



# STUDENT RIGHTS & RESPONSIBILITIES

2023-2024 · 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  
5899 Babcock 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

199 Online High School  
Phone 612-443-2808  
Attendance 651-306-7010

# 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.

## Spartan Norms

*Developed by the ISD 199 Student Advisory Council of 2022-2023 and refined by students throughout ISD 199.*

### Respectful Language

- Be positive with what you say and how you say it.
- No foul language, swearing, insults, slurs, or discriminatory words or actions.
- Think before you speak, and don't say something you will regret.

### Respect Toward Others

- Listen and be open-minded.
- Respect the opinions and views of others.
- Know when to stop or draw the line on sharing your opinions.

### Conflict Resolution

- When you see something, say something. Don't be a bystander. Confidentially let an adult know.
  - Have a resolution mindset: Seek to understand and find a solution that can satisfy all sides.
    - Be cautious with your words, and don't push people's limits.

## 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 Student Rights & Responsibilities handbook and the policy. Students will learn and meet the behavior expectations of this district, their school, and their classrooms; will take personal responsibility for their behavior as they are able and work to improve the relationships they have with their peers, their teachers, and with other school staff; will know and be responsible for meeting the expectations set forth in the Student Rights & Responsibilities handbook..*

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/or guardians are responsible for partnering with their student's school to implement the school behavior standards and school and classroom rules to improve their student's outcomes. Parents/guardians shall review the Student Rights & Responsibilities handbook and will help their student learn the behavior standards of their schools and classrooms. 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:

*All teachers are responsible for leading the development of a positive teaching/learning environment and the classroom behavior and procedures; assuring that all students are taught the expected school behavior in their classroom and school; participating in identifying students who would benefit from the additional support from school and community resources; participating in implementation of the school behavior/classroom plans and restorative practices; participating in data review, necessary training, and analysis of behavior data to improve student outcomes; and enforcing the Student Rights & Responsibilities handbook. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or 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 shall give direction and support to all school personnel performing their duties within the framework of this policy. Principals are responsible for leading the collaborative development of the schoolwide and classroom rule/plans, implementation of restorative practices; assuring that annual notices are given to students, parents/guardians, and staff; developing and sustaining partnerships with identified community resources; leading the review of school behavior data to identify training needs with a view toward improving student outcomes through the lens of equity; and reviewing behavior data monthly in the building with leadership teams and other district leadership no less than quarterly. A principal may use reasonable force when it is necessary under the circumstance to correct or restrain a student or prevent serious 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 are responsible for implementing the district/building school behavior standards, participating in data review as directed by the principal or site administrator, and attending necessary training to improve student outcomes. 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

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<sup>1</sup> These are steps that might be taken for a student who is already identified as eligible for special education and related services.

## 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;
- Removal from Classroom;
- Call for an IEP meeting and/or request a Functional Behavioral Assessment/Positive Support Plan<sup>1</sup>;
- 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;

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<sup>1</sup> 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<sup>2</sup>;
- 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;
- In-school Suspension

### 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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<sup>2</sup> 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.

## In School Suspension

An action taken by school administration to prohibit a student from attending classes for a period of time (more than half of a school day) while remaining under the supervision of school staff during the school day.

## Loss of Privileges

Temporarily denying 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.



<b>Parent Outreach</b>	Informing parents/guardians of their children's behavior and seeking their assistance in correcting inappropriate or disruptive behavior.
<b>Plan for Success/Contract</b>	Developing an agreement between the student, school and family to create opportunities for change.
<b>Recommendation to School-based Supports</b>	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.
<b>Referral to an Alternative Education Setting</b>	Recommending a student to a building administrator(s) for placement in an alternative education school, alternative education program, or alternative education placement.
<b>Removal from School</b>	Removing a student from classes for more than one class period, but less than one day.
<b>Restitution</b>	A response that results in restoring and improving an environment, formally apologizing, or compensating for loss, damage, or injury; community services.
<b>Restorative Practices</b>	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.
<b>School Service</b>	Recommending student to participate in an activity that serves and benefits others in the school.
<b>Suspension</b>	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 responses applied are proportional and consistent with:

- The student's age, maturity, and understanding of the impact of their behavior;
- The student's ability and/or willingness to repair the harm caused by their behavior;
- 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;
- The student's Individualized Education Plan (IEP) or 504 Plan, if applicable;
- Cultural or linguistic factors that may provide context to understand student behavior;
- The circumstances, including the nature and seriousness of the offense, surrounding the incident;
- 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

# Inver Grove Heights Schools Administrative Response to Reported Incidents

## 1. INVESTIGATION

- » Ensure safety first
- » Initiate a full investigation
- » Communicate with stakeholders as necessary

## 2. DUE PROCESS

- » Follow ISD 199 School Board policies (413 Harassment & Violence, 514 Bullying Prohibition)
- » Investigate all allegations
- » Include district administrators and school resource officer where applicable

## 3. SUPPORT

- » Offer restorative practices to help repair harm and allow the student(s) time to process
- » Involve student support team members, parents, and administrators
- » Create safety plans

## 4. WELCOME BACK REFLECTION AND/OR SAFETY PLANS

- » Develop a plan with the offending student to complete reflective lessons with a focus on their impact
- » Develop safety plans for students who need them

## 5. PROGRESSIVE DISCIPLINE

- » Any student who repeats harm is given additional consequences, up to and including suspension and expulsion



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

	IEP Team Meeting Required	Manifestation Determination Required <sup>1</sup>	Functional Behavioral Assessment Plan Required <sup>2</sup>	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*	*
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*

<sup>1</sup> "Manifestation Determination" is a process to determine if a student's behavior problem was or was not a manifestation of the student's disability.

<sup>2</sup> 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 responses.			
	LEVEL 1 <i>Classroom and Support Responses</i> Teacher coordinates intervention. No office discipline referral	LEVEL 2 <i>Classroom and Support Responses</i> Teacher coordinates intervention and partners with office. Office discipline referral required.	LEVEL 3 <i>Support, Administrative Responses</i> Teacher initiates intervention, office coordinates intervention, office discipline referral required.	LEVEL 4 <i>Support, Removal Responses</i> Office coordinates intervention, which may include removal. Office discipline referral required.
Abuse: Verbal, Written, or Otherwise Expressed <i>Policy: 506</i>	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 <i>Policy: 418, 516</i>			Being under the influence, using or possessing alcohol	Distributing/selling alcohol
Arson <i>Policy: 506</i>			Intentional destruction or damage to school or district buildings or property by means of fire.	
Assault <i>Policy: 413</i>		Engaging in physical behavior with the intent to cause physical harm. Intentional infliction of bodily harm upon another person.		

Behavior	Lowest level should be considered first, followed by progressively more intensive responses.			
	LEVEL 1 <i>Classroom and Support Responses</i> Teacher coordinates intervention. No office discipline referral	LEVEL 2 <i>Classroom and Support Responses</i> Teacher coordinates intervention and partners with office. Office discipline referral required.	LEVEL 3 <i>Support, Administrative Responses</i> Teacher initiates intervention, office coordinates intervention, office discipline referral required.	LEVEL 4 <i>Support, Removal Responses</i> Office coordinates intervention, which may include removal. Office discipline referral required.
Bullying <i>Policy: 514</i>		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 <i>Policy: 506, 709</i>	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 responses outlined for specific behaviors			
Destruction of Property <i>Policy: 506</i>	Causing accidental damage			
		Causing intentional damage to property (vandalism).		

Behavior	Lowest level should be considered first, followed by progressively more intensive responses.			
	<b>LEVEL 1</b> <i>Classroom and Support Responses</i> Teacher coordinates intervention. No office discipline referral	<b>LEVEL 2</b> <i>Classroom and Support Responses</i> Teacher coordinates intervention and partners with office. Office discipline referral required.	<b>LEVEL 3</b> <i>Support, Administrative Responses</i> Teacher initiates intervention, office coordinates intervention, office discipline referral required.	<b>LEVEL 4</b> <i>Support, Removal Responses</i> Office coordinates intervention, which may include removal. Office discipline referral required.
<b>Disruption</b> <i>Policy: 506</i>	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 responses.			
	<b>LEVEL 1</b> <i>Classroom and Support Responses</i> Teacher coordinates intervention. No office discipline referral	<b>LEVEL 2</b> <i>Classroom and Support Responses</i> Teacher coordinates intervention and partners with office. Office discipline referral required.	<b>LEVEL 3</b> <i>Support, Administrative Responses</i> Teacher initiates intervention, office coordinates intervention, office discipline referral required.	<b>LEVEL 4</b> <i>Support, Removal Responses</i> Office coordinates intervention, which may include removal. Office discipline referral required.
<b>Dress Code</b> Policy: 504	Prohibited dress includes: <ul style="list-style-type: none"> <li>▪ Clothing that does not cover the buttocks, midriff, chest or undergarments.</li> <li>▪ Undergarments that are worn as outer garments.</li> <li>▪ Clothing, accessories or body art depicting words or visuals which are vulgar, obscene, disruptive, violent, abusive or discriminatory.</li> <li>▪ 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.</li> <li>▪ Dress or grooming which is disruptive to the classroom or school atmosphere.</li> <li>▪ Accessories that could be considered dangerous or could be used as a weapon.</li> <li>▪ 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.</li> </ul>			



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<b>Driving</b> <i>Policy: 527</i>			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: <ul style="list-style-type: none"> <li>▪ 10 mile per hour speed limit.</li> <li>▪ One direction driving – arrows in parking lots designate the direction of traffic.</li> <li>▪ Park in designated lots and avoid yellow curbs, loading docks, visitor parking and designated employee parking spaces.</li> <li>▪ “Off limit” regulations relate to parked cars and parking lots during the school day, unless written authorization is granted by school officials.</li> </ul>	
<b>Explosives/Bomb Threats</b> <i>Policy: 501, 506</i>			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.	

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<b>Fighting</b> <i>Policy: 506</i>			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.
<b>Gambling</b> <i>Policy: 506</i>	Playing a game of chance or stakes or bookmaking.			

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<b>Harassment</b> <i>Policy: 413, 506</i>			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.	

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<b>Hazing</b> <i>Policy: 506, 526</i>			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.	
<b>Illegal Drugs/ Controlled Substances</b> <i>Policy: 417, 418, 506</i>			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, nicotine 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.	
<b>Inappropriate Language/Gestures</b> <i>Policy: 506</i>	Language that is considered offense/vulgar or movement or position of the body, hands or arms that is considered offensive/vulgar			

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Inappropriate Physical Contact (No Bodily Harm) <i>Policy: 506</i>	Students engage in non-serious but inappropriate physical contact, such as pushing and intimidation.			
Inappropriate Physical Contact (Bodily Harm) <i>Policy: 506</i>		An intentional act by a student resulting in bodily harm.		
Inappropriate Use of Personal or School-Issued Electronic Devices <i>Policy: 506</i>	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 <i>Policy: 506</i>		Repeatedly or persistently defying or refusing to follow appropriate directions of teachers, staff, or administrators.		
Pornography/ Possession <i>Policy: 506</i>			Possession of sexually explicit material.	
Scholastic Dishonesty/ Misrepresentation <i>Policy: 506, 524</i>	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 <i>Policy: 503, 506</i>	Arriving late to the assigned school locations (class).			
	Persistently arriving late to class or school without an excuse.			

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<b>Terroristic Threat</b> <i>Policy: 506</i>			Threatening directly or indirectly to commit any crime of violence with the purpose of terrorizing another.	
<b>Theft/Burglary</b> <i>Policy: 506</i>	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.	
<b>Trespassing</b> <i>Policy: 506</i>			Entering a building or area of a building without consent during or after school hours.	
<b>Tobacco</b> <i>Policy: 419, 506</i>			Using or possessing nicotine/tobacco related devices, e-cigarettes/vaping devices and/or vaping components (e.g., vaping batteries, vaping pods, mouthpieces).	
<b>Truancy</b> <i>Policy: 503, 506</i>		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.		
<b>Unexcused Absences</b> <i>Policy: 503, 506</i>	Unexcused absence from the assigned school locations (class).			
	Persistently missing classes or school without an excuse.			

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<b>Weapons or Look Alike Weapons</b> <i>Policy: 501</i>			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](http://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](mailto: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](http://www.isd199.org/vocational_opportunities).