



Student Rights and Responsibilities

2019-20 School Year

We are committed to igniting a passion for lifelong learning.

South Washington County Schools

www.sowashco.org



South Washington County Schools

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Dear District 833 Parents and Guardians:

To achieve our mission and objectives for the highest level of student success, the district has established and will enforce reasonable rights and responsibilities related to student expectations. Students must conduct themselves in a manner that maintains a climate in which learning can take place. This handbook is intended to address questions and expectations for students in District 833.

Please read and review this handbook with your children as the school year begins. We would like to highlight Policy 514 – Bullying Prohibition, as this policy provides guidelines for reporting and investigating alleged bullying situations. If you or your children know of any bullying situation, please report it to the building administrator or another adult in the school. The complete language of each policy can be found on our website: www.sowashco.org.

The School Board, administration, teaching and support staff are committed to providing the highest quality education for all students in District 833 schools. We look forward to a great year of working together.

Dr. Keith Jacobus
Superintendent

Michael Johnson
Assistant Superintendent

Julie Nielsen
Assistant Superintendent

Kristine Schaefer
Assistant Superintendent

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Student Rights and Responsibilities

The School Board of Independent School District 833 recognizes that individual responsibility and mutual respect are essential components of the educational process. The School Board further recognizes that the nurturing of the maturation process for each and every student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the adult's independent self-discipline.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall civility affects student attitudes and behavior. Proper student conduct is necessary to enhance the education process and create an atmosphere supportive of student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it is necessary to administer external discipline. Measures to be employed, and the manner in which they are administered, shall be consistent with the objectives of creating a positive learning situation and fostering self-discipline.

In view of our district's goals and consistent with Minnesota Statute 127.41, the School Board, with the participation of school district administrators, teachers, employees, pupils, parents and community members, has developed the school discipline regulations and procedures which govern student conduct and apply to all students of Independent School District 833. These regulations and procedures will be reviewed annually. Full policies are available on our district website: www.sowashco.org. As changes take place, updates will be added to the handbook posted on the district's website and through the School Board policy webpage by individual policy.

Student Rights

All students of Independent School District 833 have the right to an education and the right to learn. Students are entitled to mutual respect from school personnel.

A student may appeal a decision of a teacher to the principal, and the principal's decision to the superintendent/designee. If still not satisfied, the student may then appeal the superintendent's decision to the School Board.

PROCEDURES AND CONSEQUENCES MATRIX

This matrix provides guidelines for the principal, assistant principal or other administrators in enforcing student discipline procedures and policies. The purposes of establishing and enforcing behavior expectations in a school are to: (1) maintain a safe and orderly learning environment in the classroom, school and off-site during activities; (2) give each student the best opportunity for success in his/her education; (3) assist the offending student to reflect upon their behavior and assume greater responsibility to make correct choices; (4) provide a basis for each student to develop a foundation of citizenship; and (5) fulfill the mission of the our district where we are “committed to igniting a passion for lifelong learning.”

In order to best accomplish these purposes, the building administrator has flexibility in applying disciplinary consequences. An administrator may administer the consequences in the manner most likely to accomplish the above purposes. In most cases, the consequence(s) listed in the matrix will apply. However, the administrator must consider other circumstances, such as laws (e.g. Special Education), policies, regulations and previous behavioral contacts with the student in making a final determination.

Restorative practices is a social science that integrates developments from a variety of disciplines and fields – including education, psychology, social work, criminology, sociology, organizational development and leadership – in order to build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm and restore relationships.

Policy #	BEHAVIORS	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
#503	1. TARDY FROM CLASS: Tardy to be addressed by classroom teacher.				
	Grades K-5	Parent contact			
	Grades 6-8	Parent contact	Detention, make-up time	Parent contact; detention, make-up time	Parent contact; In school suspension
	Grades 9-12	Teacher and/or parent contact, possible detention, make-up time			Parent contact, admin referral, office detention
#503 #506	2. ABSENCE FROM CLASS: (unexcused/truancy - Washington County Truancy Policy enforced)	For more information regarding Washington County's Truancy Policy, visit https://www.co.washington.mn.us/814/Truancy			
	Grades K-5	Parent contact		Parent contact; Other interventions as appropriate	
	Grades 6-8	Parent contact; Detention		Parent contact; Detention; Referral to Washington County attorney; Other interventions as appropriate	
	Grades 9-12	Parent contact; Detention		Parent contact; Detention; Referral to Washington County attorney; Other interventions as appropriate	
#506	3. ACADEMIC MISREPRESENTATION: (cheating, plagiarism and/or falsification of records)				
	Grades K-12	Consequences assigned by the teacher; Restitution or restorative practice; Parent contact; Possible detention or suspension; Report to building administrator to document			
#506	4. ARSON: (intentionally setting fire with intent of causing injury or property damage)				
	Grades K-12	Parent contact; Police referral; Up to 10 days out of school suspension; Restitution or restorative practice; Possible expulsion/exclusion.			
#506 #525.1	5. ASSAULT: (Physical - directed at staff)				
	Grades K-12	Parent contact; Police referral; in/out of school suspension; Restitution or restorative practice; Possible expulsion/exclusion			

PROCEDURES AND CONSEQUENCES MATRIX, Cont.

Policy #	BEHAVIORS	1 st Offence	2 nd Offense	3 rd Offense	4 th Offense
#506 #525.1	6. ASSAULT: (Physical attack/fighting)				
	Grades K-5	Parent contact; In school suspension; Possible out of school suspension; Possible police referral	Parent contact; In school suspension; Out of school suspension; Possible police referral; Possible expulsion/exclusion		
	Grades 6-12	Parent contact; Police referral; Up to 10 days in/out of school suspension; Restitution or restorative practice; Possible expulsion/exclusion			
#514	7. BULLYING: Bullying means repeated acts (verbal and non-verbal expressions and behaviors, including written statements and electronic transmissions and/or 'cyber bullying') that are coercive and intimidating and inhibit a positive and supportive learning environment				
	Grades K-5	Parent conference with student; Parent Contact; Possible in/out of school suspension	Up to 5 days out of school suspension	Possible expulsion/exclusion	
	Grades 6-12	Principal conference with student; Parent contact; Possible in/out of school suspension	Parent conference; Up to 5 days in/out of school suspension	Up to 10 days out of school suspension	Expulsion/exclusion
#506	8. BURGLARY, THEFT, VANDALISM				
	Grades K-12	Parent contact; Possible police referral; Up to 5 days in/out of school suspension; Restitution or restorative practice	Parent contact; Police referral; Up to 10 days out of school suspension; Restitution or restorative practice; Possible expulsion/exclusion	Possible expulsion/exclusion	
#506 #507.1	9. CHEMICAL USE/ABUSE: Possession, use or distribution of illicit drugs and alcohol)				
	Grades K-12	Parent contact; Police referral; Up to 3 days in/out of school suspension; Recommendation for alcohol/ drug use evaluation/ assessment; Possible expulsion/exclusion	Parent contact; Police referral; Up to 5 days in/out of school suspension; Completion of alcohol/drug use evaluation assessment; Possible expulsion/exclusion	Parent contact; Police referral; Up to 10 days in/out of school suspension; Expulsion/exclusion; Mandatory completion of alcohol/drug use evaluation/assessment	

PROCEDURES AND CONSEQUENCES MATRIX, Cont.

Policy #	BEHAVIORS	1 st Offence	2 nd Offense	3 rd Offense	4 th Offense
#524	10. COMPUTER/ TECHNOLOGY: (misuse of equipment, Internet access, hacking, or inappropriate use of social media)				
	Grades K-12	Parent contact; Discipline under other appropriate school district policies, including in/out of school suspension or expulsion; suspension or cancellation of use or access privileges; damage repairs; restitution: civil or criminal liability under other applicable laws or restorative practice			
#506	11. DANGEROUS ACTIONS: Endangering self; others and property				
	Grades K-12	Warning; Parent contact; Police referral; Restitution or restorative practice; in/out of school suspension; Possible expulsion/exclusion; Possible referral to outside agency			
#506	12. DISRUPTION, INTERFERENCE, OBSTRUCTION: (including inappropriate use of cell phone, camera, video and other electronic devices, being a bystander to a physical or verbal assault, games of chance, social media, etc.)				
	Grades K-12	Parent contact; Detention; Possible in/out of school suspension; Confiscate device; Possible police referral	Parent contact; Possible in/out of school suspension; Possible police referral; Possible expulsion/exclusion		
#504	13. DRESS: (inappropriate)				
#506	Grades K-12	Possible parent contact; Change clothing or be sent home		Parent conference; in/out of school suspension	
#506	14. FALSE ALARM: (911 or fire call, unauthorized discharge of fire extinguisher, etc.)				
	Grades K-5	Parent contact; Call Police/Fire Dept.; Restitution	Other intervention as appropriate up to expulsion/exclusion; Restitution		
	Grades 6-12	Parent contact; Possible police referral; Possible in/out of school suspension; Possible expulsion/exclusion; Restitution or restorative practice			
#506	15. FORGERY: (altered note, permission slip, false call, etc.)				
	Grades K-5	Parent contact; Restitution			
	Grades 6-8	Parent contact; Detention	Parent conference; Detention; Possible in/out of school suspension	Parent conference; Up to 3 days in/out of school suspension	Parent conference; Up to 5 in/out of school suspension
	Grades 9-12	Parent contact; Detention or 1 day in/out of school suspension	Parent contact; Up to 2 days in/out of school suspension	Parent contact; Up to 3 days in/out of school suspension	Parent conference; Up to 5 days in/out of school suspension

PROCEDURES AND CONSEQUENCES MATRIX, Cont.

Policy #	BEHAVIORS	1 st Offence	2 nd Offense	3 rd Offense	4 th Offense
#525.1 #521 #522	16. HARASSMENT AND VIOLENCE: (Religious, racial, sexual harassment, violence, social media, disability or gender discrimination)				
	Grades K-12	Principal conference with impacted students; Parent contact; Possible report to Human Resources; Possible police referral; In/out of school suspension; Restitution or restorative practice; Other interventions as appropriate up to expulsion/exclusion			
#526	17. HAZING				
	Grades K-12	Parent contact; Up to 10 days in/out of school suspension; Possible police referral; Possible expulsion/exclusion	Parent contact; Police referral; Expulsion/exclusion		
#506	18. IDENTIFICATION: (failure to identify self)				
	Grades K-12	Parent contact; Possible detention; Possible in/out of school suspension			
#506	19. INSUBORDINATION/ DISHONESTY: (disrespect to authority)				
	Grades K-12	Parent contact; Restitution or restorative practice; Possible detention; Possible in/out of school suspension			
#506 #527	20. PARKING VIOLATION: (improper or unauthorized parking)				
	Grades 9-12	Warning (car may be wheel-locked, fined and/or towed at owner's expense); Possible loss of parking privilege; Detention; Parent Contact			
#506	21. PROFANITY: (cursing, obscene gestures, symbols, verbal abuse)				
	Grades K-5	Parent contact; <i>Indirect profanity:</i> Restitution; <i>Direct profanity:</i> Restitution or in school suspension	Parent contact; In or out of school suspension		
	Grades 6-12	<i>All indirect profanity</i> offenses: Possible detention or up to 2 days in/out of school suspension <i>All direct profanity</i> offenses: Parent contact; Possible detention or up to 10 days in/out of school suspension			
#506	22. ROBBERY/EXTORTION				
	Grades K-5	Parent contact; Suspension; Restitution; Possible police referral	Parent contact; 3 day suspension; Restitution; Possible police referral	School suspension 5 days and restitution; Police referral	Possible expulsion/exclusion; Police referral
	Grades 6-12	Parent contact; Possible police referral; Up to 5 days in/out of school suspension; Possible expulsion/ exclusion; Restitution or restorative practice	Parent contact; Possible police referral; Up to 10 days in/out of school suspension; Possible expulsion/exclusion; Restitution or restorative practice	Police referral; Expulsion/exclusion	

PROCEDURES AND CONSEQUENCES MATRIX, Cont.

Policy #	BEHAVIORS	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense
#506 #525.2	23. TERRORISTIC THREATS: (Examples include, but are not limited to: verbal or written threat to kill or seriously injure another, a hit list, plans to kill or seriously injure, bomb threat, social media threats, or spreading/aiding in threats)				
	Grades K-5	Parent contact; Possible in/out of school suspension or expulsion/ exclusion; Possible police referral; Possible threat assessment	Parent Conference; In/out of school suspension; Possible expulsion/ exclusion; Possible police referral; Possible threat assessment	Expulsion/exclusion; Threat assessment	
	Grades 6-12	Parent contact; Police referral; School suspension; Possible expulsion/ exclusion; Possible district threat assessment		Parent contact; Expulsion/ exclusion; Police referral; District threat assessment	
#506 #507.1	24. TOBACCO: Use and/or possession of tobacco products, including e-cigs, (on school grounds, facilities, buses, or activities)				
	Grades K-12	Parent contact; Possible detention; Possible in/out of school suspension; Possible police referral; Confiscation of item	Parent contact; Up to 3 days in/out of school suspension; Possible police referral; Confiscation of item	Parent contact; Up to 5 days in/out of school suspension; Police referral; Confiscation of item	
#506	25. TRESPASSING				
	Grades K-12	Parent contact; Trespass notice to parents, student and police; Possible in/out of school suspension	Parent contact; Possible in/out of school suspension; Police referral	Up to 5 days in/out of school suspension; Police referral	Up to 10 days in/out of school suspension; Possible expulsion/ exclusion; Police referral
#506 #527	26. VEHICLE: (unauthorized use, moving violations, etc.)				
	Grades 9-12	Up to 3 days in/out of school suspension; Possible police referral; Possible loss of parking privileges	Up to 5 days in/out of school suspension; Police referral; Loss of parking privileges	Up to 10 days in/out of school suspension; Possible expulsion/exclusion; Police referral	
#501 #506	27. WEAPONS				
	Grades K-12	Parent/guardian notification; Confiscation of the weapon; Possible notification of police; Immediate out of school suspension; Possible expulsion/exclusion. Discretion will be used if a look-alike item is brought to school.			

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.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)

- 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.
- Majority of students take the MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

ACCESS and Alternate ACCESS for English Learners

- Based on the WIDA English Language Development Standards.
- Given annually to English learners in grades K–12 in reading, writing, listening, and speaking.
- Majority of English learners take ACCESS for ELLs.
- Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

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).



Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three-page form on the district website and include it in district student handbooks.

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](http://education.mn.gov) (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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