



HERITAGE
E-STEM
MAGNET

Heritage E-STEM Magnet School Handbook

School Colors – Red and Gold
School Mascot – Warriors

Principal - Karen Allen (651) 403-7406
Associate Principal – Jesse Hopkins (651) 403-7540
Dean of Students – David Drexler (651) 403-7535

Main office: (651) 403-7400
Attendance: (651) 403-7407
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District Web Site - www.isd197.org
School Web Site - www.heritage.isd197.org

MESSAGE FROM THE PRINCIPAL

Welcome to Heritage E-STEM Magnet Middle School! We are happy to provide a positive and innovative learning environment where students are always the priority. We take pride in building relationships with all students and pledge the opportunity for curricular rigor in our culture of high expectations. We also offer many activities and athletics to keep involvement and engagement with peers at the forefront of social growth during middle school. Our Heritage staff will make every effort to ensure all students are supported and successful as they, in turn, make every effort to work hard and persevere through all homework and projects. Join us in making the 2017-2018 school year positive and noteworthy!

Heritage Mission Statement: A supportive and respectful community that engages all students through problem solving, collaboration and inquisitive learning.

All my best,
Karen Allen
Principal

SHARED RESPONSIBILITIES

Increasing Respect, Responsibility and Safety

ISD 197 provides a safe and welcoming environment and a quality education for all students. To ensure both a positive learning environment at all district sites, as well as effective classroom management, all stakeholders have an important role.

Students

- Believe in your unlimited potential for greatness
- Build and maintain positive, trusting relationships with school staff
- Plan and organize your daily routines in order to be successful throughout your day
- Leave all bags, backpacks, hats, and outwear in your locker at all times
- Accept responsibility and learn to be accountable
- Show respect to other students, their parents/guardians and all staff
- Tell an adult when you need assistance
- Observe and follow school rules and procedures
- Go to school every day on time, arrive at each class on time ready to learn, and give your best effort
- Leave school grounds within 10 minutes of the end of the school day unless you are in a supervised activity
- Use school resources and equipment with care

Parents/Guardians

- Believe your child has unlimited potential
- Establish a positive relationship with someone at the school – this may be a principal, teacher, support staff counselor or advisor
- Work with staff in a mutually respectful process focusing on the success of your child
- Seek help if you don't understand or like a decision or the reasons behind it
- Attend parent-teacher conferences, or if unable to attend, ask a family member to attend in your place
- Respect and support the learning environment and emphasize the importance of being prepared for school
- Foster your child's academic success and behavior in school by stressing the importance of following school rules and procedures
- Make sure your child arrives at school on time each day
- Set boundaries for iPad use at home

Heritage Staff and School Community

- Believe all students have unlimited potential
- Build and maintain positive, respectful relationships with students and their parents/guardians
- Communicate regularly with parents/guardians
- Create a warm, welcoming, safe and secure environment
- Develop a community and learning environment that provides for social, emotional and academic success
- Have consistently high academic and behavioral expectations for all students
- Model professional behavior in handling difficult situations and use de-escalation strategies
- Provide personalized, engaging and academically appropriate instruction, including culturally responsive teaching
- Treat all students fairly and consistently when enforcing rules and procedures
- Tailor instruction for student voice and choice within a technology rich learning environment

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS): A FRAMEWORK FOR EVERY SCHOOL


Heritage is committed to creating and sustaining a positive, effective and culturally-inclusive environment that supports academic, behavioral and social-emotional success for all of our students. The framework used to create this environment is called Positive Behavioral Interventions and Supports (PBIS). The foundation of the PBIS framework is an educational approach to behavior and discipline which includes both proactive and responsive strategies and interventions providing a continuum of support for all students.

Our school community worked together to develop and support Heritage HABITS which is an acronym for Honesty, Academics, Behavior, Integrity, Teamwork and Success. We teach our students what the specific behavioral expectations are in every setting of our school, as well as our buses and community. When students are demonstrating their HABITS they make Heritage a great school.

BEHAVIOR EXPECTATIONS

Each school creates clear and consistent, positive behavior expectations that are reflective of their school community and culture. These expectations are defined, taught, monitored, reinforced and corrected. Below are abbreviated examples of our school-wide HABITS matrix.

Heritage Habits

	Buses	Cafeteria	Classrooms & Learning Areas	Hallways & Locker Bays	Restrooms Locker Rooms	Community	iPads & Technology
							
H onesty	Use appropriate voice, language, and behavior.	Use appropriate voice, language, and behavior.	Use appropriate voice, language, and behavior.	Use appropriate voice, language, and behavior.	Use appropriate voice, language, and behavior.	Use appropriate voice, language, and behavior.	Use resource appropriately, respectfully, and ethically.
A cademics	Wait in line.	Wait in line.	Arrive on time and be prepared with class materials.	Always walk and walk on the right side.	Keep the area clean.	When something is wrong, report it!	Use the iPad as instructed.
B ehavior	Keep hands and feet to yourself.	Always walk to and from the cafeteria.	Bring your best self and give your best effort.	Maintain personal boundaries and keep hands and feet to yourself.	When something is wrong, report it.	Represent yourself, your family, and your school community with dignity.	Your work is "your work".
I ntegrity	Refrain from pushing while boarding bus.	Only use your pin number.	Be positive and ready to learn.	Keep hallway, stairway and entryway passable.	Maintain good personal hygiene.	Communicate school information with your family.	Remember that the iPad is an educational tool not a toy.
T eamwork	Leave bus loop immediately if not riding bus.	Eat food ONLY in cafeteria.	Work cooperatively with others.	Use garbage cans for litter and recycling.	Stand up to bullying.	Get involved in school activities.	Keep the iPad in its case.
S uccess	Remain seated when bus is moving.	Clean up after yourself and your table.	Support the learning of others.	Take pride in our school.	ALWAYS lock up your valuables.	Turn in lost items.	Use your iPad to help you become a better learner.
	Stand up to bullying	Recycle and sort waste material.	Demonstrate academic honesty.	Keep your locker combination to yourself.	Limit one person per stall.	Clean up after yourself.	Take care of our school. (Teamwork)
	Share bus seats with others.	Stay in assigned area.	Listen and participate actively.	Leave your coat, hat and phone in your locker.	Turn in lost items.	Use time efficiently.	Support others in their learning.
	Keep bus clean.	Remain seated in the seat you selected.	Be helpful.	Stand up to bullying.	Clean up after yourself.	Respect the area and those that have to clean it.	Get involved in school activities.
	Follow the driver's rules.	Pay for what you take.	Stay focused and on task with others.	When something is wrong, report it to an adult.	Use time efficiently.	Respect all adults/people in the building at ALL times.	Support others in their learning.
	Say thank you to bus driver when exiting.	Greet the cafeteria staff and say thank you.	Respect the teacher and others at ALL times.	Respect staff and students at ALL times.	Respect the area and those that have to clean it.	Respect all adults/people in the building at ALL times.	Know that group success depends on you.
	Respect the transportation staff and others at ALL times.	Respect the cafeteria staff and others at ALL times.					Resist negative peer pressure.
							Respect all adults/people in the building at ALL times.

STUDENT RIGHTS AND RESPONSIBILITIES

Students who attend ISD 197 have various rights and opportunities. Students also have responsibilities to teachers, other staff and fellow students. Students have other rights guaranteed by the Constitution and by state and local laws. The rights and responsibilities in this summary are not all-inclusive and do not cover every situation that may arise. The section below describes student rights, opportunities and responsibilities at Heritage E-STEM Middle School.

Access to Records

Rights/Opportunities

Students' parents/guardians and eligible students under federal law generally have the right to view their school records according to state and federal laws.

Students have the right to privacy regarding their school records. Any disclosure of information from student records will be consistent with legal requirements and policy established by the school district.

Responsibilities

Eligible students are responsible for following established building and district procedures regarding access to their school records.

Attendance and Tardiness

Rights/Opportunities

Eligible resident students have the right to a free public education according to state and federal law.

Absence or tardiness of students because of religious holidays and observances shall be recorded as excused absences or tardiness at the written request of the parent/guardian.

Excused absences include: illness, medical/dental appointments, funeral services, legal appointments, family emergencies, religious activities, school sponsored activities.

Unexcused absences include but are not limit to: Missing bus, lack of transportation, oversleeping.

Truancy is an unexcused absence that is by the student's own choice and neglect. Students who are absent "without lawful excuse" for one or more class periods on seven days will be referred to the County Attorney's office. Truancy is considered being late five minutes or more to school in the morning or classes throughout the day. Also, leaving school grounds during the school day without checking out through the Attendance Office constitutes truancy. Additional examples of truancy are coming to school but not attending class, obtaining a classroom pass but failing to report to the appropriate classroom or staying in a restroom due to illness or other problems. Truancy will be reported to parents and will result in disciplinary action.

Responsibilities

Students and parents/guardians are responsible for following the school's attendance and tardiness rules and procedures. Students and parents/guardians are responsible for notifying the school (e.g., a written note, phone call) before an absence or upon returning to school after an absence.

Students are responsible for obtaining a pass from a staff person when late for class or if there is a need to leave class. Students and parents/guardians are responsible for notifying the school if the student must leave during the school day.

Arrangements for excused absences other than emergencies must be made in advance. Students are to bring a written note signed by the parent/guardian to the attendance office at least one day in advance of the absence. The school recognizes both the right of the parent to take the student on vacation during school and the educational value of family vacations. Students are to contact the office to get a vacation form that must be shown to their teachers before they leave. It is the student's responsibility to arrange with their teachers to make up missed classwork.

Reporting an absence - Parents need to call the Attendance Office at 403-7407 before 8:30 a.m. on the day a student is absent. If the parent/guardian is unable to call the school, a parental note must be presented the day the student returns to school explaining why the absence occurred. The school decides whether the absence is excused or unexcused.

Students may leave school during the day only if they check out in the Attendance Office and receive a permit to leave school. Parents must send a note to the Attendance Office or call to request the student be excused from school. At this point the Attendance Secretary will write a pass to excuse the student at the appropriate time. Prior to leaving the building, students must sign the checkout clipboard in the

Attendance Office. When the students return from the appointment, they must sign back in to the building. Students not returning from appointments arranged in advance are to have a parent/guardian call the school.

Students who are absent at the start of the school day but who arrive at a later time are to check in at the Attendance Office before attending any classes.

Electronic Devices

Rights/Opportunities Bringing such devices to school is allowed but highly cautioned. Personal entertainment devices (cell phones, iPods, MP3s, CD players, headphones, electronic games, laser pointers, and cameras) are not permitted out or in use in the halls or cafeteria. They may be used in the classroom with permission only.

Free Speech and Expression

Rights/Opportunities

Students have the right to free speech so long as their speech does not violate the rights of others.

Responsibilities

Students are responsible for expressing opinions, publishing written materials and distributing literature in such a manner that is not libelous, obscene, discriminatory or sexually explicit; that does not contain references to alcohol, chemicals, tobacco, or other products that are illegal for use by minors; that does not interfere with the rights of others; that does not disrupt the atmosphere of learning in the school; and that follows school rules and procedures regarding time, place and manner. Permission of the school principal is required for distribution or posting of written materials.

Grading System and Report Cards

Report cards are posted online at nine-week intervals. Interpretation of the marks is as follows:

- A** 90-100% Excellent
- B** 80-89% Above Average
- C** 70-79% Average
- D** 60-69% Passing Grade
- F** 0-59% Fail, No Credit
- E** Effort (Indicates that the student has not met the minimum requirements of the course, but that a definite effort has been made to do the assigned work.)
- I** Incomplete (will revert to a failure if work is not completed).
- NG** Indicates no grade has been given because the student has been excused from the activities of the course.
- S** Satisfactory work in an exploratory course.
- U** Unsatisfactory work in an exploratory course. No credit.

Guidance and Counseling

The guidance program assists all learners in acquiring personal, social, educational, and career competencies for lifelong learning. Services are provided through groups, individual counseling and planning, parent consultation, and community agency referrals.

Guidance Counselors – Shannon Moore (A-K), 651-403-7529 and Perry Tinjum (L-Z), 651-403-7525

Heritage also provides a co-located mental health service through Family Adolescents Children Therapy Services (FACTS). FACTS provides individual and family therapy services without having to schedule appointments outside of school or the school day. Please contact one of the guidance counselors listed above for a FACTS therapy referral.

Medications

Rights/Opportunities

Students have the opportunity to receive medications and medical attention that must be administered during the school day in order for a student to attend school.

Responsibilities

Students are responsible reporting to the health office for their medication. Medications must be accompanied with a doctor's order in the prescribing packaging. Contact our health office for additional information or procedural expectations, 651-4037402.

Pledge of Allegiance

Rights/Opportunities

Minnesota law requires all public schools to provide students the opportunity to recite the Pledge of Allegiance at least once a week (unless the School Board votes to waive this requirement).

Responsibilities

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so, and students must respect another person's right to make that choice. For more details, see Minn. Stat. § 121A.11, subd. 3(b) at revisor.mn.gov/statutes.

Student Dress

Rights/Opportunities

Students have the right to choose their manner of dress and personal grooming unless it presents a clear danger to the student's health or safety, causes an interference with school work or creates classroom or school disorder.

Responsibilities

Students are responsible for wearing clothes that are appropriate for school. To maintain a safe learning environment, students' dress cannot be a health and/or safety hazard, obscene, sexually explicit or discriminatory. Clothing that displays references to alcohol, chemicals, tobacco or other products that are illegal for use by minors is not permitted.

1. No outerwear clothing (hats, bandanas, jackets) is to be worn during the school day.
2. Shorts or skirts may be worn provided they are neat and of reasonable length (length must be mid-thigh.)
3. All undergarments must be covered /not visible. This includes "sagging."
4. No gang related attire of any kind is allowed. This includes, but is not limited to: jewelry, apparel, gloves, bandanas, shoestrings, wristbands, and other attire that is gang related.
5. In support of the school district's chemical/tobacco policy, students may not wear items that advertise and/or display tobacco, alcohol or other chemicals.
6. Attire with obscene/suggestive language or pictures is not permitted.
7. State law requires that shoes must be worn in a public building.
8. Backpacks or any other kind of bags are not allowed in the hallways or classrooms during the academic day. These items must be kept in lockers.

Students referred to the office due to clothing will be asked to change clothes or be sent home to change. Administration retains the right to determine if a student's attire is appropriate for school.

Policies, Protections and Rights

504 Notice

It is the policy of Independent School District 197 to provide a free and appropriate public education to each student with a disability within the school district's jurisdiction.

It is the intent of the district to ensure that learners who have disabilities within the definition of the Americans With Disabilities Act (ADA), the 1997 Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services.

Any person having inquiries concerning the district's compliance with implementation of these mandates should contact:

Marcy Doud, Assistant Superintendent
Independent School District 197
1897 Delaware Avenue
Mendota Heights, MN 55118
Telephone: 403-7004

Bullying Prohibition

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 students' ability to learn and teachers' 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, it is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline 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, and other similar disruptive behavior.

General Statement of Policy

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. 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 that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the students.

B. No teacher, administrator, agent, 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 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, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with school district's policies and procedures. The school district may take into account the following factors:

1. The developmental 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 positive behavioral interventions up to and including suspension and/or expulsion.

G. The school district will act to investigate all complaints

of bullying and will discipline or take appropriate action against any student who is found to have violated this policy.

Definitions

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

A. "Bullying" means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to one or more students and which substantially interferes with another student's or students' educational benefits, opportunities, or performance. Bullying includes, but is not limited to; conduct by a student against another student that a reasonable person under the circumstances knows or should know has the effect of:

1. Harming a student;
2. Damaging a student's property;
3. Placing a student in reasonable fear of harm to his or her person or property; or
4. Creating a hostile educational environment for a student
5. Creating undue emotional distress.

B. "Immediately" means as soon as possible but in no event longer than 24 hours.

C. "On school district property or at school-related functions" 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.

Reporting Procedure

A. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to an appropriate school district official designated by this policy. A student may report bullying anonymously. However, the school district's ability to take action against an alleged perpetrator based solely on an anonymous report may be limited.

B. The school district encourages the reporting party or complainant to report incidents of alleged bullying in writing, but oral reports shall be considered complaints as well.

C. The building principal or the principal's designee or the building supervisor is the person responsible for receiving reports of bullying at the building level. Any person may report bullying directly to a school district human rights officer or the superintendent.

D. A teacher, school administrator, agent, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building principal immediately.

E. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

F. Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future grades, or participation in the educational 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.

School District Action

A. Upon receipt of a complaint or report of bullying, 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 bullying, consistent with applicable law.

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, or remediation. Disciplinary consequences will be sufficiently severe to try 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 statutory authority, including the Minnesota Pupil Fair Dismissal Act; school district policies; and regulations.

D. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student of the school district. School officials will notify the parent(s) or guardian(s) of students involved in a bullying incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

Reprisal

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

Data Privacy Policy

Parents and students of legal age have rights under federal and state law to inspect and review the student's education records maintained by the District. You have the right to request an amendment to student records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

You also have the right to direct the District not to designate certain information relating to the student, including the student's name, address and telephone number as "directory information" accessible to the public. This refusal must be made in writing and received by October 1st and will be effective for only one school year. You also have the right to consent in writing before the District discloses to the public any other information within the student's education records. (Your consent may not be required for disclosure to District teachers and officials and to certain other agencies.)

The district's information policies and regulations may be examined at any principal's office. A complaint for any failure to comply with the student privacy requirements of federal law may be filed with The Student and Family Education Rights and Privacy Office, U. S. Department of Education, Washington, D. C. 20202. A complaint must contain specific allegations of fact giving reasonable cause to believe that a violation of the federal statute or regulations has occurred.

Photographs are taken at school activities throughout the year. Some of these photographs will be submitted to newspapers or used in District publications. Requests to not publish photographs of specific students will be honored. All requests must be in writing and sent to the Superintendent's Office, 1897 Delaware Ave., West St. Paul 55118.

Harrassment

The building administrators will act to investigate all complaints, formal or informal, verbal or written, of harassment and will discipline any student who harasses another student of the School District. A report will be filed at the district office and a follow up conducted in 30 days.

Tennessee Warning

In the event of an investigation of a violation of school discipline policy, a Tennessee Warning will be issued to any and all students being investigated. The student will be informed of the purpose and intended use of the information requested. Heritage administration will request information from you as part of its investigation of a complaint and/or allegations of inappropriate conduct by you or another student. Heritage administration may use the information you provide during the course of the investigation and in determining appropriate disciplinary or other actions by the school in regard to the complaint/allegations. If the information you provide supports that you have engaged in inappropriate conduct, Heritage administration may use the information to support disciplinary action. You are not legally required to supply the requested information and may refuse to supply the requested information. However, Heritage administration expects that you will provide requested information related to the misconduct being investigated. If you choose to refuse to provide the requested information, Heritage administration may pursue appropriate disciplinary action against you for your refusal, including suspension from school for non-cooperation in an investigation.

Zero Tolerance Policy

We have a "zero tolerance" policy for violence, weapons, and gang related activity. This means that any student involved in such violations of school rules will be considered for expulsion from the school district for a period of up to one calendar year. The consequences apply regardless of whether the misbehavior took place in school, on district property, in a district vehicle, or at a school or district activity.

STANDARDS OF STUDENT BEHAVIOR

A safe and positive environment is essential for learning. Knowing and following the expectations and procedures will support students in making positive choices. When students engage in inappropriate or disruptive behaviors, there are consequences. When students do not follow the expectations, school staff members are expected to respond appropriately and consistently. School administrators will inform the parents/guardians of any student whose behavior is in conflict with established expectations and procedures. Students and their parent/guardian are responsible for working collaboratively with school staff to support the expectations and procedures outlined in this handbook.

RESPONSES AND LEVELS OF BEHAVIOR VIOLATIONS

This section of the summary divides inappropriate and disruptive behaviors into five levels of violations with examples of interventions and disciplinary responses.

- **Interventions** are opportunities for students to learn appropriate behavior with the goal of facilitating positive behavioral change. Interventions may involve school staff as well as support staff in the broader community.
- **Disciplinary responses** may also be used. Every reasonable effort should be made to change inappropriate behavior using interventions and the least severe disciplinary responses possible.

These guidelines describe the various administrative actions that may be taken for violations of the school district's rules, policies, procedures and the law.

Interventions and responses shall be enforced within the general guidelines outlined in the Violations Levels 1-5 and the Violations Matrix. A Level 1 violation is the least severe (and most often a classroom-managed behavior), and a Level 5 violation is the most severe. The format of this section begins with the MINIMUM disciplinary responses and potential interventions for each violation. The MAXIMUM administrative actions are expulsion and exclusion. For each violation on the charts below, the first (•) is the minimum disciplinary action. The presence of a dot (•) in a given cell in the matrix does not imply or require that an administrator will use a "step-by-step" progression of increasing severity in dealing with a violation. However, there shall be a logical relationship between the severity and frequency of the offense and the age of the student and the administrative action.

Factors to be considered prior to assigning administrative actions:

The student's age, maturity and understanding of the impact of their behavior

The student's willingness to repair the harm caused by the behavior

Previous interventions and consequences applied

The circumstances and context, severity and frequency of the behavior

The student's individualized Education Plan (IEP) or 504 plan, if applicable

LEVEL 1

Level 1 interventions are generally addressed by school staff members when a student has minimal or no prior violations. The staff response teaches correct, alternative behavior so students can learn and demonstrate safe and respectful behavior. Staff members are expected to use a variety of teaching and management strategies.

Examples of Level 1 Intervention Responses

Interventions aim to correct and teach alternative behavior so students can learn and demonstrate safe and respectful behavior. School staff members are expected to use a variety of methods and classroom management strategies that may include:

- Re-teach expected behavior/skill
- Verbal or nonverbal redirection
- Role play
- Written reflection/apology
- Seat change
- Teacher/student conference
- Daily progress sheet on behavior
- In class time-out
- Restitution (fix-it plan)
- Removal from class to another supervised classroom (short-term)
- Change in schedule
- Loss of privilege(s)
- Student contract

Appropriate staff interventions may involve the parent/guardian and other members of the school community. Interventions may include:

- Parent/guardian notification
- Parent/guardian/teacher conference
- Parent/guardian accompanying student to school or class
- In-school community service
- Conflict resolution
- Mentoring program participation
- Contract between teacher, student and parent/guardian
- Peer mediation
- Office Referral

Note: A severe occurrence or repeated instances of a violation may be treated as a violation at a higher level.

LEVEL 2

Level 2 violations will generally result in interventions and/or disciplinary responses that involve the school administration. These actions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

Examples of Level 2 Intervention Responses

These interventions may involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

- Behavioral skills training
- Student conference
- Parent/guardian notification
- Parent/guardian conference
- Restorative practices (restitution, mediation)

- School community service
- Referral to Student Assistance Team (SAT)
- Removal from class (At Promise room)
- Detention
- In-school suspension
- Utilization of lower-level consequences in addition to the above.

Note: A severe occurrence or repeated instances of a violation may be treated as a violation at a higher level.

LEVEL 3

Level 3 violations **may result** in a dismissal from school for part of a day or an entire school day.

Examples of Level 3 Intervention Responses

These responses may involve the temporary, short-term removal of a student from the school environment because of the severity of the behavior. The duration of the dismissal (or removal), if issued, is to be limited as much as is practicable while adequately addressing the behavior.

- Parent/guardian notification
- Parent/guardian conference
- Dismissal (up to one complete school day)
- Referral to At Promise coordinator
- Utilization of lower-level interventions and consequences in addition to the above

Note: A severe occurrence or repeated instances of a violation may be treated as a violation at a higher level.

LEVEL 4

Level 4 violations will result in the suspension of a student and possible notification of the police. A suspension is a removal from school for more than one day.

Examples of Level 4 Intervention Responses

These responses may involve the temporary, short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as is practicable while adequately addressing the behavior.

Note: Incidents at this level may be referred for expulsion depending on the circumstances.

- Parent/guardian notification
- Parent/guardian conference
- Short-term suspension, in excess of one complete school day
- Administrative transfer
- Interim alternative educational placement
- Referral to At Promise coordinator
- Utilization of lower-level interventions and consequences in addition to the above

LEVEL 5

Level 5 violations require the principal to notify the police and make a referral for an expulsion to the Superintendent or designee.

Examples of Level 5 Intervention Responses

These responses involve the removal of the student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior:

Note: Incidents at this level may be referred for expulsion depending on the circumstances.

- Parent/guardian notification
- Parent/guardian conference
- Administrative transfer
- Interim alternative educational placement
- Expulsion or exclusion (an act of the ISD 197 School Board)
- Utilization of lower-level interventions and consequences in addition to the above

Level Violations

Refer to the Glossary for additional terms, definitions, related Minnesota statutory references, and other information online at www.isd197.org

	Levels					Police Notification
	1	2	3	4	5	
Absence, Tardiness Arriving late to school or to class.	•	•				
Absence, Unexcused Unauthorized absence from school or class.	•	•				
Absence, Chronic Truancy Continued unauthorized absences.		•	•			
Alcohol, Possession/Use/Under the Influence/Selling/Transmitting Referral to Chemical Health Specialist.				•		•
Arson Use of fire to damage or destroy personal or school property.				•	•	•
Assault Intentionally inflicting bodily harm upon a person without the person's consent.				•		•
Bullying Unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated over time.		•	•	•	•	
Bullying Using Technology (Cyberbullying) This type of bullying takes place online or through technology and may take place in a variety of ways, including but not limited to, verbal bullying or social bullying.		•	•	•		
Burglary Entering a building without consent with the intent to commit a crime, or entering a building without consent and committing a crime.					•	•
Cheating or Plagiarizing Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests and using the ideas or writings of another person including work accessed digitally.	•	•				
Criminal Act Committing an act, on school property or in the course of a school sponsored or school-associated activity that would be a crime if committed by an adult.				•		•
Criminal Act Against a Staff Member Committing an act against an ISD 197 staff member that would be a crime if committed by an adult.				•	•	•
Criminal Sexual Conduct Sexual conduct amounting to a violation includes criminal "sexual contact" or any other sexual act that would be a criminal act if committed by an adult.				•	•	•
Damage to Property of Others Willful damage to the property of staff members or others.		•	•	•		
Damage to School Property Willfully cutting, defacing or otherwise damaging in any way, property belonging to, or used by the school district.			•	•	•	•
Defiance of Authority Willful refusal to follow directions given by a staff member.	•	•	•			
Disorderly Conduct Any action taken to disrupt or prevent the regular activity expected or infringing on the rights of staff or students.				•		•
Disruptive Behavior Situations and/or actions that staff members believe interfere with, or have the potential to interfere with, effective learning and/or operations of the school.	•	•	•			
Disruptive Behavior to and from School Behavior that endangers or harasses students on their way to and from school, or at the bus stop, or diverts the bus driver's attention from driving.	•	•	•			
Drugs or Controlled Substances, Possession/Use/ Soliciting/Selling Referral to Chemical Health Specialist.				•	•	•
Fighting Mutual participation in which both parties have contributed to the situation by verbal and/or physical action. Promoting, encouraging, a fight or assault, spectating and or recording of an altercation will also result in a consequence.			•	•		•
Fires and False Fire Alarms Tampering or interfering with any fire alarm system or failure to exercise caution, resulting in a fire.				•		•
Forgery Written or spoken misrepresentation of the truth (forged passes, parental signature, false phone calls, misinformation to school personnel.)	•	•				
Gambling Playing of a game of chance for stakes.		•	•			

Level Violations

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	Levels					Police Notification
	1	2	3	4	5	
Harassment, Based on Protected Status Harassment includes physical or verbal conduct or communication, directed at an individual, that is 1) based on an individual's race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, sexual or affectional orientation, gender identity and expression, familial status or disability; and 2a) has the purpose or effect of creating an environment that is intimidating, hostile or offensive with respect to that individual; or 2b) otherwise adversely affects the individual's employment, educational opportunities or access to a benefit from the school district.		•	•	•	•	
Harassment, Sexual Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other physical or verbal conduct or communication of a sexual nature.		•	•	•		
Inappropriate Language Swearing or using words in a disrespectful way.	•	•				
Insubordination Willful failure or refusal to respond or carry out a reasonable request by authorized school personnel. Includes failure to correctly identify oneself when asked.	•	•	•			
Interference/Obstruction Any action taken to attempt to prevent a staff member from exercising his/her lawfully assigned duties, including an administrative investigation.		•	•			
Language, Abusive Student delivers verbal messages that include offensive or threatening language.		•	•	•		
Leaving School Grounds Leaving school grounds during school hours without proper permission.		•				
Medication Policy Violation Students using or distributing prescription or nonprescription medication in an unauthorized manner.		•				
Physical Aggression (Bodily Harm) An intentional act by a student resulting in bodily harm.			•	•		•
Physical Aggression to Staff An intentional act by a student resulting in unwelcome physical contact with a staff person.			•	•	•	•
Physical Contact (No Bodily Harm) Students engage in non-serious but inappropriate physical contact, such as pushing and intimidation.	•	•	•			
Sexual Misbehavior Engaging in sexual behavior including, but not limited to, sexual intercourse or sexual penetration, sexual contact, indecent exposure, or masturbation.		•	•	•		
Slander/Libel A written, printed, or pictorial statement publicly presented, that wrongfully or negatively damages a person by defaming his/her reputation or character.	•	•	•			
Student Dress Manner of dress or personal grooming that does not fit within the policies or guidelines practiced by the school or district.	•	•				
Teasing and Name Calling A single occurrence of teasing or name-calling with or without the intent to injure, degrade, disgrace or intimidate other individuals.	•					
Technology Misuse/Violation This includes being off-task, treating iPads carelessly and airdropping material without permission.	•	•				
Technology Resources, Repeated Misuse of District Property Purposeful use of district technology resources in a way that violates district policy.			•	•		
Technology - Unauthorized or Inappropriate Use of District Technology Resources See the full definition online at www.isd197.org Empowered		•	•	•		
Threats Any oral, written, or physical threat, sign, or act that conveys intent to cause harm or violence, even if made in jest. This includes threats related to race, religion, or sexual violence.		•	•	•		
Threats, Terroristic Threatening directly or indirectly to commit any crime of violence with intent to terrorize another or to cause evacuation of a building, place of assembly or vehicle.				•		•
Theft, Minor Unauthorized taking or possession of the property of another, including but not limited to school supplies, food, etc.	•	•				

Level Violations

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	Levels					Police Notification
	1	2	3	4	5	
Theft, Major Unauthorized taking/possession of the property of another including but not limited to money, expensive electronics, etc.			•	•		•
Tobacco and Other Tobacco Related Devices, Possession/Use Use or possession of tobacco product in school or on district property.		•	•			
Trespassing, Including During Periods of Dismissal or Suspension Being physically present on school property or at a school activity after being directed to leave by a school administrator or other person lawfully responsible for the control of the premises.			•	•		•
Unauthorized Use of School Property The unauthorized or illegal use of school property for non-school sponsored activities.	•	•	•			

Level Violations

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	Levels					Police Notification
	1	2	3	4	5	
Weapon, Possession Possessing any firearm, whether loaded or unloaded, or any device intended to look like a firearm; any device or instrument designed as a weapon and capable of producing severe bodily harm, or intended to look like a device or instrument capable of producing severe bodily harm; or any other device, instrument or substance, which, in the manner in which it is used or intended to be used is calculated or likely to produce severe bodily harm. Weapons include, but are not limited to: guns (including pellet guns, look-alike and non-functioning guns that could be used to threaten others), knives of any kind (including pocket knives), explosives, stun guns, ammunition and mace. A student who finds a weapon on the way or in the building and takes the weapon immediately to the office shall not be considered in possession of a weapon.					•	•