within 5 school days of receipt of a hazing report or complaint.
- B. The school may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- C. Upon completion of an investigation, the school will take appropriate action against students/staff that planned, directed, encouraged, aided, or engaged in hazing. School action taken for violation of this policy will be consistent with applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, and other school policies and regulations.
- D. As required by Minn. Stat. §121A.69, subd. 3, disciplinary consequences must be sufficiently severe to deter hazing and to appropriately discipline prohibited behavior.
 - 1. For students involved in hazing, discipline may include, but is not limited to, removal from the athletic team or other school team activity, out of school suspension, exclusion, or expulsion.
 - 2. For school staff/volunteer/contractors or other school employees involved in hazing, discipline may include, but is not limited to, written reprimand, suspension, termination, or discharge.
 - 3. In addition, Lafayette Charter School may also offer students/staff involved in the hazing incident the opportunity to participate in a face-to-face meeting with affected parties of the hazing with the intent to repair the harm caused by the hazing, to make amends, and to make a plan to work with athletic and extracurricular coaches to prevent future

incidents of hazing and encourage a welcoming approach for incoming members to the athletic or extracurricular team/activity.

VII. RETALIATION

- A. The school will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the district who retaliates against any person who:
 - 1. Makes a good faith report of alleged hazing; or
 - 2. Testifies, assists, or participates in an investigation or a proceeding or hearing relating to a hazing incident.
- B. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

VIII. DISSEMINATION OF POLICY – HOW STUDENTS AND STAFF ARE NOTIFIED OF THE HAZING POLICY

- A. As required by Minn. Stat. §121A.69, subd. 3, the school’s hazing policy will be printed in the student handbook on school policies. The hazing policy will also be included in the school’s student discipline policy manual, and in the administrative policy manual.
- B. In addition, the policy will be published so that parents and other community members can read and be educated about the school’s hazing policy. This will include communication of the hazing policy to parents and students at all student organization orientation meetings and in the written communication sent home with a student participant.
- C. Prior to the beginning of each school year, the school will review its bullying prevention, health promotion, social sciences, and other social skills curricula to ensure that education regarding hazing is included.
- D. At the beginning of each school year when the student handbook is provided to students, students will be informed of the hazing policy either in advisory classes, school-wide assemblies, or another mode of oral communication to emphasize that hazing is not allowed and will be punished severely. The oral communication will go over the definition of hazing and give examples.

Legal References: Minn. Stat. §124D.10 (Charter School Law)
Minn. Stat. §121A.69 (Hazing Policy legislation)
Minn. Stat. §§121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. §120B.232 (Character Development Education)

Annual Notifications

ASBESTOS MANAGEMENT

Lafayette Charter School District 4050 has an Asbestos Management Plan to address the presence of asbestos-containing materials (ACM) in our building. This plan is available by appointment for your inspection in our business office during regularly scheduled business hours. Nova Consulting updated our plan in 2013. Their accredited inspector checked the condition of any asbestos-containing materials and reviewed the district's operations and maintenance procedures to ensure that any asbestos-containing materials are maintained in safe condition. Since the inspection, our own Asbestos Designated Person, and our Certified Repair Person, Tad Ulrich, have made inspections every six months to determine if any major changes have occurred in the condition of asbestos-containing materials. All needed repairs have been made in the proper manner. If you have any questions, you may contact the Lafayette Charter School main office at 507-228-8943 between 8:00 am and 3:00 pm on most regularly scheduled business days.

Annual Pest Control, Fertilizer, and Herbicides Notification

Lafayette Charter School hires licensed, professional contractors to control rodents, insects, and weeds in and around school property. All methods and materials used are EPA-registered and applied appropriately. Treatments are scheduled for when students are not present. An estimated schedule of treatments is available to parents upon calling the Lafayette Charter School main office at 507-228-8943 on most regularly schedule business days.

Lafayette Charter School Hiring Notification

Lafayette Charter School has in policy in place in regards to their hiring of new employees. All new employees and board members are subject to a criminal history background check.