

TOKATA LEARNING CENTER

STUDENT HANDBOOK

2020-21



Student Handbook 2020-21

Tokata Learning Center



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About the Tokata Learning Center

Overview

The Tokata Learning Center (TLC) is a small, student centered, relationship focused, alternative high school designed to help struggling students overcome challenges that interfere with a successful school experience. TLC staff recognize that each student and struggle is unique. Therefore, the staff is committed providing a personalized educational experience, rooted in restorative practices, tailored to meet the individual needs and goals of each student. With flexible scheduling, flexibly-paced course options, access to comprehensive student supports, and most importantly an understanding, caring, and supportive TLC school staff and community, TLC students who have struggled in mainstream school settings often find renewed hope and engagement in the learning process.

TLC Directory

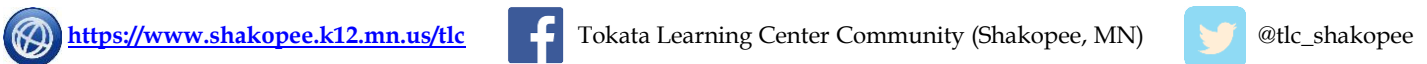
Dial 952-496-5982 for attendance, questions, concerns, and contacting teachers and staff. Please leave a voicemail if the line is not answered; your call will be returned as soon as possible.

Staff Contact Information

Eric Serbus	Principal	952-496-5980	eserbus@shakopee.k12.mn.us
Arine Condon	Secretary	952-496-5981	acondon@shakopee.k12.mn.us
Nickole Phipps	Behavior Intervention Specialist/Dean	952-496-5983	nphipps@shakopee.k12.mn.us
Paul Kelly	Counselor	952-496-5990	pkelly@shakopee.k12.mn.us
Michelle Edgeton	Social Studies / Electives	952-496-7315	manderson@shakopee.k12.mn.us
Dave Froehlich	Fine Arts	952-496-7303	dfroehli@shakopee.k12.mn.us
Ben Krupnick	Social Studies / Health	952-496-7315	bkrupnick@shakopee.k12.mn.us
Kyle Ryan	Mathematics	952-496-7302	kryan@shakopee.k12.mn.us
Ben Ficklin	Science	952-496-7305	bficklin@shakopee.k12.mn.us
Jon Stock	Language Arts	952-496-7301	jstock@shakopee.k12.mn.us
Steve Lingenfelter	Special Education	952-496-7319	slingenf@shakopee.k12.mn.us
Hannah Appleton	EL Teacher	952-496-5982	
Juan Mitchel	Equity Specialist	952-496-5982	jmitchel@shakopee.k12.mn.us
Judy DeWeese	School Health Nurse	952-496-5987	jdeweese@shakopee.k12.mn.us
Ms. Svetlana Mshar	Russian Liaison	952-496-5094	smshar@shakopee.k12.mn.us
Mr. Aden Fithar	Somali Liaison	952-496-5152	afithar@shakopee.k12.mn.us
Mrs. Dee Buross	Native American Cultural Liaison	952-496-5790	dbuross@shakopee.k12.mn.us
Mr. Yael Ripoll	Spanish Cultural Liaison	952-496-3404	yripoll@shakopee.k12.mn.us
Mrs. Maya Diaz Slipka	Spanish Cultural Liaison	952-496-3404	mdiaz@shakopee.k12.mn.us

Staying Connected:

Please follow us on the web, facebook, and twitter for TLC news, updates, and announcements.



School Hours

Main Office
Monday – Friday 7:30 AM – 3:30PM

** On Friday afternoons or days when there is no school for students, please call ahead (952-496-5982) before stopping in to ensure someone is available.*

TLC IHD Program Overview:

The term IHD is used to indicate that our program may shift from one type of learning to another in response to the conditions of the COVID-19 pandemic. Students enrolled in the TLC-IHD program will be on site when the conditions allow for Hybrid or In-person learning. Students in the TLC-IHD program will work from home when the pandemic conditions dictate that we move to a Distance Learning model. It is likely a student may shift from one form to another form of learning throughout the school year.

The TLC IHD Program will be moving to a 2 period extended block schedule to help minimize student movement in the building during the school day and reduce the number of courses students need to focus on at any one time throughout the school year. Students will be enrolled in two courses at a time. New courses will be added upon completion of scheduled courses. While pacing is flexible, students are encouraged to complete two courses every 23 school days, which is the pacing required to complete 17 credits in a school year.

In- Person Learning Model:

- During the 'I', In-Person learning model, all students in enrolled in the TLC – IHD program would attend school on site every day. Dependent on the state of the pandemic, certain health and safety cautions may be modified, others may remain in place.

Hybrid Model:

- When working in the 'H', Hybrid learning model, strict guidelines for health and safety will be followed each day to keep all students safe including social distancing, wearing face masks, modified class schedules and lunch periods to limit contact, changes in hallway travel routes, increased fresh air exchange, enhanced cleaning and disinfection, plexiglass barriers, and more.
- Students will:
 - Rotate between attending school and distance learning every other day on an A-Day/B-Day rotation. The A/B rotation will be based on household so all children within a family will be placed on the same schedule.
 - Students not attending school on site are expected to continue working on their courses at home – 4 hours/day. TLC teachers will have limited ability to provide instructional support during these days as they will be working with students on site.
 - Some students in need of intervention, receiving English Learner (EL) services, or receiving Special Education services may attend additional days on site.
 - In alignment with our current understanding of the rules as set by MDE and MDH, most classrooms in our district will support no more than 11 students at any one time while in Hybrid.

Distance Learning Model:

- When in the 'D', Distance learning model, students will work from home.
 - Students will receive daily, live interaction with their teacher and classmates.
 - Additional synchronous (live) learning sessions may be offered to students who are English Learners, Special Education, or unique learners who may need more support to be successful in a distance learning environment.
 - If the rules set by the Governor and MDE allow, there may be opportunities for unique learners to participate on site in a limited fashion while in Distance format.

Please note students will be released at 12:55 every Friday due to teacher professional development and teaming activities.

TLC IHD In-Person/Hybrid Schedules

Monday – Thursday (on-site students)	
8:00 – 10:15	1 st Block
10:20 – 11:20	Flex Block
11:20 – 12:35	Lunch / Advisory
12:40 – 2:55	2 nd Block

Friday (on-site students)	
8:00 – 9:45	1 st Block
9:50 – 10:30	Advisory
10:35 – 12:20	2 nd Block
12:20 – 12:55	Lunch

TLC IHD Distance Learning Schedules

Monday – Thursday	
9:00 – 12:00	Virtual /Student Support Sessions
12:00 – 12:30	Advisory
12:30 – 1:00	Lunch
1:00 – 3:00	Virtual /Student Support Sessions

Friday	
8:00 – 10:00	Virtual /Student Support Sessions
9:50 – 10:30	Advisory
10:35 – 12:20	Virtual /Student Support Sessions

TLC Online Program Overview:

TLC Online program is a online learning option designed for students who desire to do all of their learning from home this school year. The TLC Online program deliver MN standards based online courses in English, Math, Social Studies, and Science. A limited selection of elective courses will be available in the TLC Online program. All social studies, math, and science courses will consist of Tokata Learning Center curriculum that is managed through Canvas - the Shakopee school district's learning management system. All english and most elective courses will be delivered through APEX, a digital curriculum platform that provides comprehensive courses that are aligned to Minnesota state standards.

Students will be enrolled in two courses at a time. New courses will be added upon completion of scheduled courses. While pacing is flexible, students are encouraged to complete two courses every 23 school days, which is the pacing required to complete 17 credits in a school year. Students can expect to spend at least 4 hours per day working on their coursework.

All Tokata Online courses will be credit-bearing and count toward graduation requirements for earning a Shakopee diploma.

Specific program highlights include:

- Regular LIVE instructional support with a licensed TLC teacher
- Virtual social opportunities, including daily advisory discussions and weekly Tokata Learning Center "shout outs."
- Access to Tokata Learning Center student support groups
- Access to Tokata Learning Center intervention supports
- A focus on organization, planning, self-monitoring, and other independent learning skills

TLC Online Schedule

Monday - Thursday Schedule: Students are expected to engage in daily virtual classroom session. Students are required to attend a 1 hour virtual classroom session for each of their scheduled courses (2 total/day). In addition, students are required to attend their scheduled Advisory session each day. Teachers will be available for individual support during their scheduled "Student Support" blocks and by appointment during their scheduled "Appointment Only" block.

TLC ONLINE Tentative Schedule Monday - Thursday									
	9-10AM	10-11AM	11-12PM	12:00 -12:30	12:30-1PM	1-2 PM	2-3 PM	3-4 PM	Late Afternoon / Evening Support
Mrs. Edgeton	Student Support	Online Session	Online Session	Advisory	Lunch	Online Session	Apt. Only	Online Session	7:00 PM - 8:00 PM Student Support
Mr. Ficklin					Lunch	Online Session	Online Session		
Mr. Ryan	Online Session	Online Session	Student Support	Advisory	Lunch		Online Session	Apt. Only	4:00 PM-5:00 PM Student Support

Friday Schedule: The TLC Online program will end at 12:45 on Fridays. TLC Online teachers will not be able to provide instructional support after this time on Fridays as they will be engaged in TLC staff development activities. Students are expected to participate in their Advisory session every Friday. TLC Online teachers will also be available for instructional support before and after the required Advisory session. There are no required virtual classroom sessions for students on Friday other than the Advisory Session.

TLC ONLINE Schedule Friday			
	9-10 AM	10-10:30 AM	10:30 – 12:45 PM
Mrs. Edgeton	Student Support	Advisory	Student Support
Mr. Ficklin			Student Support
Mr. Ryan	Student Support	Advisory	

TLC Online Program Commitments	
Tokata Learning Center Commitments	Student / Family Commitments
<ul style="list-style-type: none"> • Provide student-centered instruction and support during scheduled sessions. • Provide regular feedback and progress updates to students and families. • Communicate in a timely manner. • Be flexible and responsive to individual student needs. 	<ul style="list-style-type: none"> • Engage in required virtual online learning sessions. • Engage in academic work for 4 hours daily. • Communicate in a timely and responsive manner. • Establish a daily schedule/routine that enables you to keep these commitments.

TLC Credit Recovery Program

The after school TLC Credit Recovery Program has been canceled for the 2020-21 school year. TLC students in need of credit recovery may take APEX credit recovery courses during the day at the TLC.

WHAT IS APEX LEARNING?

For more than a decade, Apex Learning has been the leading provider and publisher of web-based digital curriculum. Its suite of courses serves all students, from those not prepared for grade level academic challenges to those capable of Advanced Placement* coursework.

- Apex Learning courses are created by a team of educational experts and aligned to state and national standards.
- Technology is used in purposeful ways to enhance the learning process.
- Multimedia instruction motivates and engages students.
- Individualized learning lets students move at their own pace to master the material.
- Multiple course pathways allow educators to differentiate instruction and spend more time working with students one-on-one to address critical challenges.
- Assessment opportunities are integrated throughout each course.

Apex Learning partners with school districts nationwide to provide high quality education solutions. Their digital curriculum is helping our school offer *all* students rigorous coursework, raise achievement levels, and prepare them for college, work, and life.

For more information about Apex Learning, visit: <http://www.apexlearning.com>

School Year Calendar

The TLC follows the same district calendar structure as other schools in the Shakopee School District. The TLC has made a few calendar modifications to better fit its programming and mission, however. Please check the Tokata Learning Center website <https://www.shakopee.k12.mn.us/tlc> for the most updated calendar information.

Parent Teacher conferences:

Thursday, Oct. 22nd

Thursday, December 3rd

Thursday, March 4th

Thursday, April 15th

Please listen to voicemails, check facebook, emails, and keep an eye on your mailbox at home to receive notifications of schedule changes. Please review the calendar for important dates. Please note that seniors are required to attend school through the last scheduled calendar day.

Curriculum

TLC courses are aligned to the Minnesota state standards and follow school district articulated curriculum guidelines. The quality of education provided at the TLC is comparable to that provided at SHS. However, the emphasis the TLC places on teacher-student relationships, smaller class sizes, block scheduling, personalized self-paced learning and academic power standards ensures that the education experience at the TLC is different than at SHS. The following types of instructional models are used to meet the different learning needs of TLC students:

Seat-Based Courses

Seat-based courses at the TLC are generally flexibly-paced with most of the course work being facilitated on Canvas, the Shakopee School District's learning management software. Students receive a combination of individual, small group, and whole group instruction as they work through the course content at their own pace. Students are allowed to work in their scheduled courses until completed, after which they are scheduled in new courses.

Flex Learning Options

Students have the option during their Flex period to participate in credit bearing activities. Students are required to accumulate a total of 40 hours in a credit bearing activity in order to earn 1 credit. Since hours are accumulated over the course of a school year, Flex credits will not be transcribed until the end of the school year. Please note: not all Flex activities are credit bearing. Students participating in an credit recovery courses or extended study time do not accumulate hours toward a flex credit.

Independent Study – Project Based Learning

The TLC offers independent study opportunities in the form of Project Based Learning to students who demonstrate motivation and strong independent work skills. Students are required to document a minimum of 50 hours and demonstrate proficiency in the project's content standards in order to be awarded a full semester credit. Of the required time spent to earn a full credit, 10 hours must be spent working with a TLC staff member. Students interested in beginning an Independent Study PBL should talk with one of their teachers.

Credit Recovery

Students have the opportunity to complete more credits during the school day by taking a credit recovery course through our APEX learning system (online, self-paced, digital curriculum) or through independent study curriculum developed by TLC teachers. Students interested in credit recovery should sign up should talk with the school counselor.

Attendance

Attendance Requirements & Considerations

Attendance Expectation: Students are expected to meet attendance expectations as determined by their TLC Program (TLC IHD / TLC Online).

If a student is not able to attend school for any reason, a parent/guardian is expected to call the attendance line at 952-496-5984.

Attendance calls are sent to parents/guardians when prior notification to the secretary of an absence/tardy is not provided.

Attendance letters are sent home regularly for students who are absent.

TLC Policies for Promoting Consistent Attendance:

1. Daily phone call home for students who are not present in school.
2. Daily phone call home for students who leave school early without permission.
3. Students who exhibit chronic absenteeism/tardiness will meet with a TLC staff member to create a student support plan.
4. Students who continue to exhibit chronic absenteeism or tardiness after receiving additional support may receive a modified schedule or be removed from the TLC Day Program.

Attendance for Students 18+

If a student is over 18 years of age and submits an 18+ waiver complete with a signature of a parent or guardian, the student may call themselves in if they are going to be absent or late, but administration reserves the right to contact a parent/guardian to verify any absence with the parent or guardian.

Withdrawing from School

Students who withdraw from the TLC for any reason must submit a completed withdrawal form with parent/guardian signatures to the school secretary. Students may pick up a withdrawal form from the school secretary. Please give as much advance notice to the school secretary if you intend to withdraw from the TLC.

Student Academic Progress Expectations

The Tokata Learning Center emphasizes “effort” as a primary ingredient to school success. The TLC understands the internal and external barriers that often get in the way of school success and works hard to eliminate these barriers through connection, flexibility, and a variety of behavior and academic interventions. In partnership with students and families, the TLC uses a continual learning plan (CLP) to guide students on their path to school success. Students work with their advisors to set academic and attendance goals. While pacing is flexible, students are encouraged to complete two courses every 23 school days, which is the pacing required to complete 17 credits in a school year. Students who do not meet their academic goal will be given intervention support. Students who do not meet their academic goal after receiving intervention support may be recommended for other program options, such as the TLC Recovery Program, Shakopee High School, or other area alternative programs.

Student Expectations

Student COVID 19 Health Expectations

Expectation	Reason	School Response
Screen/monitor health before coming to school and follow COVID-19 symptom guidelines	The TLC values Health and Learning to do your best you must feel safe and connected.	Students who display COVID 19 symptoms will be sent home immediately.
Follow social distancing guidelines during Hybrid learning	The TLC values Health and Learning to do your best you must feel safe and connected.	Students who intentionally disregard social distancing expectations will be given an alternative learning space or dismissed for the day.
Wear a mouth/nose covering (mask) whenever on site at the TLC	The TLC values Health and Learning to do your best you must feel safe and connected.	Students who intentionally disregard social distancing expectations will be given an alternative learning space or dismissed for the day.

Student Behavior Expectations

It is everyone's responsibility create and maintain a safe and healthy learning environment. It's our inclusive, positive learning environment that makes the TLC a Family. Here are the basic behavior expectations for everyone in our TLC Family:

Expectation	Reason	School Response
Treat others courtesy and respect- do not engage in behaviors that harm others.	The TLC values Kindness and Equity . To do your best you must feel safe and connected.	Students who physically, mentally, or emotionally harm others will be disciplined using TLC Restorative Practices and according to Shakopee School District guidelines when applicable.
Be Chemically Free - No drugs, alcohol, tobacco, e-cigarettes on person or in system.	The TLC values Health and Learning . To do your best you must be in your right mind.	Students suspected of being under the influence or procession any substances will be assessed and searched. If chemical use or possession is confirmed, students will be dismissed and disciplined according to district guidelines.
Work in your Scheduled Classroom -	The TLC values Engagement and Learning . To do your best you must reduce the tendency to avoid work and teacher support.	Students who skip class will work with the TLC Dean to meet this learning expectation through intervention or discipline measures.
Park your Cell Phones -	The TLC values Engagement and Learning . To do your best you must avoid learning distractions.	Phones accessed during scheduled block times will be secured in a cell phone locker.
Meet your Academic Goal	The TLC values Engagement and Learning . To do your best you must identify and apply effort to achieve your goal.	Students who continue to fall short of their academic goal after comprehensive interventions will be considered for a change in program.

Restorative Justice

The TLC uses Restorative Justice practices whenever possible and appropriate. According to Howard Zehr, a pioneer in the modern concept of Restorative Justice, "Restorative justice is a process to involve, to the extent possible, those who have a stake in an offense and to collectively identify and address harms, needs and obligations, in order to heal and put things right as possible."

The TLC follows all District 720 discipline policies and uses the Behavioral Expectations & Consequences (Secondary Students) as a reference for all discipline issues that are not able to be processed using Restorative Justice Practices.

Student Searches

In order to maintain a safe learning environment, searches of lockers, personal property, and vehicles may be conducted when there is reasonable suspicion that a search will uncover evidence of a violation of a law or school rule. Students and parents will be notified of the search after it has been completed. Any contraband found in a school search will usually be handed over to the Shakopee Police Department.

Behavior and Attendance Contracts

The TLC uses a contract system to support students who do not meet the behavior and attendance expectations of the TLC. Students may be placed on a *contract* when a student's behavior(s) or attendance is adversely impacting the student's academic progress or school climate. The terms and length of behavior and attendance contracts depend on individual circumstances. **Students who violate their contract may be removed from the class and given an alternative schedule for the remainder of the grading period or be removed from the day program and given an alternative schedule in the TLC Recovery Program.**

Cell Phones and other handheld devices

Students have access to all necessary learning technology through school issued devices. Cell phones and other handheld devices have the potential to be a significant distraction to the learning process and school environment.

Therefore: **Students are expected to keep their cell phone devices put away during scheduled block times.**

*** Parents/Family Members needing to contact a student during school hours should call the TLC office (952-496-5981) to have a message delivered or student pulled out of class to take a phone call.**

Smoking/Tobacco

The TLC is a tobacco free campus. Students are not allowed to smoke or chew tobacco (including E-cigarettes) during the school day or on school property, which includes the awning/sidewalk area around the front of the Town Square Mall and parking lot in the back of the Town Square Mall. Students will be disciplined according to ISD 720 guidelines for any violation of the tobacco policy.

Closed Campus Policy

The Tokata Learning Center is a closed campus, meaning students may not leave during the TLC during the school day without permission from a TLC staff member. Furthermore, students are not allowed to have food delivered or dropped off at the TLC. If a student leaves the building or outside learning space without permission the student will be dismissed for the day.

Creating an Inclusive and Safe School

The TLC is considered a second Family for most students. As such, students are expected to behave in ways that are positive and supportive to others and the school. This includes:

- No offensive language
- No violent or sexual imagery or references
- No gang symbols or references
- No drug, alcohol, or tobacco references
- No revealing clothing

At minimum, you will be asked to change or cover up if your clothing is offensive or revealing. Additional consequences may be imposed at the discretion of administration.

Respecting Our Neighbors

The TLC is part of the Shakopee Town Square Mall community of tenants (e.g., businesses), patrons and guests. Therefore, TLC staff requires all students to:

1. Be respectful and courteous to all people in and around the mall at all times – even when school is not in session.
2. Obey all policies and requests of employees of the businesses in the mall and of the mall itself.
3. Take care of mall property. If you see garbage on the floor, put it in a wastebasket. If you make a mess, notify the secretary or a mall employee. If you see someone defacing the mall, call the police.

Students who engage in disruptive or criminal behavior in the mall community will be referred to law enforcement as well as discipline under District 720 policy, up to and including removal from the TLC program, suspension, and expulsion.

Use of Technology

The full district technology policy can be found in District Policy Manual 524. The following is a brief summary and does not encompass all rules and regulations regarding technology:

1. You are provided access to computers and the Internet at school for purposes of school work only.
2. **Once you log on to a school computer, access the Internet in the school building, or use other technology present at the TLC, you are agreeing to use the technology responsibly**, including, but not limited to, the policies below, District 720 policy, and any guidelines established by your teachers and/or posted in the school.
3. School technology and Internet access are for academic purposes only.
4. Avoid websites and downloads that contain violent or sexual references or imagery, hateful language, or other offensive or inappropriate content.
5. If you accidentally end up at a website, or download something, that contains offensive/inappropriate content, tell your teacher immediately. Our technology department can see what you do online, and if they think you intentionally visited an inappropriate website or downloaded something you shouldn't have, they will disable your account – but if your teacher knows it was an accident, your account may not be disabled.
6. Do not visit Facebook, Twitter, Instagram or other non-academic websites. (In fact, most such websites are blocked for all student and guest accounts at all times.)
7. Do not send emails or post messages online with violent, sexual, offensive or inappropriate content.
8. Do not attempt to access or alter another user's account(s) or files.
9. If you bring an electronic device of your own, the same rules and policies apply.
10. If you are using an electronic device, whether it is school property or your own property, and a teacher asks you to stop using it, or not to use it at all, you must comply.

If you fail to engage in common sense use of technology, including, but not limited to, the items listed above, you may lose access to the technology in the school or district (temporarily or permanently), and if you are using your own electronic device, your device can be confiscated. Additional or other consequences may be imposed by administration.

Student digital learning devices and accessories will be checked at the end of each school year at a date and time determined by the administration. Students who graduate early, transfer, withdraw or are expelled will return the device and accessories at time of withdrawal. Failure to return the property in a timely fashion may result in the involvement of law enforcement.

Getting to Graduation

Grade Level

TLC students are enrolled in grade levels 9-12 based on credits earned, not based on graduation year. This is a Minnesota state requirement for area learning centers that makes it easier for students to understand where they are in relation to graduating.

Grading & Credits

Below are the standard grading criteria at the TLC:

A	94-100+%	A-	90-93%	B+	88-89%	B	84-87%	B-	80-83
C+	78-79%	C	70-77%	P	70-100+%	NY	0-69% *	NC	0-69% *

* 'NY' ("Not Yet") grading allows teachers the flexibility to have students redo work that is not up to at least average ('C') standards, and to give extra time for completion as they feel is acceptable. Students who do not complete what they need to within the teacher's established parameters and time frame will receive an 'NC' (no credit) for grades below 70%.

Credits are awarded at the completion of each course. Students who do not complete all of the content of course at the end of the school year are awarded partial credit and are scheduled to continue the remainder of their coursework the following year whenever possible.

Monitoring Student Progress

- **Student Progress Conferences** will take place regularly between every student and teacher to discuss current grades, missing assignments, and attendance.
- **Conferences** are scheduled throughout the year. No appointments for conferences are required unless a translator is needed.
- **Campus Portal** - Parents/guardians can have access to their student's **Portal** through the district's student information system to view students' academic progress and attendance. You as a student also have access to Portal so you can view your own progress. Users of Portal are not allowed to attempt to change any records or to access other users' information. For Portal account setup, contact the TLC secretary. Grades are updated in infinite campus every two weeks.
- **Canvas** - Parent's/guardians can have access to their student's courses through Canvas - Shakopee School District's learning management system. Through Canvas parents/guardians can become "observers" in their students' courses and view the learning activities and progress students are making in their courses. To gain access to your student's courses through Canvas please follow the directions on the "Canvas Info for Parents" found in the Quick Links section on the Tokata Learning Center homepage.
- **Transcripts** can be requested for current and past students by having the organization or person needing the transcript fax a request to the TLC, or by contacting the TLC secretary and advising where to send the transcript.

Credit Requirements for Diploma

Students graduating from the Tokata Learning Center receive a Shakopee High School diploma. Due to differences in scope, size, and focus, students attending the Tokata Learning Center have different academic credit requirements than students attending Shakopee High School.

Tokata Learning Center Graduation Requirements				
	<i>Class of 2019</i>	<i>Class of 2020</i>	<i>Class of 2021</i>	<i>Class of 2022+</i>
<i>English</i>	8	8	8	8
<i>Mathematics</i>	6	6	6	6
<i>Social Studies</i>	8	8	8	7
<i>Science</i>	6	6	6	6
<i>Fine Arts</i>	2	2	2	2

<i>Health</i>	1	1	1	1
<i>Physical Education</i>	2	2	2	2
<i>Program of Study Electives</i> (TLC Seminar, Adulting 101, College/Career Readiness, TLC Capstone)	0	1	2	4
<i>Additional Electives</i>	15	15	15	15
Total Credits Required:	48	49	50	52

Celebrations of Success at the TLC

On the last day of each quarter, TLC students who will be finished with their credits during that quarter are invited with their families to celebrate their accomplishments. These are the “graduation ceremonies” at the TLC. Students who participate in the celebrations of success can also participate in the SHS graduation ceremony at the end of the school year IF they meet the eligibility requirements.

Participation Requirements: Students must have completed all coursework and satisfy all graduation requirements by the end of the day prior to the graduation celebration in order to participate. Students who do not meet their graduation requirements by this deadline will be celebrated the following quarter.

Walking in the SHS Graduation Ceremony

You are eligible to walk in the SHS graduation ceremony ONLY IF you

- have earned 48 of the credits required for graduation by the end of the school day eight (8) days prior to the ceremony,
AND
- have not previously participated in an SHS graduation ceremony,
AND
- notify the TLC secretary you would like to participate, before you finish your credits or before April 1, whichever comes first,
AND
- participate in the graduation rehearsal (details will be provided in the spring).

Your eligibility may change if your attendance or behavior becomes a cause for concern at any time.

Additional Information for Students

Activities

You may participate in after-school activities at Shakopee High School with prior approval of the SHS principal. This includes dances, sports, clubs, and more. You must pay all applicable fees and submit required paperwork.

If you want to participate in a dance at SHS, you must be enrolled in 10th grade, notify the TLC secretary by Wednesday the week of the dance, and register guests from schools other than SHS or the TLC by Wednesday the week of the dance (see secretary for guest form).

- Guests must be under 21 and at least in 10th grade.
- If you or your guest is removed from the dance, you will both have to leave.
- You and your guest must both have valid photo identification to enter the dance.
- All other rules posted at SHS or indicated by SHS staff must be obeyed or you will be removed from the dance.

TLC Student Survey

The TLC administers a school climate survey to all students periodically throughout the year. The purpose of the survey is to collect data regarding student engagement, academic expectations, student motivation, sense of belonging, and sense of autonomy. Data from the student survey is used to inform programmatic changes and identify students that may need additional school support. All students are expected to complete the survey each quarter. Parents/guardians come elect to opt their student out of taking the survey by notifying the TLC secretary or principal by phone or email.

Emergencies & School Closures

TLC staff leads students in various emergency drills throughout the school year for severe weather, fires, and more.

In the case of severe weather or other emergencies, **school may be canceled or delayed by the superintendent**. You will receive a voice recording by phone early in the morning if school is canceled or delayed.

Health Services

Health services are provided in the Shakopee School District to promote and maintain the health and safety of all students and staff. Healthy students are better learners.

The school district, in accordance with state law, will develop, maintain and monitor health records and statistics. Every effort will be made to safeguard the privacy of all health data that must be accumulated. Data that is required by law will appear on the student's health record. This information includes, but may not be limited to, immunizations and yearly screening results.

Illness and Injury

A School Nurse (Registered Nurse) provides advisement to the TLC on administration of medications, first aid for injuries and care for students who become ill at school. Ill students will be allowed to rest in a designated area for 20 minutes. After 20 minutes a student will return to class or a parent/guardian will be contacted and asked to pick up a student if the student is unable to return to class.

Immunizations

In accordance with Minnesota Statutes, section 121A.15 and 135A.14, all children who are enrolled in a Minnesota school must be immunized against diphtheria, tetanus, pertussis, polio, measles, mumps and rubella or submit signed exemption forms. Students age 12 yrs old and older must also be immunized against hepatitis B, and meningococcal. Records of all children entering the Shakopee schools will be reviewed. No child, unless he/she meets allowable exemptions, will be allowed to attend school if those records are not up to date. Allowable exemptions include either (1) a medical exemption signed by a physician stating that the immunization is prohibited for medical reasons or because an adequate immunity already exists or (2) a conscientious exemption signed by the parent or legal guardian and notarized stating that the child has not been immunized because of conscientiously held beliefs of the parent or legal guardian.

Minnesota law permits schools and clinics to share immunization information with each other. The health office personnel also look up immunization records on MIIC, the Minnesota Immunization Registry.

Medications

Special arrangements must be made with the principal and School Nurse of the TLC for students to bring medications of any kind to school (even over-the-counter medications like ibuprofen and cold medicine). Students who do not make these arrangements and bring any kind of medication to school may be disciplined for having unauthorized medications and/or be required to have a parent/guardian-dean-student conference to continue attending.

Shakopee Schools maintains a safe, effective medication procedure that is current with accepted standards.

1. Medication is dispensed by designated school personnel in each building who are in-serviced yearly and supervised by the district's Licensed School Nurses.
2. Medication must be brought to school in an original container appropriately labeled by the pharmacy with date, child's name, dosage, time intervals and any other key instructions. Over-the counter medication will be administered only when the medication comes in the original container.
3. The Permission to Dispense Medication form must be filled out completely and submitted in order for the school to administer medication to a student. The form needs to be signed by both the parent/guardian and the physician for all prescription medications. Only a parent/guardian signature is required for over-the-counter medication. These forms will not be carried over from one year to the next; new forms must be submitted each year.
4. Whenever possible, the parent or guardian should make arrangements so that it is not necessary for school personnel to administer medication to a student.

Procedure for Students with Severe Allergies

Shakopee Public Schools attempts to take reasonable measures to accommodate student's health needs in order to promote a safe environment for students with severe or life-threatening allergies. Parents/Guardians who have students with severe allergies should contact the secretary about their student's allergy. Medical documentation from a Licensed Physician, Physician's Assistant, or Certified Nurse Practitioner will be required for accommodations to be made at school for the student. Forms related to allergies can be found on the Shakopee School District web site under District Services/Health Services/Health Conditions.

Successful management of severe allergies in the school setting requires the development of a plan that will best meet the needs of the child and be least disruptive to the routines of the classroom. Parent/Guardian and Student Responsibilities that will aid in the successful management of severe allergies are included below:

Family's Responsibility

- Notify the school of the student's allergies. (Annual Health Update form and medical documentation)

- Provide written medical documentation, instructions and medications as directed by a physician, using the Allergy Action Plan and Allergy Questionnaire, which are available on the Shakopee Schools website. Parent/Guardian may be asked to contact the physician for recommendations for accommodations during the school day.
- Work with the school team to develop a plan for reasonable accommodations for the student's needs during the school day including in the classroom, in the cafeteria, on the playground, and on field trips.
- Parent/Guardian is encouraged to contact Shakopee Food Service to create an alert on the food service account. Parents are also encouraged to contact food service in their student's building to discuss menu items or the ingredients of food served.
- Parent/Guardian will coordinate a plan for before and after school activities and for transportation to and from school. Parents are encouraged to introduce themselves and their student to the bus driver and alert him/her to the student's allergy.
- Provide properly labeled medications and replace medications after use or upon expiration. One Epinephrine dose will be kept in the health office at a minimum.
- Provide safe alternative for snacks, birthday treats. Review the school lunch menu for possible unsafe foods.
- Parents are encouraged to educate their student in the self-management of their food allergy including:
 - Safe and unsafe foods
 - Strategies for avoiding exposure to unsafe foods (bring their own safe snack to school, review school lunch menu for possible unsafe foods)
 - Symptoms of allergic reactions
 - How and when to tell an adult they may be having an allergy-related problem
 - How to read food labels (age appropriate)
 - Self-administration of Epinephrine (Epi-Pen) per parent and student readiness
 - Obtain a medical alert bracelet for the student to wear.
 - Parents are encouraged to provide a current picture of their student to the health office.
 - Parents are encouraged to review upcoming projects and field trips, and communicate any concerns to the teacher.

Student Responsibility

- Should not trade food with others
- Should not eat anything with unknown ingredients or known to contain any allergen.
- Should be proactive in the care and management of their food allergies and reactions based on their developmental level.
- Should notify an adult immediately if they eat something they believe may contain the food to which they are allergic.
- It is recommended that the student wear appropriate Medic-Alert bracelet, or similar
- It is recommended that the student (or a teacher/nurse) share information regarding his/her allergy with classmates.
- Student should minimize risk in the lunchroom by sitting at the allergen-free table if it is available.

Standardized Testing at the TLC

The TLC administers all required state standardized tests. Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. The parent refusal form is located on the last page of the TLC handbook.

Media Opt Out Option

Throughout the year, Shakopee students may be interviewed, recorded or photographed by the school district and local or national media. The pictures and videos may appear on the school's website, social media sites, district publications and district presentations. It may also appear on any local or national media.

Lockers

Lockers will be made available upon request. A limited number of lockers are available to ensure social distancing in school. Students are not allowed to share a locker with other students.

Transportation & Parking

Busing is available to students who live outside of a two-mile radius of the TLC. Palmer Bus Company provides busing services to Shakopee schools. They can be reached at 952-445-1166 if you have questions about eligibility, bus stops, or pick-up/drop-off times.

Students who choose to drive to school are expected to park in the parking lot in front of the TLC sign on the west side of the Town Square Mall. **Remember, vehicles and possessions are subject to search with reasonable suspicion.**

Visitors

All school visitors, including parents, must make an appointment in advance by calling the TLC office at 952-496-5982. Due to COVID 19 guidelines, walk-in appointments are no longer going to be accommodated.

Food services

Breakfast is \$1.75, Lunch is \$2.85, milk is \$0.55 for students and may be purchased with cash or withdrawn from their student account. Sufficient money needs to be in students' accounts to ensure they will be able to purchase breakfast or lunch.

Students are allowed to bring their own lunch to school, however students are not allowed to have restaurant food delivered or dropped off at the TLC.

Rights Regarding Pupil Records

Independent School District No. 720 gives notice to parents of students currently in attendance in the district, and eligible students currently in attendance in the district, of their rights regarding pupil records.

Independent School District No. 720 has adopted a board policy in order to comply with state and federal laws regarding education records. The policy does the following:

It classifies records as public, private or confidential.

It establishes procedures and regulations to permit parents or students to inspect and review a student's education records. These procedures include the method of determining fees for copies, a listing of the locations of these education records, and the identity of the individuals in charge of the records.

It establishes procedures and regulations to allow parents or students to request the amendment of a student's education records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

It establishes procedures and regulations for access to and disclosure of education records.

It establishes procedures and regulations for safeguarding the privacy of education records and for obtaining prior written consent of the parent or student when required prior to disclosure.

Copies of Board policy and accompanying procedures and regulations are available to parents and students upon written request to the Office of Superintendent of Schools.

Pursuant to applicable law, Independent School District No. 720 gives notice to parents of students currently in attendance in the district, and eligible students currently in attendance in the district, of their rights regarding "Directory Information."

Continued on next page...

- "Directory information" includes the following information relating to a student: the student's name; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees and awards received; the most recent educational agency or institution attended by the student; and other similar information. "Directory information" does not include identifying information on a student's religion, race, color, social position or nationality.
- The information listed above shall be public information which the school district may disclose from the education records of a student.
- Should the parent of a student or the student so desire, any or all of the listed information will not be disclosed without the parent's or eligible student's prior written consent except to school officials as provided under federal law.
- In order to make any or all of the directory information listed above "private" (i.e. subject to consent prior to disclosure), the parent or eligible student must make a written request to the building principal within thirty (30) days after the date of the last publication of this notice. This written request must include the following information: name of student; home address; school presently attended by student; parent's legal relationship to student, if applicable; specific category or categories of directory information which is not to be made public without the parent's or eligible student's prior written consent.
- Complaints regarding alleged violations of rights accorded parents or eligible students by the federal law and the regulations promulgated there under may be submitted in writing to the Student Family Education Rights and Privacy Office, U.S. Department of Education, Washington, DC 20202.

Tennessen Warning

The Minnesota Government Data Practices Act (Minn. Stat. 13.01 et seq.) provides that an individual asked to supply private or confidential data concerning the individual has the right to be informed of the following:

1. The purpose and intended use of the requested data;
2. Whether the individual may refuse or is legally required to supply the requested data;
3. Any known consequence of supplying or refusing to supply the private or confidential data; and
4. The identity of persons or entities authorized by state or federal law to receive the data. Minn. Stat. 13.04, subd. 2. This notice is commonly called a Tennessen warning.

Compliance Statement

Shakopee High School and the Tokata Learning Center comply with all federal and state laws prohibiting discrimination on the grounds of race, color, national origin, creed, religion, sex, marital status and age.

Any person who feels his/her rights under these policies have been violated should report the circumstances to the building principal.

Notice of Nondiscrimination

It is the policy of the Shakopee School District Board of Education to provide a free and appropriate public education to each student with a disability within the school's jurisdiction.

It is the intent of the district to ensure that learners who have disabilities within the definition of Section 504 of the Rehabilitation Act of 1973 (Federal Civil Rights Law) are identified, evaluated and provided with appropriate education services.

Any person having inquiries concerning the Shakopee School District's compliance with the regulations implementing Section 504 is directed to contact Julie Fred who has been designated by the school district to coordinate the district's efforts to comply with and implement these regulations.

Director of Special Services: Julie Fred | 1200 Town Square Mall | Shakopee, MN 55379 | Phone: 952-496-5066

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

Why statewide testing?

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

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

Why does participation matter?

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

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

Academic Standards and Assessments

What are academic standards?

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

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

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

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

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

ACCESS and Alternate ACCESS for English Learners

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

Why are these assessments effective?

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

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

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

Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

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

When do students take the assessments?

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

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

When do I receive my student's results?

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

How much time is spent on testing?

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

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

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

What if I choose not to have my student participate?

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

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

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](#) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).



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

Parent/Guardian Refusal for Student Participation in Statewide Assessments

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

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

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

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

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

Student's District/School _____ Grade _____

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

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

Reason for refusal:

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

_____ MCA/MTAS Reading _____ MCA/MTAS Science

_____ MCA/MTAS Mathematics _____ ACCESS/Alternate ACCESS for

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

I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered "proficient."

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

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