Dear Saint Paul Public Schools Families,

On behalf of the Board of Education, thank you for choosing Saint Paul Public Schools (SPPS). We are committed to providing your child a safe and welcoming environment for the best possible learning experience. We are grateful for the trust you have in us and will work to earn and keep that trust every day.

Please talk with your student about this important document. There are rights students are guaranteed when they are at school as well as responsibilities that accompany those rights. Both are summarized in this handbook. In addition, this document outlines the work SPPS is doing to build a positive school culture and hold students accountable for behavior that is not appropriate.

Please know that everyone of us strives to create welcoming schools where each and every student is seen, known and valued.

I wish you and your family a great year in Saint Paul Public Schools.

In partnership,

Joe Gothard
Superintendent

The Handbook applies to conduct occurring:

1) On school property, on school district-provided transportation, or at designated locations for students to wait for school district-provided transportation.
2) During any school-sponsored or school-sanctioned program, activity, event or trip.
3) Using school computers, electronic technology, networks, forums, or mailing lists.
4) Using electronic technology off the school premises that materially and substantially disrupts a student’s learning or the school environment.

If you have questions about anything you read here, please contact your child’s teacher or principal. To review the entire Handbook online, visit spps.org/rights_and_responsibilities.

To learn of the recommended guidelines for bus safety, refer to page 22.

IMPORTANT NOTE: This document is a summary of the Rights and Responsibilities Handbook. Students are responsible for knowing and following the most current and complete Handbook, found online: spps.org/rights_and_responsibilities.

Persons with visual impairments may request a copy of this summary in an alternate format, such as large print, audio recording, etc. Contact the Office of Communications, Marketing & Development at 651-767-8110. If you would like to receive this information in another language, please contact your school.

• Haddii aad jeclaan lahayd heshid warkan oo ku qoran Af-Soomaali, fadlan la xiriir iskuulkaaga.
• Yog koj xav tau cov ntawb ntaww no u lus Hmoob, thov tiv tauj koj lub tsev kawm ntaww.
• Si usted desea recibir esta información en español, por favor contáctese con su escuela.
• ខ្ញុំដែលសុំចុះឈើថ្នាក់បញ្ហាេប់ក្រោយ ឱ្យកិច្ចពន់តែង។
# Shared Responsibilities

## Increasing Respect, Responsibility and Safety

Saint Paul Public Schools strives to create a safe and welcoming place for all students. All of us help create this positive and respectful learning environment. While each school’s approach may differ in details, the table below offers a summary of the responsibilities we share to create a positive school and district culture:

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Students</th>
<th>Parents/Guardians</th>
<th>All SPPS Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beliefs</strong></td>
<td>Believe that you have the capacity to be your best self, achieve your dreams and change the world.</td>
<td>Believe your child has the capacity to be their best self, achieve their dreams and change the world.</td>
<td>Believe staff have the capacity to support students in being their best selves, achieving their dreams and changing the world.</td>
</tr>
<tr>
<td><strong>Positive Relationships</strong></td>
<td>Build and maintain positive relationships with all staff. Try to identify an adult in the building you feel comfortable going to with questions and concerns.</td>
<td>Build and maintain a positive relationship with staff at the school.</td>
<td>Build and maintain positive relationships with all students and their families.</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Respect yourself, the learning environment, other students, their parents/guardians, families and all staff.</td>
<td>Respect and support the learning environment and emphasize the importance of being prepared for school.</td>
<td>Develop a learning community and a respectful environment that supports social-emotional and academic success.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>Ask for and accept help when you need assistance.</td>
<td>Ask for help when you need assistance. Advocate for your child through regular communication with school staff.</td>
<td>Regularly communicate with students and families. Support them when they ask for assistance.</td>
</tr>
<tr>
<td><strong>Attendance</strong></td>
<td>Go to school every day on time, ready to learn and give your best effort.</td>
<td>Make sure your child arrives at school every day on time and prepared to learn.</td>
<td>Create a welcoming environment. Have high expectations for all students.</td>
</tr>
<tr>
<td><strong>Expectations and Procedures</strong></td>
<td>Learn and follow school expectations and procedures.</td>
<td>Learn and talk with your child about the expectations and procedures at their school.</td>
<td>Teach, model and reinforce school expectations and procedures. Follow the school-wide discipline plan.</td>
</tr>
<tr>
<td><strong>Technology Use</strong></td>
<td>Use technology and equipment in a responsible way.</td>
<td>Review the technology agreement with your child.</td>
<td>Tailor instruction for student voice and choice within a technology rich learning environment.</td>
</tr>
<tr>
<td><strong>Learn</strong></td>
<td>Personalize your learning by bringing your creativity to your assignments.</td>
<td>Encourage your child’s passion to learn and grow toward their own goals for college and career.</td>
<td>Provide personalized, engaging and academically appropriate instruction, including culturally responsive teaching that represents and invites students’ identities.</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>Conduct yourself in a manner to ensure your safety and the safety of others.</td>
<td>Contact your child’s school if you observe or are aware of potentially unsafe activities or conditions.</td>
<td>Create and monitor safe conditions in the school environment.</td>
</tr>
</tbody>
</table>
Positive School Culture

Saint Paul Public Schools recognizes the importance of positive school culture and providing quality supports to students and staff across the district. In addition to administrators, teachers, and other school staff, school social workers, counselors, psychologists, and nurses provide guidance to support students and remove barriers to learning. A positive district and school culture is vital for SPPS to inspire all students to think critically, pursue their dreams and change the world. Below is a summary of the proactive approach used to create a welcoming environment and positive culture.

Positive Behavioral Interventions and Supports (PBIS): A Framework for All Schools

Positive Behavioral Interventions and Supports (PBIS) is an educational, preventive, and restorative approach to behavior. This approach helps schools create and sustain effective and culturally-inclusive environments that support academic and social success for all students. All Saint Paul Public Schools use PBIS to teach school-wide expectations to all students and recognize students who meet those expectations. Small group and individualized supports are also provided in this approach. Each school designs its own three-tiered system:

- **Tier 1:** All students learn the behavior expectations at school. Staff members teach, model and reinforce these expectations throughout the school year.
- **Tier 2:** Some students receive small-group interventions to practice the behavior taught in Tier 1.
- **Tier 3:** A few students receive individualized interventions and support

At each tier, students learn and practice the social-emotional and behavioral skills they need to do well in school and throughout their lives. Supports provided at each tier involve the integration and alignment of practices, programs and supports listed below. Learn more at spps.org/pbis.

Restorative Practices

Restorative Practices are ways for a school community to build relationships, problem solve and learn. In this approach, relationships are the most important way we learn about the world and ourselves. Some sites are implementing Restorative Practices school-wide as a way to proactively build community among stakeholders and to use restorative ways to repair harm, when needed. Learn more at spps.org/restorativepractices.

Social-Emotional Learning

Social and Emotional Learning is how children and adults learn how to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Departments across the district work collaboratively to support social-emotional learning. A school may choose to implement a specific Social-Emotional Learning program(s) to support academic and social success. Learn more at spps.org/schoollsupport.

Mental Health and Wellness

Mental Health and Wellness refers to the continuum of emotional supports available to students and staff. These supports strive to create a safe learning environment, maximize collaboration between students and adults, provide students with choices, create trusting relationships, and empower students to do their best. Learn more at spps.org/schoollsupport.
Student Rights and Responsibilities

Students who attend SPPS have rights and opportunities. Students also have responsibilities to teachers, other staff and fellow students. Students have other rights guaranteed by the Constitution and by state and local laws. The rights and responsibilities in this summary are not all-inclusive and do not cover every situation that may arise. This section describes student rights, opportunities and responsibilities in SPPS.

### Access to Records

**Rights/Opportunities**
- Students’ parents/guardians and eligible students under federal law generally have the right to view their school records according to state and federal laws.
- Students have the right to privacy regarding their school records. Any disclosure of information from student records will be consistent with legal requirements and policy established by the school district.

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

### Attendance and Tardiness

**Rights/Opportunities**
- Absence or tardiness of students because of religious holidays and observances shall be recorded as excused absences or tardiness at the written request of the parent/guardian. For more details, see Board Policy 503.00 at spps.org/Domain/13187.

**Responsibilities**
- Students and parents/guardians are responsible for following the school’s attendance and tardiness rules and procedures.
- Students and parents/guardians are responsible for notifying the school (e.g., a written note, phone call) before an absence or upon returning to school after an absence.
- Students are responsible for following the school’s procedures, i.e. obtaining a pass from a staff person, when late for class or if there is a need to leave class.
- Students and parents/guardians are responsible for notifying the school if the student must leave during the school day. For more details, see Board Policy 503.03 at spps.org/Domain/13187.

### Equal Opportunity

**Rights/Opportunities**
- Students have the right of equal opportunity, as allowed by law, to participate in all school activities and school education programs for which they are eligible.

**Responsibilities**
- Students are responsible for following the rules and procedures of the school-sponsored activity in which they, or others, participate. Students may not discourage, impede or prevent the participation of other students.
### Fair Treatment

**Rights/Opportunities**
- Students have the right to due process, as defined in the Minnesota Pupil Fair Dismissal Act, when involved in a violation of district rules. Included is the opportunity to hear the nature of the violation and to give their account of the situation.
- Students have the right to be informed of all applicable classroom and school rules, expectations and procedures.
- Students have the right to be treated respectfully by district employees and other students.
- Students have the right to be free from unreasonable physical contact from staff and other students. Reasonable force by staff to restrain or correct a student from injuring self or other persons, however, is allowable.

**Responsibilities**
- Students are responsible for responding to all directions or questions from staff and for following all laws, policies, rules and expectations that apply to them.
- Students are responsible for knowing and following all applicable classroom rules, expectations, and procedures.
- Students are responsible for treating all persons respectfully.
- Students are responsible for respecting the space and freedom of those around them.
- Students are expected to treat the property of others and the district responsibly.
- Students are responsible for refraining from using force or physical contact to inflict harm on another.
- Students are responsible for not engaging in conduct that threatens to physically or mentally injure themselves, other persons or property.

### Free Speech and Expression

**Rights/Opportunities**
- Students have the right to free speech subject to certain Constitutional limitations.

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

**Rights/Opportunities**
- Students have the right to be identified by their preferred name, pronoun, and asserted gender in school records, learning spaces, facilities, and extracurricular activities consistent with Board Policy and procedures. For more information see Board Policy 500.00 and procedure 500.00.01 at spps.org/Domain/13187.

**Responsibilities**
- Students must communicate with school staff if their school records are not reflective of their preferred name, pronoun, and/or gender identity.
- School record name and/or gender changes connected to gender identity require submitting updates to the placement office in accordance with Board procedures.

### Learning and Academic Work

**Rights/Opportunities**
- Eligible resident students have the right to a free public education according to state and federal law.
- Students have the right to attend school and gain an education as provided by law. Attendance at a particular school is a privilege, not a right. For more details, see Minn. Stat. § 120A.36 at revisor.mn.gov/statutes.
- Students have the right to attend school in a safe environment that is free from disruptive behavior by others. Students have the right to experience learning opportunities that reflect their cultural experiences in a non-racist, non-sex-biased, gender and disability fair manner. For more information see Board Policy 602.01 at spps.org/Domain/13187.
- Students have the right to make up school work missed during any excused absence.
- When absent for an extended period as a result of a medical issue, students have the right to necessary home/hospital instruction as regulated by state guidelines.

**Responsibilities**
- Students are responsible for daily attendance, for completing class assignments on time, and for bringing appropriate materials required for class use.
- Students are responsible for behaving in such a manner that supports learning for all, does not pose a potential or actual danger to themselves or others, and is not disruptive to the learning process for others.
- Students are responsible for respecting the cultural experiences shared by their peers.
- Students are responsible for obtaining and completing make-up work assigned for periods of absence.

### Medications

**Rights/Opportunities**
- Students have the right to receive medications and medical procedures that must be administered during the school day in order for a student to attend school consistent with Board policy and procedure. For more information see Board policy 516.00 at spps.org/Domain/13187.

**Responsibilities**
- Families are responsible for communicating with school nurse or other school staff about changes in medications or medical procedures when they must be administered during the school day.
- Students are responsible for cooperating with school staff regarding medications and medical procedures to be administered during the school day.
# Non-Discrimination/Harassment-Free Environment

## Rights/Opportunities
- Students have the right to a learning environment free from discrimination, harassment and violence based on an individual’s race, creed, sex, marital status, national origin, age, color, religion, familial status, status with respect to public assistance, sexual or affectional orientation, gender identity and expression, disability, or membership or activity in a local commission as defined by Minn. Stat.§ 363A.03. For more details, see Board Policy 101.00 & 102.00, Board Policy 415.00 and Board Policy 500.00 at spps.org/Domain/13187.
- Students have a right not to be retaliated against for making good faith reports of discrimination, harassment, or violence.

## Responsibilities
- Students are responsible for treating other students and district employees respectfully and in a manner that does not discriminate or harass an individual based on protected class.
- Students are responsible for reporting to staff (i.e., teacher or principal) incidents of bullying, discrimination, harassment, violence or retaliation that they have experienced or of which they are aware.

# Personal Property and Privacy

## Rights/Opportunities
- Students generally have a right of privacy in their persons and in their personal property on school district property and at school-sponsored or -associated events.
- According to Minnesota law, students have the right to use school-owned property (e.g., lockers, desks, iPads) for storing appropriate items of personal property with the understanding that all school-owned property is within the exclusive control of the school district and may be searched by school authorities for any reason, at any time, without permission, consent or requirement for a search warrant. For more details, see Minn. Stat. § 121A.72, subd. 1 at revisor.mn.gov/statutes/.

## Responsibilities
- Students must not bring onto school district property, or to school-sponsored or -associated events, any item or material that violates school district policy, school rules, or state or federal law, or that would cause, or tend to cause, a disruption or endanger the health or safety of students or other people. Items prohibited include, but are not limited to, stolen goods, weapons and lookalike weapons, and other illegal items.
- When reasonable suspicion exists to believe a student possesses prohibited items or that a search will uncover evidence of a violation of a school rule or of the law, school officials may conduct a reasonable search of a student’s person or property.
- Students are responsible for keeping their lockers/desks in good condition and free of any items that are illegal or prohibited.
- 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. For more details, see Minn. Stat. § 121A.72, subd. 1 at revisor.mn.gov/statutes/.
**Pledge of Allegiance**

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

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

**Police Interviews**

**Rights/Opportunities**
- Students have the right to be free from interview or interrogation by private parties, such as attorneys and private investigators, during the school day.
- Students have the right to be free from interview or interrogation during the school day by the Saint Paul Police Department unless the student’s building administration determines it is unwise or unsatisfactory for the Saint Paul Police Department to contact the student outside of school.
- When interviewed during the school day by the Saint Paul Police Department, students have the right to be interviewed in private and with confidentiality and in the presence of the student’s principal or the principal’s designee, without interruption and without observance by other school personnel or students. For more details, see Board Policy 506.05.01 at spps.org/Domain/13187.

**Student Dress**

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

**Responsibilities**
- Students are responsible for wearing clothes that are appropriate for school. To maintain a safe learning environment, student dress cannot be a health and/or safety hazard, obscene, sexually explicit or discriminatory. Clothing that displays words or images that communicate a message that is racist, sexist, or otherwise derogatory is not permitted. Clothing that displays references to alcohol, chemicals, tobacco or other products that are illegal for use by minors is not permitted.
- Students are responsible for abiding by the school principal’s mandated minimum standards of cleanliness and neatness. Students who attend schools that have adopted a school uniform requirement must follow the school’s uniform requirement. For more details, see Board Policy 501.03 and Board Policy 501.04 at spps.org/Domain/13187.
## Student Government

### Rights/Opportunities
- Students have the opportunity to form and participate in student government that is open to all members of the student body being represented. The purpose of the existence of student government is to represent and to be responsive to the needs of all students.

### Responsibilities
- Students are responsible, when forming a student government, for establishing purposeful governing rules. The student government is responsible for communicating with the student body, faculty and administration, and for being aware of and complying with any school district policies affecting the student government procedures.

## Technology Usage and Safety

### Rights/Opportunities
- Students have the opportunity to access a variety of district technology resources in support of personalized learning.

### Responsibilities
- Students are responsible for using the district technology resources, including iPads, properly and following all district and school rules and procedures.
- Students are responsible for respecting the privacy of other users, and not intentionally seeking information on, obtaining copies of, or modifying files, other data or passwords belonging to other users without permission.
- Students are responsible for maintaining the security of the district technology resources and recognizing and honoring the intellectual property rights of others.
- Students are responsible for immediately disclosing inadvertent access of unacceptable materials or an unacceptable Internet site to an appropriate school district administrator.
- Students are responsible for using the district technology resources without making changes to device operating systems and security profiles or installing any apps other than those authorized by Saint Paul Public Schools.
- Students are responsible for ensuring that any digital content on district technology resources is school-appropriate.
- Unacceptable use of district technology resources, including e-mail and the Internet, may result in one or more of the following consequences: suspension or cancellation of use or access privileges, discipline under applicable district policies and procedures, or civil or criminal liability under applicable laws. For more details, see Board Policy 520.00 at spps.org/Domain/13187.
- Please see Guidelines for Lost / Stolen / Damaged iPads and Accessories on page 26 to learn of consequences.
## Transportation

### Rights/Opportunities
- When riding a school bus or van to or from school, a student has the right to a safe ride that is free from intimidation, threat, or harassment. See spps.org/Page/24212 for more information.
- Parents/Guardians and students have the right to be informed that transportation service is a privilege that is granted to a student contingent upon appropriate behavior. In accordance with Minnesota Statute § 121A.59, transportation is a privilege, not a right, for eligible students.

### Responsibilities
- Students are responsible for adhering to the expected behaviors, set by the Board of Education, while on the school bus and while in school bus loading and unloading areas. Misbehaviors occurring on the school bus will be managed in accordance with the Rights & Responsibilities Student Handbook. For more details, see Board Policy 707.02 at spps.org/Domain/13187 or spps.org/transportation.
- Parents/Guardians of transported students are responsible for supervising their children until their children board the school bus in the morning and after their children leave the bus at the end of the school day.
- Students who are involved in serious or repeated incidents of unacceptable student conduct on the school bus or at the school bus stop may have their riding privileges suspended or revoked, including bus transportation for field trips.
- The parent or guardian of a student suspended from transportation is responsible for ensuring that the student travels safely to and from school and that the student arrives to school on time.
- Bus drivers and school staff are responsible for teaching, modeling and reinforcing positive behavioral expectations to all students.
- Students who attend schools that offer a Go-To Card Student Pass for use on Metro Transit are responsible for adhering to a code of conduct, which they must sign in order to receive a Go-To Pass. Violation of the code of conduct or repeated unexcused absences may result in restriction, deactivation or suspension of a student’s Go-To Card Student Pass.
Standards of Student Behavior

A safe and positive environment is essential for learning. Knowing and following expectations and procedures will support students in making positive choices and academic progress. When students engage in behaviors that do not follow their school’s expectations, school staff members are expected to respond promptly, appropriately and consistently:

- School staff will inform the parents/guardians of any student whose behavior is in conflict with established expectations and procedures.
- School staff are expected to document, in the student’s behavior record, incidents of behaviors that are managed outside the classroom.
- Students, their parents/guardians and school staff are responsible for working collaboratively to support the expectations and procedures outlined in the Student Behavior Handbook.

Responses and Levels of Behavior Violations

Behaviors are divided into five levels. A Level 1 violation is the least severe (usually managed in the classroom), and a Level 5 violation is the most severe. For each violation on the charts below (pages 15-21), there is a defined range of levels or responses; whichever level the first (*) appears under is the minimum response and whichever level the last (*) appears under is the maximum response. There are examples of interventions and responses which:

- Correct and teach positive behavior so students can learn and be safe and respectful.
- Discipline when appropriate. Every reasonable effort should be made to repair harm and change behavior using interventions and the least severe disciplinary response that is appropriate.

The following factors must be considered prior to developing interventions or assigning disciplinary responses:

- The student’s age, maturity and understanding of the impact of the behavior
- The student’s ability to repair harm caused by the behavior
- The student’s willingness to repair harm caused by the behavior
- The student’s disciplinary record including the nature of prior behavior, the number of prior instances of behavior, and the interventions and disciplinary response applied
- The nature, severity, and scope of the behavior
- The circumstances and context in which the behavior occurred, including its impact on the learning environment
- The student’s individualized Education Plan (IEP) or 504 plan, if applicable

Note:
Please refer to the Common Terms (page 23 of this Summary), or the glossary in the Full Handbook (online) for additional terms and definitions, related Minnesota statutory references, and other information.
Levels of Behavior Violations

Level 1
Level 1 interventions are generally addressed by school staff members when a student has minimal or no prior violations. The staff response is to teach and practice the expected behavior so students learn and demonstrate safe and respectful behaviors. Staff members use a variety of teaching and management strategies, and this is usually a classroom-managed behavior.

Examples of Interventions and Restorative Responses
Level 1 incidents generally do not result in removal from school unless the intensity and/or frequency of the behavior is high and multiple interventions have been attempted. Interventions aim to correct and teach alternative behavior so students can learn and demonstrate safe and respectful behavior.

School staff members are expected to use a variety of methods and classroom management strategies that may include:

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

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

- Parent/guardian notification
- Parent/guardian/teacher conference
- Parent/guardian accompanying student to school or class
- Removing, adjusting, or covering up clothing that violates student dress requirements
- In-school community service
- Conflict resolution
- Mentoring program participation
- Contract between teacher, student and parent/guardian
- Peer mediation
- Referral

Repeated instances of a Level 1 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student’s record.
Level 2
Level 2 violations may result in interventions and/or disciplinary responses that involve other school staff. These actions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

Examples of Interventions, Restorative, and/or Disciplinary Responses

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

- Use of lower-level interventions and consequences
- Behavioral skills training
- Student conference
- Parent/guardian notification
- Parent/guardian conference
- Restorative practices (restitution, mediation)
- School community service
- Referral to Student Assistance Team (SAT)
- Removal from class
- Detention
- Saturday school
- In-school suspension for half a day or more

Repeated instances of a level 2 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student’s record.

Level 3
Level 3 violations will include school administration and may result in a dismissal from school for part of a day or an entire school day.

Examples of Interventions, Restorative, and/or Disciplinary Responses

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

- Use of lower-level interventions and consequences
- Parent/guardian notification
- Parent/guardian conference
- Alternatives to dismissal, such as repairing harm circle, Family Group Conference, or other Restorative Practice
- Referral to Student Response Team
- Referral to PBIS Tier 2 and/or Tier 3 supports in the building
- Dismissal (up to one complete school day)

Repeated instances of a level 3 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student’s record.
Level 4
Level 4 violations may result in suspension of a student and possible notification of the Office of Security and Emergency Management. A suspension is a removal from school for more than one day.

Examples of Interventions, Restorative, and/or Disciplinary Responses

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

- Use of lower-level interventions and consequences
- Parent/guardian notification
- Parent/guardian conference
- Family Group Conference or other Restorative Practice
- Refer to the Systems of Support Handbook regarding Manifestation Determination and Student Response Team process
- Administrative transfer
- Alternatives to suspension
- Interim alternative educational placement
- Suspension, in excess of one complete school day
- Expulsion or exclusion (an act of the Board of Education)

Note: Students involved in incidents at this level may be referred for expulsion depending on the circumstances.

Level 5
Level 5 violations require the principal to notify the Office of Security and Emergency Management and make a referral for expulsion to the Superintendent or designee. See the full definitions of expulsion, zero tolerance and statutes that apply to the violations in the Full Handbook online at spps.org/rights_and_responsibilities.

Examples of Disciplinary Responses

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

- Use of lower-level interventions and consequences
- Parent/guardian notification
- Parent/guardian conference
- Refer to the Systems of Support Handbook regarding manifestation determination and Student Response Team process
- Administrative transfer
- Interim alternative educational placement
- Expulsion or exclusion (an act of the Board of Education)
# Behavior Violations and Level Responses

<table>
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<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
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<tbody>
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<td>Level 1 interventions are generally addressed by school staff members in the classroom when a student has minimal or no prior violations. The staff response is to teach and practice the expected behavior so students learn and demonstrate safe and respectful behaviors. Staff members are expected to use a variety of teaching and management strategies.</td>
<td>Level 2 violations may result in interventions and/or disciplinary responses that involve other school staff. These actions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.</td>
<td>Level 3 violations will include school administration and may result in a dismissal from school for part of a day or an entire school day.</td>
<td>Level 4 violations may result in the suspension of a student. A suspension is removal from school for more than one day. The district reserves the right to make a referral for expulsion or exclusion in extreme instances for Level 4 offenses.</td>
<td>Level 5 violations require principals to make a referral for expulsion to the Superintendent or designee. Full definitions of expulsion, zero tolerance and statutes that apply to the violations are online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a>.</td>
</tr>
</tbody>
</table>

**When to notify the Office of Security and Emergency Management:** In the chart below, if there is a (*) included in the level field administrators are assigning to the student’s behavior violation, please notify the Office of Security and Emergency Management.

This document contains summary definitions for violations and responses. Please see the full definitions online at [spps.org/rights_and_responsibilities](http://spps.org/rights_and_responsibilities).

<table>
<thead>
<tr>
<th>Violation</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence, Chronic Truancy</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Absence, Tardiness</td>
<td>●</td>
</tr>
<tr>
<td>Absence, Unexcused</td>
<td>● ●</td>
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<tr>
<td>Alcohol, Possession/Use/Under the Influence</td>
<td>●*</td>
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<tr>
<td>Arson</td>
<td>●* ●*</td>
</tr>
<tr>
<td>Assault</td>
<td>●*</td>
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</tbody>
</table>

- Absence, Chronic Truancy: Continued unauthorized absences. See definition in Full Handbook
- Absence, Tardiness: Arriving late to school or to class.
- Absence, Unexcused: Unauthorized absence from school or class.
- Alcohol, Possession/Use/Under the Influence: Possession, use, or being under the influence of any alcoholic product while on school grounds or at school-sponsored activities.
- Arson: The intentional destruction of or damage to property by means of fire or explosives.
- Assault: The intentional infliction of bodily harm upon a person, who is not an SPPS staff member, without the person’s consent.
<table>
<thead>
<tr>
<th><strong>Levels</strong></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td><strong>Assault, Aggravated (substantial or great bodily harm)</strong></td>
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<tr>
<td>The intentional infliction of substantial bodily harm or great bodily harm upon another who is not an SPPS staff member.</td>
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<tr>
<td><strong>Assault, Aggravated (firearm, dangerous weapon, or other weapon)</strong></td>
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<tr>
<td>Committing an act with a firearm, dangerous weapon, or other weapon with intent to cause fear in another of immediate bodily harm or death.</td>
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<tr>
<td><strong>Assault On Staff</strong></td>
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<tr>
<td>The intentional infliction of bodily harm upon an SPPS staff member without the staff member’s consent.</td>
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<tr>
<td><strong>Assault on Staff, Aggravated (substantial or great bodily harm)</strong></td>
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<tr>
<td>The intentional infliction of substantial bodily harm or great bodily harm upon an SPPS staff member.</td>
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<tr>
<td><strong>Bullying</strong></td>
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<td>⋄</td>
<td>⋄*</td>
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<tr>
<td>Intimidating, threatening, abusive, or harming conduct that is objectively offensive and: (1) there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; OR (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. See Board Policy 505.00 (available at spps.org/Domain/13187). Find examples online at spps.org/rights_and_responsibilities</td>
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<tr>
<td><strong>Bullying Using Technology (Cyberbullying)</strong></td>
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<tr>
<td>For the definition of Cyberbullying, see Board Policy 505.00 (spps.org/Domain/13187).</td>
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<tr>
<td><strong>Cheating or Plagiarizing</strong></td>
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<tr>
<td>Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests and using the ideas or writings of another person without giving due credit to the creator of the work. This includes work accessed digitally.</td>
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<tr>
<td><strong>Criminal Act</strong></td>
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<tr>
<td>Committing an act, on school property or in the course of a school-sponsored or school-associated activity, that would be a crime if committed by an adult.</td>
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<tr>
<td><strong>Criminal Act Against a Staff Member</strong></td>
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<tr>
<td>Committing an act against an SPPS staff member that would be a crime if committed by an adult.</td>
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<tr>
<td><strong>Damage to Property of Others</strong></td>
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<tr>
<td>Intentional damage to the property of staff members or others.</td>
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<tr>
<td><strong>Damage to School Property</strong></td>
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<tr>
<td>Intentional damage to property belonging to or used by the school district. This also includes intentional damage to hardware, software or other equipment belonging to or used by the school district.</td>
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<tr>
<td><strong>Defiance of Authority</strong></td>
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<tr>
<td>Intentional refusal to follow directions given by a staff member. See examples in glossary.</td>
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<tr>
<td>Levels</td>
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<tr>
<td><strong>Discrimination</strong></td>
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<td>No person shall, on the basis of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, gender identity and expression, disability, or membership or activity in a local commission, be subjected to discrimination.</td>
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<tr>
<td><strong>Disruptive Behavior</strong></td>
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<td>Situations and/or actions that interfere with, or have the potential to interfere with, effective learning and/or operations of the school.</td>
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<td><strong>Disruptive Behavior, Severe</strong></td>
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<td>Situations and/or actions that may endanger or have endangered the safety of others; or significantly violent, or threatening behavior that severely disrupts school, a school-sponsored activity, or a school-supervised activity held off school premises.</td>
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<tr>
<td><strong>Disruptive Behavior to and from School</strong></td>
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<td>Behavior that endangers or harasses students on their way to and from school, or at the bus stop, or diverts the bus driver’s attention from driving.</td>
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<td><strong>Drugs or Controlled Substances, Possession/Use/ Soliciting/Selling</strong></td>
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<tr>
<td>Use and/or possession of controlled substances and toxic substances at any school or work location. See Board Policy 504.00 at spps.org/Domain/13187.</td>
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<td><strong>Explosive Device, Possession/Use/Intent to Use</strong></td>
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<td>Possession, use, or intent to use an explosive device such as a bomb, grenade, mine, rocket, missile, pipe bomb, or similar device designed to explode and capable of causing bodily harm or property damage.</td>
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<tr>
<td><strong>Fighting</strong></td>
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<td>Two or more persons mutually participate in use of force or physical violence.</td>
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<tr>
<td><strong>Firearm, Possession/Use/Intent to Use</strong></td>
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<td>Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device. Such term does not include an antique firearm. For BB guns, air guns, or lookalike guns see Possession/Use of a Dangerous Weapon Other Than a Firearm.</td>
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<tr>
<td><strong>Fires and False Fire Alarms</strong></td>
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<td>Tampering or interfering with any fire alarm system or failure to exercise caution, resulting in a fire.</td>
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<td><strong>Gambling</strong></td>
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<tr>
<td>Playing of a game of chance for stakes.</td>
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<tr>
<td><strong>Gang Activity</strong></td>
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<tr>
<td>Gang activity is only an additional violation to a primary violation of another rule of student behavior. Find more information in the glossary of the Full Handbook online at spps.org/rights_and_responsibilities.</td>
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<tr>
<td><strong>Harassment, Based on Protected Status</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
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<td>Harassment includes physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, sexual or affectional orientation, gender identity and expression, familial status or disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03 when the conduct: 1) has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment; 2) has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; or 3) otherwise adversely affects an individual’s employment or academic opportunities.</td>
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<tr>
<td><strong>Hazing</strong>&lt;sup&gt;1 , 2&lt;/sup&gt;</td>
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<tr>
<td>Committing an act against a student, or coercing a student into committing an act, which creates a substantial 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.</td>
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<tr>
<td><strong>Incapacitation Device, Possession, with use or intent to use</strong></td>
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<tr>
<td>A device designed to temporarily immobilize or incapacitate people such as taser, stun gun or tear gas derivative. Use or intent must be present.</td>
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<tr>
<td><strong>Incapacitation Device, Possession, without use or intent to use</strong></td>
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<tr>
<td>See above. Use or intent must not be present. Response to a first time violation is confiscation and a conversation with student and parent/guardian.</td>
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<tr>
<td><strong>Interference/Obstruction</strong></td>
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<td>Any action taken to attempt to prevent a staff member from exercising his/her lawfully assigned duties, including an administrative investigation.</td>
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<tr>
<td><strong>Language, Abusive</strong></td>
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<tr>
<td>Student delivers verbal messages that include offensive or threatening language.</td>
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<tr>
<td><strong>Language, Inappropriate</strong></td>
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<tr>
<td>Swearing or using words in a disrespectful way.</td>
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<tr>
<td><strong>Leaving School Grounds</strong></td>
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<tr>
<td>Leaving school grounds during school hours without staff permission.</td>
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<td><strong>Medication Policy Violation</strong></td>
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<td>Students using or distributing prescription or nonprescription medication in an unauthorized manner.</td>
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<td><strong>Out of Area</strong></td>
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<td>Student out of their assigned area (i.e. leaving the classroom or learning environment without permission; roaming the halls or school grounds)</td>
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<td><strong>Parking Violation</strong></td>
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<td>Parking in an unauthorized area on school property.</td>
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<td><strong>Physical Aggression (Bodily Harm)</strong></td>
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<tr>
<td>An intentional act by a student resulting in bodily harm.</td>
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<tr>
<td><strong>Physical Aggression (Substantial Bodily Harm)</strong></td>
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<tr>
<td>An intentional act by a student resulting in substantial bodily harm.</td>
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<tr>
<td>Level</td>
<td>Description</td>
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<tr>
<td>1</td>
<td><strong>Physical Aggression to Staff</strong>&lt;br&gt; An intentional act by a student resulting in unwelcome physicalcontact with a staff person, partners from other organizations, volunteers or contracted employees.</td>
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<td>2</td>
<td><strong>Physical Contact (No Bodily Harm)</strong>&lt;br&gt; Students engage in non-serious but inappropriate physical contact, such as pushing and intimidation.</td>
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<td>3</td>
<td><strong>Possession, Other Prohibited Items</strong>&lt;br&gt; Examples may include (but are not limited to): ammunition, lighters, handcuffs, audio alert device, and any other toys or objects (to include toy guns that do not meet the definition of a replica firearm, toy knives, toy swords, etc.) that would not be identified as a weapon but may cause disruption.</td>
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<td>4</td>
<td><strong>Possession, Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition, without use or intent to use as a weapon</strong>&lt;br&gt; Device not manufactured as a dangerous weapon that is capable of producing bodily harm, substantial bodily harm, or fear of bodily harm. Examples include knives with blades under 2.5 inches, box cutters, razor blades, etc. Use or intent to use must not be present.</td>
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<td>5</td>
<td><strong>Possession/Use of a Dangerous Weapon Other Than a Firearm</strong>&lt;br&gt; A device designed or modified as a weapon that is capable of producing death or great bodily harm. Examples include knife with a blade of 2.5 inches or longer, replica firearm, BB gun, or brass knuckles.</td>
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<td>6</td>
<td><strong>Possession/Use of Other Weapon or Object, not a firearm and not meeting Minnesota Statute Dangerous Weapon definition, with use or intent to use</strong>&lt;br&gt; Device not manufactured as a dangerous weapon or non-conventional weapon capable of producing bodily harm, substantial bodily harm, or fear of bodily harm. Examples include knives with blades under 2.5 inches, box cutters, razor blades, etc. Use or intent to use must be present.</td>
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<td>7</td>
<td><strong>Pyrotechnic Devices, Possession and/or Detonation</strong>&lt;br&gt; A firework or firecracker.</td>
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<td>8</td>
<td><strong>Racial or Religious Violence</strong>&lt;br&gt; Racial or religious violence is a physical act of aggression or assault or the threat of aggression or assault upon another because of, or in a manner reasonably related to, race or religion.</td>
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<td>9</td>
<td><strong>Reckless or Careless Driving</strong>&lt;br&gt; Driving on school property in such a manner as to endanger persons or property.</td>
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<td>10</td>
<td><strong>Record and Identification Falsification</strong>&lt;br&gt; Falsifying or altering signature or data, refusing to give proper identification, or giving false identification to staff.</td>
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<td>11</td>
<td><strong>Robbery/Extortion</strong>&lt;br&gt; Obtaining property from another by force or a threat of force.</td>
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<td>12</td>
<td><strong>Sexual Behavior</strong>&lt;br&gt; Engaging in sexual behavior including, but not limited to, sexual intercourse or sexual penetration, sexual contact, indecent exposure, or masturbation.</td>
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<tr>
<td>Sexual Harassment ¹</td>
<td>Levels</td>
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<tr>
<td>Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other physical or verbal conduct or communication of a sexual nature when: a) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or b) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or c) that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.</td>
<td>1 2 3 4 5</td>
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<table>
<thead>
<tr>
<th>Sexual Misconduct, Aggravated</th>
<th>²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual conduct amounting to a violation includes criminal “sexual contact” or any other sexual act that would be a criminal act if committed by an adult.</td>
<td>4 5</td>
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<table>
<thead>
<tr>
<th>Sexual Violence ¹ ²</th>
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</thead>
<tbody>
<tr>
<td>A physical act of aggression or force or the threat of aggression or force that involves touching another person’s intimate parts or forcing a person to touch any person’s intimate parts.</td>
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<table>
<thead>
<tr>
<th>Student Dress</th>
<th>²</th>
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</thead>
<tbody>
<tr>
<td>Manner of dress or personal grooming that does not fit within the policies or guidelines practiced by the school or district.</td>
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<table>
<thead>
<tr>
<th>Teasing and Name Calling</th>
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<tbody>
<tr>
<td>Occurrences of teasing or name-calling with or without the intent to injure, degrade, disgrace or intimidate other individuals should be addressed even if they do not meet the definition of Bullying.</td>
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<thead>
<tr>
<th>Technology Misuse/Violation</th>
<th>²</th>
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<tbody>
<tr>
<td>This includes being off-task, treating iPads carelessly and airdropping material without permission.</td>
<td>²</td>
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<table>
<thead>
<tr>
<th>Technology – Unauthorized or Inappropriate Use of District Technology Resources</th>
<th>²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any act that violates the Board of Education’s Technology Usage and Safety Policy or constitutes an unacceptable or illegal use of the school district’s computer facilities, systems, networks or software.</td>
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<table>
<thead>
<tr>
<th>Theft</th>
<th>²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unauthorized taking/possession of school district property and of the property of another including but not limited to jackets, expensive electronics, etc.</td>
<td>²</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Threats, Physical ²</th>
<th>²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any physical expression of intention to cause harm or violence to another person or another’s property. The potential for immediate harm or violence must exist. <strong>Administrators should carefully evaluate the intent of the student making the expression and consider the factors identified on Page 11.</strong> Find examples and guidance in the Full Handbook online at spps.org/rights_and_responsibilities.</td>
<td>²</td>
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<table>
<thead>
<tr>
<th>Threats, Verbal or Written ²</th>
<th>²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any verbal or written expression of intention to cause harm or violence to another person or another’s property. <strong>Administrators should carefully evaluate the intent of the student making the expression and consider the factors identified on Page 11.</strong> Find examples and guidance in the Full Handbook online at spps.org/rights_and_responsibilities.</td>
<td>²</td>
</tr>
<tr>
<td>Threats, Aggravated ¹ ²</td>
<td>Levels</td>
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<tr>
<td>-------------------------</td>
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<tr>
<td></td>
<td>1</td>
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<tr>
<td>Any threat of violence:</td>
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<tr>
<td>(i) made with the intent to cause extreme fear or panic within a substantial portion of the school community;</td>
<td></td>
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<tr>
<td>(ii) made with the intent to cause evacuation or lockdown of a building, place of assembly, school event, or vehicle;</td>
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<tr>
<td>(iii) made repeatedly against an individual or group; OR</td>
<td></td>
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<tr>
<td>(iv) Any expression that does not meet the definition of threat, but is made with reckless disregard for the risk of, and actually causes, the extreme fear, panic, evacuation, or lockdown contemplated by (i) and (iii).</td>
<td></td>
</tr>
<tr>
<td>Administrators considering this violation should carefully review the definition of threat used by this Handbook in determining whether the appropriate violation is Threats; Threats, Aggravated; or Language, Abusive. Find examples and guidance in the Full Handbook online at spps.org/rights_and_responsibilities.</td>
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<table>
<thead>
<tr>
<th>Tobacco and Other Tobacco Related Devices, Possession/Use</th>
<th>Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are prohibited from having tobacco, e-cigarettes and other tobacco-related devices in their possession.</td>
<td>•</td>
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<tr>
<td>See Board Policy 414.00 at spps.org/Domain/13187.</td>
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<tr>
<th>Trespassing, Including During Periods of Dismissal or Suspension</th>
<th>Levels</th>
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</thead>
<tbody>
<tr>
<td>Being physically present on school property or at a school activity after being directed to leave by a school administrator or other person lawfully responsible for the control of the premises.</td>
<td>•</td>
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</tbody>
</table>

¹ For more information regarding student human rights, please contact the Ombudsperson at 651-767-8394. The Ombudsperson is located at 360 Colborne Street, Saint Paul, MN 55102.

² The Pupil Problems Committee may be convened to evaluate the credibility and level of any threat or threatening behavior.
Guidelines for Bus Safety in Saint Paul Public Schools

Students who are involved in serious or repeated incidents of unacceptable student conduct on the school bus or at the school bus stop may have their riding privileges suspended or revoked, including bus transportation for field trips. For more information, visit spps.org/Page/24212.

Bus drivers and school staff are responsible for teaching, modeling and reinforcing positive behavior expectations to all students.

Bus Safety class is an alternative to school bus suspensions when applicable or included with the suspension. The Bus Safety class is an in-depth educational class on the safety rules of riding the school bus. The class requires both student and parent/guardian to attend. The maximum number of times a school can assign bus safety class for a student is twice in a school year.

The chart below depicts behavior violations and progressive disciplinary responses that are specific to school buses. All other offenses are to be compliant to in-school disciplinary procedures.

Transportation service is a privilege that is granted to the student contingent upon the exhibition of proper behavior according to District behavioral standards. Minnesota Statute 121A.59 provides that transportation is a privilege not a right for an eligible student. A student’s eligibility to ride the school bus may be suspended or revoked for a violation of any law or policy governing student conduct on a school bus. Revocation of a student’s bus riding privileges is not an exclusion, expulsion, or suspension under the Fair Pupil Dismissal Act of 1974.

<table>
<thead>
<tr>
<th>Violations</th>
<th>Progressive Disciplinary Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standing</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1-4 Referrals           | • Re-teaching expectations  
                         | • 1-3 Day suspension  
                         | • School Bus Safety Class as alternative to bus suspension                      |
| 5-9 Referrals           | • 3-5 day bus suspension.  
                         | • School Bus Safety Class included with bus suspension                                |
| 10 or More Referrals    | • 5-10 day bus suspension                                                                               |
| **Body Part Out of Window** |                                                                                                      |
| Hand or Arm Out Window  | 1st Offense = 5 days bus suspension & Bus Safety Class included with bus suspension                  |
|                         | 2nd Offense = 10 days bus suspension & Bus Safety Class included with bus suspension                  |
|                         | 3rd Offense = 30 days bus suspension                                                                            |
|                         | 4th Offensive = Loss of riding privileges for the remainder of the year or 120 days, whichever is longer. |
| Head Out Window (Bus in Motion) | 1st Offense = 10 days bus suspension & Bus Safety Class included with bus suspension                |
|                         | 2nd Offense = 30 days bus suspension                                                                            |
|                         | 3rd Offense = Loss of riding privileges for the remainder of the year or 120 days, whichever is longer. |
| **Exiting from Emergency Door** |                                                                                                      |
| 1st Offense = 30 days bus suspension & Bus Safety Class included with bus suspension |
| 2nd Offense = loss of riding privileges for the remainder of the year or 120 days, whichever is longer. |
| **Fighting**            | The consequences for these behaviors are subject the level of severity, and the history of a student’s previous bus or school behaviors.  |
| 1st Offense = 3-5 days bus suspension and Bus Safety Class |                                                                                                      |
| 2nd Offense = 6-10 days bus suspension |                                                                                                         |
| 3rd Offense = 15-30 days bus suspension |                                                                                                         |
| 4th Offense = Loss of riding privileges for the remainder of the year or 120 days, whichever is longer. |
Guidelines for Lost / Stolen / Damaged iPads and Accessories

iPAD HANDBOOK OVERVIEW
The iPad Handbook states that when a student’s iPad is lost, stolen, or willfully damaged, the consequences include loss of the privilege to take an iPad home and additional instruction in appropriate iPad use. These consequences will be applied in cases of:

• Broken screens caused by intentionally throwing or dropping the device;
• Swinging a bag or backpack with a device inside; stepping on the device;
• Intentionally spilling a liquid on the device; hitting another person or object with the device;
• Damage caused to a device that was not in the district-issued case;
• Tampering with the internal components of the iPad;
• Making unauthorized modifications to the operating system, known as hacking the device;
• Loss or damage to the Lightning-to-USB cable, 12W power adapter, and case.

FEES/FINES NOT PERMITTED
Minnesota State Statute sections 123B.34 to 123B.39 regulate the fees public schools may charge students and families. Based on the SPPS District Legal Department’s interpretation of these sections, sites may request, not require, families to pay for damaged or missing accessories or iPads. Any funds collected are processed by the school clerk as a gift and deposited in the school’s general account. At this time, there are no fines for missing or damaged iPads. These guidelines follow MN state statutes on the collection of fines and fees.

• No fines can be required. Families may be requested to contribute to replacement costs.
• No fines can be required for an iPad due to leasing agreements from Apple and MN state statutes.

END OF SCHOOL YEAR NON-RETURNS
As a consequence for failure to return iPads and accessories, schools cannot deny access to diplomas or course credit. They may limit participation in end of year activities such as:

• School picnic
• Field trip celebration

PROMOTING POSITIVE BEHAVIOR & STEWARDSHIP WITH AN iPAD
Schools have promoted and encouraged proper iPad care and stewardship through the following options and strategies. Please use the options below as a guide and inspiration as you customize solutions that will meet the needs of the students in your building.

• Actively involve building principals, administration and PBIS teams when addressing lost/damaged/missing devices.
• Create or modify a PBIS strategy the student must complete to regain privileges.
• Limit or restrict iPad take-home permission.
• Create “Check Out” policies in the Media Center or similar location to limit unsupervised access to devices.
• Enable Restrictions or other management features.
• Completion of “Common Sense Media” or other online modules promoting positive behavior and ethical use of digital devices.

SECURITY POLICIES FOR LOST / STOLEN / DAMAGED DEVICES

• When an iPad has been recorded as “Lost” or “Stolen” a secure management profile is installed rendering the iPad as useless for resale or personal use.
• After a SPPS iPad has been “wiped”, the screen will display “Hello” and look like it is able to be sold or kept for personal use.
• During the setup process, the SPPS management profile will be activated and ask for Active Directory credentials. iPad setup cannot continue unless active and valid credentials are provided.
• If the iPad has been recorded as lost/stolen/damaged in Fuji/Destiny and valid Active Directory credentials are provided, the iPad will go into “Lost” mode and be rendered useless.
• iPads are not able to be sold or repurposed for personal use.
School Interventions and Responses – Common Terms

NOTE: The full Glossary can be accessed at: spps.org/rights_and_responsibilities

Administrative Placement – A change of student placement made for non-disciplinary reasons.

Administrative Transfer – The transfer of a student from one school to another, usually as an intervention resulting from serious or repeated violations of this Handbook.

Alternative to Expulsion (A2E) – An alternative learning environment for students who have committed a Level 5 violation and have been recommended for expulsion in grades 2-12. A2E allows students to earn school credit while preparing to return to a traditional school setting.

Bus Safety Class – An alternative to bus suspension that requires student and parent to attend an educational class on bus safety.

Chemical Health Assessment – A student may be referred to voluntarily engage in an assessment, completed by a community agency, to determine their level of involvement with alcohol or other chemical use.

Choice, Change, Chance (C3) – A program designed for students in grades 6-12 who were involved in a significant behavioral event at school that needs to be corrected.

Conflict Resolution – A way for two or more parties to find a peaceful solution and negotiate a resolution to a disagreement.

Contract – A written behavior agreement signed by the student, teacher or administrator, and/or parent/guardian.

Defiance of Authority – Examples include, but not limited to:
- When a student is clear about an expectation after being reminded of it, and then intentionally does the exact opposite to illicit a response.
- When students are not following adult directions but it does not fit into another category. For example, we tell students “don’t fight” but if they fight we do not put it under “defiance of authority;” we put it under “fighting”. Examples of ‘Defiance of Authority’ would include work refusal and verbally responding to the teacher that they will not follow their directions (“You can’t make me”, “I don’t have to listen to you”, “No”).
- When students persistently refuse to go to class.

Detention – The requirement that a student remain in school or attend school outside of normal class time or school hours.

Dismissal (or removal from school) – An action taken by school administration requiring a student to leave school for up to one full school day.

Exclusion – An action taken by the Board of Education to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the current school year.

Expulsion – The legal act taken by the Board of Education to prohibit an enrolled pupil from further attendance for up to 12 months from the date the pupil is expelled.

Family Group Conference – School-based Family Group Conferencing is a restorative practice that supports school staff to come together with students and families to develop a plan to support the student’s school engagement, accountability, and success.
In-School Community Service – An action taken by school administration where a student is required to do voluntary work in order to give back to the community.

In-School Monitoring – A student may stay in school and be allowed to attend classes but must check in with designated staff at appropriate times. Staff may escort student in the hall or to the restroom when appropriate.

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 Privilege – An action taken by school administration to prevent a student from participating in an activity, or the loss of privilege as a consequence of a violation.

Mediation – Students who are in conflict with one another may be asked to participate in a mediation session led by a mediator to resolve the issues causing the conflict.

Mentoring Program – With parent/guardian permission, a student may voluntarily meet with a trusted adult who is available to offer support and guidance. The mentor may be a school staff person or someone from the community. A number of schools have mentor programs.

Minnesota Pupil Fair Dismissal Act – The Pupil Fair Dismissal Act is a state law that protects all students, with or without disabilities, in suspension, expulsion and exclusion proceedings.

Office of Security and Emergency Management – This office is dedicated to providing safe and secure learning environments in Saint Paul Public Schools. They review and improve safety and emergency plans at all SPPS sites on an ongoing basis and supervise security staff to help prevent and solve potential problems throughout the district. The office coordinates its work with various community resources such as police, fire, and emergency responders. Contact the office by calling 651-767-8370.

Parent/Guardian Conference/Notification – Administrative discussion or communication with a parent or guardian to address student academic or behavioral issues.

Peer Mediation – Saint Paul Public Schools youth, who are trained, empowered and supported as circle keepers and mediators, provide support to their peers to help students resolve their conflicts positively. Peer mediators do not offer advice, counseling, or resolve conflicts for people; rather, they support students in conflict to come to their own resolution with the support of the community.

Removal from Class – An action taken by a teacher, principal or other school district employee to prohibit a student from attending class for a period of time (must be less than half of a day). Please note: More than half of a day becomes In-School Suspension.

Restorative Practice Strategies – Ways to invite students, families, community members and staff in relationship to build empathy, caring and communication skills. Restorative practices focus on building a sense of community and on the strengths and capacity of the participants. When restorative practices are successful, all feel safe in the school, because deep and lasting relationships are built among stakeholders. Repairing harm circles, restorative chats, peer mediation and family group conferencing are examples of restorative practice strategies.

Saturday School – School on a Saturday provided as an alternative to suspension from school.

School Attendance Matters (SAM) – This refers to the SPPS school attendance procedures. spps.org/Page/23208.
Student Assistance Team (SAT) – A general education initiative that provides support for teachers in meeting the unique learning and behavioral challenges of their students. The goal of the SAT is to assist those students needing differentiated instruction, behavioral supports or other interventions to assure their success in the general education setting. The focus is on prevention and the teaching of new skills in the general education setting.

Student Response Team (SRT) – Formerly known as “Pupil’s Problem Committee.” For serious behavior concerns, this committee meets to problem solve interventions and next steps.

Student Conference – Administrative discussion or communication with students to address their academic or behavioral issues.

Suspension – An action taken by the school administration to prohibit a student from attending school for a period of no more than 10 school days. An additional five days may be added if exclusion or expulsion is being considered, or if the student’s presence will create an immediate and substantial danger. Minn. Stat. § 121A.41, Board Policy 506.03

Tardiness – Arriving late to school or to class.

Violation – Doing something prohibited by policy, law or code of behavior.

Warning – An oral or written communication to stop a behavior that interferes with the learning environment or is unsafe.
Appendix I – Minnesota Pupil Fair Dismissal Act

Minn. Stat. § 121A.40 CITATION.
Sections 121A.40 to 121A.56 may be cited as the "Pupil Fair Dismissal Act."

History: 1974 c 572 s 1; 1Sp1997 c 4 art 7 s 10; 1998 c 397 art 9 s 26; art 11 s 3

121A.41 DEFINITIONS.
Subdivision 1. Applicability. As used in sections 121A.40 to 121A.56, the terms defined in this section shall have the meanings assigned them.

Subd. 2. Dismissal. "Dismissal" means the denial of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class.

Subd. 3. District. "District" means any school district.

Subd. 4. Exclusion. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a pupil for a period that shall not extend beyond the school year.

Subd. 5. Expulsion. "Expulsion" means a school board action to prohibit an enrolled pupil from further attendance for up to 12 months from the date the pupil is expelled.

Subd. 6. Parent. "Parent" means (a) one of the pupil's parents, (b) in the case of divorce or legal separation, the parent or parents with physical custody of the pupil, including a noncustodial parent with legal custody who has provided the district with a current address and telephone number, or (c) a legally appointed guardian. In the case of a pupil with a disability under the age of 18, parent may include a district-appointed surrogate parent.

Subd. 7. Pupil. (a) "Pupil" means any student:
(1) without a disability under 21 years of age; or
(2) with a disability under 21 years old who has not received a regular high school diploma or for a child with a disability who becomes 21 years old during the school year but has not received a regular high school diploma, until the end of that school year; and
(3) who remains eligible to attend a public elementary or secondary school.
(b) A "student with a disability" or a "pupil with a disability" has the same meaning as a "child with a disability" under section 125A.02.

Subd. 8. School. "School" means any school defined in section 120A.05, subdivisions 9, 11, 13, and 17.

Subd. 9. School board. "School board" means the governing body of any school district.

Subd. 10. Suspension. "Suspension" means an action by the 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. If a suspension is longer than five days, the suspending administrator must provide the superintendent with a reason for the longer suspension. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability. Each suspension action may include a readmission plan. The readmission plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. Consistent with section 125A.091, subdivision 5, the readmission plan must not obligate a parent to provide a sympathomimetic medication for the parent's child as a condition of readmission. 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.

Subd. 11. Alternative educational services. "Alternative educational services" may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under section 123A.05 selected to allow the pupil to progress toward meeting graduation standards under section 120B.02, although in a different setting.

History: 1974 c 572 s 2; 1975 c 162 s 41; 1983 c 7 s 1; 1983 c 163 s 1; 1983 c 243 s 5 subd 1; 1986 c 444; 1991 c 265 art 3 s 38; 1994 c 647 art 4 s 36; 1995 c 226 art 3 s 9; 1Sp1997 c 4 art 7 s 11-16; 1998 c 397 art 9 s 26; art 11 s 3; 1998 c 398 art 2 s 39-41; 1999 c 123 s 1; 1Sp2001 c 6 art 3 s 1; 1Sp2003 c 9 art 3 s 1; 1Sp2005 c 5 art 11 s 2; 2009 c 96 art 3 s 1,2
121A.42 Policy.
No public school shall deny due process or equal protection of the law to any public school pupil involved in a dismissal proceeding which may result in suspension, exclusion, or expulsion. History: 1974 c 572 s 3; 1998 c 397 art 9 s 26

121A.43 Exclusion and Expulsion of Pupils With a Disability.
(a) Consistent with federal law governing days of removal and section 121A.46, school personnel may suspend a child with a disability. When a child with a disability has been suspended for more than five consecutive school days or ten cumulative school days in the same school year, and that suspension does not involve a recommendation for expulsion or exclusion or other change of placement under federal law, relevant members of the child's individualized education program team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's individualized education program. That meeting must occur as soon as possible, but no more than ten days after the sixth consecutive day of suspension or the tenth cumulative day of suspension has elapsed.
(b) A dismissal for one school day or less is a day or a partial day of suspension if the child with a disability does not receive regular or special education instruction during that dismissal period. The notice requirements under section 121A.46 do not apply to a dismissal of one day or less.
(c) A child with a disability shall be provided alternative educational services to the extent a suspension exceeds five consecutive school days.
(d) Before initiating an expulsion or exclusion under sections 121A.40 to 121A.56, the district, relevant members of the child's individualized education program team, and the child's parent shall, consistent with federal law, determine whether the child's behavior was caused by or had a direct and substantial relationship to the child's disability and whether the child's conduct was a direct result of a failure to implement the child's individualized education program. When a child with a disability who has an individualized education program is excluded or expelled under sections 121A.40 to 121A.56 for misbehavior that is not a manifestation of the child's disability, the district shall continue to provide special education and related services during the exclusion or expulsion.

History: 1991 c 265 art 3 s 19,38; 1Sp1997 c 4 art 7 s 17; 1998 c 397 art 9 s 26; art 11 s 3; 1999 c 123 s 2; 1999 c 241 art 2 s 2; 2009 c 96 art 3 s 3

121A.44 Expulsion for Possession of Firearm.
(a) Notwithstanding the time limitation in section 121A.41, subdivision 5, a school board must expel for a period of at least one year a pupil who is determined to have brought a firearm to school except the board may modify this expulsion requirement for a pupil on a case-by-case basis. For the purposes of this section, firearm is as defined in United States Code, title 18, section 921.
(b) Notwithstanding chapter 13, a student's expulsion or withdrawal or transfer from a school after an expulsion action is initiated against the student for a weapons violation under paragraph (a) may be disclosed by the school district initiating the expulsion proceeding. Unless the information is otherwise public, the disclosure may be made only to another school district in connection with the possible admission of the student to the other district.

History: 1995 c 226 art 3 s 10; 1998 c 397 art 9 s 26; art 11 s 3

121A.45 Grounds for Dismissal.
Subdivision 1. Provision of alternative programs. No school shall dismiss any pupil without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property.

Subd. 2. Grounds for dismissal. A pupil may be dismissed on any of the following grounds:
(a) willful violation of any reasonable school board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements;
(b) willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
(c) willful conduct that endangers the pupil or other pupils, or surrounding persons, including school district employees, or property of the school.

Subd. 3. Parent notification and meeting. If a pupil's total days of removal from school exceeds ten cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the pupil and the pupil's parent or guardian before subsequently removing the pupil from school and, with the permission of the parent or guardian, arrange for a mental health screening for the pupil. The district is not required to pay for the mental health screening. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the pupil assessed or diagnosed to determine whether the pupil needs treatment for a mental health disorder.

History: 1974 c 572 s 4; 1978 c 764 s 93; 1986 c 444; 1Sp1997 c 4 art 7 s 18; 1998 c 397 art 9 s 26; 2001 c 183 s 1,2; 2004 c 294 art 2 s 8
121A.46 Suspension Procedures.
Subdivision 1. Informal administrative conference before suspension. The school administration shall not suspend a pupil from school without an informal administrative conference with the pupil. The informal administrative conference shall take place before the suspension, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension.

Subd. 2. Administrator notifies pupil of grounds for suspension. At the informal administrative conference, a school administrator shall notify the pupil of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the pupil may present the pupil’s version of the facts.

Subd. 3. Written notice of grounds for suspension. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of sections 121A.40 to 121A.56, shall be personally served upon the pupil at or before the time the suspension is to take effect, and upon the pupil’s parent or guardian by mail within 48 hours of the conference. The district shall make reasonable efforts to notify the parents of the suspension by telephone as soon as possible following suspension. In the event a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the pupil and the pupil’s parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing.

Subd. 4. Suspension pending expulsion or exclusion hearing. Notwithstanding the provisions of subdivisions 1 and 3, the pupil may be suspended pending the school board’s decision in the expulsion or exclusion hearing; provided that alternative educational services are implemented to the extent that suspension exceeds five days.

History: 1974 c 572 s 5; 1978 c 764 s 94; 1986 c 444; 1Sp1997 c 4 art 7 s 19-22; 1998 c 397 art 9 s 26; art 11 s 3

121A.47 Exclusion and Expulsion Procedures.
Subdivision 1. Requiring a hearing; pupil may waive hearing. No exclusion or expulsion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the pupil and parent or guardian. The action shall be initiated by the school board or its agent.

Subd. 2. Written notice. Written notice of intent to take action shall:
(a) be served upon the pupil and the pupil’s parent or guardian personally or by mail;
(b) contain a complete statement of the facts, a list of the witnesses and a description of their testimony; (c) state the date, time, and place of the hearing;
(d) be accompanied by a copy of sections 121A.40 to 121A.56;
(e) describe alternative educational services accorded the pupil in an attempt to avoid the expulsion proceedings; and
(f) inform the pupil and parent or guardian of the right to:
(1) have a representative of the pupil’s own choosing, including legal counsel, at the hearing. The district shall advise the pupil’s parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Department of Education;
(2) examine the pupil’s records before the hearing; (3) present evidence; and
(4) confront and cross-examine witnesses.

Subd. 3. Hearing schedule. The hearing shall be scheduled within ten days of the service of the written notice unless an extension, not to exceed five days, is requested for good cause by the school board, pupil, parent or guardian.

Subd. 4. Convenient time and place of hearing. The hearing shall be at a time and place reasonably convenient to pupil, parent or guardian.

Subd. 5. Closed or open hearing. The hearing shall be closed unless the pupil, parent or guardian requests an open hearing.

Subd. 6. Impartial hearer. The hearing shall take place before: (1) an independent hearing officer; (2) a member of the school board; (3) a committee of the school board; or (4) the full school board; as determined by the school board. The hearing shall be conducted in a fair and impartial manner.

Subd. 7. Creating hearing record. The school board shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense. Testimony shall be given under oath. The hearing officer or a member of the school board shall have the power to issue subpoenas and administer oaths.
Subd. 8. Access to pupil’s records. At a reasonable time prior to the hearing, the pupil, parent or guardian, or representative, shall be given access to all public school system records pertaining to the pupil, including any tests or reports upon which the proposed action may be based.

Subd. 9. Pupil’s right to compel testimony. The pupil, parent or guardian, or representative, shall have the right to compel the attendance of any official employee or agent of the public school system or any public employee or any other person who may have evidence upon which the proposed action may be based, and to confront and to cross-examine any witness testifying for the public school system.

Subd. 10. Pupil’s right to present evidence and testimony. The pupil, parent or guardian, or representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

Subd. 11. Pupil not compelled to testify. The pupil cannot be compelled to testify in the dismissal proceedings. Subd. 12. Hearer’s recommendation limited to evidence at hearing; service within two days. The recommendation of the hearing officer or school board member or committee shall be based solely upon substantial evidence presented at the hearing and must be made to the school board and served upon the parties within two days of the end of the hearing.

Subd. 13. Basis of school board decision; opportunity for comment. The school board shall base its decision upon the recommendation of the hearing officer or school board member or committee and shall render its decision at a meeting held within five days after receiving the recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer’s recommendations provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the commissioner of education of the basis and reason for the decision.

Subd. 14. Admission or readmission plan. (a) A school administrator shall prepare and enforce an admission or readmission plan for any pupil who is excluded or expelled from school. The plan may include measures to improve the pupil’s behavior, including completing a character education program, consistent with section 120B.232, subdivision 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the pupil of not improving the pupil’s behavior.

(b) The definition of suspension under section 121A.41, subdivision 10, does not apply to a student’s dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. A readmission plan must provide, where appropriate, alternative education services, which must not be used to extend the student’s current suspension period.

Consistent with section 125A.091, subdivision 5, a readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School officials must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school related activity, or as a basis of a charge of child abuse, child neglect or medical or educational neglect.

History: 1974 c 572 s 6; 1986 c 444; 1994 c 647 art 4 s 37; 1Sp1995 c 3 art 16 s 13; 1Sp1997 c 4 art 7 s 23-28; 1998 c 397 art 9 s 26; art 11 s 3; 1998 c 398 art 2 s 42; 2003 c 130 s 12; 1Sp2005 c 5 art 2 s 30

121A.48 Good Faith Exception.
A violation of the technical provisions of the Pupil Fair Dismissal Act, made in good faith, is not a defense to a disciplinary procedure under the act unless the pupil can demonstrate actual prejudice as a result of the violation.

History: 1Sp1995 c 3 art 9 s 30; 1Sp1997 c 4 art 7 s 29; 1998 c 397 art 9 s 26

121A.49 APPEAL.
A party to an exclusion or expulsion decision made under sections 121A.40 to 121A.56 may appeal the decision to the commissioner of education within 21 calendar days of school board action. Upon being served with a notice of appeal, the district shall provide the commissioner and the parent or guardian with a complete copy of the hearing record within five days of its receipt of the notice of appeal. All written submissions by the appellant must be submitted and served on the respondent within ten days of its actual receipt of the transcript. All written submissions by the respondent must be submitted and served on the appellant within ten days of its actual receipt of the written submissions of the appellant. The decision of the school board must be implemented during the appeal to the commissioner.
In an appeal under this section, the commissioner may affirm the decision of the agency, may remand the decision for additional findings, or may reverse or modify the decision if the substantial rights of the petitioners have been prejudiced because the administrative findings, inferences, conclusions, or decisions are:

1. in violation of constitutional provisions;
2. in excess of the statutory authority or jurisdiction of the school district; (3) made upon unlawful procedure, except as provided in section 121A.48; (4) affected by other error of law;
3. unsupported by substantial evidence in view of the entire record submitted; or
4. arbitrary or capricious.

The commissioner or the commissioner's representative shall make a final decision based upon the record. The commissioner shall issue a decision within 30 calendar days of receiving the entire record and the parties' written submission on appeal. The commissioner's decision shall be final and binding upon the parties after the time for appeal expires under section 121A.50.

History: 1974 c 572 s 7; 1986 c 444; 1Sp1995 c 3 art 16 s 13; 1Sp1997 c 4 art 7 s 30; 1998 c 397 art 9 s 26; art 11 s 3; 1998 c 398 art 2 s 43; 2003 c 130 s 12

121A.50 JUDICIAL REVIEW.
The decision of the commissioner of education made under sections 121A.40 to 121A.56 is subject to judicial review under sections 14.63 to 14.69. The decision of the commissioner is stayed pending an appeal under this section.

History: 1974 c 572 s 8; 1983 c 247 s 60; 1Sp1995 c 3 art 16 s 13; 1Sp1997 c 4 art 7 s 31; 1998 c 397 art 9 s 26; art 11 s 3; 2003 c 130 s 12

121A.51 REPORTS TO SERVICE AGENCY.
The school board shall report any action taken pursuant to sections 121A.40 to 121A.56 to the appropriate public service agency, when the pupil is under the supervision of such agency.

History: 1974 c 572 s 9; 1998 c 397 art 9 s 26; art 11 s 3

121A.52 NONAPPLICATION OF COMPULSORY ATTENDANCE LAW.
The provisions of section 120A.22, subdivision 5, shall not apply to any pupil during a dismissal pursuant to sections 121A.40 to 121A.56.

History: 1974 c 572 s 10; 1989 c 209 art 2 s 11; 1998 c 397 art 9 s 26; art 11 s 3

121a.53 Report to Commissioner of Education.
Subdivision 1. Exclusions and expulsions. The school board must report through the department electronic reporting system each exclusion or expulsion and each physical assault of a district employee by a student within 30 days of the effective date of the action or assault to the commissioner of education. This report must include a statement of alternative educational services, or other sanction, intervention, or resolution in response to the assault given the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

Subd. 2. Report. (a) The school board must include state student identification numbers of affected pupils on all dismissal and other disciplinary reports required by the department. The department must report annually to the commissioner summary data on the number of dismissals and physical assaults of district employees by a student by age, grade, gender, race, and special education status of the affected pupils. All dismissal and other disciplinary reports must be submitted through the department electronic reporting system.

(b) The commissioner must aggregate the district data reported under this section and include the aggregated data, including aggregated data on physical assaults of a district employee by a student, in the annual school performance reports under section 120B.36.

History: 1974 c 572 s 11; 1Sp1995 c 3 art 16 s 13; 1Sp1997 c 4 art 7 s 32; 1998 c 397 art 9 s 26; 1998 c 398 art 2 s 44; 2003 c 130 s 12; 1Sp2005 c 5 art 2 s 31; 2016 c 189 art 25 s 28

121A.54 Notice of Right to be Reinstated.
Whenever a pupil fails to return to school within ten school days of the termination of dismissal, a school administrator shall inform the pupil and the pupil's parents by mail of the pupil's right to attend and to be reinstated in the public school.

History: 1974 c 572 s 12; 1986 c 444; 1Sp1997 c 4 art 7 s 33; 1998 c 397 art 9 s 26
121A.55 Policies to be Established.
(a) The commissioner of education shall promulgate guidelines to assist each school board. Each school board shall establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of sections 121A.40 to 121A.56. The policies shall emphasize preventing dismissals through early detection of problems and shall be designed to address students' inappropriate behavior from recurring. The policies shall recognize the continuing responsibility of the school for the education of the pupil during the dismissal period. The alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress towards meeting the graduation standards adopted under section 120B.02 and help prepare the pupil for readmission.
(b) An area learning center under section 123A.05 may not prohibit an expelled or excluded pupil from enrolling solely because a district expelled or excluded the pupil. The board of the area learning center may use the provisions of the Pupil Fair Dismissal Act to exclude a pupil or to require an admission plan.
(c) Each school district shall develop a policy and report it to the commissioner on the appropriate use of peace officers and crisis teams to remove students who have an individualized education program from school grounds.

History: 1974 c 572 s 13; 1986 c 444; 1994 c 647 art 4 s 38; 1Sp1995 c 3 art 16 s 13; 1Sp1997 c 4 art 7 s 34; 1998 c 397 art 9 s 26; art 11 s 3; 1998 c 398 art 2 s 45; 1Sp2003 c 9 art 2 s 4; 1Sp2011 c 11 art 3 s 12

121A.56 Application.
Subdivision 1. Prohibition against discrimination remains in effect. Sections 121A.40 to 121A.56 shall not be deemed to amend or otherwise affect or change section 363A.13, subdivision 2.

Subd. 2. Portions of school program for credit. Sections 121A.40 to 121A.56 shall apply only to those portions of the school program for which credit is granted.

History: 1974 c 572 s 14,15; 1998 c 397 art 9 s 26; art 11 s 3
Appendix II - Resources and Assistance

Equal Opportunity/Non-Discrimination Policy
SPPS does not discriminate on the basis of race, creed, sex, marital status, national origin, age, color, religion, gender identity and expression, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, disability or membership or activity in a local commission. Inquiries regarding our non-discrimination policies should be directed to 360 Colborne Street, Saint Paul, MN 55102 or call 651-767-8145.

To report discrimination, harassment or other violations:
- Employees – contact Human Resources at 651-767-8200 or the Equal Employment Opportunity (EEO) Director at 651-744-2665.
- Students – first contact the principal of the school/program, and call the Chief of Staff at 651-767-8103 or the EEO Director at 651-744-2665 to report discrimination, including Title IX (sexual discrimination) violations or violations of student human rights. If the alleged harasser is a student, first report the incident to the school principal. Another option is to report the conduct to the Assistant Superintendent for the school at 651-767-8100.

Students with Disabilities
Saint Paul Public Schools Resources
- Special Education Department: 651-767-8321
- 504 Coordinator: 651-767-8380

Non-Saint Paul Public Schools Resources
- MDE (Minnesota Department of Education): 651-582-5200
- PACER (Parent Advocacy Coalition for Education Rights): 952-838-9000

School Ombudsperson
The SPPS ombudsperson helps students, parents and community members resolve school issues if they are unable to reach a satisfactory solution working with school administrators and staff members. The ombudsperson can help:
- Negotiate a solution with a teacher or administrator
- Communicate more effectively with a teacher or administrator
- Understand a school policy, regulation or procedure
- Connect the person with the appropriate school district staff member or office
- Gather general information about the school district. Contact the Ombudsperson by calling 651-767-8394 or online at: spps.org/ombudsperson.
Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?
Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?
A statewide assessment is just one measure of your student’s achievement, but your student’s participation is important to understand how effectively the education at your student’s school is aligned to the academic standards.

- In Minnesota’s implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered “proficient.”
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

Academic Standards and Assessments

What are academic standards?
The Minnesota K–12 Academic Standards are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?
The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

<table>
<thead>
<tr>
<th>Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)</th>
<th>ACCESS and Alternate ACCESS for English Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8, and high school for science.</td>
<td></td>
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<tr>
<td>• Majority of students take the MCA.</td>
<td></td>
</tr>
<tr>
<td>• MTAS is an option for students with the most significant cognitive disabilities.</td>
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</tr>
<tr>
<td>• Based on the WIDA English Language Development Standards.</td>
<td></td>
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<tr>
<td>• Given annually to English learners in grades K–12 in reading, writing, listening, and speaking.</td>
<td></td>
</tr>
<tr>
<td>• Majority of English learners take ACCESS for ELLs.</td>
<td></td>
</tr>
<tr>
<td>• Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.</td>
<td></td>
</tr>
</tbody>
</table>
Why are these assessments effective?
Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.
• To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
• The Reading and Mathematics MCA are adaptive, which means the answers a student provides determine the next questions the student will answer.
• The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Are there limits on local testing?
As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?
Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student’s district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?
Each school sets their testing schedule within the state testing window. Contact your student’s school for information on specific testing days.
• The MCA and MTAS testing window begins in March and ends in May.
• The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student’s results?
Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child’s progress and help guide future instruction.

How much time is spent on testing?
Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is less than 1 percent of instructional time in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?
The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?
Students and families can find out more on our Statewide Testing page (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).
Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student’s school.

To best support school district planning, please submit this form to the student’s school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required each year parents/guardians wish to opt the student out of statewide assessments.

Date____________________ (This form is only applicable for the 20___ to 20____ school year.)

Student’s Legal First Name ___________________________ Student’s Legal Middle Initial ____________

Student’s Legal Last Name _______________________________ Student’s Date of Birth _______________

Student’s District/School _______________________________ Grade __________________

Please initial to indicate you have received and reviewed information about statewide testing.

______ I received information on statewide assessments and choose to opt my student out. MDE provides the Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing on the MDE website (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

______ MCA/MTAS Reading _______ MCA/MTAS Science

______ MCA/MTAS Mathematics _______ ACCESS/Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state’s efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered “proficient.”

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.

Parent/Guardian Name (print) __________________________________________________________

Parent/Guardian Signature _____________________________________________________________

To be completed by school or district staff only. Student ID or MARSS Number ______________

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