IGHMS STUDENT EXPECTATIONS

2021-2022 Inver Grove Heights Schools

INSPIRE. INNOVATE. EXCEL.

A Community Commitment

Hilltop Elementary
3201 68th Street East
phone 651-306-7400
attendance 651-306-7403

Pine Bend Elementary
9875 Inver Grove Trail
phone 651-306-7701
attendance 651-306-7777

Salem Hills Elementary & Atheneum
9875 Inver Grove Trail
phone 651-306-7300
attendance 651-306-7302

Inver Grove Heights Middle
8167 Cahill Avenue
phone 651-306-7200
attendance 651-306-7878

Simley High & Alternative Learning Program
2920 80th Street East
phone 651-306-7000
attendance 651-306-7010

INVER GROVE HEIGHTS MIDDLE SCHOOL
2021-2022

Inspire 199!

Our Values

Respect
Responsible
Safe

Ms. Jodi Wendel, Principal
Mr. Jason Voss, Assistant Principal
Mr. Dan Lemke, Student Behavior Specialist
Mr. Ben Kissling, Student Success Coach
Ms. Jennell Garten, Counselor (last names A-K)
Ms. Jess Maloney, Counselor (last names L-Z)

IGHMS Mission Statement
Inver Grove Heights Middle School's mission is to help every student reach his or her full potential. We believe that the whole child's development of personal, social, physical, and academic skills is critical for success in life.
Our goal is to prepare all students to be career and college ready.

- The needs of each student come first
- We will meet those needs through purposeful collaboration
- The combined wisdom of one's peers is greater than any individual
- We will use a teamwork approach, share our insights and take a collective interest in each student's educational growth along with each other's professional growth

Our Vision
The vision of Inver Grove Heights Middle School is to create learning environments that provide for high student achievement so all learners are academically and socially prepared for life-long learning.

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

For more information, please contact the school at (651) 306-7200
Student Rights & Responsibilities: **www.isd199.org/district/board/policies**

******By signing below, you have agreed to review the contents of this planner with your child.***

Parent/Guardian Signature: _____ ***Student Signature:*** _____

Inver Grove Heights Schools

Middle School Behavior Matrix

	Classroom	Hallway/ Team Space	Library/Labs	Bathroom	Cafeteria	Locker Room	Gym/Fields	Bus
Be Respectful	*Treat classroom materials with care *Listen when others speak *Use kind words and actions *Follow directions the 1st time given	*Inside voices and calm bodies *Maintain/ promote positive interactions *Follow directions the 1st time given *Respect other's space and property	*Follow the IMC expectations *Inside voices and calm bodies *Treat materials with care *Follow directions the 1st time given	*Honor one another's privacy *Keep bathrooms clean *Inside voices	*Clean up after yourself *Be considerate of people around you *Follow directions the 1st time given *Inside voices and calm bodies	*Honor one another's privacy *Inside voices and calm bodies *Respect other's space and property *Follow directions the 1st time given	*Demonstrate appropriate sportsmanship *Treat equipment with care *Follow directions the 1st time given	*Follow the directions of the driver the 1st time given *Respond politely to others *Respect other's space and property
Be Responsible	*Arrive on time with your materials *Enter/exit quietly *Use technology properly *Be active listeners and learners	*Dispose of trash appropriately *Get to class on time *Report concerns to an adult *Keep all personal belongings with you or in your locker	*Clean up your space *Return materials on time	*Report concerns to an adult *Return to class promptly	*Recycle *Dispose of trash appropriately *Respond politely to staff	*Keep locker room clean and clutter free *Be dressed and prepared for class on time	*Return equipment appropriately *Report concerns to an adult	*Report concerns to an adult *Be at your bus stop on time *Dispose of trash appropriately
Be Safe	*Keep hands, feet and all objects to yourself *Stay in your own space *Be calm and use self-control *Follow network/ internet acceptable use guidelines	*Stay on the right side of the hallway *Walk *Keep hands, feet and all objects to yourself *Personal Electronic devices must be off and put away from 8:30 – 3:20	*Use technology properly *Follow network/ internet acceptable use guidelines	*Wash your hands *Dispose of waste properly	*Stay in your own space *Walk *Follow procedures and guidelines * Keep hands, feet and all objects to yourself *Be calm and use self-control	*Electronic devices must be off and put away from 7:40-2:30 *Follow locker room expectations	*Stay in designated area *Be calm and use self-control	*Keep yourself and materials in your seat *Inside voices and calm bodies

At Inver Grove Heights Community Schools we treat each other with **respect**, we solve problems **responsibly** and we work to maintain a **safe** and positive learning community.

Revised 06/2015

YOUR
VOICE
MATTERS

DIVERSITY

We acknowledge, respect, and celebrate differences and commonalities.

At IGHMS we <u>do not tolerate</u> any form of hate speech

Hate speech is abusive or threatening speech or writing that expresses prejudice against a particular group, especially on the basis of race, religion, or sexual orientation.

If you hear hate speech or something else that would be considered racist, sexist, homophobic, or offensive you can respond in one (or more) of the following ways:

Speak Up

- *"Stop! Choose a different word."*
- *"That's not funny, it's hurtful."*
- *"Do you realize that's racist (or homophobic, sexist, etc)?"*
- *"That's not okay."*
- *"Everyone is welcome here."*
- *"Would you say that with other people around?"*

**Keep in mind it's important to speak up even if it doesn't appear there is someone around that is victimized or offended.*

Support

- *Approach the victim(s) and leave the area with them.*
- *Tell the victim(s) that you support them.*
- *Reassure the victim(s) that what happened was unacceptable.*

Report

- *Find an adult and report what you witnessed. This is not about snitching; this is about protecting ALL students AND educating others.*

Did you lose your iPad?

1. Retrace your steps and ask your friends & teachers
2. Look through your locker and binder
3. Check the Lost and Found table

4. Check in the main office or library
5. Ask yourself - Could it be at home?
6. Lastly, ask the tech person in the library to put it in lost mode.

Please complete steps #1-5 before you go to the library!!

iPad Expectations @ IGHMS

1. Gaming is not allowed between 8:30 a.m. - 3:20 p.m.
2. Bring iPads to every class every day fully charged
3. iPads closed until teacher directs you
   In class - iPad visible to Apple Classroom
4. Keep iPads & keyboards together at all times to protect the screen.
5. iPads should be with you or in a secure location at all times.
6. iPads cannot be used during passing time
7. Do not alter the settings of your iPad
   Airdrop turned off unless directed by a teacher
   Apple Classroom always on

Focused Note Taking

(How to take awesome notes AND study at the same time!)

1. Take Notes:

- ➔ Find out WHY you're taking the notes
- ➔ Choose a format that works best for the information (C-Notes, Venn Diagram, 2 or 3 column, Graphic Organizer)
- ➔ Take the notes

2. Process Notes:

- ➔ Revise and organize your material
- ➔ Mark your notes: Highlight vocab, underline important information, circle, draw diagrams
- ➔ Work with a friend to compare notes
- ➔ Cross out unimportant information, add missed information

3. Connect Thinking:

- ➔ Write questions in your notes
  -Questions to study from AND questions you still have
- ➔ Connect the information to prior learning (make note of this within the notes)

4. Summarize and Reflect:

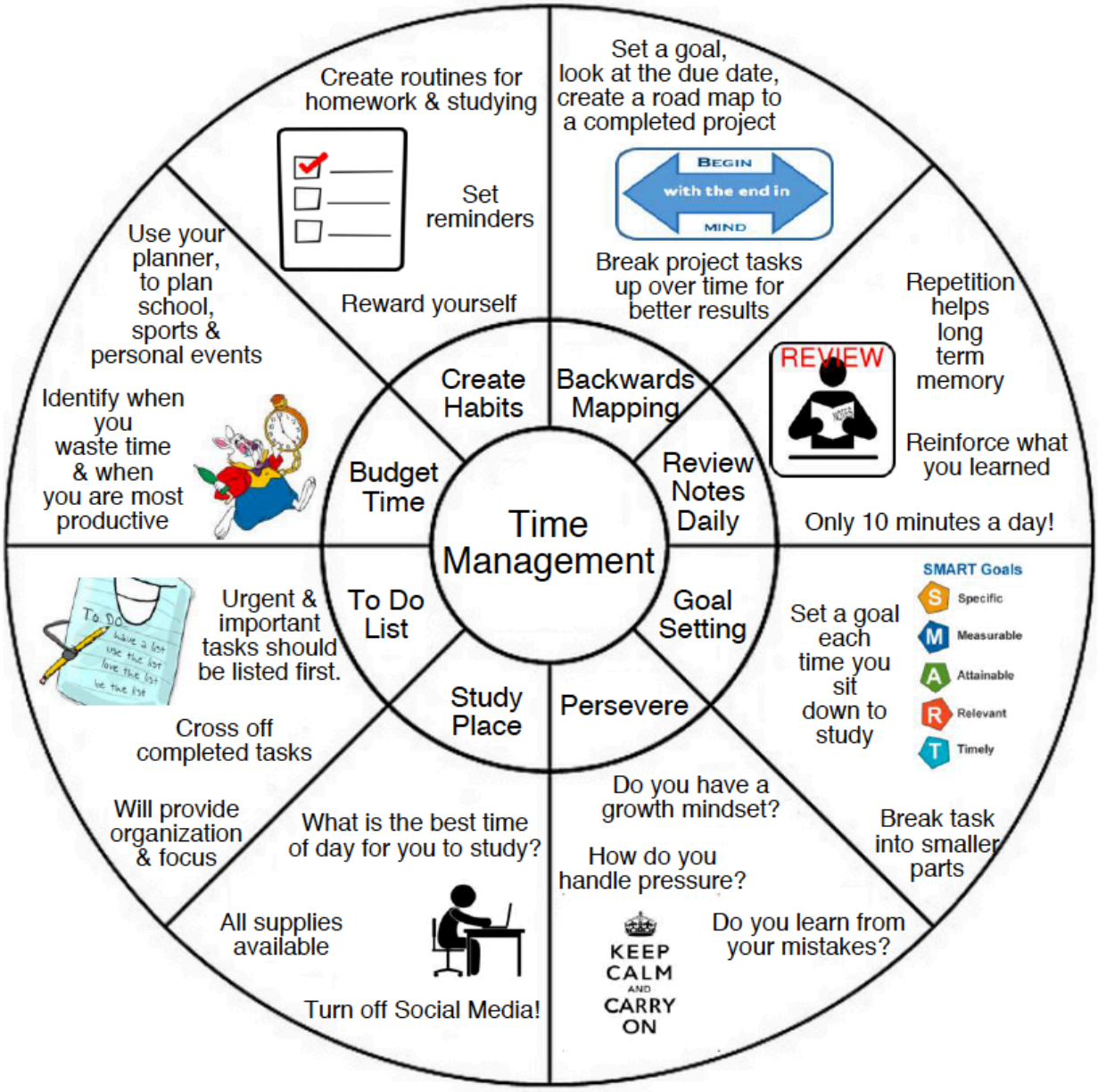
- ➔ Write your summary for the notes (answer the EQ)
- ➔ Reflect on what you learned through the note taking

5. Apply Learning:

- ➔ Use the notes for the purpose you planned on (To prepare for a quiz, to create a one pager, use during a Socratic Seminar, to write an essay, during a lab)
- ➔ Look at your notes for 10 minutes, every 24 hours, for a week to help transfer the info to long term memory

*AVID Focused Note Taking Process

Time Management



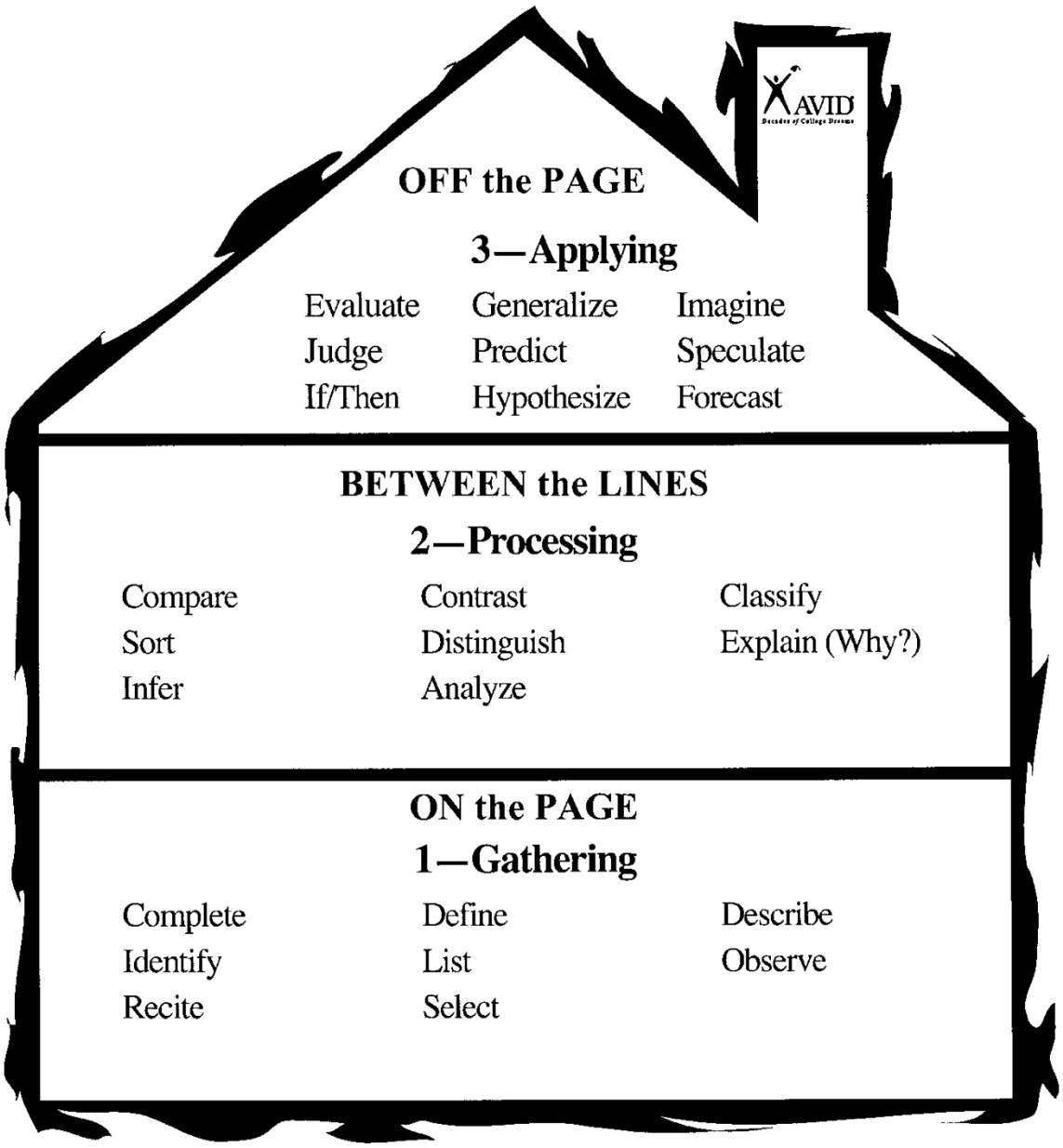
AVID®
Proven Achievement.
Lifelong Advantage.

The Three-Story House

Level 1 (the lowest level) requires one to gather information.

Level 2 (the middle level) requires one to process the information.

Level 3 (the highest level) requires one to apply the information.



IGHMS 2021-22
Physical Education Expectations

HEALTH AND P.E. MISSION STATEMENT

Our mission is that we will provide a supportive environment for students to learn the skills necessary to define, demonstrate, and value a healthy and active lifestyle.

P.E. AND HEALTH GOALS:

- Instruction of academic concepts that include components of health and fitness.
- Progressive motor skill development that includes team, individual, and lifetime activities.
- Improving social, emotional, and mental health through active engagement in physical activity.

GRADES BASED ON:

10 daily points are earned daily in PE:
5 pts= participation
3 pts= sportsmanship and behavior
2 pts= athletic shoes that tie (no flip-flops, Crocs, boots, etc.)

PHYSICAL EDUCATION DAILY DRESS CODE POLICY

Students must wear appropriate athletic clothing that directly reflects our school's clothing policy.

MEDICAL EXCUSES

All medical excuse notes written by parents/guardian/doctor must be taken to the nurse to be placed on file. A student may be excused from class only with the written documentation.

LOCKS & LOCKER ROOM

As of the 2021-2022 school year we will no longer be using the locker rooms regularly. We will meet in your designated gym space at the beginning of every class period and, if requested, a student can go change in the locker room.

P.E. AND HEALTH TEACHERS

Matt Chappuis
(chappuism@isd199.org)

Jeanelle Soland
(solandj@isd199.org)

Tyler Storm
(stormt@isd199.org)

Collaboration Expectations

Independent

- Stay on task
- Raise your hand for help

Partners

- Take turns
- One partner talks & the other listens
- Hold each other accountable
- Eye contact

How are we learning?

Groups

- Take turns speaking
- Respect each other's ideas
- Do your part
- Work together

Whole Class

- Listen to others
- Raise your hand to speak
- Pay attention to your teacher
- Participate in discussion

Creating a Language-Rich Environment with Academic Language Scripts

Requesting Assistance

- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to do/write/draw/pronounce/solve. . . ?

Interrupting

- Excuse me, but. . . .(I don't understand.)
- Sorry for interrupting, but. . . .(I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

Asking for Clarification

- Could you repeat that?
- Could you give me an example of that?
- I have a question about that: . . . ?
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood _____. Could you please give us another example?
- So, do you mean. . . ?

Probing for Higher Level Thinking

- What examples do you have of. . . ?
- Where in the text can we find. . . ?
- I understand _____, but I wonder about. . .
- How does this idea connect to. . .?
- If _____ is true, then. . . ?
- What would happen if. . . ?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are _____ and _____ similar?
- Why is _____ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

Expressing an Opinion

- I think/believe/predict/imagine that. . . .
- In my opinion. . . .
- It seems to me that. . . .
- Not everyone will agree with me, but. . . .

Building on What Others Say

- I agree with what _____ said because. . . .
- You bring up an interesting point, and I also think. . . .
- That's an interesting idea. I wonder,. . .? I think. . . . Do you think. . .?
- I thought about that also, and I'm wondering why?
- I hadn't thought of that before. You make me wonder if. . . ? Do you think. . .?
- _____ said that. . . . I agree and also think. . . .
- Based on the ideas from _____ , _____ , and _____ , it seems like we all think that. . . ."
- That's an excellent point, and I would add. . . .

Soliciting a Response

- Do you agree?
- _____ (name), what do you think?
- Can someone else ask a question or offer an opinion?
- _____ (name), what did you understand from that answer?

Disagreeing

- I don't really agree with you because. . . .
- I see it another way. I think. . . .
- My idea is slightly different from yours. I believe that _____ I think that. . . .
- I have a different answer than you. . . .

Offering a Suggestion

- Maybe you/we could. . . .
- Here's something you/we might try:. . . .
- What if you/we. . . ?

Classroom Reporting

- _____ (name) explained to me that. . . .
- _____ (name) pointed out that. . . .
- _____ (name) mentioned that. . . .
- _____ (name) shared with me that. . . .
- _____ (name) brought to my attention that. . . .
- _____ (name) pointed out something (interesting/intriguing/surprising);. . . .

Grade Tracker

Year: 2021-2022

Class	Goal	1st Trimester Grade	Things I can do to continue to improve for next trimester:
History / Global Studies			
Language Arts / Academic English			
Math			
Reading			
Science			
Art			
AVID			
Basic Skills/Social Skills			
CBL/STEM/Spartan Pathways			
PE/Health			
Middle School Success			
Music			

Grade Tracker

Year: 2021-2022

Class	Goal	2nd Trimester Grade	Things I can do to continue to improve for next trimester:
History / Global Studies			
Language Arts / Academic English			
Math			
Reading			
Science			
Art			
AVID			
Basic Skills/Social Skills			
CBL/STEM/Spartan Pathways			
PE/Health			
Middle School Success			
Music			

Grade Tracker

Year: 2021-2022

Class	Goal	3rd Trimester Grade	Reflection on the year for each class- Did you work to your potential? Are you happy with the outcomes?
History / Global Studies			
Language Arts / Academic English			
Math			
Reading			
Science			
Art			
AVID			
Basic Skills/Social Skills			
CBL/STEM/Spartan Pathways			
PE/Health			
Middle School Success			
Music			

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Activities and Sports

The middle school will conduct sports activities interscholastically (between schools). Seventh- and eighth-grade students may participate in team and individual sports. Sixth-grade students will be allowed to participate in individual sports only (swim & dive, wrestling, tennis, track, golf & gymnastics), but are encouraged to participate in Inver Grove Heights Parks and Recreation Department-sponsored team sports designed for their age group.

Interscholastic sports at IGH Middle School include:
Fall
6th: girls tennis *(developmental only)*
6th - 8th: girls swim & dive
7th & 8th: girls tennis, football, boys/girls soccer, girls volleyball, adapted soccer, cross country *(jv & varsity only),*
Winter
6th: girls gymnastic *(developmental only),* wrestling
6th - 8th: boys swim & dive
7th & 8th: boys & girls basketball, adapted floor hockey, dance team *(jv & varsity only)*, Nordic skiing *(jv & varsity only)*, girls gymnastics *(jv & varsity only)*, girls hockey *(jv & varsity only)*
Spring
6th: boys & girls golf *(developmental only)*
6th - 8th: boys & girls track and field
7th & 8th: boys tennis, golf, trap shooting, adapted softball, adapted bowling, boys & girls lacrosse *(jv & varsity only)*, bowling *(jv & varsity only)*, baseball *(jv & varsity only)*, high school softball *(jv & varsity only)*

Other activities in which students may be involved include after school Community Education classes and targeted academic services, clubs and organizations.

Attendance

Policy 503 – Student Attendance
Revised 5/13/19

24 Hour Attendance Voicemail (651) 306-7878 – **Please call the attendance line as soon as possible when a student will be absent

INVER GROVE HEIGHTS MIDDLE SCHOOL ATTENDANCE REGULATIONS
The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communication between teachers and students and establishes regular habits of dependability important to the future of the student. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators. This policy is intended to be positive and not punitive.

It is the student's responsibility to attend all assigned classes every day that school is in session from 8:30 a.m. to 3:20 p.m. unless they have an approved excused absence by the administration. It is the responsibility of the student's parent or guardian to inform the school of a student's absence and provide the school with the reason for the absence.

Excused Absences
To be considered an excused absence, the student's parent/legal guardian should inform the school attendance office on the day of the absence either by telephone, note, or email and provide the reason for the student's absence. **Parental/guardian notification of absence must occur within five days of the initial absence.** The district reserves the right to request additional documentation, such as a doctor's note, if necessary to verify an absence.

The following reasons shall be sufficient to constitute excused absences and are not counted in the maximum absence rule:

- Illness. Medical documentation may be required after the tenth day of illness in any school year.
- Death or terminal illness in the student's immediate family or of a close friend or relative
- Court appearance
- Religious holiday or observance
- Emergency conditions such as fire or flood
- Official school field trip or other school-sponsored activity

- Medical, dental or orthodontic treatment or counseling appointment
- Driver's examination
- College visit
- Active duty in any military branch of the United States
- 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
- Spectator at a school-sponsored activity with parent permission

Consequences of Excused Absences

1. Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
2. Work missed due to an excused absence must be made up within two days (for each one day absent) from the date of the student's return to school except for school sponsored activities.
3. Students are expected to turn in work due on the day of a field trip or school activity if it was assigned in advance by the teacher.
4. Late work will be accepted during a limited window each trimester with a maximum of one grade level deduction. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of extenuating circumstances.

Make-Up Work

It is the student's responsibility to request any missed assignments due to an absence. A student will be given two days for each day absent to make up class work. **Parents may request homework for every two consecutive days of absence, but requests must be received by 11 a.m. by calling (651) 306-7201**. Extended absences will be handled at the discretion of the teacher and/or administrators. Absences that are known in advance require a written request to the assistant principal from the parent/guardian explaining the reason and length of time for the absence.

Unexcused Absences

Unexcused absences occur when a student is absent from school without the approval of the school. The following are examples of absences which will not be excused:

1. Truancy is an absence by a student which was not approved by the parent and/or the school district.
2. Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
3. Absences resulting from accumulated unexcused tardies.
4. Oversleeping.
5. Leaving the building without following the checkout procedures.
6. **Students leaving ill, need to be excused by the school nurse for an excused absence.**
7. Any other absence not included under the attendance procedures set out in this policy is an unexcused absence.

NOTE: Any student who leaves the school without properly checking-out (school nurse or attendance) may receive an automatic unexcused absence upon his/her return.

Consequences of Unexcused Absences

1. The student will make up any missed work with a possible grade level deduction due to an unexcused absence.
2. In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota Statutes.

Tardiness

Tardiness is arriving any time after school begins (8:30 a.m.) or coming late to class after the designated starting time without a pass. Students who are late in arriving to school should report to the main office. **Reasons for tardiness such as missed bus, baby-sitting, oversleeping, etc., will be classified as unexcused.** Excessive tardiness to school or class may result in disciplinary action and may be reported to Dakota County Juvenile and Family Services.

***Four tardies to any given class in a trimester will result in a phone call from the teacher to the student's parent/guardian. The fifth tardy may be a possible referral.**

Truancy

Truancy is an absence by a student which was not approved by the parent and/or the school district. Minnesota Statute 120.10 requires that students between ages 7 and 18 attend school. Parents have the final responsibility for their children's attendance. A student absent without the consent of the parent/guardian and the school is considered truant. A student is truant if he/she leaves school without a pass, is absent from school without prior permission, obtains a pass to go to a certain place and does not report there, comes to school but does not attend class, or

becomes ill and goes home or stays in the restroom instead of reporting to the nurse's office. Students with unexcused tardiness to class are also considered truant.

Consequences for being truant may include, but are not limited to, detention or out-of-school suspension. The student is expected to do the work that they missed due to an unexcused absence. Our school is required by law to inform Dakota County Juvenile and Family Services when a student has reached seven incidents of unexcused tardies or absences. Excessive excused absences may be referred to Dakota County Juvenile and Family Services.

Bullying Prohibition

Policy 514 – Revised 03/08/21

Report of Bullying Behavior (514F) is available in the IGHMS and Counseling Office or at www.isd199.org/district/board

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.

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.

"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.

At Inver Grove Heights Middle School

- All students deserve to feel safe at school
- We will not bully others and we will try and help others who are being bullied
- When we see someone being bullied we will tell an adult at home or at school
- Any person who believes he or she has been a victim of bullying, or any person who witnesses acts of bullying should report the alleged acts to the principal, assistant principal, counselor, or a teacher. Retaliation against a victim, good-faith reporter, or a witness of bullying is not allowed. False reports of bullying against another student are also prohibited
- Consequences for students who commit acts of bullying may range from warning, remediation & positive behavioral interventions up to and including suspension and/or expulsion

Bus Information

Bus information will also be available on the district website, ***www.isd199.org***. If you have any concerns about the schedule, please call the Safeway Bus Company at (651) 451-1375, or the District Transportation Coordinator at (651) 306-7095.

School Bus Regulations
Policy 709 – Student Transportation Safety
Revised 1/25/21

Student riders are expected to respect the rights of others and follow all rules and safety guidelines in the District 199 Student Rights and Responsibilities Handbook. Parents are reminded that transportation by school bus is a privilege, not a right.

School Bus Safety Guidelines

- Immediately follow the directions of the driver.
- Sit in your seat facing forward with legs forward.
- Talk quietly and use appropriate language.

- Keep all parts of your body inside the bus.
- Keep your arms, legs and belongings to yourself.
- No fighting, harassment, intimidation, horseplay, or bullying.
- Do not throw any object.
- No eating, drinking or use of tobacco or drugs.
- Do not bring any weapons, look-alike weapons, or dangerous objects on the school bus.
- Do not damage the school bus.
- On regular bus routes skateboards, rollerblades, sleds, ice skates, hockey sticks or lacrosse sticks will not be allowed.

Possible Consequences for Bus Offenses
Verbal warning, assigned seat, removal from bus (2-20 day suspension), suspended from riding the bus for the remainder of the school year

Cheating and Plagiarism

All work submitted for credit in any class at Inver Grove Heights Middle 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 accused 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 redoing the assignment, loss of credit for the assignment, serving after school make-up time or other appropriate consequences. A discipline referral form indicating the student has violated this policy may also be sent to the parent.

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.

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 hers 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 completing the assignment again. 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 computers, phones, calculators, materials that are acceptable during tests, etc. Students can also expect that teachers may retain copies of student work, including tests, papers, projects, etc.

Closed Campus

The middle school has a closed campus. Students are not permitted to leave the building or school grounds at any time during the school day without permission from school personnel.

Counseling Department

To assist in the transition through middle school, counseling services are available for each student. The middle school counselor's role encompasses counseling, scheduling, consulting and test administration coordination. Counselors work in close collaboration with teachers and administration in providing support to students in three areas of development; academic, career and personal/social. Services are provided through individual counseling, group counseling, classroom guidance, consultation and coordination. A student wanting to see a counselor should stop in the counseling office between class periods to make an appointment. Parents of a student with the last name starting with letters A-K may contact the counselor at (651) 306-7832. Parents of a student with the last name starting with letters L-Z may contact the counselor at (651) 306-7206.

Withdrawal and Transfer from School

Students planning to withdraw or transfer from the middle school must have a parent/guardian contact a counselor in advance to complete the proper procedures. All materials need to be turned in to specific teachers and school lockers need to be cleaned out. Parents may contact the registrar at (651) 306-7205.

Detention *(has not been determined if detention will continue for 2021-22 school year)

Throughout the school year, students may be assigned to detention on Monday, Tuesday, Wednesday, or Thursday from 3:25 p.m. until 4:05 p.m. Students assigned to detention will be responsible for arranging their own transportation home after detention or they may take the 4:10 bus. Students who neglect to attend detention or are removed for disruptive behavior will be re-assigned to the next detention, and possibly **an additional detention**.

Distribution of Non-school Sponsored Materials on School Premises

Policy 505
Revised 4/26/21

The school district recognizes that students 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. 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: ***http://www.isd199.org/community/i_g_h_flyers***

Dress Code

POLICY 504
STUDENT DRESS AND APPEARANCE
REVISED: 05/13/19

It is the policy of this school district to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s). Dress code violations will be discussed in a manner that minimizes student embarrassment and disruptions from class.

Appropriate clothing and grooming include, but is not limited to, the following:

- A shirt with fabric in the front, back and on the sides under the arm.
- Pants, jeans, or equivalent (for example, a skirt, sweatpants, leggings, a dress, or shorts).
- Shoes must be worn at all times for health and safety reasons unless approved under special circumstances by the building principal.

Inappropriate clothing includes but is not limited to, the following:

- 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 or when district is in a COVID-type situation (*2021-22 school year exception if face masks are worn by students for health reasons)

It is not the intention of this policy to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane or do not advocate violence or harassment against others

Electronic Technologies Acceptable Use

Policy 524
Electronic Technologies Acceptable Use Policy
ADOPTED: 3/08/21

Use of the district's electronic technologies is for educational purposes. Students and employees are expected to use electronic technologies to further the district's educational mission, goals and strategic direction. Students and employees are expected to use the district's electronic technologies to support classroom activities, educational research or professional enrichment. 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.

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.
Students using electronic devices to record other students at school is strictly prohibited and may result in disciplinary action. Any electronic device being used inappropriately during the school day may be confiscated. Any photographic device, including cell phones, is strictly prohibited from locker rooms or bathrooms.

This entire Electronic Technologies Acceptable Use Policy can be found at **www.isd199.org/district/board/policies**

Employment and Services Criminal History Background Checks Notice to Parents & Guardians

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.

Equal Educational Opportunity

Policy 102 – Revised 03/11/19
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, or age. The school district also makes reasonable accommodations for students with disabilities. The school district prohibits the harassment of any individual for any of the categories listed above.

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.

Any student, parent, or guardian having any questions regarding this policy should discuss it with the principal, assistant principal or human rights officer.

Food Service

In the operation of child-foods programs, no child will be discriminated against because of race, sex, color, national origin, age, or disability. All children in grades six through eight can participate in the school lunch or breakfast programs.

Free or reduced-price meal applications can be found on the Food Service page of the District website, **www.isd199.org**, at the District Office at (651) 306-7800, and in the Middle School main office. You may apply for free or reduced-price meals at any time during the school year if employment or household size changes would make you eligible for these benefits.

Money can be added to a student's account by using a debit or credit card online through your Infinite Campus Parent Portal account. If using check or cash, students need to place the check 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 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 pay cash in the cashier line to purchase lunch, breakfast or individually priced a la carte items. Change for a cash purchase in the cashier line is not given, so the amount left over after a purchase will be put into the student's account.

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.

Grade Level Parties

Grade Level Parties – are for IGHMS Students only. No visitors, younger siblings or Simley students are allowed. Parents are asked not to bring younger or older siblings when acting as a chaperone.

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			

Schoology is the best resource for parents/guardians to check their child's grades and assignments. Report cards are available electronically (Infinite Campus) at the end of every trimester grading period. Report cards at the end of the year may be mailed or they will be available electronically (Infinite Campus).

Hallway Expectations

At Inver Grove Heights Middle 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
- Use an inside voice
- Speak to each other and adults with respect

- Demonstrate appropriate social behaviors toward each other. Personal displays of affection is not allowed and could result in a sexual harassment complaint
- Give your correct name when asked
- No “play fighting”, “slap-boxing”, or roughhousing

Treat everyone as you would like to be treated, keep hands and feet to oneself and help make Inver Grove Heights Middle School a positive and safe place.

Harassment and Violence

Policy 413 – 1/25/21

The purpose of this policy 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 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, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, 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, or disability, as defined by this policy. (For purposes of this policy, school personnel includes school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)

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, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, 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.

Any person who believes he or she has been the victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability by a student, teacher, administrator or other school personnel of the school district, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator or other school personnel or group of students, teachers, administrators, or other school personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent.

This is a summary of policy 413 Harassment and Violence-Complete policies and the form (413F) for General Statement of Policy Prohibiting Religious, Racial, or Sexual Harassment are available on the district Web site **www.isd199.org/district/board/policies** and in the district office.

Contact: Human Rights Officer/Director of Special Services – (651) 306-7800

Hazing

Policy 526 - Revised 03/11/19

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. 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.

1. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
2. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

This policy applies to behavior that occurs on or off school property and during and after school hours. 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. 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

"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:

This is a summary of policy 526 Hazing Prohibition - Complete policies are available on the district Web site **www.isd199.org/district/board/policies** and in the district office.

Health Services

The nurse is available on a daily basis from 8:10 a.m. – 3:35 p.m. to care for students with their health needs and issues.

NOTE: It is not acceptable for the student to call or text the parent to go home ill. For a student to be excused, the nurse must place the call to the parent.

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 to 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 with 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 physical education for illness or injury up to two days. After two days, a doctor's note is required. All parent/doctor notes are to be given to the nurse who will write a pass for the physical-education teacher.
7. **Sports 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 a completed sports physical.
8. **Immunizations:** The state immunization requirements are: at least three DTaP/Td/Tdap (diphtheria, tetanus, pertussis) and one Td or 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, three Hepatitis B, Meningococcal, and two Varicella are required before entering seventh grade.
9. **Crutches:** Students coming to school on/with crutches must first meet with the school nurse. The student must have a written medical note indicating the reason for crutches.

POLICY 516
PROCEDURES FOR DISPENSING MEDICINE AT SCHOOL
REVISED: 07/22/19
The school district acknowledges that some students may require prescribed drugs or medication during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications, prescription and over-the-counter, in accordance with law and school district procedures.

Requirements for all Medications

A. The administration of any medication or drug at school requires a completed signed request from the student's parent and health care professional as well as the appropriate prescription label and container.
B. A "Procedures for Dispensing Medicine at School" form must be completed annually and/or when a change in the prescription of requirements for administration occurs.
C. All medication must come to school in the original container and labeled for the student by a pharmacist in accordance with the law.
D. Upon arrival at school, students will leave medications with the appropriate school district personnel. Exceptions to this requirement are prescription asthma medications self-administered with an inhaler and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP or IHP.

This is a summary of Policy 516 – Procedures for Dispensing Medicine at School. Complete policies are available on the district Web site **www.isd199.org/district/board/policies** and in the district office.

Intervention Team – IT

Inver Grove Heights Middle School strives to be proactive in working with students and families if a student's behavior, attendance and/or achievement indicates possible learning problems, chemical dependency, or social/emotional issues. Referrals concerning students should be made to the Intervention Team which will in turn share concerns and information with teachers, parents and the student.
The Intervention Team may consist of the assistant principal, counselors, teachers, behavior specialist, success coach, and school psychologist.

Lock Down

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

- 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 circumstance unless directed by classroom teacher
- 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 the 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

Each student will be issued a combination for his or her locker. Students must keep their locker combinations confidential and are not to share lockers. Students need to check locks after closing their locker to be sure it is secure. This can be done by turning the dial twice.

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.

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.

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 authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

Loitering

Only students who are involved in an approved school activity and under the supervision of a staff member may remain in school after hours. Students should not be on school grounds before 8:00 a.m. or after 3:30 p.m. Students who arrive at school before 8:10 a.m. must stay in the front vestibule. After school, students will need to be **supervised by a parent or adult to stay and watch sporting events.** Any student causing problems after school will be directed to leave the building. Parents and/or guardians need to be advised that there is no supervision at the school prior to 8:10 a.m. and after 3:30 p.m.

Lost and Found

Lost and found items will be located outside the guidance office and in each locker room. Lost books are returned to the media center or to a subject area teacher.

MCA Testing

The parent/guardian guide to Statewide testing and Refusal to Test form can be found on the school website **www.isd199.org**

Notification of Pesticide and Herbicide Application

ISD199 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 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 the 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 or safety issue, you may feel free to direct them to Barb Pierce, Health & Safety Coordinator (651) 306-7867

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.

Pledge of Allegiance

It is our district's policy to recite the Pledge of Allegiance during school one or more times per week. 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).

School Weapons Policy

Policy 501- Revised 4/26/21

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.

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 student 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 student 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.

Consequences for Weapon Possession/Use/Distribution
The school district and the school take a very serious position in regard to the possession, use or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using, or distributing weapons may include:

1. Confiscation of the weapon and parent or guardian notification
2. Suspension or other consequence(s)
3. Immediate notification of police
4. Recommendation to the superintendent of dismissal for a period of time not to exceed one year.

Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

Policy Application to Instructional Equipment/Tools
While the school district and the school take a very serious position on the possession, use, or distribution of weapons by students, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use or distribution of weapons by students. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

Administrative Discretion
While the school district and the school take a very serious position on the possession, use, or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

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

Search of Student Lockers, Desks, Personal Possessions, and Student's Person
Policy 502 – Revised 4/26/21

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

Personal Possessions and Student's Person
The personal possessions of students and/or a student's person may be searched when school authorities 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.

It shall be a violation of this policy for students to use lockers for unauthorized purposes or to store contraband. It shall be a violation for students to carry contraband on their person or in their personal possessions.

Student backpacks must be stored in the student's locker during the school day. Students are not permitted to bring backpacks to class.

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

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, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal authorities.

This is a summary of policy 502 Search of Student Lockers, Desks, Personal Possessions, and Student's Persons - Complete policies are available on the district Web site **www.isd199.org/district/board/policies** and in the district office.

Signs
Many times, during the year, student groups wish to advertise events. Frequently this is accomplished by posting signs in the hallways. The group responsible for posting all signs also has the responsibility to remove all signs at the appropriate time. Signs which are defaced by students must be removed. **All signs to be posted must be approved through the main office and signed by an administrator.**

Skateboards/Inline Skates
Skateboards, inline skates (Rollerblades), or rollerblade type shoes may not be used in District 199 buildings or on District 199 property. Skateboards and inline skates may be used as transportation to and from school. Skateboards must be picked up and roller blades taken off before coming onto school property.

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 procedures 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.
5. Fulfills state and federal requirements
6. Understands district structure and procedure
7. Is familiar with the nature of student's disability and needs
8. Has the ability to effectively advocate an appropriate educational placement for the student
9. Has no interests which conflict with the student's interests
10. 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 will be completed by a specialist not employed by the school if 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.
11. 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.

Student Discipline
Policy 506 – Revised 3/08/21

Student Rights
All students have the right to an education and the right to learn.

Student Responsibilities

All students have the responsibility:

a. for their behavior and for knowing and obeying all school rules, regulations policies and procedures;
b. to attend school daily, except when excused, and to be on time to all classes and other school functions;
c. to pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
d. to make necessary arrangements for making up work when absent from school;
e. to assist the school staff in maintaining a safe school for all students;
f. to be aware of all school rules, regulations, policies and procedures, including those in this policy, and to conduct themselves in accord with them;
g. to assume that until a rule or policy is waived, altered or repealed, it is in full force and effect;
h. to be aware of and comply with federal, state and local laws;
i. to volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
j. to respect and maintain the school's property and the property of others;
k. to dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
l. to avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
m. to conduct themselves in an appropriate physical or verbal manner; and
n. to recognize and respect the rights of others.

This is a summary of policy 506 Student Discipline - Complete policies are available on the district Web site **www.isd199.org/district/board/policies** and in the district office.

Student Information
Policy 515 – Protection and Privacy of Pupil Records
Revised 07/22/19

Student record policies of the Inver Grove Heights Public 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.

***Parents/legal guardians are the only individuals who have access to school information. In order to give information to other individuals, the parent or legal guardian must submit a written, signed request for school personnel.**

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.

Technology Resources
Acceptable Uses
Policy 524 – Revised 3/08/21

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.

Unacceptable Uses of Electronic Technologies and District Network
Misuse of the district's electronic technologies may lead to discipline of the offending student. The following uses of school district electronic technologies while either on/off district property and/or personal electronic technologies while on district property and district network ("electronic technologies") are considered unacceptable:

A. Users will not use electronic technologies to create, access, review, upload, download, complete, store, print, post, receive, link, transmit or distribute
   1. Pornographic, obscene or sexually explicit material or other visual depictions;
   2. Obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful or sexually explicit language;
   3. Materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
   4. Materials that use language or images that advocate violence or discrimination toward other people or that may constitute harassment, discrimination or threatens the safety of others;
   5. Storage of personal photos, videos, music or files on district servers or cloud services. The district does not take responsibility for personal files stored on district technologies.

B. Users will not use electronic technologies to knowingly or recklessly post, transmit or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.

C. Users will not use electronic technologies to engage in any illegal act or violate any local, state or federal laws.

D. Users will not use electronic technologies for political campaigning.

E. Users will not use electronic technologies to vandalize, damage or disable the property of another person or organization. Users will not make deliberate attempts to degrade or disrupt equipment, software or system performance. Users will not tamper with, modify or change the district system software, hardware or wiring or take any action to violate the district's security system. Users will not use the district's electronic technologies in such a way as to disrupt the use of the system by other users.

F. Users will not use electronic technologies to gain unauthorized access to information resources or to access another person's materials, information or files without the implied or direct permission of that person.

G. Users must not deliberately or knowingly delete other users files or data.

H. Users will not use electronic technologies to post information in public access areas regarding private or confidential information about another person. Private or confidential information is defined by board policy, state law, and REVISED 2020-2021 4 federal law. 1. Refer to Policy 515 (Protection and Privacy of Student Records) for directions on directory information for students and how this can be used. 2. This paragraph does not prohibit communications between employees, parents/guardians or other staff members related to students. 3. This paragraph specifically prohibits the use of electronic technologies to post private or confidential information about another individual, employee or student, on social networks, including but not limited to social networks such as "Facebook," "Twitter," "Instagram," Snapchat," and "Reddit," and similar websites or applications.

I. Users will not repost or resend a message that was sent to the user privately without the permission of the person who sent the message.

J. Users will not attempt to gain unauthorized access to the district's electronic technologies or any other system through electronic technologies.

K. Users will not attempt to log in through another person's account, or use computer accounts, access codes or network credentials other than those assigned to the user.

L. Users must keep all account information and passwords private.

M. Messages and records on the district's electronic technologies may not be encrypted without the permission of the Director of Instructional Technology.

N. Users will not use electronic technologies to violate copyright laws or usage licensing agreements: 1. Users will not use another person's property without the person's prior approval or proper citation; 2. Users will not download, copy or exchange pirated software including freeware and shareware; and 3. Users will not plagiarize works found on the Internet or other information resources.

O. Users will not use electronic technologies for unauthorized commercial purposes or financial gain unrelated to the district's mission. Users will not use electronic technologies to offer or provide goods or services or for product placement.

P. Use of Unmanned Airborne Vehicles (UAV's) or drones is prohibited on school property without prior approval of the Director of Instructional Technology or building principal.

This is a summary of policy 524 Technology Acceptable Use and Safety Policy - Complete policies are available on the district Web site **www.isd199.org/district/board/policies** and in the district office.

Visitors

All visitors to the middle school must first report to the main office for a visitor pass and identification badge. School-age visitors are not permitted to attend classes or lunch time. If a parent/guardian would like to observe their child in class, a verbal/written request to administration 24 hours in advance must occur. Families who may be

interested in attending Inver Grove Heights Middle School may call the guidance office at (651) 306-7205 to set up a tour of the building on a prearranged basis.

***Besides 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 "*District*" tab and then click on the "*School Board*" 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.

FORM:	Grievance Form
ADOPTED:	04/27/20
REVISED:	10/26/20

GENERAL STATEMENT OF POLICY PROHIBITING UNLAWFUL DISCRIMINATION, HARASSMENT, VIOLENCE AND OTHER OFFENSIVE BEHAVIOR GRIEVANCE FORM

Independent School District 199 maintains a firm policy prohibiting all forms of unlawful discrimination, harassment, violence and all other offensive behavior. All persons are to be treated with respect and dignity. The school district shall treat complainants and respondents equitably. Discrimination, harassment, violence or other offensive behavior on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age by any student, teacher, administrator or other school personnel that creates an intimidating, hostile or offensive environment will not be tolerated under any circumstances.

Complainant	
Home Address	
Work Address (if applicable)	
Home/Cell/Work Phone	
Date of Alleged Incident	

Name of person you believe harassed, discriminated or was violent toward you or another individual on the basis of protected class:

If the alleged harassment, discrimination or violence was toward another person, identify that person:

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved, etc. (Attach additional pages if necessary.)

Where and when did the incident(s) occur?

List any witnesses that were present:

This complaint is filed based on my honest belief that _____ has harassed, has discriminated or has been violent toward me or another person on the basis of protected class (race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age). I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief. I understand that the information provided in this complaint will be used consistent with School District policies.

Complainant signature: _____ Date: _____

Received by: _____ Date: _____

For more information contact the district's Title IX Coordinator:
Abel Riodique, Director of Special Services
2990 80th Street East Inver Grove Heights, MN 55076
Email: riodiquea@isd199.org
Phone: (651) 306 - 7828

- OR -

Human Rights Officer:
Michele Carroll, Director of Human Resources
2990 80th Street East Inver Grove Heights, MN 55076
Email: carrollm@isd199.org
Phone: (651) 306 - 7805

514F
ADOPTED: 03/10/08
REVIEWED: 05/13/19

INDEPENDENT SCHOOL DISTRICT 199
Inver Grove Heights Community Schools
2990 80th Street East
Inver Grove Heights, MN 55076

Report of Bullying Behavior

A safe and civil environment is necessary 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. The purpose of this form is to document alleged acts of bullying for school investigative purposes.

Student's Name (Complainant)	
Home Address	
Work Address (if applicable)	
Home/Cell/Work Phone	
Date of Alleged Incident	
Name of person you believe was bullying toward you:	
Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved, etc. (Attach additional pages if necessary.)	
Where and when did the incident(s) occur?	
List any witnesses that were present:	
This complaint is filed based on my honest belief that _____ has bullied me or another person. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.	
Student's (Complainant) signature: _____ Date: _____ Received by: _____ Date: _____	

For more information contact the district's Human Rights Officer:
Abel Riodique, Director of Special Services
2990 80th Street East Inver Grove Heights, MN 55075
Email: riodiquea@isd199.org
Phone: (651) 306 - 7828

List of Other Important School Policies (all policies are available on the district web site **www.isd199.org/district/board/policies**)

Section 1 - School District

Policy 102 - Equal Educational Opportunity (Rev. 08/17/20)

Policy 103 - Complaints from Students, Employees, Parents and Other Persons (Rev. 08/17/20)

Policy 150 - District Website (08/17/20)

Section 4 - Personnel

Policy 413 – Harassment and Violence (01/25/21)

Section 5 - Students

Policy 501 - School Weapons Policy (Rev. 04/26/2021)

Policy 502 - Search of Student Lockers, Desks, Personal Possessions and Student's Person (Rev. 04/26/21)

Policy 503 - Student Attendance (Rev. 05/13/19)

Policy 504 - Student Dress and Appearance (Rev. 05/13/19)

Policy 505 - Distribution of Non-School-Sponsored Materials on School Premises by Students and Employees (Rev. 04/26/21)

Policy 506 - Student Discipline (Rev. 03/08/21)

Policy 507 - Corporal Punishment (04/26/21)

Policy 509 - Enrollment of Nonresident Students (Rev. 04/27/20)

Policy 510 - School Activities (Rev. 07/22/19)

Policy 511 - Student Fundraising (Rev. 07/22/19)

Policy 512 - School-Sponsored Student Publications and Activities (Rev. 04/26/21)

Policy 513 - Student Promotion, Retention and Program Design (Rev. 08/19/19)

Policy 514 - Bullying Prohibition (Rev. 03/08/21)

Policy 514F - Report of Bullying Behavior (Rev. 05/13/19)

Policy 515 - Protection and Privacy of Pupil Records (Rev. 07/22/19)

515F1 - Public Notice - Juvenile Justice System Request for Info (06/27/16)

515F2 - Non-Release of Directory Info (06/27/16)

515F3 - Non-Release of Student Info to Military Recruiters (06/27/16)

Policy 516 - Procedures for Dispensing Medicine at School (Rev. 07/22/19)

Policy 519 - Interview of Students by Outside Agencies (Rev. 07/22/19)

Policy 520 - Student Surveys (Rev. 07/22/19)

Policy 521 - Student Disability Nondiscrimination (03/11/19)

Policy 522 - Student Sex Nondiscrimination (Rev. 12/14/20)

Policy 524 – Student Electronic Technologies Acceptable Use (Adopted 03/08/21)

Policy 526 - Hazing Prohibition (Rev. 03/11/19)

Policy 527 - Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches (Rev. 05/13/19)

Policy 528 - Student Parental, Family and Marital Status Nondiscrimination (Rev. 05/13/19)

Policy 529 - Staff Notification of Student with History of Violent Behavior (Rev. 03/09/20)

Policy 530 - Immunization Requirements (Rev. 07/22/19)

Policy 531 - Pledge of Allegiance (Rev. 04/26/21)

Policy 532 - Use of Peace Officers and Crisis Teams to Remove Students with IEP's from School Grounds (Rev. 08/19/19)

Policy 533 - Wellness (Rev. 06/27/16)

Policy 534 - Participation in High School Athletics (Rev. 07/22/19)

Section 6 - Educational Program

Policy 601 - School District Curriculum and Instruction Goals (Rev. 04/27/20)

Policy 602 - Organization of School Calendar and School Day (Rev. 05/18/20)

Policy 603 - Curriculum Development (Rev. 05/18/20)

Policy 604 - Instructional Curriculum (Rev. 05/18/20)

Policy 610 - Field Trips (Rev. 05/18/20)

Policy 612.1 - Development of Parental Involvement Policies for Title I Programs (Rev. 06/22/20)

Policy 616 - School District System Accountability (Rev. 01/25/21)

Policy 618 - Assessment of Standard Achievement (Rev. 06/22/20)

Policy 620 - Credit for Learning (Rev. 06/22/20)

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 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.

Students who need additional support may benefit from:

- 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[1];
- 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

[1] *These are steps that might be taken for a student who is already identified as eligible for special education and related services.*

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[2];
- 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

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[2] *These are steps that might be taken for a student who is already identified as eligible for special education and related services*

Behavior Response Glossary

Behavioral Contract	Correcting inappropriate or disruptive student behavior through a formal plan designed by 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

Discipline Guidelines for Special Education Students under State Law and Federal Regulations

	IEP Team Meeting Required	Manifestation Determination Required[1]	Functional Behavioral Assessment Plan Required[2]	Alternative Education Services Required
Student removed for one school day or less	**No***	**No***	**No***	**No***
Student suspended for less than five consecutive days	**No***	**No***	**No***	**No***
Student suspended for five consecutive school days	**Yes**	**Yes**	**No***	**No***
Student suspended for six OR MORE consecutive school days	**Yes**	**Yes**	**No***	**Yes**
Student removed for 10 cumulative days in a school year or more	**No**	**No**	**No**	**No**
Student removed for 11 cumulative days in a school year or more	**Yes**	**Yes**	**Yes**	**Yes, access to FAPE required**
Student placed on in-school suspension	**No****	**No****	**No****	**No****
Student suspended from the bus	**IEP specific*****	**IEP specific*****	**IEP specific*****	**IEP specific*****
Parent requests a manifestation determination following any removal for disciplinary reasons	**Yes**	**Yes**	**No***	**No***

[1]*"Manifestation Determination" is a process to determine if a student's behavior problem was or was not a manifestation of the student's disability.*
[2]*A Functional Behavioral Assessment" is a process for gathering information to understand the structure and function of a student's behavior(s) in order to develop an effective and efficient behavioral support plan that teachers and encourages alternative behaviors.*
Unless the student has been removed 11 or more cumulative days in a school year.* ***Minn Stat. 121A.43(a)*
***In-school suspension is not considered a day of suspension for a student with a disability as long as the student continues to receive regular and special education services during the in-school suspension.*
****If bus transportation is a part of the student's IEP, a bus suspension would be treated as a removal unless the school provides transportation in some other way, because that transportation is necessary for the student to obtain access to the location where all other services will be delivered. If bus transportation is not a part of the student's IEP, a bus suspension typically would not be a removal.*

ISD 199 Behavior Response Matrix

The following are examples of unacceptable behavior subject to disciplinary action by the school district. Although progressive discipline is preferred, the district, nonetheless, has authority to bypass levels on a case-by-case basis. These examples are to clarify some behaviors but do not represent all behavior that may lead to disciplinary action. School Board Policy 506 gives the broad language regarding unacceptable behaviors and disciplinary action. Additional related policies are referenced below and in Policy 506.

Behavior	Lowest level should be considered first, followed by progressively more intensive consequences.			
	LEVEL 1 **Classroom and Support Responses** Teacher coordinates intervention. No office discipline referral.	**LEVEL 2** **Classroom and Support Responses** Teacher coordinates intervention and partners with office. Office discipline referral required.	**LEVEL 3** **Support, Administrative Responses** Teacher initiates intervention, office coordinates intervention, office discipline referral required	**LEVEL 4** **Support, Removal Responses** Office coordinates intervention, which may include removal. Office discipline referral required.
Abuse: Verbal, Written, or Otherwise Expressed **Policy: 506**	Engaging in behavior that involves an expressed or implied threat to interfere with an individual's personal safety, academic efforts, employment, or participating in school sponsored activities (e.g. gang symbols, drawings/messages, or any other type of insignia to display association with an organization that is disruptive to the learning environment). This behavior causes a reasonable person to have apprehension that such harm is about to occur, and includes "fighting words" that are spoken face-to-face or written down as a personal insult to an individual(s) that can be reasonably perceived as personally abusive and/or inherently likely to provoke a violent reaction.			
Alcohol **Policy: 418, 516**			Being under the influence, using or possessing alcohol	Distributing/selling alcohol
Arson **Policy: 506**			Intentional destruction or damage to school or district buildings or property by means of fire.	
Assault **Policy: 413**		Physical: Engaging in behavior that intentionally causes fear or threatens bodily harm. Intentional infliction of bodily harm upon another person.		Aggravated: Committing an assault upon another person with a weapon or a device used as a weapon, or an assault which inflicts great bodily harm upon another person.

Behavior	Lowest level should be considered first, followed by progressively more intensive consequences.			
	LEVEL 1 **Classroom and Support Responses** Teacher coordinates intervention, no office discipline referral	**LEVEL 2** **Classroom and Support Responses** Teacher coordinates intervention, partners with office, office discipline referral required	**LEVEL 3** **Support, Administrative Responses** Teacher initiates intervention, office coordinates intervention, office discipline referral required	**LEVEL 4** **Support, Removal Responses** Office coordinates intervention, may include removal, office discipline referral required
Bullying **Policy: 514**		Inappropriately targeting another student over a pattern of events where a perceived imbalance of power exists.		
		Materially, substantially interfering with another student's right to learn or participate in school activities.		
		Using electronic communication including but not limited to: email, text, social media, etc., that significantly disrupts another student's right to learn or participate in school activities.		
		Any written or verbal form of intimidation, harassment or physical harm against a person who makes a good faith report of alleged bullying, or against any person who testifies, assists, or participates in an investigation, proceeding or hearing.		
Bus Misconduct **Policy: 506, 709**	Breaking any bus and/or school rules while waiting for, riding, and leaving the bus. In addition to possible loss of transportation (privilege), misbehavior on district buses will be addressed in accordance with the consequences outlined for specific behaviors			
Destruction of Property **Policy: 506**	Causing accidental damage			
		Causing intentional damage to property (vandalism).		
Disruption **Policy: 506**	Engaging in minor behavior that distracts from the learning environment.			
	Persistently or habitually engaging in minor behavior that distracts from the learning environment (e.g. talking out of turn, throwing small items, horseplay).			
		Interference/Major Disruption: Engaging in moderate to serious behavior that distracts from teaching and learning and directly affects the safety of others.		
		Interference/Major Disruption: Engaging in intentional negative actions that significantly disrupts the rights of other students and/or school community members to learn and be safe.		
		Interference/Major Disruption: Filming or recording in any manner the conduct or activities of other students or staff on district property without permission. In addition, any distribution, transmission, sharing or broadcasting of such activities/conduct on social media or elsewhere is prohibited. This prohibition does not apply to public events held on district property.		

Behavior	Lowest level should be considered first, followed by progressively more intensive consequences.			
	LEVEL 1 **Classroom and Support Responses** Teacher coordinates intervention, no office discipline referral	**LEVEL 2** **Classroom and Support Responses** Teacher coordinates intervention, partners with office, office discipline referral required	**LEVEL 3** **Support, Administrative Responses** Teacher initiates intervention, office coordinates intervention, office discipline referral required	**LEVEL 4** **Support, Removal Responses** Office coordinates intervention, may include removal, office discipline referral required
Dress Code **Policy: 504**	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.			
Driving **Policy: 527**			Students may use motor vehicles on the high school campus during the school day only if permission has been granted and a student parking pass has been issued to the student by the high school administration. Parking permits must be displayed according to the student parking regulations provided at the time of issuance. Strict compliance with the following campus traffic regulations is mandatory; disciplinary action will be taken if a student chooses to ignore them: • 10 mile per hour speed limit. • One direction driving – arrows in parking lots designate the direction of traffic. • Park in designated lots and avoid yellow curbs, loading docks, visitor parking and designated employee parking spaces. • “Off limit” regulations relate to parked cars and parking lots during the school day, unless written authorization is granted by school officials.	

Behavior	Lowest level should be considered first, followed by progressively more intensive consequences.			
	LEVEL 1 **Classroom and Support Responses** Teacher coordinates intervention, no office discipline referral	**LEVEL 2** **Classroom and Support Responses** Teacher coordinates intervention, partners with office, office discipline referral required	**LEVEL 3** **Support, Administrative Responses** Teacher initiates intervention, office coordinates intervention, office discipline referral required	**LEVEL 4** **Support, Removal Responses** Office coordinates intervention, may include removal, office discipline referral required
Explosives/Bomb Threats **Policy: 501, 506**		Possessing an incendiary or explosive device, material, or any combination of combustible or explosive substance, other than a firearm, that can cause harm to people or property (e.g. firecrackers, smoke bombs, flares, lighters).		
				Detonating and/or threatening to detonate an incendiary device or material as described above.
				Intentionally giving a false alarm of a bomb.
Fighting **Policy: 506**		Engaging in or instigating a fight by verbal escalation, social media use, shoving, pushing, or otherwise being aggressive toward others.		
			Engaging in a fight.	
				Engaging in a fight that extends beyond staff interference.
Gambling **Policy: 506**	Playing a game of chance or stakes or bookmaking.			

Behavior	Lowest level should be considered first, followed by progressively more intensive consequences.			
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Harassment **Policy: 413, 506**		Engaging in intentional negative actions on the part of one or more students that cause discomfort with identity issues in regard to 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 that interfere with a student's ability to participate in or benefit from the school's educational programs.		
			Ongoing intimidation, hostility, or creating an offensive academic environment; substantially or unreasonably interfering with an individual's academic performance; or otherwise adversely affecting an individual's academic opportunities.	
				Continuation of intimidation, hostility, or creating an offensive academic environment after administrative intervention; substantially or unreasonably interfering with an individual's academic performance; or otherwise adversely affecting an individual's academic opportunities.
Hazing **Policy: 506, 526**			Committing an act against another 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.	
			Any written or verbal form of intimidation, harassment or physical harm against a person who makes a good faith report of alleged hazing.	

Behavior	Lowest level should be considered first, followed by progressively more intensive consequences.			
	LEVEL 1 **Classroom and Support Responses** Teacher coordinates intervention, no office discipline referral	**LEVEL 2** **Classroom and Support Responses** Teacher coordinates intervention, partners with office, office discipline referral required	**LEVEL 3** **Support, Administrative Responses** Teacher initiates intervention, office coordinates intervention, office discipline referral required	**LEVEL 4** **Support, Removal Responses** Office coordinates intervention, may include removal, office discipline referral required
Illegal Drugs/Controlled Substances **Policy: 417, 418, 506**			Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician. Using, possessing (including paraphernalia) or being under the influence of illegal drugs. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product (e.g., vaping), or any other food, liquid, or substance that subjects the student to a risk of harm.	Distributing or selling controlled drugs, illegal drugs or look-alike substances.
Inappropriate Language/Gestures **Policy: 506**	Language that is considered offense/vulgar or movement or position of the body, hands or arms that is considered offensive/vulgar			
Inappropriate Physical Contact (No Bodily Harm) **Policy: 506**	Students engage in non-serious but inappropriate physical contact, such as pushing and intimidation.			
Inappropriate Physical Contact (Bodily Harm) **Policy: 506**		An intentional act by a student resulting in bodily harm.		
Inappropriate Use of Personal or School-Issued Electronic Devices **Policy: 506**	Causing a nuisance or disrupting the educational environment through the non-curricular use of cameras, cell phones or other devices for photographic, audio, video, or digital recording and/or sharing of those recordings without staff permission. Inciting an unsafe situation or disrupting the educational environment with a personal or school electronic device including but not limited to: cell phones, headphones/earbuds, universal remote controls.			
Insubordination **Policy: 506**		Repeatedly or persistently defying or refusing to follow appropriate directions of teachers, staff, or administrators.		
Pornography/Possession **Policy: 506**			Possession of sexually explicit material.	

Behavior	Lowest level should be considered first, followed by progressively intensive consequences.			
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Scholastic Dishonesty/ Misrepresentation **Policy: 506, 524**	Plagiarizing (taking someone else's work or ideas for students in grades (K-12), forgery, (faking a signature; electronic or actual signature of a teacher, parent/guardian); or cheating including via electronic means (taking photos of test or assignments).			
		Tampering with, or assisting another to tamper with student information or assessment systems.		
Tardiness **Policy: 503, 506**	Arriving late to the assigned school locations (class).			
	Persistently arriving late to class or school without an excuse.			
Terroristic Threat **Policy: 506**			Threatening directly or indirectly to commit any crime of violence with the purpose of terrorizing another.	
Theft/Burglary **Policy: 506**	Taking or obtaining property of another without permission and/or knowledge of the owner.			
		Persistently or habitually taking or obtaining property of another without permission and/or knowledge of the owner. Taking or obtaining property of another through intimidation.		
			Taking or obtaining property of another without permission and/or knowledge of the owner, where the theft is over $500 or defined as burglary by law enforcement.	
Trespassing **Policy: 506**			Entering a building or area of a building without consent during or after school hours.	
Tobacco **Policy: 419, 506**			Using or possessing tobacco/tobacco related devices, e-cigarettes/vaping devices and/or vaping components (e.g., vaping batteries, vaping pods, mouthpieces).	
Truancy **Policy: 503, 506**		Being willfully absent from class (or more than 20 minutes late) without lawful excuse for one or more class periods on seven different school days.		
Unexcused Absences **Policy: 503, 506**	Unexcused absence from the assigned school locations (class).			
	Persistently missing classes or school without an excuse.			

Behavior	Lowest level should be considered first, followed by progressively more intensive consequences.			
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Weapons or Look Alike Weapons **Policy: 501**			Possessing, using, or threatening to use a look-alike gun, facsimile, or non-firearm gun.	
			Possessing, using, or threatening to use a non-firearm gun.	
			Possessing ammunition, a knife/blade or other implement that could cause serious bodily harm, without intent to use as a weapon.	
				Possessing a knife/blade or gun or anything that could cause serious bodily harm with intent to use as a weapon.
				Using or threatening to use a knife/blade or gun or other implement as a weapon with intent to cause serious bodily harm.
				Distributing or selling weapons

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, Abel Riodique, 651-306-7828 and RiodiqueA@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.