

Recognized by *US News and World Report* as one of America's Best High Schools

2920 80TH STREET EAST
INVER GROVE HEIGHTS, MINNESOTA 55076
(651) 306-7000

SIMLEY HIGH SCHOOL'S MISSION STATEMENT

Simley High School's mission is to prepare every student to earn a degree or credential at a post-secondary educational institution.

SIMLEY HIGH SCHOOL'S SIX POINT ACADEMIC VISION STATEMENT

Equity – Ensuring equitable opportunities for all students.

College Readiness – Providing a rigorous and relevant curriculum that will prepare all students for post-secondary education.

Content Literacy – Supporting a school-wide focus on reading, writing, critical thinking, technology and problem-solving skills in all content areas.

Relationships – Ensuring that programs strengthen student, staff, family and community relationships.

Collaborative Support – Facilitating professional collaboration to support and ensure the academic achievement of all students.

Partnerships – Working with businesses and community members to optimize support provided to students.

MR. GERALD SAKALA, PRINCIPAL
MS. HEIDI KLUKAS, ASSISTANT PRINCIPAL
MR. SAM VAN HEFTY, ASSISTANT PRINCIPAL
MR. WILL SHORT, ACTIVITIES DIRECTOR

This handbook is intended to serve as a guide for Simley High School students and their parents. It is not an all-inclusive list of rules, but rather an outline of expectations and procedures which contribute to the operation of the school. Students and their families are expected to abide by all of the district's policies beyond those mentioned in this handbook.

For more information, please contact the school at (651) 306-7000

SIMLEY HIGH SCHOOL STAFF

ADMINISTRATORS:

Principal - Gerald Sakala
Assistant Principal - Heidi Klukas
Assistant Principal - Sam Van Hefty
Activities Director - Will Short

COUNSELORS:

A. Powers- Johnson	A - G
K. DeVries	H - N
J. Mollison	O - Z

CAREER CENTER:

M. Kimble

ALTERNATIVE SCHOOL:

K. Martin
K. Yuvaraj

ART:

J. Eversman

P. Gilbertson

LANGUAGE ARTS:

L. Brunsvold

C. Berg

C. Caywood

M. Corey

D. Guenzel

M. Hensch

A. Lundquist

R. Ney

J. Rogness

EL:

L. Reyes

INDUSTRIAL TECHNOLOGY:

T. Fisher

ADMIN ASSISTANTS:

K. Sievert

A. Offermann

C. Brown

T. Jaco

N. Goetzke

SUPPORT STAFF:

L. Anderson

G. Bartlette

C. Budke

E. Conway

J. Corbin

D. Halligan

J. Heiderscheit

K. Hillesheim

S. Hoff

H. Murphy

L. Reed

TEACHERS

MATHEMATICS:

A. Arnebeck

B. Bushaw

M. Gingerich

M. McCartan

G. Schwanz

C. Simanski

L. Sylvester

K. Syvrud

MUSIC:

A. Lagier

K. Robinson

PHY.ED/HEALTH:

G. Collopy

M. McNeely

D. Walsh

C. Zepeda

SCIENCE:

N. Austin

J. Bates

J. Drehmel

L. Haak

C. Mensen

Merriman

T. Peper

R. Prall

CUSTODIANS:

E. Gustafson

H. Pommerening

M. Reckinger

D. Thunstrom

C. Wick

FOOD SERVICE:

A. Toomey

SCHOOL NURSE:

D. Erdman

SCHOOL PSYCHOLOGIST:

TBA

SCHOOL SOCIAL WORKER

I. Holt

MEDIA CENTER:

TBA

SOCIAL STUDIES:

T. Findlay

D. Gerber

T. Goetz

B. Johnson

M. Murr

L. Nguyen

R. Olson

R. Tavernier

M. Zangs

SPEC. SERVICES:

S. Barnard
D. Landman
M. Niemi
C. Ott
C. Parker
P. Rekow
S. Seifert
S. Snelling

WORLD LANGUAGE:

S. Johnston
M. Mitchell
S. Stenglein
K. Valencia

SIMLEY HIGH SCHOOL CLASS TIME SCHEDULE 2021-2022

1st Hour	8:30 – 9:20
2nd Hour	9:25 – 10:15
3rd Hour	10:20 – 11:10
4th Hour	11:15 – 12:05

Session	Lunch	Class Time
1st	12:05 – 12:35	12:40 – 1:30
2nd	12:35 – 1:00	12:10 – 12:35; 1:05 – 1:30
3rd	1:00 – 1:30	12:10 – 1:00

6th Hour	1:35 – 2:25
7th Hour	2:30 – 3:20

SCHOOL SONG

SIMLEY SPARTANS
Fight Spartans Fight
For the Crimson and Blue
We'll Always Be True To You
In All That We Do
Rah Rah Rah
Go Spartans Go
As We Sing to Simley High
We'll Always Know
'Ere the Foe

That We'll Go On To Victory
S P A R T A N S
S P A R T A N S
S P A R T A N S
Go Spartans Go

SIMLEY HIGH SCHOOL PRIDE

Personal responsibility

Respect

Integrity

Determination

Excellence

GENERAL STUDENT INFORMATION

ACADEMIC LETTER AND GOLD "S"

A letter or chevron will be awarded during the fall of the academic year following the year in which the criteria were met. An exception to this presentation time will be made for the 12th graders. A student in 12th grade could be eligible after his/her second trimester in order to enable the senior to receive his/her award before leaving Simley. In addition to a letter or chevron, any graduating senior will be awarded a Gold "S" pin for maintaining a B+ or better average during the first eleven trimesters. To be eligible for the award, a student must be a full-time Simley student.

The grade levels, the criteria, and the associated awards are described below:

GRADE	CRITERIA	AWARD
09	B+ average for school year	School Letter
10	B+ average for school year a. first-time qualifier b. otherwise	School Letter Chevron
11	B+ average for school year a. first-time qualifier b. otherwise	School Letter Chevron
12	1. B+ average for school year a. first-time qualifier b. otherwise 2. B+ or better average for first 11 trimesters	School Letter Chevron Gold "S" Pin

ACTIVITIES AND CLUBS

Various clubs, activities and organizations are formed around special interests. You are welcome to join an existing group or form a new club or organization by contacting the Activities Director. The Activities Office will have further information for you.

ACTIVITIES				
Bowling Gay Straight Alliance German Club International Club	Jazz Band Link Crew Marching Band	Math League National Honor Society Robotics	Show Choir Spanish Club Speech Team	Student Council Theatre Guild Trap Team

ADVANCED PLACEMENT (AP)

AP American Government, AP Art, AP Calculus BC/Multivariable Calculus, AP English Literature & Composition, AP German, AP Spanish, AP Biology, AP Physics, AP Chemistry and AP Psychology are offered only to seniors. AP Statistics, AP Calculus A/B, and AP Economics are offered to juniors and seniors. AP European History and AP Language and Composition are offered to juniors. AP American History is offered to sophomores. AP Computer Science is offered to grades 10-12 and AP Human Geography is offered to grades 9-12. These courses offer students an opportunity to take a college-level course while they are still in high school. Each student is required to take the national AP test in May. A student may earn both high school and college credit depending upon the score achieved. These are full-year courses and a student must pay a fee to take the AP test. Fee waivers are available to qualified students; please contact your school counselor for more information.

DETENTION

Detention is time students make up before school from 7:50 a.m. to 8:20 a.m. or after school from 3:35 p.m. to 4:05 p.m. Detention is assigned to a student by a teacher and/or school administrator for minor infractions of school rules. Assigned detention takes priority over work and co-curricular responsibilities.

DETENTION EXPECTATIONS

1. Students must be on time and sign in properly.
2. Students must have school homework or something to read (i.e. book, magazine, newspaper).
3. No breaks allowed. The supervising teacher will make all decisions regarding bathroom privileges - ONE student at a time only.
4. Talking is not allowed.
5. No heads on your desk and no sleeping.

Failure to meet the above expectations will result in further after school assignments.

ASSEMBLIES

Assembly programs and pep-fests are held in the gymnasium. Attendance at assemblies or a designated study hall is required. Students are expected to demonstrate an attentive and respectful attitude toward any assembly speaker or program. Students who choose not to attend the assembly or go to the designated study hall will be disciplined.

ATHLETICS

Simley High School offers a complete interscholastic athletic program that is open to all students who wish to participate. Simley High School is a member of the Minnesota State High School League; therefore, Minnesota State High School League rules apply.

FALL	WINTER	SPRING
Adapted Soccer Cross Country (co-ed)	Adapted Floor Hockey Alpine Ski (co-ed)	Adapted Bowling Adapted Softball

Football	Basketball - Boys	Baseball
Soccer - Boys	Basketball - Girls	Golf - Boys
Soccer - Girls	Dance Team	Golf - Girls
Swimming - Girls	Gymnastics	Softball
Tennis - Girls	Hockey - Boys	Tennis - Boys
Volleyball	Hockey - Girls	Track and Field - Boys
Fall Dance	Nordic Ski Racing (co-ed)	Track and Field - Girls
	Swimming - Boys	Lacrosse - Boys
	Wrestling	Lacrosse - Girls

ACADEMIC ELIGIBILITY REQUIREMENTS POLICY

Extra-curricular activities (ECAs) are an important part of the school experience for many students. ECAs provide students with opportunities to display their physical skills, musical skills and knowledge at contests and performances conducted in public, while representing themselves, their school and their community. There is additional evidence which indicates ECAs teach leadership, self-discipline, decision-making, responsibility and may actually enhance academic performance.

Although ECAs are a positive part of the total school program, the basic core and purpose of the school is vested in the academic curriculum. The minimum requirements of the high school's academic curriculum are expressed through the graduation requirements. The purpose of this policy is to ensure that all participants in ECAs are successfully progressing toward graduation. Consequently, any time an ECA participant is not progressing toward graduation, as defined by the provisions below, he/she shall be placed on academic probation. For the purposes of this policy, an ECA shall be defined as any voluntary and non-grade earning school sponsored activity.

As freshmen, all ECA participants must earn a minimum of 5 or 6 credits (note schedule on the next page) in any trimester and 18 credits during the year. In grades 10-12 all ECA participants must earn a minimum of 5 credits (note schedule on the next page) in any given trimester and 16 credits in each academic year (defined as September - August). No more than two of these credits may be earned during the summer of each academic year. Any participant who does not meet these requirements shall be placed on academic probation until he/she is back on track towards meeting minimum graduation requirements. The conditions of each trimester of probation shall include earning a minimum of 5 credits, maintaining a "D" average of 1.0 GPA on a 4.0 point scale and meeting the conditions of their prescriptive learning program. Failure to meet any of the requirements of probation will result in the student being declared ineligible to participate in ECAs. The student will remain ineligible until he/she meets the requirements of probation for one trimester.

Students who are placed on probation must follow a prescriptive learning program. The program will be developed by the appropriate counselor, coach or advisor, parent(s) and student. The plan may include, but is not limited to, all or part of the following resources:

1. Contract for School Success
2. After-School Tutoring
3. Teacher Contact
4. Home Study Time
5. Scheduled Study Time
6. Progress Reports
7. Chemical or Psychological Counseling
8. Other Monitoring

A student who does not follow his/her plan will be declared ineligible at mid-trimester.

The eligibility of special education students will be determined through the development of student IEPs.

Transfer students are eligible if they were eligible at their previous school and meet the requirements of MSHSL.

In the event of extenuating or unusual circumstances, a student or parent/legal guardian may request a review of the situation. All such appeals shall be heard by the high school counselor, activities director, grade-level administrator and high school principal.

The following table of accumulated credits will be used to determine if a student is progressing toward graduation:

ACADEMIC PROGRESS CHART				
YEAR	FALL	WINTER	SPRING	SUMMER
Grade 09	5	10	16	18
Grade 10	22	27	32	34
Grade 11	38	43	48	50
Grade 12	54	59	64	66

ATHLETIC NCAA ELIGIBILITY

Contact the athletic director for specific information on NCAA eligibility requirements. Information is also available at www.NCAA.com.

ATHLETIC FEES

Participants on the various athletic teams at Simley High School are assessed a participation fee. These fees are used to defray part of the cost of the program. Students should contact the Activities Office to receive specific cost information of each sport. Fee information is also available at www.isd199.org.

ATTENDANCE

Refer to Attendance Policy #503 on page 34.

Building Safety

The school district has adopted a policy, the purpose of which is to promote the physical, social, and psychological well-being of its students. Pursuant to this policy, the school district shall seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also shall seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

BUS INFORMATION

Refer to Student Transportation Safety Policy #709 on page 48.

CAREER CENTER

The Career Center at Simley is designed and organized to help students obtain information on scholarships, careers and post-secondary schools. Students interested in obtaining help with their career plans can schedule a visit during a study hall. A pre-excused pass from the Career Center is required to leave study hall.

CELL PHONES/ELECTRONIC DEVICES

Students who choose to bring a cell phone, tablet, or other electronic device(s) to school do so at their own risk. Electronic devices may be used before and after school, during passing time, and during lunch. Electronic devices may be used during instructional time **only with the permission of the teacher**.

Students who refuse to cooperate with staff implementing the electronic device rule will be considered insubordinate. Insubordination is considered a behavior offense and will have one of the following consequences: one-day dismissal, suspension, or a possible police report for disorderly conduct. Additionally, students who use cell phones or electronic devices to cheat will be subject to consequences listed below under “cheating and plagiarism.”

CHEATING AND PLAGIARISM

All work submitted for credit in any class at Simley High School is expected to be the original work of the student submitting it. If the work is not the original effort of the student, then he or she may be guilty of cheating and/or plagiarism. Any student who allows his/ her work to be copied is subject to the same penalty as the student submitting the work. Penalties for cheating or plagiarizing may range from loss of credit for the assignment, serving after school make-up time, suspension, dropping the class with an F, or other appropriate consequences. A discipline referral form indicating the student has violated this policy will also be sent to the parent, and a copy of the referral will be placed in the student's discipline file.

Cheating is defined as any situation in which a student:

- Copies another student's homework with or without permission.
- Copies answers from another student's test or quiz.
- Is responsible or takes part in transferring confidential information, like sharing test information.
- Brings or accesses written or electronic information during a test or quiz that is not permitted by the teacher or uses other forms of cheating.
- Talks to other students (unless cooperative work is allowed) or has a cell phone or other electronic device out during a test or quiz, even if that student has completed the test or quiz.
- Taking pictures of a test or distributing tests or pictures may result in suspension.

Plagiarism is defined as borrowing or restating another person's words or ideas and claiming them as one's own.

The following questions from “The Hartford Courant” may serve as a guide for determining whether a student has violated the plagiarism policy:

- Have I copied, word for word, all or part of another person's work without giving specific credit to the person and using quotation marks?
- Have I copied the work of another person, perhaps making changes, but retaining the main thought and structure?
- In the case of fiction, have I used a plot invented by another writer, even though I am telling the story in my own words?

If the answer is yes to any of the questions listed above, the material is plagiarized. This means the student has violated the plagiarism policy and is therefore subject to any penalty mentioned above.

If the teacher questions the originality of the work, a student can expect that teachers may require that he or she produce evidence which demonstrates that the work is his or her own. This evidence may include notes, pre-writing assignments or worksheets, drafts, research from the internet or other sources, note cards, etc. Failure by the student to produce any of this material may result in the loss of credit for the assignment. Therefore, students are encouraged to retain all materials pertaining to an assignment that would document the origin of the work.

Depending on the department or course, students can expect teachers to give specific instructions about use of online sources, calculators, and other materials during tests, etc. Students can also expect that teachers may retain copies of student work, including tests, papers, projects, etc. In addition, students may not use any type of translation services, Internet-based or otherwise.

CLASS RANK

REGULAR CLASS RANK: Class rank is cumulative from the beginning of ninth grade and is based on the final grades in all trimester classes. Class rank is calculated officially at the end of each academic school year for grades 9-11. **For seniors, final class rank is determined at the end of the second trimester.** Honors and Advanced Placement courses are not weighted.

HONORS CLASS RANK: Honors Class Rank is an alternative ranking option that recognizes and ranks students who take a significant number of Advanced Placement (AP) or Honors courses. To qualify for inclusion in the Honors Class Rank at Simley High School, a student must meet the following criteria:

1. Take at least 22 trimesters of Honors or AP courses by the end of the second trimester of his/her senior year.
2. Earn a grade of B- or higher in Honors or AP courses to count as a qualifying class.

Students who transfer from other schools may apply to their school counselor for inclusion in the Honors Class Rank. However, only Advanced Placement courses certified by the College Board will be recognized as meeting the rigor necessary to be considered in the Honors Class Rank. **PSEO courses are not considered qualifying courses for the Honors Rank.**

Honors class rank is calculated officially at the end of each academic school year for grades 9-11. For seniors, final Honors Class

Rank is determined at the end of the second trimester. **The Honors Class Rank will be used to determine the Top 10 seniors through the class of 2022. For the class of 2023 onward, Honors Class Rank students have the opportunity to graduate Cum Laude (GPA 3.33-3.699), Magna Cum Laude (GPA 3.7-3.849), or Summa Cum Laude (3.85-4.0).**

CLOSING OF SCHOOL

In the event of inclement weather, school closing announcements will be made over WCCO 830 A.M. radio, KSTP (channel 5) and

KARE 11 or call the Emergency School Closing Line at (651) 306-7863.

COLLEGE ENTRANCE TESTS

ACT (American College Test) This test includes questions from math, science, English, social studies and writing. Consult your counselor as to the fees for the test. Information is also available at www.actstudent.org and the Career Center.

SAT (Scholastic Aptitude Test) This is another college aptitude test which is utilized in helping to determine a student's admissibility to college. The SAT is divided into three sections: English, math and Standard Written English (TSWE). As with the ACT, the SAT can be taken more than once, with colleges generally accepting the highest score. Talk to your counselor to find out if this exam is a good option for you. Information is also available at www.collegeboard.com.

PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) this test will be given at Simley in October. Current tenth-graders and eleventh-graders are eligible to take this test.

COMMENCEMENT

Students who have or will have successfully completed graduation requirements by the last day of the school year may participate in the commencement program. Students may pick up their diplomas during the summer after trimester three grades are finalized.

Students who are no more than two (2) trimester credits short may also participate in commencement, but will not receive a diploma until all graduation requirements are completed.

The commencement program, like plays, athletic contests and concerts, is a school activity. Students participating in commencement must, therefore, comply with the student discipline policy.

CONFERENCE WITH SCHOOL STAFF

As a means to resolving discipline problems, students and parents may meet with a teacher, counselor or principal. Parent/teacher conferences are held trimesters one and two.

CONTACTING STUDENTS DURING THE SCHOOL DAY

Due to the number of students at the high school, only emergency phone messages from family members will be delivered to students. Parents and employers are asked to refrain from calling students during school hours. No message from one student to another will be delivered.

COUNSELORS – GUIDANCE OFFICE

Each student is assigned to a counselor who will assist them with program planning, career exploration, personal concerns, postsecondary education, scholarships, financial aid and jobs.

Students are encouraged to contact a counselor when in need of help. Counselors are assigned for all students grades 9-12 alphabetically by students' last names:

Ms. A. Powers- Johnson	A - Ha
Ms. K. DeVries	He – Ol
Ms. J. Mollison	Om - Z

DANCES

All dances are for Simley High School students **ONLY**. No middle school students or anyone 21 years of age or older are permitted to attend.

Simley students may attend with a guest who is not a student at Simley. The Simley student must have their guest fill out a permission slip, and the guest must have an administrator from his/her school sign the permission slip stating that they are in good standing at their own school. The permission slips must be turned in to the assistant principal before 3:00 p.m. on the Thursday before the dance. Permission slips and school IDs are required for all guests.

Students attending are to dress appropriately. Students caught possessing, using, or under the influence of tobacco, drugs, or alcohol will be treated the same way as if the infraction occurred during the school day. Beginning and ending times for each dance will be publicized during the week preceding the dance. Students leaving the dance are not permitted to reenter.

Admittance to the dance ends one hour after the start of the dance. Students, who know they will be coming later than one hour, due to work or other legitimate reasons, need to inform the advisor in advance. Athletes are allowed more time if the dance follows a game in which they participate.

Inappropriate dancing or "grinding" will not be tolerated. Any student who engages in this behavior will be removed from the dance. No refunds will be given.

DISMISSAL

Dismissal is defined as the removal of a student from a class activity for the remainder of a class period, or the removal of a student for the remainder of the school day by an administrator or principal. During this time, the student is in the custody of the parent.

DRESS CODE

Student dress should not present a danger to health and safety, interfere with work, or create classroom or school disorder. State law dictates that T-shirts or any other clothing deemed offensive is not allowed. Clothing which is identified as **gang related, including belts, bandanas and chains, is not allowed.**

See Student Dress and Appearance on Page 38.

ENROLLMENT OF SUSPENDED STUDENTS

Any student who has been suspended from school in another district will not be permitted to enroll in this district until eligible to reenroll in his/her former district.

EXPULSION

Expulsion is defined as action taken by the School Board prohibiting an enrolled student from further attending school for a period not exceeding one year from the expulsion date.

FINAL EXAMS

Examinations are considered an important component of the learning process. A final exam is intended to fulfill the following purposes:

- To reinforce the concept that the acquisition of knowledge and skills early in a course is related to learning occurring later in the course.
- To demonstrate the degree to which each student's learning is comprehensive.

A final exam schedule will be established for the end of each trimester.

Students who must be absent during the week of finals will be allowed to make up exams and other learning activities after returning to school or by prior arrangement with the teacher and grade level administrator.

FOOD SERVICE

Students need to place checks or cash into the school lunch drop box in the cafeteria any morning before 10:00 a.m. These will be entered into student's meal accounts before lunch. Envelopes are available for students who place cash in the drop box. Students who place a check or cash in the drop box must include their name and PIN number on their check or envelope to ensure the money is entered into the correct meal account. Students can use the money in their meal account or can pay cash to purchase lunch, breakfast and individually priced a la carte items.

All breakfasts, lunches and a la carte items are to be eaten in the cafeteria. Students are expected to observe dining room courtesy and clean their area when finished eating. All waste, trays and uneaten food must be deposited in the trash cans provided. Lunch period is a closed period, which means that students cannot leave the school premises. **Food Service will stop serving breakfast at 8:25 a.m.**

GRADING SYSTEM

The school year is divided into three marking periods or trimesters which are approximately 12 weeks long. A final grade is given for each credit taken at the end of each trimester. The grade point average (GPA) is calculated on a 4.0 system in which:

A	=	4.0	E	=	0.333
A-	=	3.667	F	=	0.0
B+	=	3.333	P	=	Pass, not included in GPA
B	=	3.0	NC/NG	=	No Credit/No Grade, not included in GPA
B-	=	2.667	S	=	Satisfactory, not included in GPA
C+	=	2.333	U	=	Unsatisfactory, not included in GPA
C	=	2.0	I	=	Incomplete (course work not completed due to serious illness/extended absences)
C-	=	1.667			
D+	=	1.333			
D	=	1.0			
D-	=	0.667			

GRADUATION REQUIREMENTS

To be eligible for graduation from Simley High School a student must earn a minimum of 66 credits in grades 9-12 and shall have fulfilled the following course requirements:

- 12 trimesters in English/Communications including three (3) credits in Communications 9, three (3) credits in Communications 10, three (3) credits in English 11, and three (3) credits in English 12.
- 12 trimester credits in Social Studies including three (3) credits in Social Studies 9, three (3) credits in American History 10, three (3) credits in World History 11, and three (3) credits in Social Studies 12.
- 9 trimester credits in Science including three (3) credits in Science 9.
- 9 trimester credits in Mathematics including three (3) credits in grade 9.
- 6 trimester credits in Physical Education and Health, including three (3) trimesters each in grades 9 and 10.
- 15 credits in electives and three (3) Fine Arts credits.
- **In order to walk in the graduation ceremony, students must have earned a minimum of 64 credits and be no more than 2 required graduation credits deficient. Students must complete the remaining 2 graduation credits in summer school to receive their diploma.**

GRADUATING EARLY

Students planning on graduating from Simley High School early must notify their counselor at least one trimester before their projected date of graduation. **Students who do not follow this requirement will not be allowed to graduate early.**

HALLWAY EXPECTATIONS

At Simley High School it is expected that all students demonstrate respect and the appropriate behavior toward each other and staff at all times.

- Walk at all times in the hallway.
- Speak to each other and adults with respect.
- Demonstrate appropriate social behaviors toward each other. Displaying excessive amounts of affection is not allowed and could result in a sexual harassment complaint.
- Give your correct name when asked.
- No “play fighting” or roughhousing.

Treat everyone as you would like to be treated and help make Simley a positive place.

HANDICAP ACCESSIBILITY

All doors of the high school building are designated for handicapped accessibility. An elevator is available for use within the building. Handicapped-designated parking is located in the faculty lot directly outside the Main entrance. Only those vehicles with the designated handicapped license plate or window sticker are permitted to park in the handicapped area.

HONOR ROLL

1. Students need a grade point average of 3.667 or higher to qualify for the “A” Honor Roll.
2. Students need a grade point average of 3.0 to 3.666 to qualify for the “B” Honor Roll.

INCOMPLETES

Students who receive an “Incomplete” grade at the end of a trimester must make up the work required within 10 school days after the end of the first and second trimesters and by the end of the third week in June for the third trimester to receive a grade. Failure to make up the incomplete will result in an “F” grade.

LAW FOR 18-YEAR OLD STUDENTS

The Minnesota State MSA 120.06 reads as follows: “The board of education of any school district shall provide free education services to any person between the ages of 18-21 years and may require of that person adherence to rules and regulations applicable to students under 18 years of age.”

This mandates that all students, regardless of age, must adhere to the policy of the school. For example: No student, regardless of age, may smoke on school property.

LOCK DOWN PROCEDURE

Periodically throughout the school year we will hold lock down drills in which all staff and students must participate. The procedure is as follows:

The following steps are to be taken by teachers or other staff members during a lock down:

- Doors to all rooms are to be locked by the teacher(s) or other staff member(s).
- Students are to be positioned away from the doors and windows.
- Lights are to be turned off.
- No one is permitted to leave the classroom under any circumstances.
- All electronic devices are to be turned off.
- Teachers, staff members and students are to remain in lock down mode until notified by administration.
- Physical education classes are to go to the locker room and lock doors. If only one teacher, girls and boys together in the same locker room.
- All personnel will wait for building principal or his/her designee to inform you regarding the situation; staff or students will not respond to any knocks on the door until released by the office on the intercom or bull horn.

LOCKERS

One student is assigned to a locker where he or she may keep school materials and any personal possessions which the school does not prohibit. While students have the right to expect some privacy, lockers remain the school's property. School officials reserve the right to search a student's locker if there is reasonable suspicion that the locker contains contraband.

Students will clean out their lockers at least once each trimester under teacher supervision. During locker cleanout, staff will open any lockers not opened by students and throw away waste. Students who damage lockers will bear the cost of repair or repainting.

The school is not responsible for personal property in lockers. Security of these lockers cannot be guaranteed. Students should not keep valuable personal possessions or cash in their lockers. If a theft occurs, report it to the office and complete a theft report.

LOCKS

Students are required to use school locks on Physical Education lockers. Locks are available from the Physical Education Department.

MIDDLE SCHOOL

High School students are not allowed in the middle school.

MINIMUM NUMBER OF CREDITS

The minimum class load for students in grades 9-10 is 6 courses per trimester, and students in grades 11-12 is 5 courses per trimester. Students in grades 9-11 are required to be in school 7 hours per day.

NATIONAL HONOR SOCIETY

Toward the end of each year, a faculty committee will select students who qualify for National Honor Society. Each member is chosen based on his or her achievements in the following areas:

1. **Character** - in demonstrating highest standards of honesty and reliability.
2. **Scholarship** - in maintaining at least a 3.33 – B+ average.
3. **Service** - in school and community.
4. **Leadership** - in the classroom as well as in clubs and organizations.

NURSE

The nurse is available on a daily basis from 8:00 am - 3:35 pm to care for students with their health needs and issues.

1. **Passes:** Students who need to see the nurse must have a classroom teacher signed planner pass or corridor pass to go to the health office. **Students are not allowed to go the health office between classes without prior approval.**
2. **Leaving school early:** Students that need to be sent home due to illness or injury must report to the nurse. The nurse will contact the parent/guardian before the student will be allowed to leave. **The student is not allowed to call/text the parent on their own asking to be picked up.** This will result in an unexcused absence.
3. **Emergency cards:** The parent/guardian is always first contact. If they are not available, an attempt will be made to contact a designated emergency contact. Please try to select someone that lives nearby. Update all information, especially phone numbers, on the emergency card or call the health office as needed during the school year.
4. **Prescription medication:** When it is necessary for a student to receive prescription medication at school, the medication is kept in the health office, except inhalers or Epipens. The student must have all of the following:
 - a) The medication in the original container
 - b) Written permission from the parent
 - c) Written order from the physician for ALL prescription medications
5. **Over-the-counter medications:** The school does not stock Tylenol, Ibuprofen, cough drops or any medication for student use. If a student needs to take over-the-counter medication a parent permission note is required along the medication. The medication is also stored in the nurse's office. **Medication, except Epipens and inhalers, MAY NOT be kept in lockers, purses, backpacks, etc.**
6. **Phy-ed excuses:** A parent may excuse a student from phy-ed for illness or injury up to two days. After two days, a doctor's note is required. All parent/doctor notes are given to the nurse who will write a pass for the phy-ed teacher.
7. **Sport physicals:** Any student interested in playing sports, **MUST** have a sports physical on file. The Minnesota High School League mandates a sports physical every three years. Students may not practice, or participate, without this completed sports physical.
8. **Immunizations:** The state immunization requirements are: at least three **DTaP/Td/Tdap** (diphtheria, tetanus, pertussis) and one **Tdap** required at age 11 or older for a total of four, at least three **Polio**, and at least two **MMR** (measles, mumps, rubella). In addition, one meningococcal, three **Hepatitis B** and two **Varicella** are required.
9. Please alert your school's nurse if your child has a cast, brace, sutures, monitor, crutches, etc. Students coming to school on crutches must first meet with school nurse. **The student must have a written medical note indicating the reason for crutches.**

PARKING/DRIVING TO SCHOOL

We encourage our students to use the school busses because of limited parking facilities available to students. 11th-grade and 12th-grade students are given priority for parking permits. If space allows, permits will be issued to 10th-graders. Reserved parking will be utilized at the high school as follows: Students are to park in the designated student parking lot west of the faculty parking lot. Bicycles are to be parked in the racks provided. Independent School District 199 reserves the right to search any vehicle that gives us reasonable suspicion.

SCHOOL PARKING REGULATIONS

Cost: Student parking permits cost \$185 each (One parking space per student).

****Students who have an outstanding obligation (i.e. a book that has not been returned) will not be allowed to buy a parking permit. Once the obligation has been taken care of the student will be allowed to purchase a parking permit.**

Permit Placement:

The parking permit must be placed in the bottom of the back window on the driver's side.

Security:

Simley High School is not responsible for any motorized vehicle or its contents. You are advised to keep your vehicle locked at all times.

Enforcement:

The Inver Grove Heights Police Department will enforce any and all violations of the rules within this document and of city parking regulations. Violations can result in fines and/or revocation of parking privileges. **Vehicles may be towed at the owner's expense when in violation of the parking rules.**

Rules:

1. Parking is limited to the student parking area. Parking is available on a **first come, first served basis**. If the student lot is full, students must park **off** school property. All motorized vehicles parked on the school grounds must display a current parking permit.
2. Students are prohibited from parking in the visitor parking areas.
3. Loitering is prohibited in all areas.
4. Persistent abuse of high school rules and guidelines may result in suspension of or revocation of student parking privileges.

Driving a vehicle on school property is a privilege, not a right. Parking inappropriately or driving inappropriately will result in loss of the privilege to have a vehicle on campus.

Any vehicle parked between signs which state no parking, handicapped parking, fire lane or are parked along yellow painted curbs will be tagged and incapacitated. Those who park in spaces specifically reserved for staff or visitors will lose their on-campus driving privileges. Driving a vehicle in excess of the posted speed limit, driving erratically or driving in such a way as to endanger self or others will result in losing on-campus driving privileges. In addition, such driving violations will be reported to the police for possible law violations.

1. Off-the-road vehicles, such as snowmobiles and go-carts, are prohibited on school district property.
2. No vehicle is to be parked on the grass.
3. Only vehicles displaying the approved state tag for handicapped persons may park in the parking areas reserved for the handicapped.
4. Unauthorized driving (i.e., without specific permission) to a school-related function during the school day is not allowed.
5. Students using a vehicle belonging to a parent or guardian employed by District 199 (staff): Students cannot use the staff sticker to park in the staff lot. When this vehicle is used by a student, a student permit will be used and the vehicle will be placed in the student lot only.

Anyone having questions about parking should address them to the assistant principal.

PASSES TO LEAVE CAMPUS

Once students arrive on school property they may not leave the campus grounds without a permit signed by an administrator or school nurse. This includes going home for any reason, including illness. **An ill student must see the nurse before leaving campus. Leaving the building without permission is an unexcused absence.**

NOTIFICATION OF PESTICIDE AND HERBICIDE APPLICATION

ISD 199 is required to inform parents, guardians, and school employees that the District applies certain pesticides and herbicides on school property. Because of such variables as weather, it is impossible to realistically predict the day on which the herbicides will be applied. As a general rule, the District applies only one herbicide - dandelion preventer - twice per year during the summer break in June and August, during times when there is no scheduled use of affected area. Because the District applies pesticides only on an as-needed basis, it is likewise impossible to predict when they will be applied. A pest elimination service inspects each building monthly, and applies only category IV pesticides in affected areas, on average twice per year in each building, and always on non-school days. Category IV pesticides are in the least harmful category, and are not regulated by this law.

If you would like to be notified prior to pesticide or herbicide application, or if you have any questions about this or any other health and safety issue, you may feel free to direct them to Kim Flanagan, Health & Safety Coordinator (651) 306-7452.

PHOTOS, USE OF

During the school year students are photographed for school yearbooks and may be photographed or videotaped during classroom activities or special programs. Pictures may be used in the 199 Reporter, school newspapers/newsletters, district calendar, yearbooks, local cable television stations, or local newspapers. The caption used with the photo may identify the student's school, grade and teacher/coach.

Photographs may be used throughout the school year in education-related publicity. Parents of students or students of legal age are not legally required to have photos published. The consequences of choosing to not have photos released for school district use include a student not being included in photos of teams; not being photographed for recognition of academic or athletic achievements; not being included in class photos or yearbooks; and not participating in programs being videotaped for cable television. Photos will not be used for purposes other than those specified. You must request that photos not be used. If you have any questions, please contact the assistant principal.

PHYSICAL RESTRAINT

The school board prohibits the use of corporal punishment. However, in accordance with M.S. 609.06, reasonable force may be used with a student without the student's consent when the following exists or the person in authority reasonably believes it to exist: When used by a teacher or other member of the instructional, support, or supervisory staff of a public school upon or toward a student when necessary:

- To restrain the child from hurting himself/herself or any other person or property.
- To correct a student in order to avoid undue or deliberate disruption.

POST-SECONDARY ENROLLMENT OPTIONS - PSEO

The 1985 Minnesota Legislature passed the Postsecondary Enrollment Options Act which allows 11th-grade and 12th-grade students enrolled in a public school to enroll in eligible postsecondary institutions at no cost to the student. The decision to participate in this program is an important one and necessitates early and frequent communication with a high school counselor.

Per Minnesota Statute §124.089, registration for the fall or Spring Semester of the Post Secondary Enrollment Option Program must be completed by May 30 of the previous school year -- Contact your guidance counselor for more information.

PROGRESS REPORTS

At four weeks and eight weeks during each trimester, progress reports will be available electronically through the parent portal. Parent conferences are scheduled at the six-week mark of every trimester.

PROM

The prom is a special event specifically designed for juniors and seniors. Freshman and sophomores may attend if escorted by a

Simley High School junior or senior.

Any junior or senior student wishing to attend the prom with a person who has graduated from high school or attends another school must receive the prior approval of the assistant principal/principal. Permission slips and school IDs are required for all guests. No students will be allowed into the prom after 9:00 p.m.

Regulations regarding expected behavior are the same as those for all other dances, even though the prom is not held on school property. Violations of handbook policy will be dealt with as though they occurred on school property.

Inappropriate dancing or "grinding" will not be tolerated. Any student who engages in this behavior will be removed from the dance. No refunds will be given.

REGISTRATION

In January each year students receive a registration guide book and counselors conduct informational classroom sessions regarding course options.

Simley requires all 9th-graders and 10th-graders to register for a minimum of 18 credits and a maximum of 21, and all 11th-graders and 12th-graders to register for a minimum of 15 credits and a maximum of 21.

RELEASE OF RECORDS

Records will be sent to the high school a student will be transferring to upon the request of a parent or that educational institution. Academic information sent to post-secondary institutions (colleges, technical colleges, etc.) will require a release signed by the student or parent if the student is under 18, or by the student if he/she is 18.

Simley High School forwards student records to other schools and to post-secondary institutions where a student enrolls.

REMOVAL FROM CLASS

The classroom teacher has the responsibility to evaluate students' behavior and judge whether that behavior violates the established classroom rules or rules of common courtesy. Classroom rules developed by the teacher are to be in writing, distributed to each student and reviewed in class.

GROUND FOR REMOVAL:

- Willful conduct which materially and substantially disrupts the educational process.
- Willful conduct which endangers school district employees, the student or other students, or school property.
- Willful violation of any rule specified in the district's discipline policy.

Removal from class is the short term exclusion of a student from school during which the school retains custody of the student. Students removed from class shall be the responsibility of the principal or his/her lawful designee. The removal of a student from class shall not exceed three class periods. Students shall be removed from class only upon agreement between the appropriate teacher and principal after an informal administrative conference with the pupil. The decision as to removal shall ultimately rest with the principal. The removal from class may be imposed without an informal administrative conference where it appears that the student will create an immediate and substantial danger to the student or to persons or property around him/her. The length of time of the removal from class shall be at the discretion of the principal after consultation with the teacher. Students shall be returned to class upon completion of the terms of the removal established at the informal administrative conference, including but not limited to the completion of any makeup work.

REPORT CARDS

Report cards are issued every trimester grading period and are available through the parent portal.

RESTITUTION

Restitution is an approach to discipline that is based on the recognition that young people will make mistakes. By focusing on how a young person can correct a mistake rather than on punishment, this approach emphasizes positive solutions to problems when they do occur.

SCHEDULE CHANGES

Students must meet with their guidance counselor to initiate any change in their class schedule. The schedule change policy is as follows:

- With the exception of scheduling errors, teacher initiated changes, or enrollment in a post-secondary institution necessitating changes, no class will be added after the fourth day of the trimester. (All days absent up to day of enrollment in class will count.)
- Any student wishing to drop a class must do so during the first three days of the trimester. Students who drop a class after the above stated deadline will receive an "F."
- 12th-grade students who have a study hall may apply for study hall release with the permission of a parent or guardian. Schedules will not be changed to allow for study hall release. **Students who have study hall release may not be in the school building or on school grounds during the hour they are on study hall release.**

The following drop-add procedure must be adhered to for classes dropped before the deadline:

1. Discuss change with counselor

2. Complete a "Request for Schedule Change" form
 3. Return the "Request for Schedule Change" form to counselor
 4. Arrange with the counselor for replacing the class with a study hall or another class
- * Students must complete steps one through four before they may stop attending the class.

SCHOOL DAY

School District 199 requires that each student must be assigned to six hours of school each day, and that each student must be under supervision every hour of the school day.

Since every student must be under supervision every hour of the school day, students will not be permitted in the hallways or other areas in or on school property without supervision during the class period.

"School Day" is defined as the time from when a student gets on the bus in the morning or enters school district property by any mode of transportation to the time when a student gets off the bus at the end of the school day or when a student leaves the school grounds by any mode of transportation after the school day or after any school district sponsored activity.

SCHOOL-WIDE PBIS IS:

- A systems approach for establishing the social culture and behavioral supports needed for schools to be effective learning environments for all students.
- Predictable
- Positive
- Safe
- Consistent

SPECIAL EDUCATION PROGRAM

Special Education programs are an educational service provided to students who have a learning or other disability. These difficulties may be with the assignments in the classroom and/or in relationships with others. The student or the parent may contact a guidance counselor or administrator for referral information. The following procedure will be followed if an evaluation is appropriate.

1. An evaluation team will be created, composed of the student's parents, a school administrator, teachers, counselors and/or aides working with the child, and any district employee or outside authority whom the other team members feel would contribute to their effort.
2. Team members will ensure that the evaluation procedure follows the minimum standards set out by federal and state regulations and rules.
3. The student's parent/guardian will have the opportunity to inspect and review the student's educational records pertaining to identification, evaluation, and educational placement, with respect to the child's right to a free appropriate public education. The school must give the parents/guardians written notice of any proposal to initiate or change the student's identification, evaluation, or educational placement. If the parent/guardian is handicapped, the notice and all further proceedings shall be communicated in a manner which the parent/guardian easily understands.
4. If the student's parent/guardian is not known, or the student is a ward of the state, a person who is not an employee of the school district will be appointed to act as a surrogate for the parent/guardian. The surrogate will have all of the following qualifications:
 - Fulfills state and federal requirements
 - Understands district structure and procedure
 - Is familiar with the nature of student's disability and needs
 - Has the ability to effectively advocate an appropriate educational placement for the student
 - Has no interests which conflict with the student's interests
5. If the parent/guardian disagrees with the school's evaluation, the school may initiate a hearing to show that its evaluation is appropriate. The school may request that an evaluation be completed by a

specialist not employed by the school is appropriate. If so, the cost of the evaluation will be paid by the school. If the evaluation is deemed appropriate, but parents disagree, the parents may still arrange an independent evaluation, but not at public expense. The evaluation results must be considered by the school in its decision about placement and may be used at any hearing regarding the child's placement.

6. The parent/guardian will be informed of the right to appeal the decision of the school team's assessment and placement recommendation by having a conciliation conference, and if that fails to satisfy both parties, by having a formal hearing. The child shall remain in his/her current placement until the controversy is resolved.

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

In the situation where the student who is to be disciplined has been identified as being eligible for special services of an LD, EBD, or MMH instructor, a review of the student's individual education plan will be conducted with the necessary staff to determine if the need to discipline was related to the reason for special services. If it is determined that the student's disability was related to the need for discipline, a meeting will be held with the necessary staff and parents/guardians. Consideration will be given to whether there is a need for further assessment or if a review of the adequacy of the current individual education plan for the disabled student is necessary.

STUDENT ASSISTANCE TEAM

Simley High School strives to be proactive in working with students and families if a student's behavior, attendance and/or achievement indicate possible learning problems, chemical dependency, or social/emotional issues. Referrals concerning students should be made to the Student Assistance Team which will in turn share concerns and information with parents and the student.

The Student Assistance Team will consist of the assistant principals, the dean of students, counselors, school social worker, special education representative and school psychologist. The process is as follows:

1. Referral is made to a counselor and/or grade-level administrator.
2. The counselor will gather information relating to the student in the areas of behavior, attendance, grades, and in any other area of concern.
3. The Student Assistance Team will evaluate the information and recommend appropriate action.

STUDENT DISCIPLINE (POLICY 506)

REVISED 3/8/21

We are advised to ensure that information regarding discipline, and behaviors that can result in discipline, be included in the handbook in a clear and definite manner, such that students are on notice of what is expected of them, what the consequences for misbehavior could be, and what, if any, method exists to reduce such consequences. They also advise the District to err on the side of over inclusion. It is the goal of the staff at Simley High School to take every opportunity to positively motivate students. The entire Student Discipline Policy 506 is not reprinted here but is available at www.isd199.org or by request from the office. However, students are responsible to be knowledgeable of all school rules and regulations as stated in the handbook.

The Pupil Fair Dismissal Act (M.S. 127.26) governs student discipline, suspension and expulsion. Address questions about law, policy, or rules and regulations to the principal or assistant principal. Parents/guardians shall be notified in writing of violation of the rules of conduct and resulting disciplinary actions by first-class mail except as provided otherwise by The Pupil Fair Dismissal Act of 1974. Students shall be notified of violations of the Rules of Conduct and resulting disciplinary actions verbally except as provided otherwise by The Pupil Fair Dismissal Act of 1974.

The principal or assistant principals may impose or recommend longer suspensions, expulsions, or any other discipline as appropriate on a case-by-case basis.

PLEDGE OF ALLEGIANCE

(REVISED: 4/26/21)

The school board recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

It is our district's policy to recite the Pledge of Allegiance during school. Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students must respect another person's right to make that choice. (Minn. Stat. 121A.11, subdivision 3 (c)).

Student Electronic Technologies Acceptable Use

I. Purpose

The purpose of this policy is to set forth policy and guidelines for student access to the school district electronic technologies, use of personal electronic devices within the district, electronic communications, use of the district's network, Internet, and social networking tools.

II. General Statement of Policy

District 199 considers its own stated educational mission, goals, and objectives when making decisions regarding student access to School District technology. Access to the district's network and Internet enables students to explore libraries, databases, web pages, other online resources, and connect with people around the world.

District electronic technologies are used for educational purposes. Use of the district's electronic technologies is a privilege, not a right. The district's network, an educational technology, is a limited forum; the district may restrict speech for educational reasons.

III. Guidelines in Use of Electronic Technologies

Electronic technologies are assets of the school district and are protected from unauthorized access, modification, destruction or disclosure. Use of personal devices, while on district property, is subject to all policies and guidelines, as applicable, plus any state and federal laws related to Internet use, including copyright laws.

- A. The district reserves the right to monitor, read or copy any item on or using the district's electronic technologies, including its network.
- B. By authorizing use of the district system, the district does not relinquish control over materials on the system or contained in files on the system. Users should not expect privacy in the contents of personal files on the district system.
- C. Students will not vandalize, damage or disable any electronic technology or system used by the district.
- D. Routine maintenance and monitoring of electronic technologies, including the district network, may lead to a discovery that a user has violated this policy, another school district policy or the law.

Complete policy is available on the district Website www.isd199.org and in the district office.

STUDENT POLICIES

Beside the policies that are included and/or referred to in this Handbook, students are expected to be aware of and to abide by all of the District's policies. All of the District's policies can be found on the District's website at www.isd199.org under the "About Us" tab and then click on the "Policies" link. Students should pay particular attention to the policies in Section 500, which specifically pertains to students. Questions regarding policies can be directed to your building administrator.

STUDENT RIGHTS AND STUDENT RESPONSIBILITIES

Each student has the right to attend school and gain an education as provided by law. Rights bring responsibilities. A student is responsible for attending classes daily unless absent because of illness or other legitimate reason. A student is responsible for completing class assignments on time and according to the instructions given by the teachers. Most instructional materials are furnished by District 199 for student use. A student is responsible for bringing all materials required for daily use to class.

A student has the right to a free public education but is also responsible for complying with the rules and regulations of the school district and for accepting the authority of the staff and school district officials on school property and at school-sponsored events.

STUDY HALLS

TRADITIONAL- The main objective of a traditional study hall is to provide an effective opportunity for students to complete out of class learning activities. Study halls are quiet places for study and work. Students are expected to arrive on time and bring study materials with them. Playing cards or other materials that disrupt the quiet study environment are not allowed. Classroom expectations are in effect in all study halls. Specific rules for study halls will be handed out and discussed in each study hall during the first week of each trimester.

All students are scheduled into study halls when not in class or at lunch. Study hall attendance is required. A pass is required to move from study hall to another study or work area. No teacher should give a study hall student a pass to go anywhere in the building unless they will be present to supervise them.

COOPERATIVE STUDY HALL- A cooperative study hall may be established for juniors and seniors. Students will be given a copy of rules and procedures at the beginning of each trimester.

SUSPENSION

Out of School Suspension is the short term exclusion of the student from school during which the school is relieved of custody of the child. Suspension shall be utilized in accord with The Pupil Fair Dismissal Act of 1974 as amended. Being on campus during Out- of- School Suspension is a violation of the suspension rules. A student will be considered trespassing, further disciplinary action will be taken and the police may be notified.

VISITOR POLICY

All visitors entering the building are to report first to the main office to request a visitor's pass and identification badge. **Students cannot bring visitors to school without prior permission from an administrator. Visitors will not be allowed to attend classes at Simley High School the first three weeks of school the last three weeks of school, and the first and last week of every trimester.** Students who attend school in the seven-county metro area will not be allowed to be a visitor at Simley High School. Students who may be interested in attending Simley as a student **may** be an exception to this rule.

WORK RELEASE

A senior student can drop a first - or seventh-hour study hall to obtain a work pass. A student's class schedule will not be re-arranged in order to grant work release. The student must receive authorization from the assistant principal to have work release.

The maximum release time is one class period. Students who violate school rules will lose the privilege of having a work pass. Students who have a work pass may not be in the school building or on school grounds during the hour they are on work release.

DISTRICT 199 BELIEFS ABOUT BEHAVIOR IN SCHOOL

District 199 discipline policies and this student handbook are based on research regarding what is working well across the country. Our most important responsibility is to support the success of all our students while they are in school. We also want to prepare them for successful lives after graduation.

We must teach, grow and enhance our students' experiences in four main areas: academic achievement; connection to school and community; social-emotional learning, and career and college readiness.

With this in mind, we will:

- Have consistent school-wide expectations and make sure students and adults know them.
- Teach and encourage desired behaviors so students know what is expected of them.
- Focus on positive behavior rather than just punishing negative actions.
- Create expectations and rules that address the diverse cultural needs of our students and staff members.

- Promote equitable actions and always look for ways to be more responsive to the cultures of our students.
- Understand all viewpoints when responding.
- Build stronger relationships between students and their classmates, and between students and school staff members.
- Include students instead of excluding.
- Restore and repair relationships when needed.

Explanation of PBIS

All District 199 schools use Positive Behavioral Interventions and Supports (PBIS) as a way to teach school-wide expectations and to let students know when they have met those expectations.

PBIS shows that:

Students who need additional support may benefit from:

- Students learn better when they are taught the school expectations and given the chance to practice them.
- Students are more likely to follow the school expectations when they are recognized for doing what they are supposed to be doing.
- Some students need extra support when it comes to behavior.
- Additional lessons or instruction on the expected behavior, or skills that will help them meet the expected behavior (refocusing, self-control, self-advocacy, etc.).
- More opportunities to practice the behavior.
- Increased supervision by adults.
- Looking at what has worked for the student in the past, and doing it again

Explanation of Roles

It is the responsibility of all stakeholders to promote a safe and inclusive learning environment.

All Students:

All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

Students should...

- Accept redirection and have open, respectful communication with adults.
- Adhere to all Board policies.
- Be responsible and accountable for individual academic and social success.
- Build and maintain positive, respectful relationships with school staff, parents/guardians, caregivers, and the community. Have a go-to adult in the building.
- Do the right thing, even when no one is looking.
- Observe and follow the routines and expectations taught by school staff and administrators.
- Understand the behavior response matrix of expectations and display behaviors in accordance with its content.

All Parents or Legal Guardians:

Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

Parents and guardians should...

- Ask for help or information from the school when necessary.
- Emphasize the importance of being prepared for school, both physically and emotionally. Teach and model skills for following routines and expectations in order to achieve academic and social success.
- Establish a positive relationship with someone at the school where communication can readily occur.

- Partner with the school in regard to rules and policies.
- Show and model respect for other students and families.
- Work with staff in a mutually respectful manner focusing on the success of your student.

All Teachers:

Teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

Teachers should...

- Acknowledge, honor and respond to both positive and negative behaviors.
- Build and maintain positive, respectful relationships with all students and their families.
- Communicate and partner with caregiver(s) in a positive, consistent, proactive, and culturally respectful manner.
- Develop a classroom community and learning environment that provides for academic and social success for ALL.
- Hold high expectations for behavior and academics for all students.
- Maintain a positive attitude and professional learning environment for ALL.
- Teach and model expectations in accordance with the school's Positive Behavioral Interventions and Supports (PBIS) matrix.
- Treat all students equitably. Seek to understand the context of situations and respond accordingly.

Building Principals:

The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

Building principals should...

- Acknowledge, honor and respond to both positive and negative behaviors.
- Communicate regularly with caregiver(s) in a positive, consistent, proactive and culturally respectful manner.
- Communicate with staff regarding student behavior outcomes
- Create a warm, welcoming and positive learning environment for ALL.
- Hold high expectations for students and staff.
- Lead/support building development that improves classroom management skills of teachers and promotes a positive learning environment.
- Maintain a positive attitude and professional learning environment for ALL.
- Teach and model expectations in accordance with the school's PBIS matrix.
- Treat all students equitably. Seek to understand the context of situations and respond accordingly.

Superintendent:

The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent

may also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

The superintendent should...

- Ensure building principals and other district personnel are seeking to treat all students equitably and design policy accordingly.
- Ensure policy is aligned with best practices and the Strategic Roadmap as outlined by the Board of Education.
- Hold high expectations for all staff and students.
- Lead/support building principals and other district personnel to improve classroom management processes and promote a positive learning environment.

The School Board:

The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

School Board members should...

- Approve all district policies related to behavior management systems.
- Hold high expectations for all students and staff.
- Seek to provide equitable outcomes for all students in the district.
- Support all personnel with implementing best practices.
- Support and provide guidance to the superintendent in designing policies related to behavior management systems.

All School District Personnel:

All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

Other school district personnel should...

- Accept responsibilities as related to school behavior under the direction of the superintendent.
- Contribute to a positive, safe, atmosphere that provides learning opportunities for ALL.
- Hold high expectations for all staff and students.
- Model and adhere to the school Code of Conduct and lead an equitable model of behavioral management that contributes to increased learning.
- Work to support building principals in setting and supporting the school Code of Conduct.

Community Members:

Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

Community Members should...

- Contribute to a positive, safe, atmosphere that provides learning opportunities for ALL.
- Create a warm, welcoming, safe environment for ALL.

Levels of Intervention for Behavior

Responses listed below are possible recommendations and are not meant to be a complete list of intervention strategies.

LEVEL 1- Classroom and Support Responses

An Office Discipline Referral would not be completed at this stage. These teacher responses aim to change the conditions contributing to the negative behavior.

- Classroom based responses (e.g. verbal correction, written reflection, reminder, redirection, break/processing, daily progress);
- Classroom detention (build academic or social/emotional skills);
- Collaboration with support staff (e.g. case manager, school counselor, school social worker, mentor, coach, etc.);
- Parent/Guardian outreach (e.g. contact caregiver via telephone, email, text);
- Restitution;
- Restorative practices

LEVEL 2- Classroom and Support Responses

An Office Discipline Referral would be created in this situation but would include ongoing Level 1 interventions. Partnership with teacher and administration. These responses are designed to teach behavior and reinforce appropriate behavior. Many of these responses engage the student's support system in order to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses aim to correct behavior:

- Behavior/Success Contracts;
- Call for an IEP meeting and/or request a Functional Behavioral Assessment/Positive Support Plan;
- Classroom based responses (e.g. verbal corrections, written reflection, reminder, redirection, break/processing, daily progress);
- Detention;
- Informal and/or preventative school-based mentoring;
- Loss of privileges connected to the infraction;
- Parent/Guardian conference;
- Parent/Guardian outreach (e.g., contact caregiver via telephone, email, text);
- Restitution;
- Restorative practices;
- School-based facilitated conflict resolution;
- Temporary classroom removal

LEVEL 3- Support, Administrative Responses

An Office Discipline Referral would be completed and the administrator and/or building intervention team would coordinate interventions. These responses engage the student's support system to ensure successful learning and to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses may include short-term removal of a student but should be inclusive and practical in nature in order to change the long-term outcomes:

- Behavior/Success Contract;
- Call for an IEP meeting and/or request a Functional Behavioral Assessment/Positive Support Plan;
- Classroom based responses (e.g., verbal correction, written reflection, reminder, redirection, daily progress);
- Classroom removal;
- Collaboration with Community-based organization;
- Detention;
- In-school intervention;
- Informal and/or preventative school-based mentoring;
- Notification to Activities Office;
- Parent/Guardian conference;
- Parent/Guardian outreach (contact caregiver via telephone, email, text);
- Referral to School Social Worker/School Success Coach;
- Restitution;
- Restorative practices;
- School-based facilitated conflict resolution;
- Temporary classroom removal

LEVEL 4- Support, Removal Responses

Immediate notification would be made to the office in this situation. Administration would be working collaboratively with each other to collect information and make a determination for placement. These responses address serious, safety-related instances. When necessary, due to the nature of the behavior or potential implications for future harm, a student may be removed from the school environment for a period of time:

- Classroom removal;
- Collaboration with community-based organization;
- Dismissal;
- Formal mentoring program;
- In-school suspension;
- Involvement of School Resource Officer;
- Loss of privileges/removal from extracurricular activities (referral to Activities Director);
- Manifestation Determination (for students with an IEP/504 plan);
- Out of School Suspension;
- Parent/Guardian and student conference [with administrator(s)];
- Recommendation for expulsion or exclusion;
- Referral to an alternative education setting;
- Restitution

Behavior Response Glossary

Behavioral Contract	Correcting inappropriate or disruptive student behavior through a formal plan designed by
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	school staff to offer positive behavioral interventions, strategies, and supports.
Check-in with School Counselor/Resource Specialists	Prompting a student to have an informal check-in with a school counselor, resource teacher, school psychologist, school social worker or coach who has a relationship with the student.
Classroom-based Responses	Prompting a student to reflect on his/her behavior using classroom strategies such as time-out, teacher–student conference, reflection, redirection (e.g. role play), seat change, call home, loss of classroom privilege or apology letter, and re-teaching expectations.
Classroom Removal (limited to one class period)	Removing a student from the classroom setting in order to reintroduce the student in a successful way. This intervention shall not exceed one class period or otherwise determined by an administrator/designee.
Classroom Removal (more than one class period)	Removing a student from the classroom setting to work with assigned support staff in order to reintroduce the student in a successful way. This intervention shall not exceed three class periods or otherwise determined by an administrator/designee. In no case may a student be prohibited from attending a class or activity period of time exceeding five days under this response.
Conflict Resolution	Using strategies to assist students in taking responsibility for resolving conflicts peacefully. Students, parents, guardians, teachers, school staff, and/or principals engage in activities that promote problem- solving skills and techniques, such as conflict and anger management, active listening, and effective communication.
Detention	Requiring a student to report to a designated classroom before school, during a free period, or after school for a set period of time.
Dismissal	Denying of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class.
Exclusion	Action taken by the School Board preventing enrollment or re-enrollment of a student for a period that shall not extend beyond the school

	year. The authority to exclude rests with the School Board.
Expulsion	School Board action prohibiting an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the School Board.
Loss of Privileges	Temporarily denying of a student privilege.
Mentoring Program	Pairing students with mentors (e.g. counselor, teacher, fellow student, or community member) who help with their personal, academic, and social development.
Parent Outreach	Informing parents/guardians of their children's behavior and seeking their assistance in correcting inappropriate or disruptive behavior.

Plan for Success/Contract	Developing an agreement between the student, school and family to create opportunities for change.
Recommendation to School-based Supports	In consultation with principal or designee, referring students for a variety of services, including after-school programming (i.e. WIN time), counseling, leadership development, conflict resolution, tutoring, and/or truancy.
Referral to an Alternative Education Setting	Recommending a student to a building administrator(s) for placement in an alternative education school, alternative education program, or alternative education placement.
Removal from School	Removing a student from classes for more than one class period, but less than one day.
Restitution	A consequence that results in restoring and improving an environment, formally apologizing, or compensating for loss, damage, or injury; community services.
Restorative Practices	Proactively establishing and maintaining a positive school climate and establishing a structured approach to teaching appropriate social skills. Employing interventions, responses, and practices designed to identify and address the harm caused by an incident, including harm to a victim, and developing a

	plan for the student who caused the harm to heal and correct the situation.
School Service	Recommending student to participate in an activity that serves and benefits others in the school.
Suspension	Action taken by school administration, under rules promulgated by the School Board, prohibiting a pupil from attending school for a period of no more than ten school days. Suspension does not include dismissal from school for one school day or less, except as provided in federal law for a student with a disability. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days.

Procedural Requirements

■ Application of the Code of Conduct

The disciplinary responses set forth in the District 199 code of conduct apply to students at all times while they are on District 199 property or while attending a District 199 event. District 199 property means any school or other facility, including grounds owned or operated by District 199, buses and other District 199 vehicles, bus stops, and the facility and grounds of any District 199 activity involving students. Student conduct occurring outside school hours and away from school property may be subject to disciplinary action if the administration believes reasonably that the conduct threatens the health or safety of students or staff in the school setting or if conduct causes or is reasonably expected to cause substantial disruption or material interference with school activities.

A student can never be punished physically.

■ Factors Impacting Discipline Decisions

District 199 staff shall make disciplinary decisions using clear, developmentally appropriate criteria, ensuring that consequences applied are proportional and consistent with:

1. The student's age;
2. Previous severe disciplinary infractions, including the nature of prior misconduct, the number of prior instances of misconduct and the progressive disciplinary measures implemented for such misconduct;
3. Cultural or linguistic factors that may provide context to understand student behavior;
4. The circumstances, including the nature and seriousness of the offense, surrounding the incident;
5. Other mitigating or aggravating circumstances;

Factors and circumstances will be considered, at the district's discretion, on a case-by-case basis.

■ Rights to Continued Access to Instruction

Absences from class due to disciplinary action are excused absences.

Each student suspended in excess of two days, or who has been expelled out of school and has not enrolled in another district, shall receive daily class work and assignments from each teacher that shall be requested from teachers by administration or designee. Students with Individualized Education Programs (IEPs) and 504 Plans have additional protections.

■ **Students with a Section 504 Plan**

Students covered by Section 504 of the Rehabilitation Act of 1973 may be disciplined for behavior related to their disabilities, unless the discipline would result in a significant change of placement. A qualified student with a disability may not be suspended for more than ten cumulative school days without a manifestation determination conducted by the student's 504 team.

■ **Students with an Individualized Education Program (IEP)**

When a student with a disability has been suspended for five consecutive school days or after the 10th cumulative school day within the school year, the IEP team must meet to hold a manifestation determination meeting. That meeting must occur as soon as possible, but no more than 10 days after the sixth consecutive day of suspension or when the 10th cumulative day of suspension has elapsed. The team will determine if the behavior is related to the student's disability. The team may need to conduct a Functional Behavior Assessment and write a behavior intervention plan to support the student at school.

A dismissal for one school day or less is a day of suspension if the student with a disability does not receive regular or special education instruction during that dismissal period. A student with a disability shall be provided alternative educational services to the extent a suspension exceeds five consecutive school days.

Consistent with federal law, before initiating an expulsion or exclusion, the district, relevant members of the student's IEP team, and the student's parent shall determine whether the student's conduct was a direct result of a failure to implement the student's IEP. When a student with a disability who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the district shall continue to provide special education and related services during the exclusion or expulsion. Minn. Stat. 121A.43

References:

Minnesota Statute 120A.34, Violations; Penalties

Minnesota Statutes 121A.40 - 121A.56, Pupil Fair Dismissal Act Minnesota Statute 121A.44, Expulsion for Possession of Firearms Minnesota Statute 121A.05, Policy to Refer Firearms Possessor Gun-Free School Zones Act of 1990, 18 U.S.C.A., 921-924

Minnesota Statute 121A.03, Model policy on sexual, religious and racial harassment and violence

Minnesota Statute 121A.69, Hazing

Minnesota Statute 121A.64, Notification; teachers' legitimate educational interest

NONDISCRIMINATION NOTIFICATION

Inver Grove Heights Schools does not discriminate in employment or in any of its programs and activities, including vocational opportunities, on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, familial status, membership or activity in a commission, disability, sexual orientation, or age. Inver Grove Heights Schools provides equal access to designated youth groups. For inquiries and more information, please visit www.isd199.org/nondiscrimination.

VOCATIONAL OPPORTUNITIES NOTIFICATION

Inver Grove Heights Schools offers a variety of vocational opportunities through our secondary school departments. The purpose of this notice is to inform students, parents, employees, and the general public that these opportunities are offered regardless of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, familial status, membership or activity in a local human rights commission, disability, sexual orientation, or age. Admission in the specific courses is determined by grade level and, in some cases, completion of prerequisite courses. The district has designated its Director of Special Services, Mary Garrison, 651-306-7827 and GarrisonM@isd199.org, to coordinate compliance with Section 504 of the Rehabilitation Act of 1973 and Title IX of the Education Amendments Act of 1972. Her mailing address is 2990 80th Street East, Inver Grove Heights, MN 55076. For inquiries

and more information about the ISD 199 Vocational Opportunities Notification, please visit www.isd199.org/vocational_opportunities.

DISTRICT POLICIES

Please note that this handbook contains summaries of several policies. Students and their families are expected to abide by all of the district's policies beyond those mentioned in this book.

Complete policies are available on the district web site (www.isd199.org) and at the district office. Policies are regularly reviewed and updated by the Board of Education. Revision dates are noted on the policies.

POLICY 503STUDENT ATTENDANCE

REVISED: 09/03/19

ATTENDANCE PROCEDURES AND GUIDELINES

It is the policy of the district to fully comply with Minn. Stat. § 120A.22, which requires the students of the district to attend all assigned classes every day school is in session, unless: the student has been excused because the student has already completed state and district standards required to graduate from high school; has withdrawn; or has a valid excuse for an absence. Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. This policy is intended to be positive and not punitive.

I. Attendance Procedures and Guidelines

If a student is absent or will be absent from class or arrive late to school, the student's parent or guardian must contact the school office before noon the day of the absence. Phone calls are preferred to report absences. If a phone call cannot be made, a note or e-mail with a phone number where a parent or guardian can be reached will be acceptable on the day the student returns; otherwise, the absence will be considered unexcused. The parent or guardian must contact the school within 5 days of the initial absence to change an absence from unexcused to excused. If for some reason a parent is unable to follow the above procedure, the building administrator or designee must be contacted.

Student's Responsibility: It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class.

II. Classification of Absences

A. Excused Absences

An excused absence indicates an acceptable absence from school or class with parental/guardian and school permission. Full credit is given for all make-up work, and it is the teachers' and parents'/guardians' obligation to assist the student with all makeup work. A student should complete all missing work within a period equating to two days per day of excused absence from school. Students should proactively request work or assignments in cases of prearranged absences.

The following absences are considered excused:

1. Illness. Medical documentation may be required after the tenth day of illness in any school year.
2. Death or terminal illness in the student's immediate family or of a close friend or relative
3. Court appearance
4. Religious holiday or observance
5. Emergency conditions such as fire or flood
6. Official school field trip or other school-sponsored activity
7. Medical, dental or orthodontic treatment or counseling appointment
8. Driver's examination

9. College visit
10. Active duty in any military branch of the United States
11. Removal of a student pursuant to a suspension. Suspensions will be handled as excused absences and a student will be permitted to complete make-up work
12. Spectator at a school-sponsored activity with parent permission.

* The district reserves the right to request additional documentation, such as a doctor's note, if necessary to verify an absence.

B. Unexcused Absences

An unexcused absence indicates that the student is absent from school or class with or without the consent of the parent/guardian, for a reason which is not acceptable to the school as listed in Section II.A. Make-up work may be required at the end of the designated grading period as defined by the school.

The following are examples of absences that will not be excused:

1. An absence by a student that was not approved by the parent/guardian and/or the school district
2. Any absence in which the student failed to comply with the reporting requirements of the school district's attendance procedures within five school days.
3. Working on school assignments or preparing for exams at home
4. Work at a business, except under a school-sponsored work release program
5. Oversleeping, missing the bus, or volunteer work
6. Family trips/vacations for which the school is not notified
7. Other absences not authorized by the school or parent/guardian

III. Monitoring Absenteeism

Administration will monitor both excused and unexcused student absenteeism. The school will utilize the table below to provide communication to parents.

Each Unexcused Absence	Automated phone call and email to parents/guardians
3 Unexcused Absences	Automated phone call, email, and letter mailed home to parents/guardians
7 Unexcused Absences	Referral to Dakota County for Truancy
10 Excused Absences (without medical documentation)	Letter mailed home requiring medical documentation or checked by school nurse. A meeting with administration may be required.

- Regular student attendance is expected. If a student is not prompt and regular in attendance, proper measures shall be taken to encourage regular attendance. If such encouragement is not successful in improving the situation, a review of assessment of student learning shall be conducted and a range of interventions implement.
- Excessive tardiness or unexcused absence may result in detention being issued.
- Continued absences may also be reported to Dakota County Child Protection Services as educational neglect if the circumstances warrant it.

- If interventions are unsuccessful and academic progress is affected, students may be referred to summer school or a credit recovery program.

IV. Tardies

- A student will be considered “tardy” to class if he/she is not in class at the beginning of the period. Students who arrive late with a pass will not be considered tardy. Tardiness will be handled by the teacher.
- Three tardies = one unexcused absence
- 25 or more minutes tardy = one unexcused absence

V. Participation in Extra Curricular Activities and School Sponsored On-the-Job Training Programs

- School initiated absences will be accepted and participation permitted.
- A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
- If a student is suspended from any class, he or she may not participate in any activity or program that day.
- If a student is absent from school due to medical reasons, he or she must present a physician’s statement or a statement from the student’s parent or guardian clearing the student for participation that day.

VI. Attendance Procedure for students attending MSHSL State Tournaments

- When a SHS team/individual is a participant in MSHSL Tournament:
 - Varsity players, trainers and managers, will receive a **School Authorized Absence**.
 - Student spectators who purchase a State Tournament ticket (when there is a pre-sale at SHS) and have prior written approval from their parents/guardians to attend games that are held during the school day will receive a **School Authorized Absence**. When we pre-sell tickets, students need to present a pre-printed permission slip signed by parents/guardians and purchase a ticket. This is done through the main/athletic office and needs to be taken care of before noon of the day **before** the game for students to be school authorized.
 - Student spectators who miss the cutoff date for **School Authorized Absence** can attend the Tournament and receive an **Excused Absence**, if they obtain a permit to leave school before attending the Tournament. (To obtain a permit a parent/guardian note is required).
 - Student spectators who leave SHS without prior approval will receive an **Unexcused Absence**.
 - Student spectators who attend a MSHSL State Tournament event during the school day when tickets are not available prior to the event must go to the attendance office and present a note signed by a parent/guardian giving permission to attend the game and receive a permit to leave school.
 - Fan buses are offered for games held during the school day, but may change depending on the location of the tournament and the needs of the students. Students can sign up for a fan bus in the main/athletic office.
- When an SHS team/individual is not a participant in a MSHSL State Tournament:

Varsity players, trainers and managers in the State Tournament sport will be allowed one absence from school to attend a State Tournament session. Prior approval needs to be arranged before the absence. These students would receive a **School Authorized Absence**.

This is a summary of Policy 503; Student Attendance. Complete policies are available on the district Web site www.isd199.org and in the district office.

POLICY 413 HARASSMENT AND VIOLENCE

REVISED: 01/25/21

The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

A violation of this policy occurs when any student, teacher, administrator or other school personnel of the school district harasses a student, teacher, administrator or other school personnel or group of students, teachers, administrators, or other school personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

A violation of this policy occurs when any student, teacher, administrator, or other school personnel of the school district inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator or other school personnel or group of students, teachers, administrators, or other school personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation including gender identity or expression, or disability, and to discipline or take appropriate action against any student, teacher, administrator or other school personnel who is found to have violated this policy.

This is a summary of policy 413 Harassment and Violence-Complete policies are available on the district Web site (www.isd199.org) and in the district office.

RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE IS AGAINST THE LAW.

Contact: Human Rights Officer – (651) 306-7800

POLICY 501 SCHOOL WEAPONS POLICY

REVISED: 03/11/19

The purpose of this policy is to assure a safe school environment for students, staff and the public. No student or non-student, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy.

Definitions

Weapon

1. A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

School Location includes a school building, school grounds, school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, and all school-related functions.

Possession means having a weapon on one's person or in an area subject to one's control in a school location. A student who finds a weapon on the way to school or in the school building, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon.

This is a summary of Policy 501- School Weapons Policy. Complete policies are available on the district Web site www.isd199.org and in the district office.

POLICY 502 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS AND STUDENT'S PERSON

REVISED: 04/26/21

- I. The purpose of this policy is to provide for a safe and healthy educational environment by enforcing the school district's policies against contraband.

- II. **General Statement of Policy**

- A. Lockers and Personal Possessions Within a Locker

Pursuant to Minnesota statutes, 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 officials 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 officials 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 officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

- B. Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

- C. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

- D. A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband. A violation occurs when students carry contraband on their person or in their personal possessions.
 - E. Definitions relating to the search of student lockers, desks, personal possessions and student's person can be found in Appendix I of this policy.

III. Procedures

- A. School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.
 - B. School officials may inspect the personal possessions of a student and/or a student's person based on a reasonable suspicion that the search will uncover a violation of law or school rules. A search of personal possessions of a student and/or a student's person will be reasonable in its scope and intrusiveness.
 - C. As soon as practicable after a search of personal possessions within a locker pursuant to this policy, the school officials must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.

- D. Whenever feasible, a search of a person shall be conducted in private by a school official of the same sex. A second school official of the same sex shall be present as an observer during the search of a person whenever feasible.
- E. A school official conducting any other search shall make a reasonable effort to have a second official present as an observer.
- F. School officials will always strive to maintain sensitivity and respect in administering this policy. Searches will be completed in a manner that minimizes student embarrassment and disruption of the school day.

IV. Directives and Guidelines

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, or the posting of items within lockers or desks that may constitute violation of district policy.

V. Seizure of Contraband

If a search yields contraband, school officials will seize the item and, where appropriate, turn it over to legal officials for ultimate disposition.

VI. Violations

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy and Student Behavior Expectations Manual, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal authorities.

Complete policies are available on the district Web site www.isd199.org and in the district office

POLICY 504 STUDENT DRESS AND APPEARANCE

REVISED: 09/03/19

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards. Prohibited dress includes:

- Clothing that does not cover the buttocks, midriff, chest or undergarments.
- Undergarments that are worn as outer garments.
- Clothing, accessories or body art depicting words or visuals which are vulgar, obscene, disruptive, violent, abusive or discriminatory.
- Clothing or accessories depicting images or language depicting or promoting: any illegal item or activity, drugs, alcohol, tobacco, hate speech, promotion of threat/hate groups including gangs or supremacist groups, profanity, or pornography. This includes: emblems, badges, symbols, signs, words, objects or pictures on clothing or accessories communicating a message that is racist, sexist, or otherwise derogatory, symbolizes gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in district policy.
- Dress or grooming which is disruptive to the classroom or school atmosphere.
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face including, but not limited to facemasks, disguises, face paint, clothing or any item that would prevent the student from being immediately identifiable. Exceptions may be authorized by school administrators.
- Wearing clothing or footwear that may damage school property.

This is a summary of Policy 504 – Student Dress and Appearance.

Complete policies are available on the district Web site www.isd199.org and in the district office.

POLICY 102 EQUAL EDUCATIONAL OPPORTUNITY

REVIEWED 3/11/19

I. Purpose

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

II. General Statement of Policy

- A. It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school district also makes reasonable accommodations for students with disabilities. Students with disabilities are entitled to a free appropriate public education that includes general education, special education, and/or related aids and services.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, community education programs, or other rights or privileges of enrollment.
- D. Every school district employee shall be responsible for complying with this policy conscientiously. For the purposes of this policy, "employee" includes employed staff, a volunteer, an independent contractor, a member of an advisory board, and any other individual acting on behalf of the school district.
- E. Any person having any questions regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the district Section 504 Coordinator.
- F. The Superintendent shall designate one or more employees to coordinate the school district's efforts to implement this policy and to comply with and carry out the district's responsibilities under the following laws and their implementing regulations: section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act, Title IX of the Education Amendments of 1972, and the Civil Rights Act of 1964.
- G. The Superintendent hereby designates the Director of Special Services, Mary Garrison, 2990 80th Street East, Inver Grove Heights, Minnesota, 651-306-7827, garrisonm@isd199.org as its Section 504 Coordinator.

See also: Policy 413: Harassment and Violence,
 Policy 521: Student Disability Nondiscrimination
 Policy 522: Student Sex Nondiscrimination

POLICY: 505 DISTRIBUTION OF NON-SCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES

REVISED: 03/11/19

I. Purpose

The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the school district.

II. General Statement of Policy

- A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, non-school sponsored material.
- B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school board adopts the

following regulations and procedures regarding distribution of non-school-sponsored material on school property and at school activities.

III. Definitions

- A. "Distribute" or "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material in hard copy or by electronic distribution or placing material in internal staff or student mailboxes.
- B. "Non-school-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks and other publications funded and/or sponsored or authorized by the school. Examples of non-school-sponsored materials include but are not limited to advertisements, coupons, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.
- C. "Obscene to minors" means:
 - 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 - 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and
 - 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- D. "Minor" means any person under the age of eighteen (18).
- E. "Material and substantial disruption" of a normal school activity means:
 - 1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
 - 2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.
- F. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.
- G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

IV. Guidelines

- A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, non-school-sponsored material.
- B. Requests for distribution of non-school-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:
 - 1. is obscene to minors;

2. is libelous or slanderous;
 3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
 4. advertises or promotes any product or service not permitted to minors by law;
 5. advocates violence or other illegal conduct;
 6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious or ethnic origin);
 7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.
- C. Distribution by students and employees of non-school-sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited to, the following:
1. whether the material is educationally related;
 2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;
 3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;
 4. the quantity or size of materials to be distributed;
 5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;
 6. whether distribution would require that non-school persons be present on the school grounds;
 7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. Time, Place, and Manner of Distribution

- A. No non-school-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.
- B. Distribution of non-school-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.
- C. No one shall coerce a student or staff member to accept any publication.
- D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. Procedures

- A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:
 1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.
 2. Date(s) and time(s) of day intended for distribution.
 3. Location where material will be distributed.
 4. If intended for students, the grade(s) of students to whom the distribution is intended.

- B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.
- C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.
- D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) student contact days (not counting Saturdays, Sundays and holidays) of submitting the appeal, the person shall contact the office of the Superintendent to verify that the lack of response is not due to an inability to locate the person.
- E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

VII. Disciplinary Action

- A. Distribution by any student of non-school-sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the school district's Student Discipline Policy.
- B. Distribution by any employee of non-school-sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.
- C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

POLICY 506

STUDENT DISCIPLINE

REVISED: 03/08/21

Refer to the information on pages 18-33 of this handbook. Complete policies are available on the district website (www.isd199.org) and in the district office.

POLICY 514

BULLYING PROHIBITION POLICY

REVISED: 03/08/21

I. Purpose

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. General Statement of Policy

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities,

or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.

- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See Policy 506). The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy in a fair and equitable manner.

III. Definitions

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

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not

represent that it will provide supervision or assume liability at these locations and events.

- F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. "Student" means a student enrolled in a public school or a charter school.

IV. Reporting Procedure

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. School District Action

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, restorative practices, remediation, warning, suspension, exclusion, expulsion, transfer, termination or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See Policy 506) and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. Retaliation or Reprisal

The school district will discipline or take appropriate action against any student, teacher,

administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. Training and Education

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - 4. The incidence and nature of cyberbullying; and
 - 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to

value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

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

1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See Policy 515) in the student handbook.

VIII. Notice

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See Policy 506) distributed to parents at

the beginning of each school year.

- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. Policy Review

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 Minnesota Government Data Practices Act
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 Definition of Public School
Minn. Stat. § 120B.232 Character Development Education
Minn. Stat. § 121A.03 Sexual, Religious and Racial Harassment and Violence
Minn. Stat. § 121A.031 School Student Bullying Policy
Minn. Stat. § 121A.0311 Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act
Minn. Stat. §§ 121A.40-121A.56 Pupil Fair Dismissal Act
Minn. Stat. § 121A.69 Hazing Policy
Minn. Stat. Ch. 124E Charter School
Minn. Stat. Ch. 363A Minnesota Human Rights Act
20 U.S.C. § 1232g *et seq.* Family Educational Rights and Privacy Act
34 C.F.R. §§ 99.1 - 99.67 Family Educational Rights and Privacy

Cross References: Policy 403 Discipline, Suspension, and Dismissal of School District Employees
Policy 413 Harassment and Violence
Policy 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse
Policy 415 Mandated Reporting of Maltreatment of Vulnerable Adults
Policy 423 Employee-Student Relationships
Policy 424 Employee Electronic Technologies Acceptable Use
Policy 501 School Weapons Policy
Policy 506 Student Discipline
Policy 507 Corporal Punishment
Policy 515 Protection and Privacy of Student Records
Policy 521 Student Disability Nondiscrimination
Policy 522 Title IX SexNondiscrimination
Policy 524 Student Electronic Technologies Acceptable Use
Policy 525 Violence Prevention
Policy 526 Hazing Prohibition
Policy 529 Staff Notification of Violent Behavior by Students
Policy 709 Student Transportation Safety Policy
Policy 711 Video Recording on School Buses
Policy 712 Video Surveillance Other Than on Buses
Student Behavior Expectations Handbook

POLICY 515: PROTECTION AND PRIVACY OF PUPIL RECORDS

REVISED: 06/26/16

Student record policies of the Inver Grove Heights Community Schools follow the federal “Family Educational Rights and Privacy Act” and the “Minnesota Government Data Practices Act.” These laws specify that certain items of information are classified as “directory information” and can be released without the consent of the parent. Some common uses of this information are to provide lists of students in activities and sports and to provide lists of students to commercial photographers, driver training firms, and army/navy recruiting offices.

Items classified as directory information include: student name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status (i.e., full-time or part-time), participation in officially recognized activities and sports, weight and height of members of the athletic teams, degrees, honors and awards received, previous schools attended, and photos for school-approved publications or newspapers or cablecasts, bulletins, programs or similar school-produced information pieces. It also includes the name, address and telephone number of the student’s parent(s) for use in matters pertaining to school business, functions or purposes. Directory information does not include personally identifiable data that references religion, race, color, social position or nationality.

If you are a parent or a student less than 18 years of age or a student who is 18 years of age or older, you have the right under federal and state law to direct the District not to release directory information. If you do not want his/her information released for other than district use, you must sign and return a “non-release” form to the school. The refusal to release directory information must be received by the District by October 1 of the school year, or within 30 days of the student’s enrollment in school, and will remain in effect for the remainder of the school year in which the request is made.

The student’s education records will be transferred to other educational institutions upon transfer of the student.

You have the right to request an amendment to the student’s education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights.

Complete policies are available on the district Web site www.isd199.org and in the district office.

POLICY 516 PROCEDURES FOR DISPENSING MEDICINE AT SCHOOL

REVISED: 06/27/16

No medicine shall be administered at school unless the student’s health would be jeopardized without it.

1. Written parent permission and a written physician’s order are required for any medication to be given in school.
2. Medication to be given in school is to be supplied in the original prescription bottle or container. Two containers of the medication should be prepared by the pharmacist, one for home and one for school. Any over-the-counter medication prescribed by the student’s physician must be in the original container.
3. All medication must be accompanied by specific instructions including when and how it is to be given and for how many days.
4. All medication will be administered in the health office and be kept in a secured storage facility, with specific exceptions as outlined in Policy 516J.5. for prescription asthma or reactive airway disease medications which can be self-administered by a student with an asthma inhaler with written annual authorization from the pupil’s parent and annual written orders from the attending physician with a statement that the student may self-medicate.

Forms are available in the school Health Office.

Complete policies are available on the district Web site www.isd199.org and in the district office.

POLICY 524

STUDENT ELECTRONIC TECHNOLOGIES ACCEPTABLE USE POLICY

REVISED 04/27/20

- A. District 199 considers its own stated educational mission, goals, and objectives when making decisions regarding student and employee access to the School District technology system and the

Internet, including digital communications. Electronic and digital information research skills are fundamental to preparation of citizens and future employees. Access to the School District systems and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while engaging with people around the world. District 199 expects that faculty will blend thoughtful use of the school district technology systems and the Internet throughout the curriculum and will provide guidance and instruction to students in their use. Users are expected to use Internet access through the district system to further educational and professional goals consistent with the mission of the School District and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on the District limited-purpose network and should not be presumed to be. Use of the District's network/Internet resources is intended only for educational and informational purposes, such as research, professional development, instruction, collaborative education projects, and dissemination of District information. Use of network/ Internet resources must support the district curriculum and enhance student learning opportunities and/or support accurate and appropriate communication of District information. Instructional Materials Selection and Production Policy and prescribe the identification process for instructional materials, including electronic resources.

- B. Use of the District network/Internet resources for personal gain or profit is not permitted. Personal web pages, personal e-mail accounts and emails regarding personal business may not reside on the District's network.
- C. All e-mail messages that are sent and/or received on the District network are considered property of the District.
- D. Use of District network/Internet including electronic communication by staff to advocate, directly or indirectly, for or against a ballot proposition and/or the election of any person to any office is not permitted. Only those staff authorized by the Superintendent may express the District's position on pending legislation or other policy matters.
- E. The District will follow required state and federal mandates related to Internet filtering within specific timelines.

I. Privileges and Responsibilities

Use of the school district system and access to the use of the Internet including electronic communication is a privilege, not a right, used within District policy 524.

Complete policies are available on the district Web site www.isd199.org and in the district office

POLICY 526 HAZING PROHIBITION

REVISED: 03/11/19

I. Purpose

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. General Statement of Policy

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.

- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. Definitions

- A. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. “Student organization” means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. Reporting Procedures

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
- C. Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter’s future employment, grades or work assignments.

V. School District Action

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

VI. Retaliation or Reprisal

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. Dissemination of Policy

This policy shall appear in each school's student handbook and in each school's building and staff handbooks. Complete policies are available on the district Web site www.isd199.org and in the district office

POLICY 709STUDENT TRANSPORTATION SAFETY POLICY

REVISED: 09/03/19

I. Purpose

The purpose of this policy is to provide safe transportation for students and to educate students, families, and personnel on the guidelines and responsibilities of student transportation safety.

II. General Statement of Policy

The mission of the school district is to provide safe and responsible transportation for students to and from school and related events. A fair and consistent student transportation policy is necessary to insure safe transportation for all students and personnel. The district recognizes that transportation is an essential part of the district services to eligible students and families while also recognizing that transportation is a privilege and not a right for these eligible students. Transportation personnel are expected to treat their passengers with respect, to communicate clearly and concisely, follow all rules and safety guidelines approved by the School Board of District 199, and to be consistent in the performance of their daily schedules. Passengers are expected to respect the rights of others and follow all rules and safety guidelines.

III. Student Safety

A. Student Training

1. The district provides students with age-appropriate school bus safety training of the following concepts:
 - a. Transportation by school bus is a privilege, not a right;
 - b. District policies for student conduct and school bus safety;
 - c. Appropriate conduct while on the bus;
 - d. Danger zones surrounding a school bus;
 - e. Procedures for safely boarding and leaving a school bus;
 - f. Procedures for safe vehicle lane crossing; and
 - g. School bus evacuation and other emergency procedures.
2. Students in kindergarten through grade 6 who are (1) transported by school bus and (2) enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school.
3. Students in grades 7 through 10 who have not previously received school bus training and are (1) transported by school bus and (2) enrolled during the first or second week of school will receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school.
4. Students in kindergarten through grade 10 who (1) enroll in the district after the second week of school; (2) are transported by school bus, and (3) have not received training in their previous school district will undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.
5. Students in kindergarten through grade 3 will receive school bus safety training two times during the school year.

6. The district will conduct a school bus evacuation drill for all student riders at least once during the school year.

B. Parent and Guardian Responsibilities

1. Review the district's Student Bus Rider Responsibilities and Safety Guidelines (Appendix II) with your student(s);
2. Support safe bus riding and walking practices;
3. Recognize students are responsible for their actions;
4. Communicate safety concerns to building administrators;
5. Monitor bus stops, when possible;
6. Have your student(s) to the bus stop five minutes before the bus arrives;
7. Have your student(s) properly dressed for the weather; and
8. Have a plan in case the bus is late.

C. Student Conduct on Buses and Consequences for Misconduct

1. Riding the school bus is a privilege, not a right.
2. The district's student behavior policies, guidelines and rules are in effect for all students on school buses, including nonpublic school students.
3. Consequences for school bus or bus stop misconduct will be imposed by the district in accordance with the behavior guidelines developed by the district.
4. Consequences for misconduct may include suspension of bus privileges.

D. Procedures for Reporting Student Transportation Misconduct

1. Parents or students should report concerns regarding student misconduct to the building principal or the district transportation coordinator. The bus driver will report student misconduct to the Safe-Way Bus Company.
2. Safe-Way Bus Company will report the student misconduct to the appropriate building administrator.
3. Misconduct may be reported to local law enforcement in accordance with the district's behavior guidelines and as required by state and federal law.
4. Records of school bus or bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records.

E. Bus drivers perform post-trip inspections to check for any students or items left behind

School Bus Safety Guidelines

1. Follow the direction of the bus driver.
2. Stay out of the danger zones outside of the bus
3. Remain seated in your own seat.
4. Keep your hands, feet, and all objects to yourself.
5. No fighting, loud behavior or inappropriate language.
6. Do not eat or drink on the bus.
7. Do not possess/use prohibited chemicals or substances.
8. Do not bring any weapons or dangerous objects on the bus.
9. Do not damage the bus.

Discipline Guidelines

1. Verbal warning, seat re-assignment
2. First referral: Conduct report issued, parent notified, possible detention

3. Second referral: Conduct report issued, parent notified, possible detention or ASM and/or one to five (1-5) day suspension from bus
4. Third referral: Conduct report issued, parent notified, possible suspension of riding privileges for up to full school year. Conference may be scheduled with parent, administrative representative, and transportation representative

The following are examples of serious behaviors which may result in an automatic suspension of riding privileges for the full school year:

1. Use of tobacco, alcohol, illegal drugs; fighting, or spitting.
2. Threat, harm, or harassment of any person(s) on the school bus
3. Possession or use of any dangerous objects (knives, guns, lighters, etc.)
4. Vandalism to bus
5. Defying the bus driver
6. Unauthorized exit from any emergency exit
7. Throwing articles in and out of the school bus