



Future Ready. Community Strong.

Student Handbook 2021-2022

Board approved: August 12, 2021



Burnsville-Eagan-Savage School District 191

Letter from the Superintendent

Dear Students,

Welcome to the 2021-2022 school year in Burnsville-Eagan-Savage School District 191!

As we return to school this year, ready for a new start, I can't help but reflect on the ways we as a community confronted the challenges of the last year. We learned how to be adaptive and flexible, how to overcome barriers and meet needs, and how to support each other and work together. We'll take all of those lessons with us as we move forward.

All of the ways we've grown and the experiences we've had together, they can and will be a spark for us as a school community. We've seen clearly how important it is to be a truly inclusive community, listening to all voices and partnering with families, students and community organizations. We've seen the strength that comes from our diversity, with each individual making important and unique contributions to help the entire community. And we've seen the benefits of blazing our own path rather than waiting to see what others will do.

Living our values over the last year helped us do more than survive. In a time of uncertainty and challenges, we learned and grew and prepared for what's next. We'll keep doing that this year, too, and we'll do it together.

This handbook also reflects those values. I encourage you to read through its pages to understand your responsibilities and our commitment to you and your success. Together we can create a strong learning community that supports all learners.

I wish you all the best this school year and look forward to seeing you blaze your pathway.

Sincerely,

Dr. Theresa Battle,
Superintendent



Table of Contents

Letter from the Superintendent	2	Superintendent:	10
Important District Policies to Know	3	School Board:	10
General District Information	5	Procedural Requirements	11
District 191 Beliefs about Behavior in School	8	■ Application of the Code of Conduct	11
Explanation of PBIS	8	■ Factors Impacting Discipline Decisions	11
Explanation of Roles	9	■ Disciplinary Responses	11
All students:	9	■ Rights to Continued Access to Instruction	11
All parents and legal guardians:	9	Responses to Behavior	12
All teachers:	9	Levels of Intervention for Behavior	14
Building principals:	10	Behavior Response Matrix	17
Other school district personnel:	10	Parent/Guardian Guide to Statewide Testing	24

Important District Policies to Know

This page includes summaries of several Burnsville-Eagan-Savage School District 191 policies regarding student behavior and ensuring a safe and positive learning environment at our schools. The complete text of these and other District 191 policies can be found online at <https://www.isd191.org/discover/board-of-education/policies> or upon request from a school or district office. Questions regarding district policies or this handbook can be directed to the building principal, program director or superintendent's office at 952-707-2005.

POLICY 404: EMPLOYEE BACKGROUND CHECKS

District 191 places a high priority on ensuring a safe and healthy learning environment for students. As part of this, all applicants who have been offered employment with the district must complete a criminal background check before they start. This process meets legal requirements.

POLICY 413: HARASSMENT AND VIOLENCE

District 191 is committed to creating safe and supportive spaces where students can learn, and employees can work, without fear of harassment or violence. Any harassing or violent behavior is strictly prohibited in District 191 schools and other buildings, on district property and during district events. We take all complaints of harassment or violence very seriously. We will investigate all complaints and take disciplinary action against any student, teacher, administrator or other school employee who violates this policy.

POLICY 419: TOBACCO- AND SMOKE-FREE ENVIRONMENT

As part of our work to keep a healthful learning environment for students and working environment for our employees, tobacco use of any kind – including electronic cigarettes and tobacco-related devices – is prohibited in all of our schools. This applies to all students, teachers, administrators and other District 191 employees.

POLICY 501: SCHOOL WEAPONS POLICY

No person is allowed to possess, use or distribute a weapon on school property, with specific exceptions. We will enforce this policy and discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

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

School lockers are the property of the district and we maintain exclusive control of lockers provided for the convenience of students. Because of this, we may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant. However, a student's personal possessions within a school locker or being carried by that student may be searched only when school employees have a reasonable suspicion that the search will reveal evidence of a violation of law or school rules.

POLICY 503: STUDENT ATTENDANCE

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student.

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

District 191 is committed to protecting students' and employees' rights to free speech while also maintaining effective learning environments. To maintain this balance, we allow students and employees to distribute non-school-sponsored materials on school property as long as it is done at a reasonable time and place and in a reasonable manner. Complete guidelines are available in the online policy manual. If you are interested in distributing materials on school grounds, you must place a request with and get permission from your school principal or administrator.

POLICY 506: STUDENT DISCIPLINE

Students are expected to behave appropriately so that our schools are positive learning environments for all. When students do not follow expected behavior guidelines, school administrators will take appropriate disciplinary action.

POLICY 514: BULLYING PROHIBITION POLICY

District 191 knows that a safe and civil learning environment is essential for all students to achieve to their highest capabilities. Therefore, bullying, whether by an individual or a group, is expressly prohibited in District 191 schools, on school property, at school events and activities, and on school transportation. Condoning or supporting another student's act of bullying is also prohibited. Although we cannot monitor all students' actions at all times, we will investigate and respond to any bullying behavior that negatively affects the school

environment and educational rights of other students. This includes cyberbullying.

POLICY 520: STUDENT SURVEYS

Occasionally, we will use surveys to gather student opinions and information about students. These surveys will be to help the district better achieve its mission.

POLICY 524: INTERNET ACCEPTABLE USE AND SAFETY POLICY

We understand the importance of students being able to access resources on the internet, both for current educational work and to help ensure students have the skills they need for future study and work. We provide students access to our computer system, including the internet, expressly for educational purposes, including classroom activities, research and college/career readiness activities. Students are expected to use our system in a safe manner and for these appropriate purposes. If the system is used in an unacceptable manner, students may face consequences as outlined in this policy.

POLICY 526: HAZING PROHIBITION

Hazing activities of any type are prohibited at all times whether they happen on or off school property, during or after school hours. Hazing activities can mean doing something to a student or coercing a student to do something that could cause harm in order for that student join or be part of a group or organization. More details about what constitutes hazing can be found in the online policy manual.

POLICY 527: STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS, AND SEARCHES

Students are allowed the limited use and parking of motor vehicles in district locations in accordance with district policy. Students permitted to park at a district location do so as a privilege, not a right.

POLICY 529: STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

We are committed to maintaining safe learning and working environments for our students and staff. As part of this commitment, we provide classroom teachers and other school staff members notice about students' history of violent behavior. Before we do so, we will inform the student's parent or guardian.

POLICY 806: EMERGENCY OPERATIONS POLICY

Each district site has its own emergency operations plan. In the event of an emergency, relevant information of reunification instructions will be sent through the district messaging system and available on the ISD 191 website.

General District Information

APPLY FOR EDUCATIONAL BENEFITS (FREE/REDUCED PRICE MEALS)

Parents/Guardians are encouraged to apply to receive educational benefits. If your family qualifies, your students can receive free or reduced-price meals and possibly other benefits, including discounts for participation in athletics, band and other activities. In addition, some school funding is based on number of students who qualify for benefits. So by filling out an application, you are helping to ensure every school in District 191 gets all the funding it deserves.

Applications may be completed online at www.isd191.org/edbenefits. Paper applications are available online, at school buildings and at the District Office. A new application must be completed each school year. Call 952-707-2051 if you need assistance with the application process.

CHROMEBOOKS

All Chromebooks, other student devices, and issued accessories are the property of ISD191. Students will take care of the equipment, use the equipment in accordance with our Acceptable Use Policy, and return the equipment when requested or when the student leaves ISD191.

More Information and the One91 Chromebook Loan Expectations can be found at ww.isd191.org/chromebook

COVID-19

In consideration of the current COVID-19 pandemic, students should not attend school if they exhibit respiratory 'shortness-of-breath', a new onset of a 'cough' or difficulty breathing. Further, please have students consult with a medical provider before sending to school if the student experiences a cluster of two of the following symptoms: chills, repeated shaking with chills, muscle pain, headache, sore throat, new loss of taste or smell, and gastrointestinal symptoms of diarrhea, vomiting, or nausea.

FIELD TRIPS

Students take both transported and walking field trips to broaden their educational experiences. Parents are often asked to help with supervision. An informational letter and permission form will be sent home and this must be completed and returned to the school before a student may go on a field trip.

FLEXIBLE LEARNING DAYS

District 191 schools will use "Flexible Learning Days," new for the 2020-21 school year, in order to minimize the disruptions caused by snow or extreme cold weather. Under the plan, the first cancellation due to weather during a school year will remain a traditional cancellation. After that, Flexible Learning Days would kick in.

On a Flexible Learning Day, teachers, administrators and other licensed professionals will be available by phone, email and/or Schoology from 9 to 11 a.m. and from 1 to 3 p.m. to answer questions, provide guidance or otherwise engage students.

- For grades 6-12, teachers will publish lessons by 9 a.m. using Schoology, the district's online learning system, so students can access courses and complete assigned work.
- For grades PreK-5, students will complete portions of selected learning activities created and distributed in advance by their teachers.

More information and details will be shared with students and families throughout the school year.

FOOD POLICY

The State Department of Health requires that food served in schools be obtained from appropriate sources. Food prepared in a home will not be distributed in school. Families must adhere to the district's Wellness [Policy 533](#) and must also check with school staff before sending in treats for a party or other event.

HUMAN GROWTH AND DEVELOPMENT

Each school year, 4th (girls only), 5th and 6th grade students receive Human Growth and Development classes. A licensed school nurse teaches these classes which are designed to promote a healthy attitude toward maturing bodies and an awareness of the physical and emotional changes that occur during the adolescent years. Boys and girls are instructed separately at each grade level. The school nurse will also be teaching the state-mandated Human Immunodeficiency Virus (HIV) education along with communicable disease education to 6th grade students. Dates for these classes are communicated through newsletters and websites. Parents or guardians must contact the school if they do not want their child to participate. Children not participating in this class will take part in other health classes led by a classroom teacher. Questions related to human growth and development and Human Immunodeficiency Virus (HIV)/communicable disease education may be directed to the school nurse.

ILLNESS AND INJURY

In case of illness or significant injury at school, a parent or guardian will be notified by the Health Office staff. Transportation home and all medical care is the responsibility of the parent or guardian. If a parent or guardian cannot be reached, the emergency contact will be called. The person designated as an emergency contact must be able and willing to provide transportation and supervision for the student. It is important that the emergency contact information is current for all students. If emergency contact cannot be reached, 911 will be called as necessary.

In most cases, children should remain at home for 24 hours after antibiotics have been started. Students should be fever free for 24 hours before returning to school.

Please see the district health services website for more information regarding “Is My Child Too Sick for School Today?” which will provide general guidelines regarding if your child should attend school when ill. If a student becomes ill with a communicable disease, please notify the school.

IMMUNIZATION RECORDS

In order for students to enroll or remain enrolled in elementary or secondary schools, Minnesota state law requires documentation of required immunizations or written proof of exemption. Students will not be allowed to start school until this information or an appropriately signed legal exemption is provided to the district. A list of the required immunizations, the entire District 191 Immunization Policy 530 and immunization forms are available on the district website, www.isd191.org, or in the school health office.

LATEX-SAFE SCHOOLS

To safeguard the health of students and staff who have latex allergies, all schools take steps to minimize exposure to natural rubber latex. No latex balloons are allowed. Students with latex allergies should notify the building nurse at their school so that accommodations can be made.

LOCKERS (SECONDARY SCHOOLS)

All lockers are school property and may be opened at any time by school officials. The school is not responsible for replacing lost or stolen student property. Replacement costs will be assessed for school property reported missing from a student’s locker unless forced entry can be demonstrated. Lockers should always be locked properly and kept in good condition. Theft from lockers should be reported immediately to the police liaison officer or the main office. Students should not tell anyone their locker combination. If a locker is not operating properly, report it to the attendance desk.

Students enrolled in physical education are assigned a locker. Students are encouraged to mark all of their personal clothing and equipment with appropriate identification. These lockers must be cleared of all clothing and equipment as directed by school staff at the end of scheduled terms. The school will not assume responsibility for the return or condition of student equipment or clothing left in lockers.

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

Students may also be assigned athletic lockers for use during a specific athletic season. On the date that equipment is due at season’s end, all locks and belongings must be removed.

MEDICATIONS

If a student needs to take medicine at school, a parent must contact the school nurse. Teachers cannot be responsible for a child’s medication. Rather, medications must be sent to the school nurse in the original prescription bottle or original packaging along with a note from the parent/guardian providing permission for the medication to be administered during the school day. All medications dispensed at school require a doctor’s order. This includes over-the-counter medications. Please refer to the district website for the medication Policy 516. For more information, contact the school nurse.

PERMITTED ACTIONS

As allowed by Minnesota state law, there are some instances when reasonable force may be used toward a student without the student’s permission. This includes when a parent/guardian, teacher or other caretaker needs to restrain or correct the student, to keep the student from injuring himself/herself or others, or to prevent the student from damaging property.

For more information, please review MN Statute §609.379.

REPORTING CHILD ABUSE/NEGLECT

District 191 will seek to protect children whose health and welfare may be jeopardized through physical abuse, neglect, truancy or sexual abuse. All district employees are required by state law to report suspected misconduct toward children and to maintain the confidentiality of such data. Policy 414

SCREENING

Every school year, students participate in grade level vision screening. Students also receive hearing and/or vision screening upon request from their parents or guardians or if the teacher suspects that there may be a hearing or vision concern that is affecting the student’s ability to learn. Please visit the Health Services webpage on the district website for a list of the grade level screenings. *If you do not wish for your child to receive health screening, please inform your school health office.*

SECTION 504

Section 504, a provision of the Federal Rehabilitation Act, ensures access to a free and appropriate public education for individuals with a qualifying disability by prohibiting discrimination based on a disability. A student may qualify for a 504 plan if he or she has a mental or physical condition for which reasonable accommodations are

necessary in order to make progress in school. Questions about Section 504 services may be directed to the building 504 contact or Individualized Student Services Department (952) 707-2082.

If a student or parent/guardian does not wish any or all of this information to be made public, he or she can “opt out” by notifying his or her school principal in writing.

SPECIAL EDUCATION

Students with disabilities who have been evaluated and found to be eligible for special education receive specialized instruction and supports based on their identified needs. Licensed special education teachers provide services that are identified on a student's Individual Education Program (IEP) plan including, when necessary, services from speech, occupational and physical therapists, nurses, school psychologists, and school social workers. Prior to a referral for a special education evaluation by a general education teacher at least two evidence based interventions are implemented to see if the student makes academic and/or behavioral progress. If a parent/ guardian believes their child has a disability that is interfering with progress in the general education classroom, they may request a special education evaluation by contacting the building principal.

If the decision is made to opt out, then the student will be excluded from all published information including:

- Honor rolls;
- Programs for concerts and theater performances;
- Athletic programs;
- Yearbooks;
- Press releases, etc.

STUDENT DATA PRIVACY POLICY

The District 191 Board of Education Policy 515 requires the district to comply with the Federal Family Rights and Privacy Act and the Minnesota Government Data Practices Act.

In District 191, educational data are recorded on individual students in areas related to health, academic progress, attendance, testing and special education. Most information in education records is considered private and available only to the student, the student's parents/guardians if the student is not yet 18 years old, and to the school staff who need the data to provide services to the student, unless permission is granted by the student or parent/guardian.

However, according to state and federal guidelines, information that is considered to be directory information may be released to the public without permission of the student or parent/guardian. This includes:

- Student's name;
- Gender;
- Address;
- Telephone number;
- Participation in officially recognized activities and sports;
- Weight and height of members of athletic teams;
- Degrees and awards received;
- Photographs for school-approved publications, newspapers and videotapes.

District 191 Beliefs about Behavior in School

District 191 discipline policies and this student handbook are based on research regarding what is working well across the country. Our most important responsibility is to support the success of all our students while they are in

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

school. We also want to prepare them for successful lives after graduation.

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

With this in mind, we will:

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

Explanation of PBIS

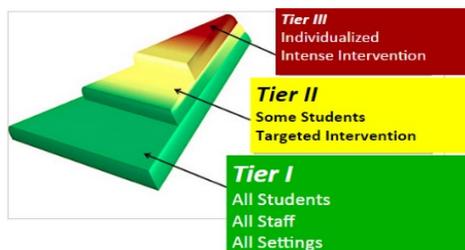
All District 191 schools use Positive Behavioral Interventions and Supports (PBIS) as a way to teach school-wide expectations and to let students know when they have met those expectations.

PBIS shows that:

- Students learn better when they are taught the school expectations and given the chance to practice them.
- Students are more likely to follow the school expectations when they are recognized for doing what they are supposed to be doing.
- Some students need extra support when it comes to behavior. PBIS has three steps to help support them.

Students who need additional support may benefit from:

- Additional lessons or instruction on the expected behavior, or skills that will help them meet the expected behavior (refocusing, self-control, self-advocacy, etc.).
- More opportunities to practice the behavior.
- Increased supervision by adults.
- Looking at what has worked for the student in the past, and doing it again.



Explanation of Roles

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

All students:

shall be held individually responsible for their behavior and for knowing and following the Code of Student Conduct and related district policies.

Students should...

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

All parents and legal guardians:

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

Parents and guardians should...

- Establish a positive relationship with someone at the school where communication can readily occur.
- Partner with the school in regard to rules and policies.
- Show and model respect for other students and families.
- Work with staff in a mutually respectful manner focusing on the success of your student.
- Emphasize the importance of being prepared for school, both physically and emotionally. Teach and model skills for following routines and expectations in order to achieve academic and social success.
- Ask for help or information from the school when necessary.

All teachers:

shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall promote use of the Code of Student Conduct.

Teachers should...

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

Building principals:

are given the responsibility and authority to formulate building rules and regulations necessary to enforce this Handbook. The principal shall give direction and support to all school personnel performing their duties within the framework of this Handbook.

Building principals should...

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

Other school district personnel:

shall be held responsible to work with building administration under the guidance of the superintendent to foster a positive, safe environment.

Other school district personnel should...

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

Superintendent:

shall be responsible for designing, enhancing, and overseeing all behavior policies and enforcement subject to School Board approval. The superintendent will give direction and support to building principals and other district personnel to perform their duties within the framework of this handbook.

The superintendent should...

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

School Board:

is given the responsibility and authority to govern and oversee all policies relating to behavior management. The School Board will ensure behavior policy can allow for positive, safe, and productive learning environments in all district schools.

School Board members should...

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

Procedural Requirements

■ Application of the Code of Conduct

The disciplinary responses set forth in the District 191 code of conduct apply to students at all times while they are on District 191 property or while attending a District 191 event. District 191 property means any school or other facility, including grounds owned or operated by District 191, buses and other District 191 vehicles, bus stops, and the facility and grounds of any District 191 activity involving students. Student conduct occurring outside school hours and away from school property may be subject to disciplinary action if the administration believes reasonably that the conduct threatens the health or safety of students or staff in the school setting or if conduct causes or is reasonably expected to cause substantial disruption or material interference with school activities.

A student can never be punished physically.

■ Factors Impacting Discipline Decisions

District 191 staff shall make disciplinary decisions using clear, developmentally appropriate criteria, ensuring that consequences applied are proportional and consistent with:

1. The student's age;
2. Previous severe disciplinary infractions, including the nature of prior misconduct, the number of prior instances of misconduct and the progressive disciplinary measures implemented for such misconduct;

3. Cultural or linguistic factors that may provide context to understand student behavior;
4. The circumstances, including the nature and seriousness of the offense, surrounding the incident ;
5. Other mitigating or aggravating circumstances;

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

■ Disciplinary Responses

District 191 uses a continuum of instructional strategies and disciplinary responses to support student development and positive school environments.

The pages that follow establish levels of responses to defined disciplinary infractions, as follows:

- Responses to Behavior;
- Levels of Intervention for Behavior;
- Disciplinary Response Matrix;

■ Rights to Continued Access to Instruction

Absences from class due to disciplinary action are excused absences.

Each student suspended in excess of five days, or who has been expelled out of school and has not enrolled in another district, shall receive daily classwork and assignments from each teacher that shall be requested from teachers by administration or designee.

Responses to Behavior

Behavioral Contract	Correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive behavioral interventions, strategies, and supports.
Check-in with School Counselor/Resource Specialists	Prompting a student to have an informal check-in with a school counselor, resource teacher, school psychologist, school social worker or coach who has a relationship with the student.
Classroom-based Responses	Prompting a student to reflect on his/her behavior using classroom strategies such as time-out, teacher–student conference, reflection, redirection (e.g., role play), seat change, call home, loss of classroom privilege or apology letter, and re-teaching expectations.
Classroom Removal (limited to one class period)	Removing a student from the classroom setting in order to reintroduce the student in a successful way. This intervention shall not exceed one class period or otherwise determined by an administrator/designee.
Classroom Removal (more than one class period)	Removing a student from the classroom setting to work with assigned support staff in order to reintroduce the student in a successful way. This intervention shall not exceed three class periods or otherwise determined by an administrator/designee. In no case may a student be prohibited from attending a class or activity period of time exceeding five days under this response.
Community Service	Recommending student to participate in an activity that serves and benefits others in the school or broader community (e.g. working at a soup kitchen, cleaning up public spaces, or helping at a facility for the elderly).
Conflict Resolution	Using strategies to assist students in taking responsibility for resolving conflicts peacefully. Students, parents, guardians, teachers, school staff, and/or principals engage in activities that promote problem- solving skills and techniques, such as conflict and anger management, active listening, and effective communication.
Detention	Requiring a student to report to a designated classroom before school, during a free period, after school or on the weekend for a set period of time.
Dismissal	Denying of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class.
Exclusion	Action taken by the School Board preventing enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.
Expulsion	School Board action prohibiting an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the School Board.
Loss of Privileges	Temporarily denying of a student privilege.

Mentoring Program	Pairing students with mentors (e.g. counselor, teacher, fellow student, or community member) who help with their personal, academic, and social development.
Parent Outreach	Informing parents/guardians of their children's behavior and seeking their assistance in correcting inappropriate or disruptive behavior.
Plan for Success/Contract	Developing an agreement between the student, school and family to create opportunities for change.
Referral to an Alternative Education Setting	Recommending a student to a building administrator(s) for placement in an alternative education school, alternative education program, or alternative education placement.
Referral to Community-based Organizations	In consultation with principal or designee, referring students for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, tutoring, and/or truancy.
Removal from School	Removing a student from classes for more than one class period, but less than one day.
Restitution	A consequence that results in restoring and improving an environment, formally apologizing, or compensating for loss, damage, or injury; community services.
Restorative Practices	Proactively establishing and maintaining a positive school climate and establish a structured approach to teaching appropriate social skills. Employing interventions, responses, and practices designed to identify and address the harm caused by an incident, including harm to a victim, and developing a plan for the student who caused the harm to heal and correct the situation.
Suspension	Action taken by school administration, under rules promulgated by the School Board, prohibiting a pupil from attending school for a period of no more than ten school days. Suspension does not include dismissal from school for one school day or less, except as provided in federal law for a student with a disability. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days.

Levels of Intervention for Behavior

LEVEL 1 – Teacher Initiated Response

An Office Discipline Referral would not be typically completed at this stage. These responses aim to change the conditions contributing to the negative behavior and typically will be instituted in a graduated fashion; however, a teacher may exercise discretion to tailor a response to a particular situation:

- Classroom based responses (verbal correction, written reflection, reminder, redirection, break/processing, daily progress);
- Classroom detention (Additional dedicated skill building time);
- Restorative practices;
- Loss of privileges connected to the infraction;
- Parent/Guardian outreach (contact caregiver via telephone, email, text);
- Collaboration with support staff (EA, Case Manager, School Counselor, Mentor, Coach, Family Support Worker, etc.);
- Collaboration with Community Based Organizations.

LEVEL 2 – Teacher Initiated Response with Office Support

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

- Classroom based responses (verbal correction, written reflection, reminder, redirection, break/processing, daily progress);
- Plan for Success/Contract;
- Parent/Guardian outreach (contact caregiver via telephone, email, text);
- School-based or outside facilitated conflict resolution;
- Detention (Additional dedicated skill building time);
- Temporary classroom removal;
- Parent/Guardian conference;
- Home visits;
- Informal and/or preventative school-based mentoring;
- Call for an IEP meeting and/or request a Functional Behavioral Assessment/Behavioral Intervention Plan;¹
- Referral to mental/chemical/emotional services;
- Loss of privileges connected to the infraction;
- Collaboration with Community Based Organizations;
- Notification to extra-curricular supervisor;
- Restorative practices;
- Restitution.

LEVEL 3 – Support and Administrative Responses

An Office Discipline Referral would be completed and the administrator would coordinate interventions. These responses engage the student's support system to ensure successful learning and to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses intent is to intervene in an intense, collaborative, and significant way in order to alter the behavior without removing the student from school. These responses may include short-term removal of a student but should be inclusive and practical in nature in order to change the long-term outcomes:

¹ *These are steps that might be taken for a student who is already identified as eligible for special education and related services. Students not identified as special education students may be referred for evaluation based upon chronic behavior issues if the district knows or has reason to believe that the student has a disability.*

- Classroom based responses (verbal correction, written reflection, reminder, redirection, daily progress);
- Plan for Success;
- Parent/Guardian outreach (contact caregiver via telephone, email, text);
- School-based or outside facilitated conflict resolution;
- Detention (Additional dedicated skill building time);
- Temporary classroom removal;
- Parent/Guardian conference;
- Home visits;
- Informal and/or preventative school-based mentoring;
- Call for an IEP meeting and/or request a Functional Behavioral Assessment/Behavioral Intervention Plan;²
- Referral to mental/chemical/emotional services;
- Loss of privileges;
- Notification to extra-curricular supervisor;
- Restorative practices;
- Restitution;
- Classroom removal;
- In-school suspension;
- In-school intervention;
- Collaboration with Community Based Organizations.

LEVEL 4 – Support, Administrative and Removal Responses

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

- Parent/Guardian and Student conference [with administrator(s)];
- Involvement of School Resource Officer;
- Loss of privileges/removal from extracurricular activities (referral to Athletic Director);
- Restitution;
- Manifestation Determination³
- Formal mentoring program;
- Classroom removal;
- In-school suspension;
- Suspension;
- Referral to an alternative education setting;
- Recommendation for expulsion;
- Collaboration with Community Based Organizations.

²⁻³ *These are steps that might be taken for a student who is already identified as eligible for special education and related services. Students not identified as special education students may be referred for evaluation based upon chronic behavior issues if the district knows or has reason to believe that the student has a disability.*

Behavior Response Matrix

The following are examples of unacceptable behavior subject to disciplinary action by the school district. Although progressive discipline is preferred, the district, nonetheless, has the authority to bypass levels on a case-by-case basis. These examples are to clarify some behaviors but do not represent all behavior that may lead to disciplinary action. School Board Policy 506 gives the broad language regarding unacceptable behaviors and disciplinary action. Additional, related policies are referenced below, and in Policy 506. Please see page 11, "Factors Impacting Discipline Decisions," to help understand context around responses.

Lowest level should be considered first, followed by progressively more intensive consequences.				
Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
Academic Dishonesty/Forgery <i>Policy 506</i>	Plagiarizing (taking someone else's work or ideas for students in grades 6-12), forgery (faking a signature; electronic or actual) of a teacher or parent/guardian) for the purposes of deceiving a staff member; or cheating.			
		Tampering with, or assisting another to tamper with student information or assessment systems.		
Alcohol <i>Policies 417, 418</i>			Any activity involving the consumption of any alcoholic beverage; Being under the influence of alcohol.	
			Using or possessing alcohol.	
				Distributing/selling alcohol.
Arson <i>Policy 506</i>	Setting or attempting to set a fire or helping others to set a fire.			
Assault <i>Policies 413, 506</i>		Engaging in a physical behavior that intentionally causes physical harm.		

Lowest level should be considered first, followed by progressively more intensive consequences.

Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
Bullying <i>Policy 514</i> Cyberbullying <i>Policy 514</i>		Inappropriately targeting another student over a pattern of events where a perceived imbalance of power exists.		
		Using electronic communication (social media, emails, etc) to inappropriately target another student over a pattern of events where a perceived imbalance of power exists.		
Computer-Related Offense	Inappropriate use of school provided electronic device or school owned or managed software, hardware, or network Tampering with, or assisting another to tamper with student information or assessment systems Filming, recording or distributing in any manner the conduct or activities of other students or staff on district property without permission. In addition, any distribution, transmission, sharing or broadcasting of such activities/conduct on social media or elsewhere is prohibited. This prohibition does not apply to public.			
Bus Misconduct <i>Policies 506, 709</i>	Breaking any bus and/or school rules while waiting for, riding, and leaving the bus. In addition to possible loss of transportation (privilege), misbehavior on district buses will be addressed in accordance with the consequences outlined for the specific behaviors.			
Vandalism/ Destruction of Property <i>Policy 506</i>	Causing accidental damage of property.			
		Causing intentional damage to property.		

Lowest level should be considered first, followed by progressively more intensive consequences.

Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
Disorderly		Pushing, shoving, horseplay, body checking, necking, etc. but without severe or intentional physical harm.		
Disruption <i>Policy 506</i>	Engaging in minor behavior that distracts from the learning environment.			
	Persistent or continual interference with the educational setting Interference with the physical educational setting that creates physical disorder			
Dress Code <i>Policies 504, 506</i>	Displaying dress or personal grooming that presents a danger to student's health or safety, provides inadequate coverage or is suggestive, causes an interference with work, or creates classroom or school distraction is not allowed during school or at school-sponsored events. Such attire includes, but is not limited to, chains, clothing with drugs, weapons and/or alcohol, sexually explicit or suggestive messages, or representations that are inappropriate or demeaning to any groups, or that shows gang affiliation.			
Driving <i>Policy 506</i>		Carelessly or recklessly operating a vehicle; operating any motorized or non-motorized vehicle on school locations in such a manner as to endanger people or property is prohibited.		

Lowest level should be considered first, followed by progressively more intensive consequences.

Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
Bomb <i>Policies 501, 506</i>	Possessing an incendiary or explosive device, material, or any combination of combustible or explosive substance, other than a firearm, that can cause harm to people or property (e.g., firecrackers, smoke bombs, flares; but NOT "snap pops," which should be treated as a disruption).			Detonating or possessing and/or threatening to detonate an incendiary device or material, as described above.
Bomb Threat <i>Policies 506</i>	Verbal or written threat in any medium of possessing an incendiary or explosive device, material, or any combination of combustible or explosive substance, other than a firearm, that can cause harm to people or property (e.g. firecrackers, smoke bombs, flares, but NOT "snap pops")			
Fighting <i>Policies 501, 506</i>	Two or more people engaged in intentional bodily harm toward each other			
Harassment <i>Policies 413, 506</i>	<p>Nonsexual: Engaging in intentional negative actions on the part of one or more students that cause discomfort with identity issues in regard to race, color, national origin, gender and gender identity, disability, sexual orientation, religion or other characteristics that interfere with a student's ability to participate in or benefit from the school's educational programs</p> <p>Sexual; Unwelcome sexual advances, requests for sexual favors; and/or other inappropriate verbal, written or physical conduct of a sexual nature directed toward others</p> <p>(Consideration would need to be particularly given to the age, grade, developmental level, prior offenses, intentionality and circumstances in determining an appropriate course of action and responses.)</p>			

Lowest level should be considered first, followed by progressively more intensive consequences.

Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
Hazing <i>Policy 526</i>	Committing an act against another student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.			
Illegal Drugs Controlled Substances (Prescription) <i>Policies 417, 418</i>	Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician.			
				Using, possessing (including paraphernalia) or being under the influence of illegal drugs.
				Distributing or selling non-illegal drugs or look-alike substances.
				Any activity involving the consumption of any drug, illegal substance that subjects the student to a risk of harm.
Over the Counter Medications	Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician			

Lowest level should be considered first, followed by progressively more intensive consequences.

Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)	
Weapons <i>Policy 501</i>			Possessing, using, or threatening to use a non-firearm gun. Possessing a fire-arm		
			Possessing ammunition, a knife or other implement that could cause serious bodily harm, without intent to use as a weapon.		
				Possessing a knife or anything that could cause serious bodily harm with intent to use as a weapon.	
				Using or threatening to use, a knife or other implement as a weapon with intent to cause serious bodily harm.	
				Distributing or selling weapons.	
Robbery (using force)			Taking or attempting to take anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force and/or by putting the victim in fear		
Tardiness <i>Policies 503, 506</i>	Arriving late to the assigned school locations (class).				
	Persistently (more than three times) arriving late to class or school without an excuse.				

Lowest level should be considered first, followed by progressively more intensive consequences.

Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
Terroristic Threats				A threat of violence with the intent to terrorize; Whoever threatens, directly or indirectly, to commit any crime of violence with purpose to terrorize another or to cause evacuation of a building, place of assembly, vehicle or facility of public transportation or otherwise to cause serious public inconvenience, or in a reckless disregard of the risk of causing such terror or inconvenience (MN Statute Sec. 609.713
Theft <i>Policy 506</i>	Taking or obtaining property of another without permission and/or knowledge of the owner.			
				Persistently or habitually taking or obtaining property of another without permission and/or knowledge of the owner.
				Taking or obtaining property of another without permission and/or knowledge of the owner, where the theft is over \$200 or defined as burglary by law enforcement
Tobacco <i>Policies 419, 506</i>				Any activity involving the consumption of tobacco products

Lowest level should be considered first, followed by progressively more intensive consequences.

Behavior	LEVEL 1 Classroom and Support Responses (teacher coordinates intervention, no office discipline referral)	LEVEL 2 Classroom and Support Responses (teacher coordinates intervention, partners with office, documentation required)	LEVEL 3 Support, Administrative Responses (teacher initiates intervention, office coordinates intervention, office discipline referral required)	LEVEL 4 Support, Removal Responses (office coordinates intervention, may include removal, office discipline referral required)
Threat/Intimidation				<p>Engaging in verbal behavior or posturing that involves an expressed or implied threat to interfere with an individual's personal safety, academic efforts, employment or participating in school sponsored activities which would cause a reasonable person to have a reasonable apprehension that such harm.</p> <p>Possessing, using or threatening to use a look alike or facsimile (e.g. water gun) weapon that is not dangerous</p>
Truancy <i>Policies 503, 506</i>	Being willfully absent from class without lawful excuse for one or more class periods on seven different school days.			
Verbal Abuse <i>Policy 506</i>	Use of profane or obscene language towards a particular person			

**For information about this handbook, contact District 191
at (952) 707-2000 or info@isd191.org.**



Future Ready. Community Strong.

**Burnsville-Eagan-Savage School District 191
200 W. Burnsville Pkwy.
Burnsville, MN 55337
www.isd191.org**