



2025-2026

Student & Family Handbook



NORTH STAR ACADEMY
-Grades PreK-8-
3301 Technology Drive
Duluth, MN 55811
(218) 728-9556



RALEIGH ACADEMY
-Grades PreK-6-
5905 Raleigh Street
Duluth, MN 55807
(218) 628-0697

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A MESSAGE FROM OUR HEAD OF SCHOOLS . . .

Welcome to a new year at Duluth Edison Charter Schools! We have been busy preparing for a year filled with amazing learning experiences to meet the needs of our students by looking at the whole child: academically, socially, and emotionally.

The foundation of our school begins with fostering strong relationships with our students, families, and our community, as well as developing a safe and inclusive community. Restorative practices have become the core of who we are as a school. Restorative Practices are rooted in mutual concern, respect, and dignity. We believe that when students feel included, feel like they belong, are a part of the community, and feel seen and heard, then all of our great instruction and teaching can happen. Restorative Practices focus on:

- ➔ Building Community/Relationships - All classrooms start their day with a morning community-building circle. This allows all students to be included and share, building relationships, connections, and trust, and establishing a classroom community.
- ➔ Repairing Harm - We teach students that mistakes happen and are a part of the learning process. When a mistake happens and harm is caused, we believe that is a teachable moment instead of a time to punish. We teach students to own their mistake and do the work to fix it and repair any harm that was caused; teaching students to be accountable to their community for their actions or choices.

At DECS we offer a varied, rigorous, and personalized approach to our programming that provides our students with opportunities to explore and learn about a wide variety of content areas and topics. We believe in putting the student first and teaching to the whole student. In addition to our core curriculum, we approach learning through a robust specialist program, outdoor education, small group/personalized instruction, and play-based learning.

The Duluth Edison Charter Schools handbook has been prepared to strengthen the partnership among students, parents/guardians and the school. Parents/guardians are asked to review the information with their students. The handbook is intended to be a living document and is available on our website at <https://www.duluthedison.org/handbook/>

Duluth Edison is a special place to be and we are excited to have you a part of our DECS community!

Tammy Rackliffe
Head of Schools

School Board

The Duluth Public Schools Academy is our school board. This Board is made up of parents, teachers, and community members. Elections are held in November. Parents/guardians may contact any of these members about school issues. The current Board members are:

Ryan Jones, President and Parent Representative, ryan.jones@duluthedison.com
Kelli Griffith Dyess, Vice President and Parent Representative, kelli.griffith@duluthedison.com
Erica Hanson, Secretary and Teacher Representative, erica.hanson@duluthedison.com
Michael Molitor, Treasurer and Parent Representative, michael.molitor@duluthedison.com
Jena Evans, Parent Representative, jena.evans@duluthedison.com
Erin Lindgren, Teacher Representative, erin.lindgren@duluthedison.com
Missy Ross, Community Representative, missy.ross@duluthedison.com
Mia Deadrick, Teacher Representative, mia.deadrack@duluthedison.com
Stephanie Rowell, Parent Representative, stephanie.rowell@duluthedison.com

Minutes of meetings and board members' email addresses are posted at www.duluthedison.org

ABOUT OUR SCHOOL

Duluth Edison Charter Schools (DECS) is a free, public charter school dedicated to academic and personal excellence for every child. As a school of choice in the Duluth area we offer an innovative option to the families of our community. At DECS we focus on the whole child: socially, emotionally, academically, and the physical well being of every student. We are in our 28th year of educating students in the Duluth area. Our goal is to provide innovative and research-based educational programming implementing best practices which go beyond the traditional educational model for our students, families, and staff.

Community Service Learning gives our students a chance to give back to their school community and enables them to create ways to make a difference.



Play-based learning fuels discovery and social development in our primary grades



Project-based, hands-on learning helps students work together and find relevance in their lessons



Restorative Practices support connection and community and help students thrive in their relationships with others.



Intensives unite our schools with all students learning about a common theme in creative ways.



Outdoor Education strengthens our students' connection to nature, scientific thinking, and their physical and mental health.





**Duluth Edison
Charter Schools**
Your K-8 Schools of Choice

2025-2026 School Calendar

DECS 2025-26 SCHOOL YEAR CALENDAR

JULY 2025							AUGUST 2025							SEPTEMBER 2025							OCTOBER 2025						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4 5							1 2	NO SCHOOL	1	2	3	4	5 6						1	2	3 4
6	7	8	9	10	11	12	3	4	5	6	7	8 9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	
		BOARD MEETING					10	11	12	13	14	15 16	14	15	BOARD MEETING	16		17	18	19 20	12	13	14	15	NO SCHOOL	NO SCHOOL	
20	21	22	23	24	25	26	17	18	BOARD MEETING	19	20	21	22 23	21	22	23	24	25	26	27	19	20	BOARD MEETING	21	22	23	24 25
27	28	29	30	31			24	25	FIRST DAY Kindergarten A	26	First day for Kindergarten B	27	28	29	30						26	27		28	29	30	31

NOVEMBER 2025							DECEMBER 2025							JANUARY 2026							FEBRUARY 2026								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1		1	2	3	4	5 6							NO SCHOOL	NO SCHOOL	1	2	3	4	5	6 7			
2	3	4	5	6	7 8		7	8	9	10	11	12 13	4	5	Students return to class	6	7	8	9	10	8	9	10	11	12	13 14			
9	10	11	12	13	14 15		14	15	16	17	18	19 20	11	12	13	14	15	16	17	15	16	NO SCHOOL	NO SCHOOL	NO SCHOOL	NO SCHOOL	NO SCHOOL			
16	17	BOARD MEETING	18	NO SCHOOL	NO SCHOOL	21	21	22	NO SCHOOL	23	24	25	26 27	18	19	NO SCHOOL	BOARD MEETING	20	21	22	23	24	22	23	BOARD MEETING	24	25	26	27 28
23	24			NO SCHOOL	NO SCHOOL	28	28	29	NO SCHOOL	30	31			25	26	27	28	29	30	31									

MARCH 2026							APRIL 2026							MAY 2026							JUNE 2026						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	School lottery	6 7					1	2	3 4							1 2							
8	9	10	11	12	13 14		5	6	NO SCHOOL	7	8	9	10 11	3	4	5	6	7	8 9	7	8	9	10	11	12	13	
15	16	North Star PreK-K Kindergarten round up	17	18	19	NO SCHOOL	12	13	NO SCHOOL	14	15	16	17 18	10	11	12	13	14	15	16	14	15	BOARD MEETING	16	17	18	19 20
22	23	BOARD MEETING	24	25	26	27	19	20	BOARD MEETING	21	22	23	24 25	17	18	BOARD MEETING	19	20	21	22	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	NO SCHOOL	26	27	28	29	30	28	29	30			

KEY

- ★.....First day / last day of school for students
-Last day of the semester
- ▼.....Staff in-service (no school for students)
-Staff work day (no school for students)
-SLC prep day (no school for students)
- ◆.....Conferences (no school for students)
- ✕.....NO SCHOOL (for students and staff)

Strategic Plan 2023-2028

[DECS: IQS & Strategic Plan 2023-2028](#)

MISSION STATEMENT

Duluth Edison Charter Schools is dedicated to the achievement of academic and personal excellence for every student.

GUIDING PRINCIPLES

- Expect a commitment of excellence from students, families, and staff
- Appreciate each student's diverse character, culture and interests through an active approach to curriculum and programs
- Provide a safe and accepting learning environment
- Sustain a culture of teaching and living the following core values – responsibility, respect, compassion, courage, hope, integrity, justice, and wisdom
- Uphold the professional innovation, creativity, and collegiality of exceptional staff
- Require sound and responsible business and operational management practice

Statement of Non - Discrimination

Duluth Edison Charter Schools does not discriminate on the basis of race, creed, color, sex, national origin, religion, ancestry, disability, citizenship, or sexual orientation.

Notice of Non - Discrimination

It is the policy of the Duluth Edison Charter Schools Board to provide 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, are identified, evaluated, and provided with appropriate education services.

Parents Right to Know

Parents/guardians have the right to access information on the process that will be followed to provide parents with information regarding the professional qualifications of a student's classroom teachers including, at a minimum, whether the teacher is licensed for the grades and subjects assigned, whether the teacher is teaching with a waiver, and the academic preparation of the teacher. Parents also have the right to know whether their child is provided services by a paraprofessional and, if so, the qualifications of that paraprofessional. Parents may request this information through the Head of School.

Snow Days & Emergency Closings

Bad Weather Days

Duluth Edison Charter Schools will make the decision prior to 6:00 a.m. When such a decision is made, **WDIO**, **Northern News Now**, and **Fox 21** will be notified. We will also change our phone message, website, and announce on our Facebook pages.



Parents/guardians who feel that severe weather conditions threaten their child's safety, even if school remains open, may choose to keep their student at home. The absence of children in inclement weather will be considered the same as any absence for other legitimate causes, providing proper parental notice is given to the school.

If another emergency requires the closing of the school, local news media will be informed. We will also change the phone message at our building and update our website to reflect the school closure. A text message and phone call will also be sent to students' caregivers.

[200 - 2 School Closing Policy](#)

Two-Hour Late Start

There are some cases where a delay would allow weather conditions to improve enough to hold a partial day of school as opposed to closing school altogether. The announcement is made the same way school weather closings are announced. School starts two hours later and dismisses at regular times. Buses pick up students two hours later (bus stops remain the same and cannot be changed). Before school Eagle's Nest programs will be canceled. No impact on after-school programs. Afternoon and evening activities will be held as scheduled.



PARENT INVOLVEMENT

Duluth Public Schools Academy dba Duluth Edison Charter Schools recognizes the critical role of families in the academic achievement of children. Parental involvement in the education of children enhances student achievement and helps to create a positive school environment. In order to ensure the involvement of parents and to support a partnership between our schools, parents, and community, the Duluth Edison Charter Schools will implement the following:

Duluth Edison Charter Schools will be governed by the following definition of parental involvement, and all of its schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring-

- That parents play an integral role in assisting their child's learning;
- That parents are encouraged to be actively involved in their child's education at school; and
- That parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.

More information about Parent Involvement can be found within the [Policy 100 - 1 Parent Involvement](#) policy

Family and Community Engagement Coordinator: Cory Netland, 218-728-9556, cory.netland@duluthedison.com

Parent Advisory Council (PAC)

The Parent Advisory Council (PAC) is active in our school community serving many similar functions to a PTA. An Executive Committee in each building meets on a monthly basis. These meeting dates are made known to parents and guardians through a variety of communication sources.

North Star PAC: 2nd Monday of each month at 5:30 p.m.

Contact: Christy Joice, northstarpac@gmail.com

Raleigh PAC: 1st Thursday of each month at 6:00 p.m.

Contact: Natalie Lehto, RaleighAcademyPAC@gmail.com

Special Education Advisory Council (SEAC)

Special Education Advisory Council (SEAC) is a district-wide committee that acts as advisors related to issues and needs to students on IEPs.

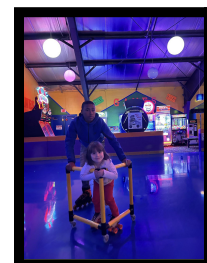
Contact: Rachel Komarek, District Special Education Coordinator, rachel.komarek@duluthedison.com

American Indian Parent Advisory Council (AIPAC)

This committee acts as an advisory committee to the administration and Duluth Edison Charter Schools Board on aspects of American Indian education and the needs of individual American Indian students.

Contact: Steve Ondrus, Director of Indian Education,
steve.ondrus@duluthedison.com

Alyxis Feltus, AIPAC Chair



COMMUNICATION

Communication among students, parents/guardians, teachers, and administrators is an essential ingredient to a healthy school community. We strongly encourage that your first point of contact for in-school issues or concerns be the classroom or homebase teacher involved. It is our goal to build strong working relationships between parents and teachers in the education of your student.

Newsletters will be sent out weekly by classroom/homebase teachers and from the school.

Open Door Policy

Our administrators - Academy Directors and Head of School - have an open door policy. Feel free to call or email these individuals with questions or concerns. All staff members' addresses are available on our website at www.duluthedison.org.

Duluth Edison Charter Schools aims to keep parents informed about every aspect of school life. On a regular basis, information will be sent home from each building to parents. Parents are asked to look through this information and respond promptly. Information will be sent via email. If you would like a paper copy please email

- Head of School: Tammy Rackliffe; tammy.rackliffe@duluthedison.com
- Raleigh: Steve Ondrus; steve.ondrus@duluthedison.com
- North Star PreK-8 Academy Director: Melissa Goldsworthy; melissa.goldsworthy@duluthedison.com
- North Star Culture and Climate Academy Director Ryan Dickinson; ryan.dickinson@duluthedison.com

It is important the school has current addresses and phone numbers in order to maintain communication. We request your help in keeping us up-to-date. Changes should be given to the school office as promptly as possible.

Infinite Campus

Duluth Edison Charter Schools use Infinite Campus for all of our student and food service information. Infinite Campus allows parents/guardians (and students) to securely access information about their child's grades, attendance, food service account, and more via the Internet. Parents who wish to sign up for the Duluth Edison Portal will need to fill out a request form. Forms are available on the Duluth Edison website, www.duluthedison.org, or at each school.

Infinite Campus contact: Carolyn Rich, carolyn.rich@duluthedison.com



TITLE IX Non - Discrimination Statement

TITLE IX NONDISCRIMINATION STATEMENT Title IX Coordinator: Marc Wickstrom, 218-728-9556, marc.wickstrom@duluthedison.com
[500 - 37 Title IX Non - Discrimination Policy](#)

Duluth Edison Charter Schools do not discriminate on the basis of sex within its education programs and activities. It is required by Title IX of the Education Amendments Act of 1972 and its implementing regulations not to discriminate on the basis of sex. The requirement not to discriminate in the School's education program or activity extends to admission and employment.

Students in Homeless Situations

District Homeless Liaison: Cory Netland, 218-728-9556, cory.netland@duluthedison.com
[500 - 12 Students in Homeless Situations](#)

Children and youth in homeless situations will be provided services comparable to those received by other students including transportation to and from their school of origin to the extent possible. The district will designate a liaison for students in homeless situations who will ensure that the rights of homeless students are protected and they have the opportunity to reach the same high academic standards expected of all students.

Child Find

Child Find Contacts:

- Raleigh: Steve Ondrus; steve.ondrus@duluthedison.com
- North Star: Melissa Goldsworthy; melissa.goldsworthy@duluthedison.com

As part of its Child Find process to identify students with disabilities, Duluth Edison Charter Schools accepts referrals from parents/guardians, teachers, daycare providers, medical, and mental health professionals who have concerns regarding the educational progress of a child.

504 Policy

District 504 Coordinator: Aundrea Kinziger, 218-728-9556, aundrea.kinziger@duluthedison.com
[Policy 500 - 16 504 Policy](#) Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with disabilities in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

- has a mental or physical impairment which substantially limits one or more major life activities (major life activities include, but are not limited to, activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working),
- has a record of such an impairment, - or -
- is regarded as having such an impairment. [34 CFR 104.3(j)]

Student Directory Information

Family Educational Rights & Privacy Act (FERPA): FERPA, a federal law, generally requires that DECS obtain your written consent before disclosing personally identifiable information from your child's education records. However, DECS may disclose directory information without your consent, unless you have advised us otherwise.

Student Directory Coordinator: Carolyn Rich, carolyn.rich@duluthedison.com

[500 - 7 Student Directory Information](#)

"Directory Information" about a student includes the student's name, address, telephone number, e-mail address, date and place of birth, grade level, major field of study, participation in officially recognized activities and sports, height and weight of athletes, dates of attendance, degree, and awards received, most recent previous educational institution, and photograph. Unlike other student records, directory information may be released without written consent unless a parent or student notifies the school in writing within thirty (30) calendar days after notice is given to parents, that the information should not be released, provided, however, that the disclosure of names, addresses, telephone numbers, photographs, and e-mail addresses shall not be considered directory information if such lists would be used for commercial or fundraising purposes.

Rights of Students and Parents/ Guardians regarding data collection

REGARDING RIGHTS OF STUDENTS AND PARENTS OR GUARDIANS REGARDING DATA COLLECTIONThe Duluth Public Schools Academy Charter School District 4020-07, has adopted the following policy in order to comply with its obligations under the Family Education Rights and Privacy Act (FERPA) and the Minnesota Government Data Practices Act (MNGDPA).

[500-33 Regarding Rights of Students and Parents or Guardians Regarding Data Collection](#)

NOTE: All rights related to records transfer to a student when they turn eighteen (18).

Destruction of Special Education Records

According to the Individuals with Disabilities Education Act (IDEA), 34CFR300.573, school districts must notify parents when the information contained in their child's special education records is no longer needed to provide public educational services to the child. This is public notification to parents or eligible students (students who are of legal age except where guardianship or conservatorship has been established) of the district's intent to destroy all special education records, except for archival information such as name, grades, attendance records, classes attended, grades completed and number of years completed for its own records based upon federal law, for those students ages 26 and older. Parents or eligible students have the right to request a copy of these records at a reasonable copying fee. Please contact the building principal at your child's school if you wish to arrange for a copy.



Volunteer Opportunities

Duluth Public Schools Academy (DPSA) recognizes the value of allowing visitors and volunteers at school buildings and other school property. DPSA also recognizes the importance of maintaining a school environment that is safe for students and employees, as well as an educational environment that is free from substantial disruptions. This policy addresses visitors and volunteers' presence at the Duluth Public Schools Academy sites -- North Star and Raleigh.

[100 - 3 Visitor and Volunteer Policy](#)

All visitors and volunteers (this includes parents/guardians) must press the button/buzzer to gain admission to the building via the office attendant. Visitors and volunteers must sign in and out at the school office. When signing in, volunteers and visitors will receive special name tags designating they have signed in.

Lost and Found

All articles found in the school buildings are placed in the lost and found bins. Anyone who loses an article should claim it there. Unclaimed items are periodically donated to a local charity throughout the year.

United States Flag and Pledge of Allegiance

Duluth Public Schools Academy schools will display an appropriate United States flag when school is in session. DPSA students and staff will recite the pledge of allegiance one or more times during the week. This may occur during assemblies, announcements or within the classroom. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so and staff/students must respect another person's right to make that choice.



Uniform Information

Duluth Edison Charter Schools have adopted a daily uniform dress code for all students. Clothing selections may be handmade or purchased at the merchant of your choice. Clothing should be selected according to the following criteria:

Uniform Descriptions

Uniform Top Colors	Primary Red
	Navy Blue
	White
PLAIN Knit Polo with collar	
PLAIN Knit Turtleneck or Mock Turtleneck, long sleeve cotton shirt	
PLAIN Knit Sweater/sweatshirt - Crewneck, hooded, zippered, Cardigan or Vest ***hoods may not be worn when indoors***	
PLAIN Polar Fleece – Zippered Vest or Sweatshirt	
PLAIN Button down shirt/blouse.	
Spirit Wear may be worn.	
Please Note: • Tops may include the Duluth Edison Charter School logos and spirit wear. (optional) • Tops may be worn tucked or untucked; length not to exceed wrists when arms held at the side. • Tops will be free from logos, tears, defacing, writing, embellishments, or trim. • Tops will be worn right side out. • Undershirts, Tanks, and Camis will follow uniform colors and not peek out from the bottom of top.	
Uniform Bottom Colors	Khaki
	Navy Blue
	Black
PLAIN Cotton Twill Dress Pants, Capris or Shorts	
PLAIN Cotton Twill or Knit Skirt, Skort or Jumper	
PLAIN yoga pants or sweatpants, must be free from logos and trim	
Please Note: • Shorts, skirts, Jumpers will be <u>at least fingertip length when hands held at side</u> • Denim Fabric will not be allowed • Bottoms will be free from logos, tears, defacing, writing, embellishments or trim • Bottoms will be worn right side out AND at the waist	

Student Choice:		
- School Appropriate shoes - Socks - Hair Accessories	tights, leggings under uniform	coats, hats, gloves, mittens, scarves
Not Allowed:		
- Bandanas - Visors - Earbuds	- Sunglasses - Wallet Chains	- Hats when indoors - Outerwear when indoors

Free Dress Day

“Free Dress” Days (non-uniform days) will occur at the discretion of the Head of Schools/Principal/Academy Director and may vary from building to building. “Free Dress” days allow students to wear other clothing within the following framework:

- Bottoms must be worn at the waist
- Clothing should cover belly buttons, cleavage, and other body parts
- Shorts, skirts, dresses are at least fingertip length when hands are held at the side
- Shoulder straps on tank tops or dresses will be a minimum of three finger widths wide
- Hats may not be worn in the school building
- Clothing that someone else may find offensive may NOT be worn.

Example: references to sex, alcohol, drugs or violence, racist or sexist statements or graphics

Organization/Athletic Uniforms

DECS extracurricular activities will be allowed to wear their uniform top on competition days. If it is on the weekend they can wear the uniform the previous school day.

Uniforms by extracurricular organizations outside of DECS may be approved to wear by the Head of Schools or Academy Director.

6th-8th Grade Information

Homebase

Students will have a home base time each morning to enable them to prepare for the day and will have an additional longer home base period at least once a week. Home base teachers share information, distribute materials, and conduct activities which support core values and content area instruction. The home base teacher acts as the liaison between family and school and is the first person the student and family should contact with instructional questions or school concerns. Home base teachers also conduct student conferences, helping parents to interpret comments from all the student’s teachers.

Lockers

Sixth to eighth-grade students are responsible for the contents of their assigned locker. The school does not assume responsibility for lost or stolen articles. It is essential that no one changes to another locker without getting permission from the school office. A student may not add their own lock to the locker without permission from the school administrator. Locks/lockers are the property of the school.

Combinations are assigned to each student via the school office. Students are reminded to not give out combinations. Posting signs in lockers should be done in good taste and affixed with masking tape. For safety reasons, when students are not at their lockers, all materials must be stored within the lockers and not on the floor. Locker doors should be closed and locked when students are not at their lockers. Items left outside the locker will be picked up and secured in the school office until the end of the day. However, students may retrieve their lunch from their bags at lunchtime.

At the beginning of the year, students will be instructed on the proper use of their lockers. Students are responsible for their lockers and could be fined at year-end for damage that is determined to be beyond normal wear and tear.

MN & DECS policies on lockers

Students may not post anything outside their lockers without administrative permission. The following is Minnesota's policy on student lockers which is adhered to by the Duluth Edison Charter Schools:

"School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students with a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable, after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials."

Extra Curricular Participation Fees

Participation fees are charged to students who participate in the following *co-extracurricular activities. Activities have been given certain fee amounts based on the amount of money paid for coaching/advisor stipends, the number of games or contests held during a season, transportation costs associated with the activity, lease, and rental costs, and the amount of money paid to officials and judges. Fees are subject to change by action of the School Board.

*\$60 – Knowledge Bowl, Track, Cross Country Running, Robotics, and Cheerleading

*\$140 – Basketball, Volleyball, Cross Country Skiing.

The participation fee is reduced for students who qualify for reduced lunch to \$25 for all activities. The participation fee is waived for students who qualify for free lunch. The family maximum fee is \$500.

Participation Fee Refunds

Students who choose to participate in extracurricular activities must realize there are no guarantees regarding weather cancellations or injuries. No participation fees will be refunded after the day prior to the first scheduled event.



Attendance

The School Board of the Duluth Edison Charter Schools believes that daily attendance is critical to academic achievement and is related to a student's academic success. Absences, whether excused or unexcused, are detrimental to the learning experience.

It's the Law!

Minnesota law states that all students are required to attend school from age seven, or when they enter kindergarten (whichever comes first) until they are 18 years old. A student's failure to attend school may lead to legal action for the parents/guardians and the student.

Ninety-five percent (95%) attendance is the goal that we have set as the district minimum standard for each student. In order for a student to have 95% attendance, they must not miss more than nine (9) days of school for an entire year, excused or unexcused.

[500 - 4 Attendance Policy](#)

School hours are: North Star Academy – 8:35 a.m.-3:45 p.m.

Raleigh Academy – 7:35 a.m.-2:45 p.m.

Attendance Notification

North Star Academy – When a student is absent, parents should call or e-mail the attendance clerk at **(218) 728-9556 Ext. 1002**, or attendance.northstar@duluthedison.com **before 9:15 a.m.** to report their student's absence. Leave a message or e-mail including your child's name, classroom teacher, and reason for absence. Students who arrive at school **after 8:45 a.m.** are considered tardy. Students who arrive **after 9:30 a.m.** are considered absent for the first half of the day. North Star 5-8: Students who arrive at each class after the bell will be marked tardy.

Raleigh Academy – When a student is absent, parents should call or e-mail the officer manager at **(218) 628-0697 Ext. 1** or attendance.raleigh@duluthedison.com **before 8:15 a.m.** to report their student's absence. Leave a message or e-mail including your child's name, classroom teacher, and reason for the absence. Students who arrive at school **after 7:35 a.m.** are considered tardy. Students who arrive **after 8:30 a.m.** are considered absent for the first half of the day.

Late Arrival at School

It is vital that students arrive at school on time. Some of the most important information and community building takes place within the first 20 minutes of class. After this initial time, instruction in the core curriculum begins. Students need to be present every day for this valuable time. If your student arrives late to school, a parent/guardian must enter the building with the student and sign him/her in at the school office. Signing the student in does not assure that the tardiness/absence will be excused.

Excused Absences

Illness or Doctor/Dentist Appointments: Whenever possible, schedule doctor and dental appointments before or after school. **A doctor's note must be provided** if your child is gone from school more than three (3) days per quarter.

Religious Holidays/Cultural Observances: If your child will be gone due to a religious holiday or cultural observance, **please notify the school** and teacher in advance.

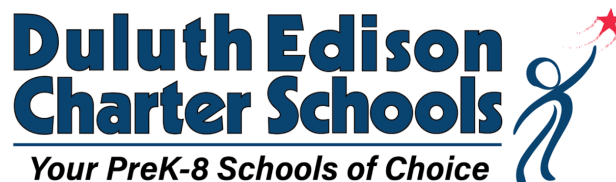
Funeral: If your child will be gone for a funeral please contact the attendance line and the child's teacher.

Family Emergency: If there is a family emergency please contact the attendance line and your child's teacher.

Family Activity: A student may be gone up to five (5) days from school for a pre-approved family activity such as vacation.

To get **pre-approval** from the school, please contact the Head of Schools:

- Tammy Rackliffe, tammy.rackliffe@duluthedison.com



Tardiness

Tardiness is the failure of a student to be in an assigned area when the class is scheduled to begin without a valid excuse. An unexcused tardy is a tardy without a valid excuse that occurs within 10 minutes of the start of class. Students with excessive tardies may be referred to the Family and Student Support Team (FASST) to develop an intervention plan including school administration, teachers, student, and parent.

Students are considered tardy if they arrive to class up to 10 minutes late. A student who is tardy to class must obtain a pass from the office to gain entrance to class. If a student arrives later than 10 minutes to class, they are marked absent for that class.

Leaving School During the Day

If a student needs to leave school during the day, a NOTE from a parent/guardian is required. The note should be brought to the school office at the start of the day and will be exchanged for a hall pass for the student to meet the parent at the office at departure time. Signing out does not assure that the absence will be excused.

- PreK-4 Students: The parent/guardian must come into the office to pick up and sign out the student.
- 5-8 Students: Students may sign themselves out when the parent arrives to pick them up.

Grading and Homework

PHILOSOPHY: Teaching staff and families are encouraged to approach grades with a growth mindset. Students are always on the path of getting better and learning more

APPROACH: All DECS teachers utilize state standards in the instruction they provide to students. For any subject for whom state standards are not available, national standards are utilized. Both formative and summative assessments inform a student's grade at quarter or semester.

STANDARDS-BASED GRADING: DECS is utilizing standards-based grading for most classes. We continue to work with the Standards Grading Advisory Committee to refine this process. Academic performance on the standards is graded as indicated below. A 3.0 is meeting grade level expectations.

K-8 Standards Based Grading

Academic and Soft Skills Legend	
4 Exceeds expectations	In addition to skills at scores 2 and 3, the student demonstrates in-depth inferences and applications that go beyond the academic proficiency level (academic only) .
3 Meets expectations	The student demonstrates evidence of understanding and application of the target skills (academic & soft skills) .
2 Approaching expectations	The student demonstrates a growing academic understanding of key vocabulary, prerequisite knowledge, and simple content. The student sometimes demonstrates evidence of the target soft skill (academic & soft skills) .
1 Beginning	With help, the student has partial success at 2.0 academic content; the student has gaps in understanding or is unable to demonstrate expected soft skills (academic & soft skills) .
IP In Progress	The student does not show evidence of understanding or has not completed any assessment for this standard (academic & soft skills) .

Soft Skills

Standards based reporting measures soft skills such as collaboration and work completion on the scale below:

K-4 SOFT SKILLS RUBRIC		
3 Meets expectations	2 Approaching expectations	1 Does not meet expectations
SAFE: follows rules and direction, and makes safe decisions based on the classroom setting 80% or more of the time	SAFE: sometimes follows rules and direction, and is working to make safe decisions	SAFE: does not or rarely follows rules and direction, and does not or rarely makes safe decisions
KIND: listens and responds in a kind way, is respectful to self, others, and property, and expresses emotions respectfully 80% or more of the time	KIND: sometimes listens and responds in a kind way, is working to be respectful to self, others, and property, and is working to express emotions respectfully	KIND: does not or rarely listen and respond in a kind way, does not or is rarely respectful to self, others, and property, and does not express emotions respectfully
RESPONSIBLE: comes to class prepared, shows effort, participates in class, and completes 80% or more of their class work	RESPONSIBLE: sometimes comes to class prepared, shows effort, participate in class, and completes 50-79% of their class work	RESPONSIBLE: does not or rarely comes to class prepared, show effort, or participate in class, and completes less than 50% of their class work

5-8 SOFT SKILLS RUBRIC		
3 Meets expectations	2 Approaching expectations	1 Does not meet expectations
SAFE: follows rules and direction, and makes safe decisions based on the classroom setting 80% or more of the time	SAFE: sometimes follows rules and direction, and is working to make safe decisions	SAFE: does not or rarely follows rules and direction, and does not or rarely makes safe decisions
KIND: follows directions, uses expected facial expressions, body language, "kind" words, tone and volume of voice, listens and considers the thoughts, feeling & opinions of others 80% or more of the time	KIND: sometimes follows directions, is working to use expected facial expressions, body language, "kind" words, tone and volume of voice, and sometimes listens and considers the thoughts, feeling & opinions of others	KIND: does not or rarely follow directions, use expected facial expressions, body language, "kind" words, tone and volume of voice, and does not or rarely listens and considers the thoughts, feeling & opinions of others
RESPONSIBLE: is reliable, prepared for learning, arrives on time, and completes 80% or more of their class work	RESPONSIBLE: is sometimes reliable, prepared for learning, on time for learning, and completes 50-80% of their class work	RESPONSIBLE: is not or rarely reliable, prepared for learning, on time for learning, and completes less than 50% of their class work

Homework

Homework is a part of the Duluth Edison Charter Schools program. As students progress in our program, homework demands increase. Research projects, term papers, and other long-term projects are assigned in a timely fashion to allow students to spread their efforts out over a period of time.

Students are HIGHLY encouraged to read for 20 minutes and complete 5-20 minutes of Math homework each evening.

[600-3 Homework Policy](#)

Student Learning Conferences (SLCs)

Each school (Raleigh and North Star) hosts student learning conferences with parents/guardians and students as a means of enhancing communication about our students' learning.

2025-2026- SLC Schedule for Raleigh and North Star

Beginning of Year Conferences	Tuesday, August 21, 2025	11:00 a.m. - 7:30 p.m.
Fall Conferences	Thursday, November 20, 2025	11:00 a.m. - 7:30 p.m.
Spring Conferences	Thursday, April 2, 2026	11:00 a.m. - 7:30 p.m.

Families are invited to initiate conferences at any point in the school year.

From time to time a school administrator may join a conference to discuss particular concerns or issues.

Parent/Guardian participation at conferences is expected by Duluth Edison Charter Schools.

2025-2026 Semester schedule for Raleigh and North Star

The school year is divided into semesters for the purpose of curriculum and instructional units as well as for student progress reporting at conferences. Teachers require that all work for the semester be completed the week before the end of the semester in order to score and record all assignments.

Semester 1 August 26, 2025 - January 15, 2026

Semester 2 January 20, 2025 - May 22, 2026

Promotion of Students

The Duluth Edison Charter Schools Board expects and has confidence that the professional staff will place students at the level best suited to them academically, socially and emotionally. Students normally will progress at a level commensurate with their achievement and/or social and emotional development. Students should remain as much as possible with their own age group for proper development. Duluth Edison Charter Schools favors a policy of enrichment for students rather than acceleration.

Acceleration of a student is permitted only after careful consideration of all factors and consensus of agreement by the Principal, Academy Director, teacher, caregiver, student, and a school or other consulting psychologist.

[500 - 10 Promotion of Students](#)

Health Office

Parents, guardians, and students' medical providers are responsible for the care of ill students. The school Health Office will provide support to assist families.

Emergency Contact Information

At the beginning of the school year you will receive a Student Information Form. The form includes your contact information as well as contact information that can be used in case of an emergency. This information is used to contact you in case of an emergency, health question, etc. Please notify the office immediately of any changes to your child's contact information.

Prescription and Over-the-Counter Medications

Whenever possible, medications should be given at home. However, there are times when a student's health requires medication to be given during the school day. This includes both prescription and over-the-counter medication. Please read the policy below for more information.

[600 - 2 Procedures of Administration of Medication During the School Day](#)

Contact: Laurel Hyvonen, District Nurse, laurel.hyvonen@duluthedison.com

Immunizations

State law requires proof of immunizations or a notarized exemption for all students. Forms are available in the nurse's office or on our website at [IMMUNIZATIONS FORM](#). Please contact the school if your child receives an immunization during the school year.

[500 -28 Immunization Policy](#)

Contact: Laurel Hyvonen, District Nurse, laurel.hyvonen@duluthedison.com

Vision and Hearing Screening

DECS will conduct vision and hearing screenings as requested by families.

Vision and hearing screening will be conducted throughout the school year if a concern arises.

Contact: Laurel Hyvonen, District Nurse, laurel.hyvonen@duluthedison.com



FOOD SERVICE

Realizing that good nutrition leads to improved physical, mental, emotional, social, and cognitive development in children, it is the policy of Duluth Public Schools Academy to participate in the National School Lunch Program and the School Breakfast Program, sponsored by the USDA.

[300-11 Food Service Policy](#)

Non - Discrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, employees, and institutions from participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) [found online](#) at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by

(1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov

This institution is an equal opportunity provider.

Adult Meal Policy

It is the policy of Duluth Public Schools Academy to allow staff members and guests to purchase meals prepared for the school meal program.

All adults must pay the adult meal price of **\$2.40** for breakfast and **\$5.00** for lunch. Adults would pay in the office prior to going to the cafeteria. A receipt will be provided.

School Safety

SECURITY CAMERAS

The Duluth Public Schools Academy, Charter School District 4020-07, is committed to providing a safe and secure environment. DPSA may use security cameras on school grounds, property, and/or school buses, as tools to maintain and enhance the safety and security of DPSA's students, staff, volunteers, and the community. [500-29 on Security Cameras](#)

CRISIS PLAN/EMERGENCY RESPONSE DRILLS

A district-wide crisis management/emergency response drills plan is reviewed each year with all staff. Building Administrators, in cooperation with the Facilities Manager, are responsible for the implementation of any needed procedures related to any crisis in the school building.

FIRE DRILLS

When the fire alarm sounds, students will listen to their teacher for instruction as to the appropriate exit. Students will leave the room in an orderly manner and will remain absolutely quiet. Students not in a class will leave by the nearest exit. The fire marshal requires five (5) fire drills per year. Complete procedures are posted in each classroom and are available from the school office.

SEVERE WEATHER DRILLS

Students and staff are also instructed in procedures for severe weather. Complete procedures are available from the school office.

ACTIVE SHOOTER DRILL

"Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school.

The school will . . .

- Announce the Active Shooter Drill PRIOR to occurrence
- Provide an opportunity to opt a student out of participating, to every student's parent or legal guardian before the drill is conducted.

Transportation

Under the Minnesota Fair Bus Act, transportation is provided at no cost to all students residing within the ISD709 school district boundaries, only limited by distance regulations as outlined by ISD 709. Students are reminded that having the right to ride a school bus is a privilege that must be respected. Proper behavior while riding on a school bus is imperative for the ultimate safety of everyone. Students are expected to follow all rules on the bus. These rules are made available to the student at the beginning of the school year. Violation of safety rules can result in a student losing his/her bus privileges.

Voyageur Bus Company: Ken Weyenberg

North Star: Ryan Dickinson, 218-728-9556, ryan.dickinson@duluthedison.com

Raleigh: Steve Ondrus, 218-628-0697, steve.ondrus@duluthedison.com

300 - 12 Transportation Policy

Riding on the bus is an extension of the school; therefore, all students are required to observe all other school rules when riding the bus. In addition to the school's other rules and policies, the following are a set of school bus rules that all students must observe at all times:

1. Immediately follow the directions of the driver;
2. Sit in your own seat facing forward;
3. Talk quietly and use appropriate language;
4. Keep all parts of your body inside the bus;
5. Keep your arms, legs, and belongings to yourself;
6. No fighting, harassment, intimidation, or horseplay;
7. Do not throw any object;
8. No eating, drinking, or use of tobacco or drugs;
9. Do not bring any weapons or dangerous objects on the school bus; and
10. Do not damage the school bus.

Riding the bus is a privilege, not a right. It is therefore imperative that all students follow these rules. A student's failure to abide by the school's more general rules and policies and/or the aforementioned bus rules will result in adverse consequences up to and including long-term suspension of a student's bus privileges.

Change in Transportation

Transportation arrangements must be made through the school office by completing a "Change in Transportation Form" for new students or students who move during the school year. These requests may take from three (3) days up to three (3) weeks to process after their completion.

Changing Buses

Students are not allowed to take a bus not assigned to them to get to an alternate address without the prior consent of the Transportation Department. Students who are not consistent in their use of the bus could be dropped from the route.

Bus Stops

We encourage you to have your child at the bus stop five-ten minutes before the scheduled pick-up time. Severe weather, road construction, and demographic changes can cause changes in route times.



Bus Safety

Safety at bus stops and on the school bus is our utmost priority. It is your responsibility to cooperate with the bus driver and show responsible behavior. The bus drivers have a responsibility to safely transport students to and from school. Student behavior that distracts the driver's attention from the road places all riders in potential danger. School bus drivers will correct or report behaviors as soon as the route is complete. There may be times when a student's behavior occurs that the bus driver does not observe. Please do not hesitate to report, or encourage your child to report these incidents of misbehavior.

Health and Wellness

Duluth Edison Charter Schools is proud to offer wellness education and opportunities to students and staff. DECS strives to promote the importance of a healthy diet, as well as taking advantage of physically active opportunities in order to grow, learn, and thrive.

The purpose of this policy is to assure a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

We believe good health fosters student attendance and education. In compliance with Section 204 of Public Law 108-265 of the Child Nutrition and WIC Reauthorization Act, the **DECS Wellness Committee** provides the following annual reports:

[Wellness Policy Annual Reports](#)

The purpose of this policy is to assure a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

[600 - 4 Wellness Policy](#)

Health and Wellness Coordinator; Marlys King; marlys.king@duluthedison.com



CODE OF CONDUCT

The expectations of students, staff, and faculty at the Duluth Edison Charter Schools can be summed up in three statements:

Be Safe
Be Kind
Be Responsible

Our community is also shaped by our shared core values --

Respect, Responsibility, Compassion, Justice, Courage, Integrity, Honor, Wisdom

Character education is incorporated into the community life of our buildings. Age-appropriate behavior instruction is provided in classrooms and home base. We have a monthly core value focus that includes assemblies celebrating the core value and recognizing students who exhibit core values. Community service projects like food drives, toy drives, and partnerships with nursing homes and other local agencies, also provide opportunities for our students to practice the core values.

Our school community is continuing our commitment to ensure a safe, equitable environment for all students. As part of this ongoing effort, administrative staff, and teachers are working to implement restorative practices as ways of addressing behavior and school culture.

Restorative Practices

Our Restorative Practices are rooted in mutual concern, respect, and dignity. We believe that when students feel included, feel like they belong, are a part of the community, and feel seen and heard, then all of our great instruction and teaching can happen.

Restorative Practices focus on:

Building Community/Relationships - All classrooms start their day with a morning community-building circle. This allows all students to be included and share, building relationships, connections, and trust, and establishing a classroom community.

Repairing Harm - We teach students that mistakes happen and are a part of the learning process. When a mistake happens and harm is caused, we believe that is a teachable moment instead of a time to punish. We teach students to own their mistake and do the work to fix it and repair any harm that was caused; teaching students to be accountable to their community for their actions or choices.



School - Wide Expectations

	Be Safe	Be Kind	Be Responsible
All Areas	Be where you are supposed to be Watch where you are going Hands & feet to self	Include and help others Be friendly and respectful Please, thank you, excuse me	Follow rules and directions Use appropriate language Clean up after yourself
Arrival and Dismissal	Walk on right Stay on sidewalks	Wait patiently for others	Stay in assigned areas Be on time
Halls and Stairs	Walk on right Take stair steps one at a time	Keep moving or step aside Wait patiently for others	Respect walls and posters Pick up what you drop
Office	Keep doorway clear	Wait patiently for your turn	Return to class promptly
Technology	Practice internet safety	Allow others to work	Respect equipment Think before printing
Assembly and Audience	Stay seated Enter and exit in an orderly way	Respect others' space Applaud when expected	Listen to presenters Ignore disruptions
Bathroom	Keep feet on the floor Respect others' privacy	Wait patiently	Flush, wash hands Throw garbage in cans
Cafeteria	Walk Follow traffic flow	Make room for everyone Respect others' food	Pick up what you drop Recycle
Playground	Use equipment properly Play safely	Share Take turns	Dress for the weather Stay in supervised areas
Bus	Stay seated Talk quietly with friends near you	Make room for everyone Be respectful to the driver	Follow bus rules Respect bus property

Bullying, Cyber Bullying, Harassment, Violence and Intimidation

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

[500 - 15 Bullying Prevention and Response Policy](#)

This policy protects students against bullying and harassment on the basis of actual or perceived race, ethnicity, color, creed, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, food allergies, sexual orientation, including gender identity and expression, academic status related to student performance, disability, status with regard to public assistance, age, military status, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic defined in Chapter 363A.

Definition

The term **“bullying”** means intimidating, threatening, abusive, or harming conduct by a student or group of students against another student or group of students that is objectively offensive and:

- There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or
- materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term **“cyberbullying”** means bullying using technology or other electronic communication, including but not limited to a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device.

Intimidating, threatening, abusive, or harmful conduct may involve, but is not limited to conduct that:

- causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property
- under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
- is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in chapter 363A.

School Response

The school district will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial, or sexual harassment or violence, bullying, cyberbullying, and intimidation and to discipline or take appropriate action against any student who is found to have violated this policy.

Any concerns or reports of harassment, bullying, cyberbullying, or intimidation between students should be made to the Academy Director.

- North Star: Ryan Dickinson, ryan.dickinson@duluthedison.com
- North Star: Melissa Goldsworthy, melissa.goldsworthy@duluthedison.com
- Raleigh: Steve Ondrus, steve.ondrus@duluthedison.com
- Head of Schools: Tammy Rackliffe, tammy.rackliffe@duluthedison.com

Investigation of a bullying incident shall be initiated within three (3) school days of receipt of a report and be completed within 10 school days unless the Head of School deems extenuating circumstances to make an extension necessary. The protocol for the investigation of incidents shall be reviewed by school administrators on at least an annual basis.

Professional Development and Education

Annually, staff participate in professional development that includes developmentally appropriate strategies to prevent and intervene in prohibited conduct, the complexity of the dynamics affecting persons implicated in the prohibited conduct, research on prohibited conduct including specific categories of students at risk for prohibited conduct, the incidence and nature of cyberbullying, and Internet safety and cyberbullying. Developmentally appropriate instruction will be provided to all students related to these areas.

Hazing

Hazing is prohibited at the Duluth Edison Charter Schools. Hazing means committing an act against a student or coercing a student into committing an act that creates a substantial risk of harm to a person in order that the student be initiated into or affiliated with a student organization.

Reports of hazing should be made to the appropriate Academy Director. Consequences up to and including expulsion may occur.

[500 - 8 Anti-Hazing Policy](#)

Code of Conduct

DULUTH EDISON CHARTER SCHOOLS
North Star Academy and Raleigh Academy

FORWARD

This School Discipline Policy has been prepared to define clearly the rights and responsibilities of persons in the Duluth Edison Charter School, ISD 4020.

**WE URGE EACH PARENT/GUARDIAN AND STUDENT TO REVIEW THIS MATERIAL CAREFULLY
AND REFER ANY QUESTIONS TO THE SCHOOL ADMINISTRATION.**

The Duluth Edison Charter Schools Board believes that a self-disciplined citizenry is essential for the maintenance of a free society.

The rights of individual students shall be protected and each student shall be expected to respect the person and rights of all other students, teachers, and other school personnel.

Under no circumstances will vandalism, violence, destructive acts, intimidation, extortion, harassment, malicious disturbances, use of controlled substances, or any other violations of the law be tolerated, condoned, or excused. Immediate steps will be taken to discipline any student involved in such behavior.

SCHOOL/COMMUNITY RESPONSIBILITIES

DULUTH EDISON CHARTER SCHOOLS BOARD

General responsibilities of the board are to carry out the educational requirements as expressed in law and to formulate and adopt policies for the organization, management, and control of the school system, including policies applicable to its operation. The board, acting through the Head of School, is responsible for the supervision of the behavior of students while legally under the supervision of the school.

THE HEAD OF SCHOOL shall establish all necessary procedures, rules, and regulations to make effective the school board policies relating to the standards of student behavior and shall be responsible to the board for discipline in the ISD 4020 public schools.

THE ACADEMY DIRECTOR shall be responsible to the Head of School in implementing all necessary procedures, rules, and regulations to make effective the school board policies relating to the standards of student behavior. The Academy Director shall have the responsibility and the authority to formulate school rules and regulations not in conflict with school board policies relating to standards of student behavior and data collection regarding student behavior in the schools.

The Academy Director shall be responsible for disseminating the rules and regulations currently in effect for the school to all faculty, students, parents/guardians, and all interested community groups at the beginning of each school year, and to each new student upon registration.

The Academy Director has the authority to impose suspensions and/or recommend to the Head of School the exclusion or expulsion of a student consistent with the guidelines of M.S. 121 A.41, The Pupil Fair Dismissal Act, for violation of law or failure to comply with school regulations.

TRANSPORTATION is a service and a privilege provided to eligible students in the school system. All district and building discipline policies apply to student behavior during transportation to and from school and all school-sponsored activities. Transportation personnel will forward all bus conduct reports to the Transportation office and to the building Academy Director. If the student's transportation privileges are suspended, it is the responsibility of the parent/guardian to provide transportation to and from school.

THE STAFF shall be responsible to the Head of School/Principal for implementing all necessary procedures, rules, and regulations to make effective the school board policies relating to the standards of student behavior.

When a staff member's efforts to solve a behavior problem are unsuccessful, the student shall be referred to the Academy Director/Principal, who has the responsibility and authority to use such measures as may be necessary to maintain control within the classroom, school building, and on school property.

All employees are expected to participate directly in the supervision and guidance of the behavior of all students within their scope of authority and responsibility.

Academy Director will notify all personnel (including custodians, educational assistants, cafeteria personnel, and clerical staff) of their authority and responsibilities relating to student behavior.

Everyone concerned with student behavior shall be expected to deal with students in a firm, fair, and consistent fashion. It shall be the responsibility of the Academy Director to assist all concerned with this task.

THE TEACHING STAFF has the responsibility/authority to:

- Make clear what standards of student behavior are required by the teacher. A copy of the teacher's rules of acceptable behavior shall be posted in the teacher's classroom. These rules shall be consistent with district policy.
- Report any violations of the district and/or building discipline policy to the Academy Director.
- Deny certain classroom privileges.
- Assign extra school classroom obligations.
- Request a parent/guardian conference.
- Refer special problems to the building Academy Director or for students with disabilities, to the IEP manager.
- Use reasonable measures as may be necessary to maintain control in the classroom, school, and on school grounds.

PARENT/GUARDIAN/STUDENT RESPONSIBILITIES

PARENTS AND GUARDIANS have the legal responsibility for the behavior of their children as determined by law and community practice.

Parents/guardians are expected to exercise the required controls so that the student's behavior will be conducive to the development of self-discipline and will not be disruptive to the school's education program. Parents/guardians shall provide the school with information on how they may be contacted.

Cooperation between parents/guardians and the school is essential in assisting students to work to the best of their ability and achieve a good school experience.

Parents/guardians have a responsibility to help maintain communication with the school by participating in school community activities such as Parent Advisory Council (PAC) meetings, attending scheduled individual conferences, and bringing matters of concern to the attention of the Academy Director or faculty.

Parents/guardians should report to school staff any information they have concerning illegal activities or any violations of school rules that threaten the health, safety, or property of others.

STUDENTS' RIGHTS AND RESPONSIBILITIES RIGHTS

The rights of an individual are preserved only by the protection and preservation of the rights of others. A student is responsible for the manner in which his/her individual rights are exercised and must accept the consequences of any actions that are committed outside the boundaries of those rights.

Staff, students, and parents/guardians must work cooperatively to avoid the extremes of regimentation on the one hand and anarchy on the other if the goal of a democratic society within the schools is to be realized. Rights bring responsibilities.

The rights and responsibilities listed here are not all-inclusive, for students have other rights guaranteed by the Constitution and by state and local laws. THIS STATEMENT OF RIGHTS AND RESPONSIBILITIES IS NOT EXPECTED TO COVER EVERY SITUATION THAT MAY ARISE.

THE RIGHT TO LEARN

Each student has the right to attend school in a safe environment, free from fear, and gain an education as provided by law. The right to learn also includes the right of classes to meet and carry on studies without interruptions, disruptions, or distractions.

THE RIGHT TO FREE SPEECH AND EXPRESSION

Students in the Duluth Edison Charter Schools represent a wide range and diversity of opinions and backgrounds. Students have the right to express opinions, take stands, and support causes, either publicly or privately, provided such expressions are not libelous or obscene according to current legal definition and do not interfere with the rights of others or disrupt or distract from the atmosphere for learning in the school. The right to free expression of religion under the U.S. Constitution and the American Indian Religious Freedom Act is protected.

THE RIGHT TO BE INFORMED OF RULES

Students have the right to be informed of all policies, rules, and regulations they are expected to follow. Copies of these rules governing the code of conduct shall be available in each school office, and the basic rules shall be published and distributed to all students, parents/guardians, and other interested persons.

THE RIGHT TO PRIVACY

Students' rights to privacy regarding school records will be protected and any disclosure of information from student permanent records shall be consistent with legal requirements.

THE RIGHT TO PERSONAL PROPERTY

Students have a right to be secure in their persons, papers, and effects; however, they must refrain from bringing onto school property or to school-sponsored events any material or item that would cause or tend to cause a disruptive activity or endanger the health and safety of students or other persons. When reasonable cause exists for the Academy Director to believe that such items are present, general or individual searches may be conducted under the authorization of the Academy Director or representative designated by the Academy Director.

School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by the police or school officials. If practical and reasonable, a search of an area assigned to a student will be made in the presence of an adult witness and in the presence of the student. Illegal items may be seized by school authorities, and items that disrupt, distract from, or interfere with the educational process may be removed from student possession.

When school officials deem it appropriate, the Duluth Police Department may perform random searches of a student's locker by canines without prior notice to students.

RESPONSIBILITIES

Students are responsible for the consequences of their behavior. Each student is responsible for knowing and obeying all school rules and regulations. The Academy Director shall be responsible for informing the parent/guardian of any student whose behavior is in serious conflict with established rules, public laws, and procedures. Notwithstanding the provisions of any law to the contrary, the conduct of all students under 21 years of age attending a public elementary or secondary school shall be governed by a single set of reasonable rules and regulations promulgated by the local school board. (M.S. 120A.20)

Students are responsible for reporting any illegal activities or serious violations that threaten the health, safety, or property of themselves or others.

Students are responsible for following all necessary procedures, rules, and regulations to make effective the DPSA School Board policies relating to the standards of student behavior. All acts or conducts that are prohibited by state, federal, or local law are also considered a violation of the School Discipline Policy.

RESPONSIBILITY REGARDING ATTENDANCE AND TARDINESS

Students are responsible for being in attendance each school day. Students shall be familiar with and responsible for following all school district attendance and tardiness policies, rules, and regulations.

RESPONSIBILITY FOR DISCIPLINE

Students have the right to free public education, but they are responsible for:

- complying with the rules and regulations of the school district and the instructions of all school district personnel
- accepting the authority of the faculty and school district officials on school property, on district-provided transportation, and at
- school-sponsored, off-campus events.

Failure to meet these responsibilities will be cause for disciplinary action.

In the case of students in the primary grades, some discipline issues may be dealt with by the principal as developmental and age-appropriate educational issues, not as a discipline under this policy.

RESPONSIBILITY FOR ACADEMIC WORK

Students are responsible for:

- completing class assignments on time as instructed by the teacher.
- properly caring for the instructional materials furnished to them by the school district, and
- for bringing to class all materials required for daily classroom use.



STANDARDS OF CONDUCT

I will be aware of and respect people's physical space.	
Positively Stated: I will keep hands, feet, objects, and other items to myself and/or in their proper place.	
Interest: To create an environment where physical space is respected; to promote safety and security; to prevent accidental injury; to promote non-violent responses to conflict	
Conduct Violation Examples: unwanted physical contact, horse play, rough housing, public displays of affection, running in the halls	
Egregious Conduct Violation Examples: (refer to separate procedure at end of Code of Conduct) physical intimidation, physical fighting or assault, sexual harassment or assault, possession or use of a weapon, theft, hazing	
Step 1 - Promotion	
This is about promoting the expectation and reinforcing positive behavior.	
Use positive specific praise. Model expected behaviors for students, staff, caregivers, and community members.	
Staff: "Thank you for playing with that basketball safely." "I appreciate you keeping all four legs of the chair on the floor." "Thank you for noticing and being mindful of people's space in the hallway."	
Step 2 - Classroom/Staff Response	
This is about responding to misbehavior in the moment to encourage self-correction.	
Use an effective reminder and/or directive. Offer choices so the student can right themselves. (buddy classrooms, older students, teaching, reteaching)	
Staff: "You have a choice. You can either keep your hands to yourself, or we will figure out a new spot for you to sit." "I know you like to horse play and mess around, but we keep our hands to ourselves here at school."	
Enforcement	
This is about enforcement of the expectation when the misbehavior persists, refuses to comply, and/or engages in egregious behavior.	
Staff Responses: Enforcing classroom/building expectations, student/staff individual conversations, providing meaningful feedback to students, family contact.	
Referred to the Academy Director, Restorative Practitioner or support staff for further course of action.	
Consequences and Interventions	
Meeting with AD/RP to include restorative questions for problem solving, family notification, possible referral submission.	
Other considerations: meeting with Academy Director or Restorative Practitioner to include other members of the student's team, restorative chat/circle with parties involved, alternative placement, in- or out-of-school suspension	

I will use appropriate and respectful language.
Positively Stated: I will use school-appropriate language with students, staff, caregivers, and community members.
Interest: To create and support a positive, safe, and welcoming culture that supports inclusion; to promote physical and emotional health; to respect the dignity of each person
Conduct Violation Examples: teasing, taunting, put-downs, name calling, use of profanity/swearing not directed at a person
Egregious Conduct Violation Examples: (refer to separate procedure at end of Code of Conduct) verbal abuse, intimidation, harassment, threats, hazing, profanity/swearing directed at another person
Promotion
This is about promoting the expectation and reinforcing positive behavior. Use positive specific praise. Model expected behaviors for students, staff, caregivers, and community members. Staff: “Thank you for using kind words during that activity.” “I can see that you were frustrated, I appreciate you using appropriate words to express your emotions.” “Thank you for using your school filter.”
Response
This is about responding to misbehavior in the moment to encourage self-correction. Use an effective reminder and/or directive. Offer choices so the student can right themselves. Staff: “You have a choice. Please use school-appropriate language or we may need to find you an alternate location for the remainder of class.” “I get that you were frustrated about that score on your assignment, however, let’s try using different words at school.” “The tone and volume of your voice seems a bit different than normal, maybe there’s a better place for us to have this conversation.”
Enforcement
This is about enforcement of the expectation when the misbehavior persists, refuses to comply, and/or engages in egregious behavior. Staff Responses: Enforcing classroom/building rules, student/staff individual conversations, providing meaningful feedback to students, family contact. Referred to the Academy Director, Restorative Practitioner or support staff for further course of action.
Consequences and Interventions
Meeting with AD/RP to include restorative questions for problem solving, family notification, possible referral submission. Other considerations: meeting with Academy Director or Restorative Practitioner to include other members of the student’s team, restorative chat/circle with parties involved, alternative placement, in- or out-of-school suspension

I will transition responsibly.
Positively Stated: I will move about the building and school grounds in a safe and responsible manner.
Interest: To promote student safety and responsibility so adults know how to support transitions and maximize student learning.
Conduct Violation Examples: arriving late or leaving class without a pass/permission, running/chasing other students, hands on others or property, shouting, using incorrect stairs/ hallway spaces, being prepared, wandering and not going to expected place
Egregious Conduct Violation Examples: (refer to separate procedure at end of Code of Conduct) Leaving the school grounds, being out of assigned area, trespassing, leaving the class group in outdoor areas
Promotion
This is about promoting the expectation and reinforcing positive behavior. Use positive specific praise. Model expected behaviors for students, staff, caregivers, and community members. Staff: “I’m glad to see you in school today.” “Thanks for asking before you left the room to get a drink.” “I appreciate you being on time and prepared for class.” “Thank you for having a pass.”
Response
This is about responding to misbehavior in the moment to encourage self-correction. Use an effective reminder and/or directive. Offer choices so the student can right themselves. Staff: “You have a choice. Please be on time and prepared for class or have a pass when you arrive late.” “I noticed you weren’t in school yesterday, I’m so glad you’re here today.” “I know you needed to go take care of that, but please ask for permission next time.”
Enforcement
This is about enforcement of the expectation when the misbehavior persists, refuses to comply, and/or engages in egregious behavior. Staff Responses: Enforcing classroom/building rules, student/staff individual conversations, providing meaningful feedback to students, family contact. Referred to the Academy Director, Restorative Practitioner or support staff for further course of action.
Consequences and Interventions
Meeting with AD/RP to include restorative questions for problem solving, family notification, possible referral submission. Other considerations: meeting with Academy Director or Restorative Practitioner to include other members of the student’s team, restorative chat/circle with parties involved, alternative placement, in- or out-of-school suspension

I will listen, acknowledge, and communicate respectfully allowing teachers to teach and students to learn.

Positively Stated: I will welcome and accept help, feedback, and direction

Interest: To promote a positive learning environment; to ensure a safe, effective, and healthy communication within the school community; respectful conversations with others

Conduct Violation Examples: arguing, back talk, mocking, interruptions, off task, refusal/failure to follow directions, impeding the learning of others

Egregious Conduct Violation Examples: (refer to separate [procedure](#) at end of Code of Conduct)
Actions that are confrontational, antagonistic, and/or hostile in nature that create an unsafe learning environment.

Promotion

This is about promoting the expectation and reinforcing positive behavior.

Use positive specific praise. Model expected behaviors for students, staff, caregivers, and community members.

Staff: "Thank you for raising your hand to answer the question." "I appreciate how you handled that tough situation, thank you for modeling that for others." "I want you to know that I noticed how you have been working quietly in your assigned seat."

Response

This is about responding to misbehavior in the moment to encourage self-correction.

Use an effective reminder and/or directive. Offer choices so the student can right themselves.

Staff: "You have a choice. You can either complete the assignment as directed or we can find an alternative time for you to complete it." "If you're having a difficult time following the directions, please ask for clarification so that I can further support you." "Everyone has a right to learn. If you're having a difficult time communicating respectfully, you can..."

Enforcement

This is about enforcement of the expectation when the misbehavior persists, refuses to comply, and/or engages in egregious behavior.

Staff Responses: Enforcing classroom/building rules, student/staff individual conversations, providing meaningful feedback to students, family contact.

Referred to the Academy Director, Restorative Practitioner or support staff for further course of action.

Consequences and Interventions

Meeting with AD/RP to include restorative questions for problem solving, family notification, possible referral submission.

Other considerations: meeting with Academy Director or Restorative Practitioner to include other members of the student's team, restorative chat/circle with parties involved, alternative placement, in- or out-of-school suspension

I will respect the school building, grounds, and facilities.

Positively Stated: I will take pride in my school.

Interest: To create an environment where students, staff, caregivers, and community members are proud to be a part of

Conduct Violation Examples: littering, failure to clean up after breakfast/lunch or classroom project, misuse of school equipment/materials, failure to follow bathroom care expectations

Egregious Conduct Violation Examples: (refer to separate [procedure](#) at end of Code of Conduct)
Vandalism/damage of school property including: facilities, equipment, bus. Theft of school property.

Promotion

This is about promoting the expectation and reinforcing positive behavior.

Use positive specific praise. Model expected behaviors for students, staff, caregivers, and community members.

Staff: "Thank you for picking up that trash even though it didn't belong to you." "I appreciate you putting away all of your materials when you're finished." "It means a lot that you put your tray and utensils away responsibly."

Response

This is about responding to misbehavior in the moment to encourage self-correction.

Use an effective reminder and/or directive. Offer choices so the student can right themselves.

Staff: "You have a choice. You can properly dispose of your garbage or we can find time for you to assist in cleaning and maintaining the [insert appropriate space]." "If we make a mess, then we clean it up." "If we don't use the materials appropriately, then we won't be able to use them." "The bus driver would love some help cleaning the bus in the morning."

Enforcement

This is about enforcement of the expectation when the misbehavior persists, refuses to comply, and/or engages in egregious behavior.

Staff Responses: Enforcing classroom/building rules, student/staff individual conversations, providing meaningful feedback to students, family contact.

Referred to the Academy Director, Restorative Practitioner or support staff for further course of action.

Consequences and Interventions

Meeting with AD/RP to include restorative questions for problem solving, family notification, possible referral submission.

Other considerations: meeting with Academy Director or Restorative Practitioner to include other members of the student's team, restorative chat/circle with parties involved, alternative placement, in- or out-of-school suspension

I will use technology in an appropriate and respectful manner.

Positively Stated: I will use technology for what it is designed for to enhance my learning experience.

Interest: To promote safety and security while supporting a technology rich learning environment; to support effective and proper functionality of equipment

Conduct Violation Examples: unauthorized use, failure to handle technology in a responsible manner, taking photos/videos without consent, navigating to external sites with communication features, navigating to inappropriate or non-educational content, failure to follow '[away for the day](#)' expectations, plagiarism, utilizing AI inappropriately

Egregious Conduct Violation Examples: (refer to separate [procedure](#) at end of Code of Conduct)
Improper digital citizenship: pornography, violent themes, cyber harassment, sharing of inappropriate/explicit content. Identity theft; Intentional damage

Promotion

This is about promoting the expectation and reinforcing positive behavior.

Use positive specific praise. Model expected behaviors for students, staff, caregivers, and community members.

Staff: "Thank you for carrying your Chromebook responsibly." "You really utilized some great digital resources to complete your project." "I appreciate that you plugged in your device so that it's ready for someone else to use."

Response

This is about responding to misbehavior in the moment to encourage self-correction.

Use an effective reminder and/or directive. Offer choices so the student can right themselves.

Staff: "You have a choice. You can either put your phone away or we can find another place for it until the day is over." "Currently, the expectation is to be on CNN News versus playing a game." "Did you ask if it was ok to take that picture? ...or do you think we should delete it?"

Enforcement

This is about enforcement of the expectation when the misbehavior persists, refuses to comply, and/or engages in egregious behavior.

Staff Responses: Enforcing classroom/building rules, student/staff individual conversations, providing meaningful feedback to students, family contact.

Referred to the Academy Director, Restorative Practitioner or support staff for further course of action.

Consequences and Interventions

Meeting with AD/RP to include restorative questions for problem solving, family notification, possible referral submission.

Other considerations: meeting with Academy Director or Restorative Practitioner to include other members of the student's team, restorative chat/circle with parties involved, alternative placement, in- or out-of-school suspension

I will respect the school uniform dress code.	
Positively Stated:	I will follow the school uniform policy to emphasize my commitment to learning.
Interest:	To create and support a safe and respectful learning environment; to promote community among the student body
Conduct Violation Examples:	Wearing clothing that does not follow the school uniform dress policy.
Egregious Conduct Violation Examples:	(refer to separate procedure at end of Code of Conduct) Refusing to follow the school uniform dress code. Clothing of vulgar, violent or inappropriate nature as defined in the student parent handbook.
Promotion	
This is about promoting the rule and reinforcing positive behavior.	
	Use positive specific praise. Model expected behaviors for students, staff, caregivers, and community members.
Staff:	"Thank you for being in uniform today." "I appreciate that you're not wearing your hood in the building." "Thank you for fixing this quickly."
Response	
This is about responding to misbehavior in the moment to encourage self-correction.	
	Use an effective reminder and/or directive. Offer choices so the student can right themselves.
Staff:	"You have a choice. Would you like to hang your hooded sweatshirt in your locker or the coat hook in the office?" "It is important to wear the outdoor gear your adults have sent with you."
Enforcement	
This is about enforcement of the expectation when the misbehavior persists, refuses to comply, and/or engages in egregious behavior.	
	Staff Responses: Enforcing classroom/building rules, student/staff individual conversations, providing meaningful feedback to students, family contact. Referred to the Academy Director, Restorative Practitioner or support staff for further course of action.
Consequences and Interventions	
	Meeting with AD/RP to include restorative questions for problem solving, family notification, possible referral submission. Other considerations: meeting with Academy Director or Restorative Practitioner to include other members of the student's team, restorative chat/circle with parties involved, alternative placement, in- or out-of-school suspension

Egregious Procedure

Students engaging in egregious behavior will immediately begin the Restorative Process with the appropriate staff member.

Examples: physical aggression, fighting, assault, verbal, written, or terroristic threats, false alarms, theft, bullying, harassment, hazing, leaving school grounds, trespassing, arson, property damage/vandalism, technology tampering/misuse, gambling, possession or use of alcohol/drugs/controlled substances including paraphernalia and associated materials, any other illegal activity including those outlined by Federal and Minnesota State Statutes, off campus behavior that negatively impacts effective school operations or the right of others to an education

- Referral submission
- Restorative questions/discussion with Academy Director (may include other members of the student's team)
- Family notification
- Consideration for police notification (mandatory for illegal behaviors)
- Consideration for in- or out-of-school suspension (number of days to be determined to ensure safety for all)
- Consideration for expulsion in regard to elevated safety concerns

Use of Cell Phones, Digital Imaging Devices, and Other Personal Electronic Devices

Purpose

The purpose of this policy is to set forth expectations for the appropriate use of existing and emerging technologies that students may possess, including but not limited to cell phones, digital picture/video cameras and or camera phones, personal digital assistants, iPods, MP3's, pagers, earbuds, and other personal electronic devices.

[500-25 Use of Cell Phones, Digital Image Devices and Other Personal Electronic Devices](#)

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North Star Culture and Climate Academy Director:

Ryan Dickinson, 218-728-9556, ryan.dickinson@duluthedison.com

North Star Instructional Academy Director:

Melissa Goldsworthy, 218-728-9556, melissa.goldsworthy@duluthedison.com



AWAY FOR THE DAY

Research shows that kids and teens **do better** with cell phones away during school hours. As a result of this, we are a part of a national movement called, "Away for the Day."

Away for the Day

This means students do not use cell phones during the school day. Cell phones and personal electronic devices shall be turned off and stowed securely away during school hours unless explicitly permitted or requested by a teacher or staff for academic purposes.

Acceptable Use of Technology Resources

300-13 Acceptable Use of Technology Resources

Technology Manager: Nolan Chenevert; 218-728-9556, nolan.chenevert@duluthedison.com

The purpose of an acceptable use policy is to establish and administer guidelines for the proper use of technology resources by staff, students and other users. The policy also serves to define appropriate and ethical uses of technology resources, identify responsibilities, and protect the rights of individuals and organizations.

Technology Resources Include:

All voice, video, and data systems such as telephones, televisions, computers, tablets, Smartphones, Smartwatches, game systems, earbuds, media players, networks, and supplies are included as technology resources, in addition to Internet Access. Technology resources as learning tools are similar to books, magazines, or any other information source. Any concerns relating to these technology resources will be handled in the same way that concerns about other educational resources are handled.

Duluth Edison Charter Schools and the Internet

The goal of the Duluth Edison Charter Schools in providing access to the Internet is to promote educational excellence in our schools. The Internet is a global network with great information and educational potential connecting thousands of computers all over the world and millions of individual users. The skills required for its use are vital to the productivity and citizenship of individuals in a democracy, higher education, and the workforce.

The Internet, which connects educators, businesses, the government, the military, and organizations, is not under the control of this school district. Making Internet access available to students carries with it the possibility that some students might encounter information that some have identified as controversial and of potential harm to students. Because information on the Internet appears, disappears, and changes, it is not possible to predict or control what students may locate. While it is possible to select some resources which will be more easily available to students, and while the school will do all it can to ensure students use the information available in a manner consistent with the guidelines, school personnel cannot promise to control the Internet environment for students.

The Duluth Edison Schools will actively focus on providing individual users, both student, and adult, with the understanding and skills needed to use the Internet in ways appropriate to educational needs and personal safety. Students will be taught the appropriate use of email and other Internet resources. The use of technology and the Internet is a privilege, not a right, and inappropriate or unauthorized use will result in

disciplinary action, including the termination of the Internet access of any person who misuses his or her access privileges at the sole discretion of the building TSL Director and Head of Schools.

Staff Responsibilities Include:

- Develop and help students develop the skills needed to discriminate among information sources, to identify information appropriate to age and developmental levels, and to evaluate and use information to meet educational goals.
- Supervise and/or monitor all to whom one grants access to technology resources regarding the implementation of this policy.
- Take an active role in ensuring that students and their parents are aware of the individual student's responsibility to use technology resources in an ethical and educational manner.

Student Responsibilities Include:

- Demonstrate basic skills in computer use.
- Demonstrate understanding of this policy.
- Have parental permission before being allowed to use any school computer on the Internet without direct supervision by a teacher.
- Never use chat sites outside of the district-approved system (GoGuardian) used by staff to assist and monitor students.
- Never give out personal or family information such as phone numbers, credit card numbers, or home addresses.
- Never arrange for a face-to-face meeting with a stranger and never respond to abusive or suggestive messages. Report all such instances immediately to a teacher or member of the technology staff.

Network User Responsibilities

- Use of the district's technology resources must be in support of education and research consistent with the educational objectives of the Duluth Edison Schools.
- Comply with all rules and laws regarding access and copying of information as prescribed by Federal, State, or local law, and Internet providers.
- Be polite and appropriate. Adhere to all standards of courtesy, etiquette, and existing board policies as they may be interpreted to apply to technology resources.
- Help maintain the security of district technology resources by following this policy and maintaining the secrecy of all passwords. All known breaches of security must be reported to a member of the Technology Team. Do not demonstrate any known problem to other users before reporting it.
- Be aware that network files and electronic mail are not guaranteed to be private. School technology personnel shall have access to all files.
- Do not permit others to use your account.

Unacceptable Uses Include but are not limited to:

- Providing unauthorized or inappropriate access to district technology resources.
- Any attempt to harm or destroy the data of another user or other networks connected to the Internet.
- Any attempt to connect with others through chat sites other than used for student and staff communication.
- Activities involving the loss or unauthorized use of others' work.
- Distribution or use of obscene, abusive, or threatening material.
- Unauthorized use of school resources for commercial, illegal, or profit-making enterprises.
- Knowingly wasting technology resources.
- Physical abuse of the equipment.
- Using technology resources in ways that violate school policies and behavior standards.
- Degrading or disrupting equipment or system performance.
- Installing unauthorized software on school computers, or any violation of copyright established for computer software.

Internet Use Agreement

DPSA believes that the benefits to educators, students, and other users of the Internet far outweigh the disadvantages. Even so, parents and guardians of minors are responsible for setting the standards that their child(ren) or ward should follow. To support and respect each family's right to decide whether or not their child may have access to this resource, no child will be allowed to operate a computer to access the Internet unless all parties commit to responsibility by completing the attached DPSA Internet Use Agreement. No child will be allowed to operate a computer to access the Internet without direct adult supervision.

[DPSA Internet Use Agreement](#)

CIPA Compliance

The Duluth Public Schools Academy is CIPA (CHILDREN'S INTERNET PROTECTION ACT) Compliant. DPSA utilizes software (Fortiguard) and hardware (Fortigate) that filters all internet content to any device connected to our network. Our policy for students includes monitoring the online activities of students and the use of filtering software (Fortiguard) on all devices that have internet access that is designed to protect against access through such devices to visual depictions that are obscene, child pornography, or harmful to minors. Filtering will occur on all devices connected to the DPSA network regardless of whether the devices are district-owned, student or staff owned (via our BYOD initiative) and regardless, as well as to whether a portion of such devices are used only by school personnel.