

1110 Shakopee Town
Square Mall
Shakopee, MN 55379

Office: 952-496-5982

Principal: Eric Serbus
952-496-5982

2021/22 PARENT & STUDENT HANDBOOK

**TOKATA LEARNING
CENTER**



Last Updated August 2021

Student Handbook 2021-22

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 to 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

TLC Main Number | 952-496-5982: use for any school related questions, concerns, and to contact staff. Please leave a voicemail if the line is not answered; your call will be returned as soon as possible.

TLC Attendance Line | 952-496-5984: use for any student attendance related matters.

Staff Contact Information

Eric Serbus	Principal	952-496-5980	eserbus@shakopee.k12.mn.us
Nickole Phipps	Dean / Behavior Intervention Specialist	952-496-5983	nphipps@shakopee.k12.mn.us
Arine Condon	Building Secretary	952-496-5981	acondon@shakopee.k12.mn.us
Paul Kelly	Counselor	952-496-5990	pkelly@shakopee.k12.mn.us
Michelle Edgeton	Social Studies / Electives	952-496-7315	midgeton@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
Christopher Kent	Language Arts	952-496-7301	istock@shakopee.k12.mn.us
Steve Lingenfelter	Special Education	952-496-7319	slingenf@shakopee.k12.mn.us
Mike Larson	EL Teacher	952-496-5982	mlarson@shakopee.k12.mn.us
TBD	TLC paraprofessional	952-496-5982	@shakopee.k12.mn.us
TBD	School Health Nurse	952-496-5987	@shakopee.k12.mn.us
Ms. Svetlana Mshar	Russian Liaison	952-496-5094	smshar@shakopee.k12.mn.us
Mr. Ibrahim Mohamed	Somali Liaison	952-496-5152	lmohamed@shakopee.k12.mn.us
Mrs. Dee Buros	Native American Cultural Liaison	952-496-5790	dburos@shakopee.k12.mn.us
Mrs. Lupita Reyes-Morales	Spanish Cultural Liaison	952-496-5730	grevesmorales@shakopee.k12.mn.us

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



<https://www.shakopee.k12.mn.us/tlc>



Tokata Learning Center Community (Shakopee, MN)



@tlc_shakopee

Staff Hours

Main Office	Teachers
Monday - Friday 7:30 AM - 3:30 PM	Monday - Friday 7:30 AM - 3:30 PM

TLC Core Program Overview:

In the TLC Core Program students work on 2 courses at any one time. Students have some flexibility in their daily schedule to determine which course they prefer to work on each block. Students are required to work on each course for at least one block each day. Students in the Core Program can enroll in additional courses and earn additional academic credit by meeting expectations for advisory and the flex period.

Monday – Friday (Regular) Schedule

8:00 – 8:20	Breakfast
8:20 – 9:30	1 st Block
9:35 – 10:45	2 nd Block
10:50 – 11:30	FLEX
11:35 – 12:35	Lunch / Advisory
12:40 – 1:50	3 rd Block
1:55 – 3:05	4 th Block

Friday (Early Release) Schedule

8:00 - 8:20	Breakfast
8:20 - 9:10	1 st Block
9:15 - 10:05	2 nd Block
10:10 - 11:00	3 rd Block
11:05 - 12:05	Lunch/Advisory
12:10 - 1:05	4 th Block

TLC Bridge Program

We recognize the learning flexibility some students need to navigate life's challenges. The TLC Bridge Program is a flexible learning program that meets the needs of students in unique situations through independent study coursework. The Bridge Program is designed to engage students who:

- need an ultra flexible learning option
- are waiting to get enrolled in the TLC Core Program
- have been excited from the TLC Core Program

TLC Independent Study Requirements

Program Component	TLC Independent Study Commitments
Age Requirement	<ul style="list-style-type: none"> ● 16 years of age and older
Academic Requirements	<ul style="list-style-type: none"> ● Work on 1-2 course(s) at a time. ● Complete all required assignments to a level of proficiency (70% +).
Time Requirements	<ul style="list-style-type: none"> ● Student is responsible for scheduling in-person / virtual weekly meeting times with their assigned teacher(s) ● Spend a minimum of 4 hours / week working with your assigned teacher(s) in either an in-person or virtual learning setting.
Communication	<ul style="list-style-type: none"> ● Communicate in a timely and responsive manner.
Transportation	<ul style="list-style-type: none"> ● Available if staying for the entire day and outside of the two mile radius to the TLC.



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.

Conferences (sign-ups will be emailed to families)	Early Release Days (students dismissed at 1:05)	TLC Student Hybrid Days (students work from home)		
		Sept 24	Jan. 7	Mar. 31
Oct. 18 & 19	Oct. 8	Oct. 15	Jan. 27	Apr. 29
Dec. 20 & 21	Nov. 5	Nov. 11	Feb. 17	May 20
March 7 & 8	Jan. 14	Dec. 3	Mar. 11	
May 2 & 3	Mar. 25			

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 Open or Guided Study Hall do not accumulate hours toward a flex credit.

Credit Recovery

Students have the opportunity to complete more credits after the school day ends by taking a credit recovery course through our APEX learning system (online, self-paced, digital curriculum) at the High School. Please contact the High School for more information.

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>

Attendance

Attendance Requirements & Considerations

Attendance Expectation: All students are expected to attend all of their scheduled classes every day on time (unless accommodations have been made on the student's continual learning plan).

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.

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 Behavior Expectations

It is everyone's responsibility to 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:

TLC SUCCESS BEHAVIORS – ALL STAFF		
	Expectation	Response(s)
Attendance	<ul style="list-style-type: none"> Attend school (on-time) every day. Notify your teacher(s) and TLC office if you are not able to make it to school. Students having more than 5 unexcused absences during any 3 week period will be considered chronically absent 	<p>Student does not meet goal: Improvement Contract (level 1): Student led goal/intervention ADVISOR</p> <p>Student does not meet goal for 2nd consecutive progress term: Intervention Contract (level 2): Advisor led goal/intervention ADVISOR</p> <p>Student does not meet goal for 3rd consecutive progress term: Terminal Contract (level 3): Administration intervention ADMIN</p> <ul style="list-style-type: none"> Like a ladder – the student climbs down contract levels in the same way the student climbs up levels.
Communication <i>The greater the communication – the better the support</i>	<ul style="list-style-type: none"> Practice communicating what you need (academic, social, emotional) Check in with teacher when entering / leaving a learning space Respond gracefully when an adult makes a request or redirects you 	<ul style="list-style-type: none"> Student / family conversation Team conference Behavior contract Dismissal Bridge Program Consideration
Responsibility You are Response ABLE for your success	<ul style="list-style-type: none"> Show up for school Be where you're scheduled to be during school hours Partner with your advisor by participating in check-ins, setting/monitoring goals/open communication Be where you're scheduled to be during school hours Meet your academic goals 	
Positive Impact on Others Have a great day, but if you can't, don't ruin it for others	<ul style="list-style-type: none"> Assume positive intentions Use language that is inclusive, supportive, respectful and kind (No place words: N-word, Bit*#, and gay to reference something negative) Help others succeed Honor differences 	
Academic Engagement Learning happens in the uncomfortable zone Discover the WHY behind your learning	<ul style="list-style-type: none"> Participate in teacher check-ins Set/complete daily goals Limit distractions including technology/socializing Ask for help Recognize and minimize avoidance behaviors even when learning uncomfortable (phone, music, movement, friends) 	
		<p>Student does not meet goal: Improvement Contract (level 1): Student led goal/intervention ADVISOR</p> <p>Student does not meet goal for 2nd consecutive progress term: Intervention Contract (level 2): Advisor led goal/intervention ADVISOR</p> <p>Student does not meet goal for 3rd consecutive progress term: Terminal Contract (level 3): Administration intervention ADMIN</p> <p>Like a ladder – the student climbs down contract levels in the same way the student climbs up levels.</p>

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. 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 Bridge Program, Shakopee High School, or other area alternative programs.

Restorative Practices

The TLC uses Restorative 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 CORE program and given an alternative schedule in the TLC Bridge 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 who are not able to manage their devices - as determined by meeting academic goals and distracted/disruptive behavior - will be required to turn in their device(s) during the school day.**

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 the school (or if outside - supervised area) 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 foul language
- No violent or sexual imagery or references
- No gang symbols or references
- No drug, alcohol, or tobacco references
- No revealing clothing
- No clothing that is lewd or offensive

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 the 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.

Grade 9	0-12 credits earned
Grade 10	12.25-24 credits earned
Grade 11	24.25-36 credits earned
Grade 12	36.25-48 credits earned

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 Check-In Conferences** take place weekly between students and their advisors to discuss well-being, academic progress, and attendance. During these conferences students set and monitor academic/attendance goals as well as discuss helpful intervention strategies when applicable.
- **Team Conferences** take place each quarter. Families have the option to register for a virtual or on-site conference via the invite that is emailed out every quarter. In addition, families may schedule a conference with their student's teacher(s) and advisor at any time.
- **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.

Celebrations of Success at the TLC

TLC students who are finished with their credits during a 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 46 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 every quarter. 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 can 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

If you need a locker, one will be made available to you. Sharing may be required, but if you are NOT asked to share your locker, DON'T. Remember, your locker and possessions are subject to search.

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

Visitors are allowed at the discretion of school administration. If you wish to have a visitor during the school day, you must alert the secretary at least one full school day in advance. ANY visitor may be asked to wait until the school day ends to visit and/or asked to leave the TLC for any reason. Visitors who cause disruptions in the school or on mall property will be referred to law enforcement.

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.

Tennessee 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 Tennessee 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

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

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

Why 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.

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.

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.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](#)

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.

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 2021 to 2022 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](#) ([education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing](#)).

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 _____