

# 2025-26 School Year

# OVERVIEW OF STUDENT RIGHTS & RESPONSIBILITIES



This handbook is available online at:  
Este manual está disponible en línea en:  
Buugan waxaa la heli karaa barta internetka ee:

***[www.District196.org/parents](http://www.District196.org/parents)***



 **YOU MATTER.**  
If you or someone you know needs support:

Dakota County Crisis Response • Call 952-891-7171  
National Crisis Text Line • Text SCHOOL to 741741  
Suicide & Crisis Lifeline • Call or text 988

August 2025

Dear District 196 Families:

To help provide a safe and productive learning environment for students, staff, families and visitors to our schools, the district publishes this Overview of Student Rights and Responsibilities handbook each year to share important information about student rights, responsibilities and disciplinary responses for different types of behavior.

We ask that all families be familiar with the information in this handbook and discuss it with your school-aged children. School staff will briefly review the handbook with students at the beginning of the school year, but your support of expectations for student behavior at school is an important part of our partnership to educate our children.

There are a number of changes in this year's handbook. Some of the more significant changes include:

- A new section about student health, including information about student medications, management of communicable disease, and vision and hearing screening.
- A new section linking the district's language access plan, which provides resources for students and adults who communicate in a language other than English.
- Updated language about limits on student use of cell phones at school.
- Information about student use of artificial intelligence (AI).
- Various updates to the list of prohibited student behaviors and the range of school responses to these behaviors.

NOTE: Information about the Educational Benefits Program and the application form are available at the end of the handbook. Families who complete the form and qualify for the Educational Benefits Program generate additional funds for their child's school and receive free or discounted Community Education and activity participation fees.

If you have any questions about information in this handbook, please contact the principal at your child's school. Best wishes for a successful school year of learning and growth.

Sincerely,



Michael Bolsoni  
Superintendent

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## About This Handbook

*This handbook includes an overview of District 196 policies, regulations and procedures about student rights and responsibilities. Those documents are periodically updated in response to changes in the law and other circumstances. Therefore, there may have been changes to the documents reviewed in this handbook since the handbook was published in summer 2025. If you have questions or would like more information about a specific issue, contact your school principal.*

## STUDENT RIGHTS

The School Board recognizes that students are entitled to the civil liberties guaranteed all citizens. One of the primary goals of public education is to prepare students to successfully complete the transition from school into the general society in which they will live and to accept the responsibility commensurate with the rights and privileges that they have and those they will assume. The district shall provide an environment in which students may exercise the rights and privileges of the society in which they live, with its proportional amount of responsibility.

Students have the right to freely express ideas, verbally or in writing, within their school program. Responsible criticism and reasonable dissent are basic to the educational process. However, false statements, disruptive activities, threats, the use of obscenities, profanity or ridicule, and advocating violation of the law or school rules and regulations are unacceptable means of expression.

Students have the right to be safe and free from threatening situations on school property, at school activities and in district vehicles. Students have the right to an equitable educational environment, free from bias, discrimination or institutional racism.

## Commitment to Justice

District 196 decries and rebukes any and all forms of racism, bigotry or intolerance towards District 196 students. District 196 will continually examine district practices and policies to eliminate injustices where they are found and to develop an inclusive and equitable culture in which all students can learn and flourish.

## Prohibition of Harassment, Discrimination (Including Sex Discrimination Under Title IX) Violence or Hazing

### **Policy**

District 196 is committed to maintaining an educational and employment environment that is free from harassment, discrimination, violence or hazing. District 196 prohibits any form of harassment, discrimination, violence or hazing, as these terms are defined herein.

It is a violation of this policy for any District 196 student, staff or third party to harass an employee, student, visitor or other person through conduct or communication of a sexual nature or regarding sex, race, religion, color, creed, national origin, marital status, familial status, disability, status with regard to public assistance, sexual orientation, gender identity, membership or activity in a local human rights commission, age or genetic information, as defined by this policy and supporting administrative regulations.

It is a violation of this policy for any District 196 student, staff or third party to inflict, threaten to inflict or attempt to inflict violence based on sex, race, religion, color, creed, national origin, marital status, familial status, disability, status with regard to public assistance, sexual orientation, gender identity, membership or activity in a local human rights commission, age or genetic information, upon any employee, student, visitor or other person.

It shall be a violation of this policy for any District 196 student, staff or third party to plan, direct, encourage, aid or engage in hazing. It will also be a violation of this policy for any staff to condone or fail to report any hazing.

It shall be a violation of this policy for any District 196 student, staff or third party to engage in discrimination based on sex, race, religion, color, creed, national origin, marital status, familial status, disability, status with regard to public assistance, sexual orientation, gender identity, membership or activity in a local human rights commission, age or genetic information, upon any employee, student, visitor or other person.

District 196 shall comply with state and federal laws prohibiting discrimination, including Title IX of the Educational Amendments of 1972, Title VI and VII of the Civil Rights Act of 1964, the Age Discrimination Act in the Employment Act of 1967, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1991, the Genetic Information Nondiscrimination Act of 2008 and the Minnesota Human Rights Act. Copies of these laws are available for no charge in each district building and on the district website.

No person protected by these laws shall, on the grounds of sex, race, religion, color, creed, national origin, marital status, familial status, disability, status with regard to public assistance, sexual orientation, gender identity, membership or activity in a local human rights commission, age or genetic information be excluded from participation in, be denied the benefits of or be otherwise subjected to discrimination in employment or under any educational program or activity operated by the district.

Employees and students are responsible for reporting any evidence of discrimination, harassment, violence or hazing on the basis of sex, race, religion, color, creed, national origin, marital status, familial status, disability, status with regard to public assistance, sexual orientation, gender identity, membership or activity in a local human rights commission, age or genetic information in the district. The district has developed regulations appointing appropriate staff persons to whom reports shall be made. Appropriate action may be taken against all who fail to report instances of discrimination, harassment, violence or hazing.

The district will act to investigate all complaints, either formal or informal, verbal or written, of harassment, discrimination, violence or hazing, and to discipline or take appropriate action against any employee, student or other district personnel who is found to have violated this policy. District 196 has written procedures for reporting and investigating all complaints of harassment, discrimination, violence or hazing, which provide for appropriate disciplinary action based on results of the investigation and shall communicate these procedures to district personnel and students. Complete grievance procedures can be found in Administrative Regulations 405.7AR and 503.4AR, Harassment Discrimination, Violence or Hazing and in Administrative Regulation 503.5AR, Title IX Sex Nondiscrimination Regulation Grievance, Procedure and Process. All policies, regulations and procedures are posted on the school district website. Investigation processes shall be governed by the applicable regulation. Some of the listed “protected classes” are only protected from certain limited forms of discrimination and harassment pursuant to Minnesota law.

The district has appointed a Title IX Coordinator and Human Rights Officers who are charged with receiving, investigating and working to remedy complaints of harassment, discrimination, violence or hazing. Among other things, they are responsible for coordinating the district's compliance with applicable discrimination laws, which includes overseeing Title IX complaints relating to sex discrimination and harassment and identifying and addressing any problems that arise during the review of such complaints.

The district shall discipline or take appropriate action against any student or district personnel who retaliates against any person who reports alleged harassment, discrimination, violence or hazing, or who testifies, participates in or assists in an investigation, proceeding or hearing relating to such harassment, discrimination, violence or hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

The district's grievance processes do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, or Equal Employment Opportunity Commission (EEOC), filing a complaint with the Office for Civil Rights (OCR), initiating civil action or seeking redress under state criminal statutes and/or federal law.

### ***Definitions***

**Sexual Harassment** – For purposes of Administrative Regulations 405.7AR and 503.4AR, Harassment Discrimination, Violence or Hazing, sexual harassment is a form of sex discrimination and includes unwelcome sexual advances, requests for sexual favors, sexually-motivated physical conduct, other verbal or physical conduct or communication of a sexual nature, including communication accomplished through the use of technology, including sexting and some forms of cyberbullying when (a) submission to that conduct or communication is made a term or condition, explicitly or implicitly, of employment, public services or 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, public services or education; or (c) that conduct or communication has the purpose or effect of substantially interfering with an individual's employment, public services or education, or creating an intimidating, hostile or offensive employment, public services or educational environment. For purposes of Administrative Regulation 503.5AR, Title IX Sex Nondiscrimination Regulation, Grievance Procedure and Process, sexual harassment is defined as conduct on the basis of sex that satisfies one or more of the following: (1) An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct; (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

**Violence** – For purposes of Administrative Regulations 405.7AR and 503.4AR, Harassment Discrimination, Violence or Hazing, violence is a physical act of aggression or force or the threat of aggression or force that is based upon that person's sex, race, religion, color, creed, national origin, marital status, familial status, disability, status with regard to public assistance, sexual orientation, gender identity, membership or activity in a local human rights commission, age or genetic information. It includes sexual violence prohibited by District Regulation 503.3AR, Student Behavior Expectations and Responses for Behavior. Violence may include threats communicated through use of technology, including some forms of cyberbullying.

**Harassment** (other than sexual harassment) - For purposes of Administrative Regulations 405.7AR and 503.4AR, Harassment Discrimination, Violence or Hazing, violence, harassment other than sexual harassment that is based on sex, race, religion, color, creed, national origin, marital status, familial status, disability, status with regard to public assistance, sexual orientation, gender identity, membership or activity in a local human rights commission, age, or genetic information consists of physical or verbal conduct or communication, including electronic communication, that is demeaning or hostile to an individual's status related to one or more of the categories listed above when: a) submission to that conduct or communication is made a term or condition, explicitly or implicitly, of employment, public services or 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, public services or education; or c) that conduct or communication has the purpose or effect of substantially interfering with an individual's employment, public services or education, or creating an intimidating, hostile or offensive employment, public services or educational environment. Hazing – Hazing means committing an act against a 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. Hazing may occur on or off school property and during or outside of school hours.

**Discrimination** – Discrimination means to segregate or separate on the basis of an individual's sex, race, religion, color, creed, national origin, marital status, familial status, disability, status with regard to public assistance, sexual orientation, gender identity, membership or activity in a local human rights commission, age or genetic information, except where authorized by law. Discrimination includes the following: to exclude from admission, to deny access to or participation in or the benefits of programs or activities, including vocational opportunities or to otherwise subject to discrimination in employment or in any educational program or activity operated by the district.

### ***District 196 Nondiscrimination Notice***

As required by Title IX and other state and federal nondiscrimination laws, District 196 does not discriminate in admission, employment or in any of its education programs and activities, including vocational opportunities, on the basis of sex, race, religion, color, creed, national origin, marital status, familial status, disability, status with regard to public assistance, sexual orientation, gender identity, membership or activity in a local human rights commission, age or genetic information. District 196 provides equal access to designated youth groups.

The Director of Human Resources, Joel Milteer (651-423-7859 – joel.milteer@district196.org) is the designated Title IX Coordinator and has also been designated to respond to employment-related inquiries regarding the district's non-discrimination policies. The Director of Elementary Education, Jeremy Sorenson (651-423-7782 – jeremy.sorenson@district196.org) and the Director of Secondary Education, Eric Hansen (651-423-7712 – eric.hansen@district196.org) have been designated to respond to student-related inquiries regarding the district's non-discrimination policies. The Director of Special Education, Janet Fimmen (651-423-7629 – janet.fimmen@district196.org) has been designated to respond to inquiries concerning the rights of a student with a disability. The mailing address for all directors is 3455 153rd Street W, Rosemount, MN 55068. Inquiries about the application of Title IX and its regulations to District 196 may be referred to the Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights (OCR), or both. District 196's nondiscrimination policies and grievance procedures are located at district196.org and contain information about how to report discrimination and make a complaint.

### ***Nondiscrimination in Vocational Opportunities***

All vocational opportunities offered by the school district will be offered in a nondiscriminatory manner. A summary of program offerings and admission criteria can be found in high school student registration guides. District 196 will take steps to assure that English language skills will not be a barrier to admission and participation in vocational programs.

## **Safe and Supportive Minnesota Schools (Bullying Prohibition)**

Students have the right to be safe and free from threatening situations on school property, at school activities and in district vehicles. Bullying interferes with students' ability to learn and teachers' ability to educate students in a safe environment. To the extent bullying affects the educational environment of the schools, it is the school district's intent to prevent bullying from occurring, and to investigate and respond to bullying that has not been prevented.

The Safe and Supportive Minnesota Schools Act defines bullying as intimidating, threatening, abusive or harming conduct that is objectively offensive and: a) 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; b) or 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 privilege. The Act defines cyberbullying as bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone or other electronic device. For purposes of the Act, intimidating, threatening, abusive, or harming conduct may involve, but is not limited to, conduct that causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property; under Minnesota common law violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; is directed at any student or students including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA. Bullying includes malicious and sadistic conduct as further defined in Administrative Regulation 503.8AR, Bullying Prohibition and sexual exploitation.

Bullying behavior should be reported to a staff member. The district's processes for reporting and responding to bullying behavior can be found in Administrative Regulation 503.8AR, Bullying Prohibition and Procedure 503.8P, Report of Bullying Behavior. All policies, regulations and procedures are posted on the school district website.

## **Gender Inclusion**

All students need a safe and supportive school environment in which to learn. Administrative Regulation 503.9AR, Gender Inclusion, describes District 196's commitment to foster an educational environment that is safe, supportive and free from discrimination for all students, regardless of gender identity or gender expression.

## **Special Education Services for Students**

In accordance with state and federal mandates, District 196 seeks out, evaluates and serves students with disabilities. District staff use a comprehensive child study process to systematically screen, evaluate and place students in special education services from ages birth-22. Students are entitled to a free appropriate public education in the "least restrictive environment." To learn more about your rights under special education law, you may request a copy of the Notice of Procedural Safeguards from your principal or download it from the Minnesota Department of Education: <http://education.state.mn.us/mde/dse/sped/proc/>

## **Section 504 Process for Students**

Section 504 is a federal law which prohibits discrimination against persons with a disabling condition in any program receiving federal financial assistance. The law defines a person with a disabling condition as anyone who:

- Has a mental or physical impairment, which substantially limits one or more major life activities;



- Has a record of such an impairment, or
- Is regarded as having such an impairment.

The district has specific responsibilities under the law, which include identifying, reviewing and, if the child is determined to be eligible, developing and implementing a 504 plan providing regular or special education and related aids and services. Janet Fimmen (651-423-7629 – janet.fimmen@district196.org – 3455 153rd Street W, Rosemount, MN 55068) has been designated to respond to inquiries and grievances concerning Section 504.

## **Suspected Maltreatment of Minors and Vulnerable Adults**

School staff members are required to report suspected maltreatment of minors and vulnerable adults. For minors (which term includes students aged 18 to 21 when suspected maltreatment has occurred in the school setting), a report must be made when the individual knows or has reason to believe a child is being or has within the past three years been neglected or abused. A full definition of what constitutes abuse or neglect is found in Minnesota Statutes Chapter 260E but includes physical or sexual abuse, neglect, threatened injury, egregious harm, substantial child endangerment and maltreatment of a child in a facility. For vulnerable adults, a report must be made when the individual knows or has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained. Under Minnesota Statute 626.5572, the definition of “vulnerable adult” generally includes individuals 18 years of age or older who possess a mental, physical or emotional impairment limiting their ability to provide adequately for their own care without assistance or their ability to protect themselves from maltreatment. The statute also defines maltreatment of vulnerable adults to include, among other things, physical or sexual abuse, neglect or financial exploitation. Any person who is required to report suspected maltreatment and who fails to do so may be guilty of a crime. At the same time, any person who reports suspected maltreatment in good faith is immune from civil or criminal liability and may not be retaliated against.

The principal, teacher, school nurse and/or other staff who report suspected maltreatment may discuss the situation with the alleged victim and emphasize that the school is not interested in accusing or punishing anyone, but rather is interested in helping ensure that the maltreatment does not continue.

When the alleged victim is a minor, upon receiving information of suspected maltreatment, employees must call the proper authorities within 24 hours and make a written report within 72 hours. In case of suspected maltreatment in school, even when the child is aged 18 to 21, the proper authority to contact is the Minnesota Department of Education (651-582-8546). In case of suspected maltreatment outside the school setting, the proper authority to contact is Child Protection Intake of Dakota County Social Services (952-891-7459) and/or the local law enforcement agency.

When the alleged victim is a vulnerable adult and the suspected maltreatment occurred outside the school, upon receiving information of suspected maltreatment, a report must be made within 24 hours to the Minnesota Adult Abuse Reporting Center (1-844-880-1574).

Employees who suspect maltreatment should consult with the appropriate principal or supervisor and may consult with the district legal department. Such consultation does not obviate the responsibility to report when warranted.

## Student Health

### ***Health Services***

District 196 follows guidance from the Centers for Disease Control and Prevention (CDC), the Minnesota Department of Health, the Minnesota Department of Education, the Minnesota Board of Nursing and other leading health organizations to deliver appropriate health services to students.

### ***Health Information***

Families are responsible for sharing health concerns and medical diagnoses such as seizures, diabetes, asthma, and severe allergic reactions with the school nurse directly, especially when the concern has the potential for an emergency event or when medication or health procedures may be required during the school day.

### ***Medication and Medical Procedures***

Students have the right to receive medications and medical procedures in order for them to attend school consistent with board policy and procedure. Families are responsible for communicating with the school nurse about changes in medications or medical procedures and providing necessary authorizations annually from the health care provider. Students are responsible for cooperating with school staff regarding medications and medical procedures to be administered during the school day. A student in grades 7-12 may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school has received written annual authorization from the student's parent or guardian permitting the student to self-administer the medication. For more information regarding medications and medical procedures, see Policy 506, Student Welfare and Administrative Regulation 506.2.2AR, Administration of Medication and Access to Telehealth Services and Procedure 506.2.2.1P, Authorization for Administration of Medication at School.

### ***Communicable Disease Management***

Appropriate action will be taken in school to prevent and control the spread of communicable disease. Illness guidelines are shared at schools and through the health services website about when to keep your child home or when they will be sent home due to illness. It is expected that families will update their contact information with school as well as have emergency back up plans to pick your child up in a timely manner when they are unable to stay at school. For more information see Policy 506, Student Welfare.

### ***Vision and Hearing Screening***

Impaired vision and/or hearing can drastically impact a child's ability to learn. Nurses are trained to identify vision and hearing issues and to work with families to find solutions. District 196 routinely screens students at school:

- Vision screening is completed in grades 1, 3, 5, 7, and 10 when resources are available
- Color vision screening is completed on 1st grade boys only
- Hearing is screened for students in grades 2 and 4
- Vision and/or hearing screenings may be completed when requested by a teacher, parent/guardian or student or when a student is being evaluated for specialized services including special education
- Parents will be notified of students who do not pass a screening.
- Reach out to your school nurse if you have concerns about your child being screened

### ***Immunizations***

Immunizations protect children from childhood communicable diseases; thereby reducing illness, absenteeism, and permanent health conditions that may impact their ability to learn. In order for a student to continue enrollment in District 196, Minnesota law requires that parents or adult students demonstrate immunization compliance according to Administrative Regulation 501.5AR, Student Immunizations. While exclusion should always be the last resort, students who are not in compliance with the law will not be allowed to attend school until documentation showing compliance is received by the school. A student who transfers into District 196 has 30 days to comply.

## **Minnesota Health Care Programs**

The Minnesota Health Care Programs (MHCP) have free and low-cost health insurance for children and families who qualify. MHCP helps families access and pay for medical services including medical, dental, mental health, hospitalizations, surgeries, and more. MHCP applications are available at [www.mnsure.org](http://www.mnsure.org). For more information about Minnesota Health Care Programs or for assistance obtaining or filling out an application, please contact one of the following organizations:

- MNSure at 651-539-2099 OR 1-855-366-7873
- The Minnesota Department of Human Services at 651-297-3862
- Dakota County Community Services at 651-554-5611

## **Language Access**

The school board adopted a language access plan that specifies the district's process and procedures to render effective language assistance to students and adults who communicate in a language other than English. The language access plan includes how the district and its schools will use trained or certified spoken language interpreters for communication related to academic outcomes, progress, determinations, and placement of students in specialized programs and services. The language access plan is available at:

<https://www.district196.org/services/language-services>

## **Student Interviews with Social Services and Law Enforcement Officials**

Requests to interview students made by law enforcement officers and those other than a student's parents or guardians, school district officials, employees and/or agents, shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted and to consult with the district's legal department where appropriate.

### ***In Cases Involving Child Abuse or Neglect . . .***

In the case of an investigation pursuant to the Reporting of Maltreatment of Minors Act, Minnesota Statutes Chapter 260E, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours. School district officials

will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview.

When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. Where the interviews are conducted by the local welfare agency, the notification must be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.

School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.

Students shall not be taken from school district property without the consent of the principal and proper documentation.

#### ***In Cases Other Than Those Involving Child Abuse or Neglect . . .***

**Interviews Regarding Conduct With A Nexus To School** - School administration will grant permission to law enforcement officials to interview a student in school regarding their alleged behavior, or the alleged behavior of others, that took place on school grounds, during the school day, or with a nexus to school safety only when:

- the interview is held in a closed room away from the view of students and adults;
- a school administrator or law enforcement official attempts to inform the student's parent or guardian about the interview the same day it occurs; and
- school administration asks to see the law enforcement officer's credentials and makes a record of the credentials before providing access to a student if the officer is unknown to the school.

Exceptions to this section may be permitted in response to exigent circumstances or with a properly issued judicial order, warrant or subpoena. School administrators should attempt to contact the legal department to review any judicial order, warrant or subpoena.

**Interviews Regarding Conduct Without A Nexus To School** - School administration will grant permission to law enforcement officials to interview a student in school regarding their alleged behavior, or the alleged behavior of others, that took place outside of the school day and off school property only when:

- the interview is held in a closed room away from the view of students and adults;

- the law enforcement official receives prior permission from the student’s parent or guardian to conduct the interview; and
- school administration asks to see the law enforcement officer’s credentials and makes a record of the credentials before providing access to a student if the officer is unknown to the school.

Exceptions to this section may be permitted in response to exigent circumstances or with a properly issued judicial order, warrant or subpoena. School administrators should attempt to contact the legal department to review any judicial order, warrant or subpoena.

**General** - A classroom teacher may never release a student at the request of a social service or law enforcement official unless this request has been checked and approved by the appropriate school administrator.

Law enforcement may make a custodial arrest of a student at school with a valid judicial arrest warrant or without a warrant if otherwise authorized by law. School staff members shall not interfere with a law enforcement decision to remove a student from school for law enforcement purposes; however, reasonable efforts shall be made to consult with the district’s legal department prior to the arrest and to inform a student’s parent or guardian of the arrest as soon as possible.

A student who is not under custodial arrest may not be released to law enforcement officers without prior parent or guardian permission, or if a parent or guardian is not available, a principal may authorize release if determined necessary for the welfare of the student.

Law enforcement officers shall not be involved in an educational decision to remove a student from school as a disciplinary response.

## Protection and Privacy of Student Records

### ***Privacy Rights***

Educational records which identify or could be used to identify a student, other than directory information (see below), may not be released to members of the public without the written permission of the student’s parent or guardian, or the student if he or she is 18 years of age or older. This general rule is subject to specific and limited exceptions, which are described in Administrative Regulation 505.2AR, Protection and Privacy of Student Records.

One exception, which permits disclosure of educational records without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff; a person serving on the School Board; a person or company with whom the school has contracted to provide a service instead of using its own employees or officials including the school district’s insurer or an authorized volunteer. Legitimate educational interests include those directly related to the school official’s professional responsibilities for classroom instruction, teaching, assessment and research, student achievement and progress, student discipline, student health or welfare, or other legitimate professional responsibilities.

### ***Directory Information***

“Directory information” includes a student’s name, date and place of birth, major field of study, participation and performance in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, enrollment status, district-issued email address, grade level, degrees, honors, diplomas and awards received, honor roll, school of attendance, the most recent previous educational agency or institution attended, photographs and other visual and audio representations for school-approved publications, yearbooks, newspapers, public presentations, ID badges, and publication on school-approved Internet pages and student identification (ID) numbers, user IDs or other unique personal identifiers used by a student for purposes of accessing or communicating in electronic systems or displayed on an ID badge. (A student’s identifier is directory information but educational records can only be accessed with the identifier

in conjunction with the use of a password or personal identification number (PIN) or other factor known or possessed only by the authorized user.) Directory information does not include identifying data which references religion, race, color, disability, social position or nationality. “Directory information” also includes home addresses and home telephone numbers of students in grades 11 through 12, for the purpose of providing such information to military recruiting officials as requested by the military and to institutions of higher learning as requested by the institutions, in accordance with state and federal law. “Directory information” also includes school schedule, daily attendance record and parent or guardian names for the purpose of providing such information to law enforcement officers. “Directory information” also includes home addresses, and telephone numbers for the purpose of providing such information to the Dakota County Library for purposes of issuing a library card.

Directory information may be released to the public without prior parent, guardian or student consent unless the parent, guardian or student (if the student is age 18 or older) has objected in writing to the release of one or more categories of such information. Parent(s) or guardian(s) or students age 18 or older may object to the release of directory information by completing Procedure 505.2.4.3P, Denial of Release of Directory and Yearbook Information. A parent/guardian may not prevent the disclosure of a student’s name, identifier or district-issued email address in a class in which the student is enrolled or on a student ID badge. The form should be completed and returned to your student’s school. If filed, the denial of release of information will remain in effect until it is modified or rescinded by the parent, guardian or eligible student.

### ***Inspection of Records***

Parent(s) or guardian(s) of a student, or a student who is age 18 or older, may request to inspect and review any of the student’s educational records except those which are, by state or federal law, made confidential. The district will comply with the request immediately if possible and, if not, within 10 days exclusive of weekends and holidays. Copies of records may be obtained upon written request. A copying and handling fee will be charged. (See Administrative Regulation 505.2AR, Protection and Privacy of Student Records.)

### ***Challenge to Accuracy of Records***

A parent, guardian or student age 18 or older who believes that specific information in the student’s educational records is inaccurate, misleading, incomplete or violates the privacy or other rights of the student, may request that the district amend the record in question. Challenges may be made by requesting and filing Procedure 505.2.11P, Request to Amend Educational Records, with the Superintendent.

### ***Special Education Records***

At the time of the student’s graduation or when the student ages out of eligibility for special education services, special education records are no longer needed to provide educational services to the child. Requests for destruction of special education records can be made by:

- The graduated student, age 18 or older, or
- The non-graduated student, age 22 or older, or
- The parent or guardian of a 17-year-old or younger graduated student, or
- A person assigned guardianship of a former student with a disability who is no longer eligible for special education services.

Special education records are defined as any records stored in the district’s child study files that include a referral form and the subsequent steps of evaluation and/or assessment, including: raw data, any record of staffing and/or team meeting, and individualized educational plan (IEP), progress report and annual review.

A former District 196 student (or the parent or guardian of such a student) who is the subject of special education data may request destruction of special education records by calling 651-423-7628 or writing to the Director of Special Education. Former students who are in doubt as to whether they are subjects of special education data or want more information regarding destruction of data may call 651-423-7628.

Under federal law, destruction can mean the physical removal of personal identifiers from information so that the information is no longer personally identifiable. The choice of destruction method generally lies with the school district.

The district shall not destroy any education records if there is an outstanding request to inspect or review the records. In addition, despite a request to destroy records a district can keep certain records necessary to comply with the General Education Provision Act (GEPA), which requires that recipients of federal funds keep records related to the use of those funds.

Families are cautioned that a student may want to maintain certain special education records for documentation purposes in the future, such as for applying for SSI benefits.

### ***Transfer of Records to Other Schools***

District 196 forwards educational records (including disciplinary records) of students to other schools and school districts in which a student seeks or intends to enroll upon request of that school or school district. A parent, guardian or student who is age 18 years or older may request and receive a copy of the records which are transferred and may, pursuant to policy, challenge the accuracy of the records. The district does not, however, notify parent(s), guardian(s) or students age 18 or older prior to such transfer.

### ***Types and Purposes of Data Gathering***

Educational programs administered by the district involve the submission by students of assignments, reports and the taking of tests. The district may also collect information for purposes of student enrollment, the administration of various school programs and for purposes of student health and safety. Information required to be submitted by students in connection with such reports, assignments and tests is private data under the terms of the Minnesota Government Data Practices Act, Minnesota Statute 13.01, et. seq. Such information is gathered and used as part of the educational process, in part to determine what the student is learning and what the student needs to learn. The district may also gather information from students when necessary to maintain the order and discipline of the school. In some cases this may include private data.

There is no legal requirement that students submit such data, but their failure to do so will have a direct result upon grades which are measured by evaluating such information. In some cases, students may be required to share data when it is necessary to maintain order and discipline. Failure to provide data in such cases may lead to disciplinary action.

School officials within the school district may receive and use the collected data when they have a legitimate educational interest in evaluating the student's progress or maintaining the order and discipline of the school. Such information is treated as private information and is not to be disclosed to third parties, unless authorized by law, without permission of the parent(s) or guardian(s) of minor students or students age 18 or older.

School officials may also use student data for research, including student data that is collected or assembled for purposes of student assessments. The research may be for developing, validating or administering predictive tests; to administer student aid programs, or to improve instruction. Student data collected or assembled for student assessments may be used in research that includes, but is not limited to norming studies, longitudinal or alignment studies and growth research. Parents, guardians and adult students may contact the district with questions about such research and may also refuse to participate in certain student assessments. The district maintains the information described above in its educational records.



There are two basic student record systems:

- **Cumulative records** are gathered on all students, and include, but may not be limited to, group achievement and ability measures, Title I services, English Language Development services, Gifted and Talent Development services, interest inventories, disciplinary interventions, transcripts and other records, and logs and notes as appropriate, and
- **Child study records** are gathered when direct and indirect services and programs are delivered to individual students, and include, but may not be limited to, individually administered achievement tests, sensory and motor function tests, intellectual measures and other records, individual educational plans, evaluation reports and logs and notes as appropriate. Such services and programs include but are not limited to psychological and special education services.

### ***Location of Records***

The educational records gathered on students are maintained in secure locations in district schools and the District Office.

- **Cumulative records** are maintained in the school the student attends. When the student graduates or transfers out of District 196, the records are maintained at the school of last attendance for one year. After one year the records are moved to the District Office and archived into the digital imaging system.
- **Current child study records** are stored in the school the student attends. Historical child study records are transferred once per year to the District Office where they are archived into the digital imaging system.

Records are released to outside individuals or agencies only according to provisions in Administrative Regulation 505.2AR, Protection and Privacy of Student Records.

### ***For More Information***

This review of the data privacy rights of students, parents and guardians in the educational records maintained by District 196 is intended only to be a summary of the provisions of Administrative Regulation 505.2AR, and applicable state and federal law. The regulation is available on the district website [www.district196.org](http://www.district196.org). Requests for copies of the regulation and questions should be addressed to: Student Information, Independent School District 196 3455 153rd St. West, Rosemount, MN 55068, 651-423-7700. Questions about records stored at your child's school can be addressed to the principal. Questions about child study records can be addressed to the principal or to: Director of Special Education, Independent School District 196 3455 153rd St. West, Rosemount, MN 55068, 651-423-7628.

### ***Complaints for Non-Compliance***

Parent(s), guardian(s) and students age 18 or older may submit written complaints of violation of rights accorded them by 20 USC Section 1232(g) to the Student Privacy Policy Office, U.S. Dept. of Education, 400 Maryland Avenue, SW; Washington, DC 20202-8520.

## **Protection of Pupil Rights Amendment**

The federal Protection of Pupil Rights Amendment (PPRA) and Minnesota law give students and parents/guardians rights regarding student surveys and other matters, including the following:



Districts must directly notify parents/guardians and students each year of their rights under the law.

- Districts must receive written consent of the parent/guardian or adult student before administering any student surveys funded by the U.S. Dept. of Education (USDOE) if the survey includes “protected” information regarding any of the following “protected” topics:
  - Political affiliations or beliefs of the student or the student’s parents/guardians;
  - Mental or psychological problems of the student or the student’s family;
  - Sexual behavior or attitudes;
  - Illegal, anti-social, self-incriminating or demeaning behavior;
  - Critical appraisals of other individuals with whom respondents have close family relationships;
  - Legally recognized privileged or analogous relationships, such as those of attorneys, physicians and ministers;
  - Religious practices, affiliations, or beliefs of the student or the student’s parents/guardians, or
  - Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program).
- Parents/guardians have the “right to notice” and an opportunity to “opt out” of any of the following:
  - A student survey (as defined in Administrative Regulation 801.9AR) not included in the section above;
  - Activities involving the collection, disclosure or use of personal information obtained from students for the purpose of marketing, selling or otherwise distributing said information to others, or
  - Any non-emergency invasive physical exams or screenings that are required for attendance, administered and scheduled by the school in advance, and not necessary to protect the immediate safety of the student or other students, except for hearing, vision, or scoliosis screenings, or others as permitted or required by state law.
- Parents/guardians and eligible students have the right to inspect certain materials prior to a student participating in a survey. A request to inspect materials can be made to the building principal. Available for review will be:
  - Student surveys;
  - Documents and instruments used to collect personal information from students if used in marketing, sales or distribution to others, and
  - Instructional materials used as part of the educational curriculum or as part of student surveys conducted under sections listed above.

Schools will give parents/guardians notice and information about surveys that may be administered to students, as more fully detailed in Administrative Regulation 801.9AR, Use of Students, Employees and/or District Data for Research.

Parents/guardians and eligible students can report violations of the PPRA by contacting the U.S. Dept. of Education Policy Compliance Office, 400 Maryland Avenue SW, Washington, DC 20202-5920.

Collection, protection and use of data obtained from students is governed by Policy 801, District-Community Relations; Administrative Regulation 801.9AR, Use of Students, Employees and/or District Data for Research and Policy 505, Student Records and corresponding administrative regulations.

District 196 will not impose an academic or other penalty upon a student who opts out of participating in a survey.

## Patriotic Exercise

Student appreciation and understanding of the United States of America, the American heritage and democratic ideals are enhanced by ceremonies and other observances. The Pledge of Allegiance shall be said at every school every school day, and schools shall regularly involve students in activities and programs to increase student understanding of the United States of America and its heritage. In accordance with the law, individuals who wish to opt out of saying the Pledge of Allegiance or participation in patriotic exercises due to personal beliefs will be permitted to do so and staff and students must respect another person's right to make that choice.

## Safety and Security

District 196 and each of its schools have emergency plans that are reviewed annually and revised when appropriate. Video cameras are placed in schools and buses as a deterrent for unwanted behavior and to aid investigation of unwanted behaviors. Conversations and actions may be recorded on video/audio recordings. Students are subject to discipline and referral to law enforcement for incidents of misconduct caught on video. In addition, to enhance the safety of students, staff and visitors, district officials follow the safety and security guidelines listed below.

- All visitors must report to the office or visitor's desk and sign in when they first arrive at school during school hours.
- All visitors must be given a nametag or badge to wear while they are in the building during school hours.
- Staff are expected to question people in the building whom they don't recognize and who are not wearing a nametag or badge.
- Students and staff are expected to immediately report to a teacher or administrator any suspicious behavior or situation that makes them uncomfortable.
- All but one outside door will be locked during the school day.
- Portions of the building that will not be needed after the regular school day are closed off.
- Signs will be posted on one or more exterior doors welcoming visitors and informing them to sign in.
- Locked exterior doors will be equipped with an audible alarm.
- Schools and departments will not display building layouts on websites.
- Safety and security information is included in newsletters and handbooks for students, staff and parents/guardians.
- High schools will require students to identify themselves upon request in school or on school property, and place a person at the main entrance to greet visitors and assist them with signing in.
- All visitors must wear identification badges in district buildings during school hours.
- Schools must conduct annual emergency drills and schools shall be available to law enforcement officials, as requested, for practice drills.
- Building supervision is provided in schools when most community education and other after-school activities are taking place.
- In the event of a major disaster covered by the media during the school day, in general, high school students should be permitted to see televisions and media throughout the day to observe and discuss the situation; middle school students should be permitted to see televisions and media for a relatively short time, and elementary school students should not be permitted to view television and other media.
- Minnesota Statute 123B.03 requires school districts to perform criminal history background checks on everyone offered employment in the district, including all volunteer athletic and cocurricular coaches. The district exercises discretion when requiring background checks on selected other volunteers and independent contractors by considering such factors as the amount of student contact and the duration of the contact. The district does not perform background checks on the staff or volunteers of outside clubs and organizations that offer activities for youth in the community that are not organized or operated by the district.

## Health and Safety Notices

### ***Annual Integrated Pest Management Pesticide Notification***

District 196 uses a licensed, professional pest control service for the prevention and control of rodents, insects and other pests in and around the district's buildings. The program consists of inspection and monitoring to determine whether pests are present and whether any treatment is needed, recommendations for maintenance and sanitation to help eliminate pests without the need for pest control materials, utilization of non-chemical measures such as traps, caulking and screening, and application of EPA-registered pest control materials when needed.

The long-term health effects on children from the application of pesticides or the class of chemicals to which they belong, may not be fully understood. The district will only use pesticides when non-chemical methods have been ineffective. To limit the potential pesticide exposure, the district follows safety regulations to ensure pesticides are applied properly.

A copy of the management plan or estimated schedule of pest control applications is available for review at the district's Facilities Office. Requests can be made to the Buildings and Grounds Manager at 651-423-7735.

### ***Annual Asbestos Notification***

District 196 is required by the Environmental Protection Agency (EPA) to maintain an asbestos management plan for all building materials that contain asbestos. District 196 is in full compliance with the Asbestos Hazard Emergency Response Act, and performs a surveillance check for damage every six months. Every building containing asbestos is fully re-inspected every three years to ensure it is being properly maintained. Additional asbestos projects may occur throughout the year as construction projects dictate.

Details on the locations, condition, and type of asbestos-containing materials and copies of building management plans are available at each building and at the District 196 Facilities Office. Please feel free to direct any questions about asbestos or any safety issue to the Facilities and Grounds Manager, at 651-423-7735.

### ***Indoor Air Quality Annual Notification***

Minnesota school districts are required to develop and implement an Indoor Air Quality (IAQ) Management Plan and to monitor and improve indoor air quality. The Minnesota Department of Education has established guidelines that are based on the Environmental Protection Agency's (EPA) resource document, Indoor Air Quality (IAQ) Tools for Schools.

District 196 has an Indoor Air Quality (IAQ) Management Plan. The management plan outlines specific policies and procedures that will be used in the district to address indoor air quality issues.

If you have any questions concerning IAQ, or would like to use the EPA Tools for Schools checklists, please contact the Facilities and Grounds Manager, at 651-423-7735.

### **Lead in School Drinking Water Notification**

Minnesota school districts are required to develop and implement a plan to test for and remediate the presence of lead in public schools. District 196's lead in school drinking water plan can be found on its website at [www.district196.org/services/facilities](http://www.district196.org/services/facilities). The plan outlines the routine water management strategies and procedures that will be used in the district to maintain water quality and reduce exposure to lead. Test results and a description of any required remediation will be included on the website along with the plan. The information will be updated at least annually.

If you have any questions concerning lead in drinking water, please contact the Facilities and Grounds Manager, at 651-423-7735.

## **Student Nutrition**

Our schools provide free healthy meals every school day for all students. District 196 participates in the Minnesota Free Schools Meals program which allows each student to receive one breakfast and one lunch free of charge. This does not include ala carte, second entrées or milk only purchases. Parents or guardians are responsible for all additional items purchased by their child. Funds may be deposited into a student's meal account through PayPAMs, District 196's electronic payment system, or payments may be sent to school with the student.

Households may apply for free/reduced-price meal benefits anytime during the school year. Although there is no charge for breakfast and/or lunch for the 2025-26 school year, the district asks that all households who may be eligible apply for Educational Benefits at the beginning of the school year. A household can apply anytime during the school year. Households can reapply if their financial circumstances change during the school year.



[www.district196.org/edbenefits](http://www.district196.org/edbenefits)

Applications for the **upcoming school year 2025-26** will be **available July 2025** and are needed each school year. If your household qualifies, each approved application provides additional funding to programs at your child's school.

## **Accident & Property Insurance**

District 196 does not provide accident insurance for injuries that happen to students at school or during school activities, nor does the district provide insurance protection for student property that is lost, stolen or damaged at school or at school activities. Families that wish to have accident or property protection are encouraged to contact an insurance company.

## Corporal Punishment, Physical Restraint and Reasonable Force

### ***Corporal Punishment***

Corporal punishment (hitting or spanking a student with or without an object or use of unreasonable physical force that causes bodily harm or substantial emotional harm) is not permitted. An employee or agent of a district shall not inflict corporal punishment upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. An employee or agent of the district shall not use prone restraint or inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso. An employee or agent of the school district does not include a school resource officer as defined in Minnesota Statute 626.8482, subd.1 paragraph (c).

### ***Physical Restraint and Reasonable Force***

In certain instances, it becomes necessary for staff to use physical restraint to provide a safe environment for students. A teacher or school principal, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or to another. A school employee, school bus driver, or other agent of the district, in exercising the person's lawful authority, may use may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or to another. Reasonable force will be used in compliance with Minnesota Statute 121A.582, Minnesota Statute 121A.58 and other laws. Special care will be taken with students with disabilities to follow any guidelines for physical restraint which may be written into their individual education plan (IEP). Physical holds of students with IEPs shall only be done in an emergency, by authorized personnel, in conformance with the law on restrictive procedures and the district's restrictive procedures plan.

## STUDENT RESPONSIBILITIES

Student responsibilities include: conscientious effort in school work and activities; respect for the rights of other students, staff and visitors; and adherence to and cooperation in upholding local, state and federal laws, and district and school policies, rules and regulations. Most of all, students, administration and staff share the responsibility of establishing and maintaining a safe, stimulating and productive learning environment.

## Student Attendance

A major student responsibility at all grade levels is regular attendance. Many studies correlate regular attendance with success in school. Regular attendance means that the academic learning process is not interrupted, less time is spent on make-up assignments, and students benefit from participation and interaction with others in class. State law requires every child between seven and 17 years of age to receive instruction. Students with excessive unexcused absences will be considered truant. Establishing a pattern of good attendance will benefit the student in school and in the workplace. Research shows when students attend school regularly, they have better academic outcomes, are more connected to their community, develop important friendships, strengthen social-emotional skills and are significantly more likely to graduate from high school.

When does poor attendance become a problem?

- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.
- Missing 10 percent, or about 18 days, of the school year can drastically affect a student's academic success.
- Students can be chronically absent even if they only miss a day or two of school every few weeks.
- Attendance is an important life skill that will help a student graduate from college and keep a job.
- Truancy may result in the termination of the open enrollment of a nonresident student.

A student may be excused from attendance for the whole or any part of the time school is in session during any school year for the reasons set forth in Minnesota Statute 120A.22, subd. 12. Schools will also make reasonable efforts to accommodate any student who wishes to be excused from a curricular activity for a religious observance or American Indian cultural practice, observance, or ceremony per Minnesota Statute 120A.35.

### ***High School Student Attendance Expectation***

Excessive absences may have adverse consequences due to the inability of students to keep up with course assignments, activities, assessments, etc. With the exception of the school-authorized and verified absences noted below, high school students are expected to attend every class every day.

### ***Excessive Absence Rule – Notification/Intervention Process***

Each student's attendance, grades and discipline incidents are recorded electronically and available to parents/guardians online. When a student reaches his or her seventh absence in a specific trimester course (or five absences at schools on a quarter system), notification of the absences will be communicated to the student's parent/guardian. This notification will also advise that there may be adverse consequences, which may include loss of credit due to the student's inability to keep up with course assignments, activities, course assessments, etc. When the number of a student's absences reaches 10 in one trimester (or eight in one quarter) excluding absences not counted in the excessive absence rule, the school's designated administrator will review and investigate the reasons for the absences and determine a course of action which may include one or more of the following: parent/guardian meeting; parent/guardian meeting with teacher(s) and counselor, and/or development of an attendance intervention plan

### ***Types of Absences:***

Absences which **are not** counted in the excessive absence rule include, but are not limited to:

- School-sponsored curricular and cocurricular activities;
- Official religious holidays and religious observances or American Indian cultural practice, observance or ceremony;
- Death of an immediate family member (parent, step-parent, guardian, sibling, grandparent);
- Unique or emergency circumstances which are authorized (or, whenever possible, pre-authorized) by a school administrator;
- Chronic or long-term illnesses which are verified by a doctor's signed statement and authorized by a school administrator;
- Authorized appointments with school personnel;
- Military deployment of a family member, and
- In-school suspension, out-of-school suspension and transitional study hall (removal from class for one or more class periods).

Absences which **are** counted in the excessive absence rule include, but are not limited to:

- Verified/Excused – Absences which are verified by the parent/guardian with reasons accepted by the school. Accepted reasons are illness, medical or dental appointments that cannot be made outside of school time, and pre-authorized, pre-planned absence of one day or more (this must be arranged prior, preferably at least one week, to the absence in order to be verified).
- Unexcused – Unexcused absences will be treated with responses in accordance with the behavior expectations and responses for behavior outlined in district policy and administrative regulation. Unexcused absences occur when a student is absent from school without approval. Responses may include, but are not limited to, detention and in-school suspension. Students with unexcused absences from one or more class periods on seven school days per year may be identified as truant and subject to Administrative Regulation 503.2.1AR, Truancy, in compliance with state law on compulsory instruction.
- Tardies – Tardies are defined as being late to class without a pass. Responses such as detention and in-school suspension may be assigned to students with excessive tardies.

### ***Make-Up Work***

Class absences necessitate make-up work, which, if not completed on time, may lead to failure or incomplete grades. Teachers must allow students to complete missed work, assignments, tests, quizzes, etc., but it is the student's responsibility to consult their teacher about absences from class and required make-up work. Students generally have two days per day of verified/excused absence in which to turn in make-up work.

## **Student Fees and Fines**

Fees may be charged in areas considered to be cocurricular, extracurricular, non-curricular or supplementary to the requirements of a class or educational program or as otherwise permitted by state law. Schools shall charge students for lost, damaged or destroyed books, materials, supplies and equipment which are owned by the district, including damage to school buses. Schools may fine students for parking violations on school property. Complete information about student fees and fines can be found on the school district's website in Administrative Regulation 507.2AR, Student Fees and Fines.

## **Students Transported in Vehicles Other Than Those Provided by the District**

District 196 provides transportation to students as required by state law and such additional transportation as budgets permit. Financial limitations prevent the district from providing student transportation to all curricular and cocurricular activities. It is the parent's or guardian's responsibility (or the responsibility of the adult student age 18 or older) to provide transportation between school sites when students need to go from one school site to another for educational reasons during the school day. It is also the parent's or guardian's responsibility (or the responsibility of the adult student age 18 or older) to provide transportation to and from cocurricular events and activities when transportation is not otherwise provided by District 196. Parents/guardians may permit their students to transport themselves between sites or to/from some cocurricular activities, but may be required to sign a release of liability and should enforce safe driving expectations with their students. The district does not supervise students who drive between sites or to and from cocurricular events and activities and is not liable for accidents or injuries that occur.

## **Test Security Information for Students**

As with any test, students have a responsibility to keep test content secure and act with honesty and integrity during administration of standards-based accountability assessments such as the Minnesota Comprehensive Assessments (MCAs) and ACCESS for ELLs. The Minnesota Department of Education (MDE) expects students to follow all state and district policies for test administration and has added a code of conduct that students must view before beginning any standards-based accountability assessment:

- On this test, do your own best work to show what you know and can do.
- Do not accept help finding answers to test questions.
- Do not give answers to other students.
- Do not tell others what is on the test.
- There may be disciplinary responses if you do not follow directions or if you behave dishonestly.

MDE takes test security seriously and encourages any individual with firsthand knowledge of a test security concern to contact MDE. Educators, parents/guardians, students and others can report any suspected incidents of cheating or other improper or unethical behavior on statewide assessments by using an online tip line at [https:// public.education.mn.gov/tip/](https://public.education.mn.gov/tip/), by sending an email to [mde.testing@state.mn.us](mailto:mde.testing@state.mn.us) or calling 651-582-8674. (If the report is submitted anonymously, MDE will not respond in writing.) Depending upon the nature of each report and the amount of information provided, MDE will follow up with the district to investigate alleged irregularities. If individuals have a concern about test security practices, they are encouraged to raise their concerns with their District Assessment Coordinator or the district's legal counsel before contacting MDE.

## **Digital Tools and Digital Citizenship**

District 196 offers students access to a variety of technology resources, including the Internet and email at approved grade levels. The curricular use of online Internet resources supports teaching and learning. Resources may include, but are not limited to, email, online discussion boards, blogs, presentation creating/sharing technology, cloud computing, generative artificial intelligence (AI) and software from technology providers. The information shared through these resources can become accessible to and/or the property of the hosting site or provider depending on the Terms of Service. In some cases, information posted or shared by students and teachers may be available to the public.



Pursuant to Minnesota Statute § 13.32, school districts in Minnesota must annually notify families of the curriculum, testing and assessment providers that have access to educational data. The inventory of these digital tools used by District 196 is posted on the 1:1 Parent Resources page at [www.district196.org/academics/digital-learning/11-ipad-parent-resources](http://www.district196.org/academics/digital-learning/11-ipad-parent-resources). The inventory includes the name of each digital tool and the educational data elements affected through the use of each tool. Parents and guardians may contact [digitaltools@district196.org](mailto:digitaltools@district196.org) with additional questions regarding specific digital tools used in classrooms or with a request to inspect a contract associated with a particular digital tool listed on the inventory. For specific information about online resources used in a student's classroom, contact the student's teacher.

In accordance with federal law, the district attempts to block Internet access to visual depictions that are obscene or harmful to minors. However, it is still possible that students may encounter material that parents and guardians consider inappropriate. Parents and guardians may contact their student's teacher to discuss any concerns they may have about their student's access to Internet.

Students are expected to follow the guidelines listed in District 196 Administrative Regulation 503.7AR, Acceptable Use of Information Technology – Students. Use of the Internet and other computer networks is a privilege which may be revoked at any time for abusive conduct. In addition to the district's standard responses for student behavior (as described elsewhere in this document), any network misuse or illegal activities may result in temporary or permanent cancellation of network privileges, contact with the student's parent or guardian and, if a violation of law has occurred, contact with law enforcement authorities. District-owned networks, servers and end-user devices are a shared resource which are the property of the district and may be subject to district-authorized search to ensure the integrity of the district network and devices, and to ensure compliance with policies and laws. School officials may also access or monitor student use of digital tools for purposes of instruction, technical support, exam proctoring or as otherwise authorized by law. Subject to the limitations in Minnesota Statute § 13.32, students do not have an expectation of privacy with regard to district-owned networks, servers, computers and other devices. Students who are permitted to bring their own electronic devices to school will comply with school-specific guidelines for the use of personal electronic devices in school. Students are expected to follow the guidance provided by their classroom teacher regarding the use of AI.

District 196 recognizes artificial intelligence (AI) as a powerful tool to enhance teaching and learning. The district is committed to integrating AI into its learning and technology framework to enrich the educational experience, promote equity, and meet the diverse needs of students and staff, all while upholding academic integrity. The use of generative AI tools is governed by District 196's AI Guidance, which prioritizes ethical use, academic integrity, and transparency.

#### **Permitted Use**

- Students may use AI tools only when explicitly authorized by their teacher.
- AI should support—not replace—student effort.
- Students must cite AI use and be able to explain how it was used.

#### **Prohibited Use**

- Copying AI-generated content without approval or citation is treated as plagiarism.
- Entering identifiable personal information into AI tools is prohibited to protect student privacy.

#### **Student Responsibilities**

- Transparency: Be honest about AI use and when in doubt, disclose.
- Accuracy & Authenticity: Verify AI-generated content for correctness and bias.
- Privacy: Do not share personal or sensitive information in AI tools.

#### **Consequences for Misuse**

- Violations of this policy will result in disciplinary action consistent with school expectations regarding academic integrity.
- By following these guidelines, students can responsibly engage with AI while upholding the values of academic excellence and integrity in District 196.

## Student Behavior Expectations and Responses for Behavior

The disciplinary responses for behavior described herein are designed to be fair, firm and consistent for all students in District 196. They apply to k-12, early childhood and adult basic education (ABE) students in any school or other district building, on district property, in district vehicles, at school bus stops, at school or district activities and events, during school videoconferencing, or in student parking areas, including off-site parking locations commonly used by students. Disciplinary responses also apply to behaviors carried out through the use of electronic communication. The disciplinary responses may also apply for behaviors which take place at other locations but directly affect school programs or activities.

Because it is not possible to list every behavior that occurs, behaviors not included herein will be responded to as necessary by staff. Minor behaviors are dealt with by bus drivers, chaperones, classroom teachers, counselors, administrators and other appropriate district staff. Cheating, lying, plagiarism, copyright violations, misuse of artificial intelligence (AI) and other “academic” behaviors will be dealt with in the context of the student’s classroom or cocurricular activities and are not addressed in the following chart of behaviors.

Students participating in cocurricular activities will also be expected to abide by the bylaws of the Minnesota State High School League, regardless of whether the particular activity is sponsored by the League.

In addition to the disciplinary responses detailed in this handbook, a school or the Transportation Department may respond to student behavior in a variety of ways which include, but are not limited to, dismissal from school, removal from class, loss of cocurricular activities, loss of access to school facilities and grounds outside of the regular school day, reports to probation services, police reports, community service, fines, loss of driving and parking privileges (at the high school level), and chemical evaluation.

District 196 strives to keep students in the classroom, to limit suspensions from school, to view discipline through an equity lens and to eliminate disproportionality in school discipline for students of color and students receiving special education services. District 196 seeks to prevent student dismissals from school through the early detection of problems and to respond to inappropriate behaviors in a manner that is designed to prevent behaviors from recurring, including through restorative practices and skill building where appropriate. Each District 196 school fosters the social and emotional learning of its students and seeks the engagement of students, parents/guardians, staff and community.

The school district recognizes that when a student is unable to meet adult expectations it is often because the student lacks the skills to respond to a situation appropriately. The school district provides staff development to reinforce this understanding and supports school staff in using tiered interventions that teach students skills and prioritizes relationships between students and teachers. The school district discourages responses to unwanted student behavior that take away the student's opportunity to build skills for responding more appropriately.

Student support staff members (including, where appropriate, counselors, social workers, cultural family advocates, case managers and school psychologists) may be available to assist students who engage in unwanted behavior. Families shall be offered access to information in their primary language in circumstances in which information is communicated about their student’s behavior orally or in writing. Administrators will determine if ongoing language translation/interpretation is desired when first communicating with a family regarding their child’s behavior.

District 196 seeks to avoid the unnecessary criminalization of student behavior. Administrators may involve law enforcement authorities as necessary to respond to significant concerns in the school environment. If a student violates a district policy or regulation, which is also a violation of a law, the student may be referred

to the police. In accordance with state law, administrators will refer to the juvenile delinquency or criminal justice system any student who brings a firearm to school unlawfully. School staff members shall not interfere with a law enforcement decision to remove a student from school for law enforcement purposes; however, reasonable efforts shall be made to inform a student's parent or guardian of the involvement of law enforcement. Law enforcement officers shall not be involved in an educational decision to remove a student from school as a disciplinary response.

### ***Chemicals and Drug Paraphernalia***

As detailed more fully in the following charts, District 196 prohibits students from, among other things, possessing, using or distributing "chemicals" and "drug paraphernalia." For the purposes of this document, the word "chemicals" means narcotics or controlled substances, items purported or believed to be a narcotic or a controlled substance, any derivatives or synthetic versions of narcotics or controlled substances that can be used for the purpose of mood alteration, and prescription drugs or over-the-counter medications to be used for the purpose of mood alteration. Commonly known as marijuana or cannabis, THC in all its forms, including medicinal, edible or synthetic cannabis, is prohibited. "Drug paraphernalia" means items prohibited by Minnesota or federal law that are used for consumption or manufacturing of drugs. Any prescription or over-the-counter medication a student is required to take, with limited exceptions permitted by regulation, must be left with and administered by the school nurse, in accordance with Administrative Regulation 506.2.2AR, Administration of Medication and Access to Telehealth Services, however, medical cannabis may not be possessed or used on school district property or in school district vehicles. Students in grades 7-12 may self-administer standard doses of non-prescription pain relievers with written parent/guardian permission. (Refer to Procedure 506.2.1.2P, Emergency Information – Secondary Students, for more information.)

### ***Responses***

For each behavior described in the following charts, there are specific responses for first, second, third and fourth occurrences; however, administrators may apply lesser or greater responses after considering intent, the age and development of the child and other extenuating circumstances. The definitions of those responses, and other responses for unwanted behavior, are as follows:

★– Student conference and parent or guardian notification; may include, but is not limited to, parent/guardian conference, parent/guardian shadow (elementary and middle only), loss of phone or technology privileges, educational programming, needs assessment, restorative programming, restitution, peer mediation, adult-facilitated mediation, detention, in-school suspension and up to one day out-of-school suspension.

**Chemical Assessment** (middle and high school) – Secondary students who violate certain rules regarding alcohol and chemicals may receive a recommendation for a chemical assessment. Assessment will be at the expense of the student's parent(s) or guardian(s) (or the adult student, if age 18 or older).

**Detention** – Requirement for a student to remain in school or attend school outside normal school hours or to go to a designated area during the school day (e.g., lunch detention).

**Dismissal** – Dismissing a student from school for less than one school day.

**Educational Programming** – In appropriate circumstances, educational programming, including through Saturday school, may be offered to address student behavior.

**Exclusion** – Action taken by the School Board to prevent a student from enrolling or re-enrolling for a period of time not to extend beyond the school year.

**Expulsion** – A School Board action to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled.

**Expulsion from Bus** – Transportation Department student conduct specialist or school administrator action to prohibit a student from riding a school bus or other district vehicle for up to 12 months from the date of the expulsion from the bus.

**Fine** – A financial penalty assessed of a student by the school.

**Loss of Phone Privileges** – A student may be prohibited from bringing a personal telephone to school.

**Mediation** – Mediation is designed to:

- Prevent minor behaviors from escalating to the point where disciplinary responses need to be applied.

- Resolve interpersonal conflicts that may also require disciplinary responses.

**Mental Health Referral** –Students may be referred to community mental health resources on a case-by-case basis as appropriate. Assessment will be at the expense of the students’ parent(s) or guardian(s) or the adult student, if age 18 or older.

**Nonexclusionary Discipline** – Nonexclusionary disciplinary policies and practices may include many of the responses listed herein and may also include, but are not limited to, evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices also include, but are not limited to, the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

**Notification of Parent or Guardian** – Conversation (in person or by telephone) and/ or written contact between a school employee (usually a teacher, student support staff member or administrator) and a student’s parent or guardian.

**Notification of Police** – Contact by the school administration or Transportation Department with the local police department to inform them about an illegal behavior engaged in by a student.

**Parent Conference** – Scheduled meeting between a school employee and a student’s parent or guardian.

**Parent Shadow (elementary school)** – The principal may offer the “parent shadow” disciplinary response (the parent or guardian to follow the student for half a day at school) to the student’s parent(s) or guardian(s) for any elementary student behavior that results in a one-day, out-of-school suspension, except for weapon possession, look- alike weapon possession, assault or fighting. The parent(s) or guardian(s) may then choose to accept or not accept the parent shadow disciplinary response. Parent shadows will be expected to abide by the guidelines in Administrative Regulation 806AR, Visitors to Schools, and to complete the disciplinary response within five school days of the incident.

**Parent Shadow (middle school)** – The principal may offer the “parent shadow” consequence (the parent or guardian to follow the student for half a day at school) to the student’s parent(s) or guardian(s) for any middle school student behavior that results in a ★ disciplinary response. The parent(s) or guardian(s) may then choose to accept or not accept the parent shadow disciplinary response. Parent shadows will be expected to abide by the guidelines in Administrative Regulation 806AR, Visitors to Schools, and to complete the disciplinary response within five school days of the incident.

**Recess Detention (elementary school)** – Recess detention means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention will only be used as permitted by Minnesota Statute 121A.611.

**Removal from Class** – Action taken by a teacher, principal or other district employee to prohibit a student from attending one or more class period or activity period for up to five days. A student who engages in assaultive or violent behavior in the classroom must be removed from class immediately and may be subject to other disciplinary responses. The removal from the classroom shall be for a period of time deemed appropriate by the administrator, in consultation with the teacher.

**Restitution** – Compensation or compensatory service required of a student who has damaged, taken or destroyed school or personal property.

**Restorative Programming** – Individual schools may offer restorative practices and programming to prevent and address disciplinary matters.

**Suspension from Bus** – Action taken by the Transportation Department student conduct specialist or an administrator to prohibit a student from riding a school bus or other district vehicle for a specific number of days per incident.

**Suspension, In-school** – Action taken by a teacher, principal or other district employee to prohibit a student from attending more than one class and/or activity period for a period of time not to exceed five days. Individual schools may provide restorative programming during in-school suspension.

**Suspension, Out-of-school** – Action taken by the school administration to prohibit a student from attending school for a period of no more than 10 school days. If a suspension is longer than five days, the suspending administrator shall provide the superintendent or designee with a reason for the suspension. A student who is on out-of-school suspension may not be in the school, on school or district property or attend school or district activities during the period of the suspension. If a student’s total days of removal from school exceeds 10 cumulative days in a school year, the district shall make reasonable attempts to convene a meeting with the student and the student’s parent or guardian prior to removing the student from school, and with the permission of the parent or guardian, arrange for a mental health screening for the student. (The school district will not pay for the assessment unless it is part of an assessment for special education purposes.)

The purpose of the meeting shall be to attempt to determine the student's need for assessment, other services or whether the parent or guardian should have the student assessed to determine whether the student needs treatment for a mental health disorder.

**Threat Assessment** - In appropriate circumstances, individual schools may assemble a multidisciplinary threat assessment team to conduct a threat assessment with the purpose of ensuring student and staff safety.

**Violent Student Behavior (VSB)** – A student who engages in a behavior identified as “VSB” (violent student behavior) in the disciplinary responses chart will be identified as a student with a history of violent behavior.

**Withdrawal Agreement** – A student who engages in a behavior that results the consideration of expulsion or exclusion may be offered a withdrawal agreement to withdraw from school for up to 12-months in lieu of an expulsion or exclusion.

### ***Dismissal of Early Learning Students***

A student enrolled in kindergarten through grade 3 or a preschool or prekindergarten program, including a child participating in early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program, may not be subject to dismissals from school within the meaning of Minnesota Statutes 121A. This limitation does not apply to a dismissal from school for less than one day, except as provided under state and federal law for a student receiving special education services. Expulsions and exclusions of – early learning students through grade 3 may be used only after other nonexclusionary disciplinary options under Minnesota Statute 121A.425 have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others. For purposes of this section, nonexclusionary discipline must include at least one of the following:

- Collaborating with the student's family or guardian, child mental health consultant or provider, education specialist, or other community-based support;
- Creating a plan, written with the parent or guardian, that details the action and support needed for the student to fully participate in the current educational program, including a preschool or prekindergarten program; or
- Providing a referral for needed support services, including parenting education, home visits, other supportive education interventions, or, where appropriate, an evaluation to determine if the pupil is eligible for special education services or section 504 services.

## **Staff Notification of Violent Behavior by Students (VSB)**

Pursuant to Minnesota Statute 121A.64, a classroom teacher has a legitimate educational interest in knowing which students placed in the teacher's classroom have a history of violent behavior. Teachers must be notified before such students are placed in the teacher's classroom and when students already in the teacher's classroom are newly identified as having a history of violent behavior.

**Identification of Students with a History of Violent Behavior**—A student who engages in a behavior identified as “VSB” (violent student behavior) in the disciplinary responses chart will be identified as a student with a history of violent behavior.

**Notification to Teachers/Staff**—Teacher notification will occur on Procedure 503.3.5P, Staff Notification of Violent Behavior by Students, with a copy placed in the student's educational record and retained pursuant to the school district's records retention schedule. Written notification should be provided to all of the student's classroom teachers. Building principals have discretion to provide notice to other staff members who also interact with the student. Written notification to the teacher will occur prior to the placement of a student in the teacher's classroom whenever possible. Once a student has been identified as a student with a history of violent behavior, notification will occur for the remainder of the school year and the following school year. The period of notification will be extended accordingly for each new incident of violent behavior that occurs.

**Notification to the Parent/Guardian of a Student Identified as Having a History of Violent Behavior** – Parent/Guardian notification of a student having a history of violent behavior will be consistent with notification practices in this handbook and Administrative Regulation 503.3AR, Student Behavior Expectations and Responses for Behavior.

**Notice to Other School Districts** – This notice is an educational record and will be transferred to an enrolling school district.

**Training** – Pursuant to Minnesota Statute 121A.64, representatives of the School Board and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior interventions and possible intervention services such as student behavioral assessments.

**Written Notification from Law Enforcement** – A school that receives formal notification from law enforcement or the court system about a student’s delinquent conduct in the community shall process that notification as required by Minnesota Statute 121A.75. This may include notification of appropriate staff if necessary to protect others from needless vulnerability and to allow staff members to work with the student in an appropriate manner. Notification shall be in accordance with the law and shall not be governed by the district’s procedures for staff notification of students with a history of violent behavior. The handling and retention of records received pursuant to Minnesota Statute 121A.75 shall be according to the requirements of that statute and Minnesota Statute 120A.22, subd. 7.

**Record of Notice** – The administration must keep a copy of Procedure 503.3.5P, Staff Notification of Violent Behavior by Students, on file to provide a record of those staff members notified under this section.

## Cell Phone Policy

The purpose of District 196’s cell phone policy is to improve academic focus and attainment, minimize the negative impact of cell phones on student behavior and mental health, and to create a distraction-free learning environment that fosters stronger student-teacher and student-to-student relationships.

**Limits and Expectations** - District 196 limits student possession and use of cell phones in schools. Students are also prohibited from using a cell phone to engage in conduct prohibited by school district policies, including, but not limited to, cheating, bullying, and harassment. If brought to school, cell phones should be kept off and out of sight during the instructional day except as authorized by a teacher for a specific curricular or instructional purpose, or as permitted below:

- High Schools may permit students to use their cell phones during passing time and lunch and before and after the instructional day provided that they are used in a nondisruptive manner consistent with school district policies and regulations.
- Middle and elementary schools require cell phones to be off and out of sight during the instructional day (including during passing time, recess, lunch and field trips), but may permit students to use their cell phones before and after the instructional day provided that they are used in a nondisruptive manner consistent with school district policies and regulations.

Cell phones are never allowed to be out or used in bathrooms or locker rooms.

Schools will establish and communicate specific rules and protocols consistent with this policy.

**Consequences for Violations** - Students who are in violation of this and other school district policies, regulations, rules or protocols may be subject to disciplinary action pursuant to the school district’s discipline policy, 503.3AR, Student Behavior Expectations and Responses for Behavior and school specific rules and

protocols. Students who are in violation of this and other school district policies, regulations, rules or protocols may have their cell phone confiscated by school staff. Cell phones that are confiscated by a school will be returned in accordance with school building rules and protocols and parents or guardians may be required to retrieve them from school. In appropriate circumstances in which criminal behavior is suspected, a confiscated cell phone may be provided to law enforcement. In some cases, students may lose the privilege of bringing a cell phone to school or may be required to turn their phone in at the school office at the beginning of the day and pick it up at the end of the day.

**Searches** - If the school district has a reasonable suspicion that a student has violated a school policy, rule, or law by use of a cell phone, or that a cell phone contains evidence of such a violation, a school administrator may search the cell phone. The search will be reasonably related in scope to the circumstances justifying the search.

**Risk of Loss** - Students who bring cell phones to school do so at their own risk. District 196 assumes no responsibility for theft, loss, or damage of a cell phone brought to school and will not assume responsibility for investigating loss or theft.

**Family Responsibilities** - Parents and guardians may contact the school office with information a student must receive during the school day or to contact a student. Students and their parents or guardians should review this policy and their individual school's rules and protocols regarding cell phones.

**Policy Exceptions** - Students who require an emergency exception to this policy or a disability-related accommodation related to this policy should contact their building administrator.

**Application of Policy to Other Personal Electronic Devices** - Students are permitted to possess other personal electronic devices at school at their own risk, but provisions 7.3-7.4 above shall apply to such devices if they are used in a manner that causes a nuisance or to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, and harassment.

## Behaviors and Responses

Students are expected not to engage in the following behaviors. A student who intentionally engages in a listed behavior is subject to a school response. The responses apply regardless of whether the behavior took place in school, on district property, in a district vehicle, at a school or district activity, during school videoconferencing, at a school bus stop or in student parking areas, including off-site parking locations commonly used by students. Responses also apply to behaviors carried out through the use of electronic communication such as text message, social media and other types of electronic communication. The responses may also apply for behaviors which take place at other locations but directly affect school programs or activities. Schools shall use nonexclusionary disciplinary policies and practices before using suspension, expulsion or exclusion proceedings or student withdrawal agreements, except where it appears that a student will create an immediate and substantial danger to self or surrounding persons or property. Exclusionary practices will not be used to address attendance and truancy issues. The school district makes every effort to apply disciplinary responses consistently, but the administrator may recommend longer or shorter suspensions, expulsion, denial of transportation privileges, other discipline, or interventions such as mental health referrals on a case-by-case basis. This may include more severe disciplinary responses for students with multiple occurrences in different categories of behavior, when a single behavior is particularly severe or when a student engages in a 5<sup>th</sup> occurrence of a behavior. Administrators may apply less severe disciplinary responses after considering intent, the age and development of the child or other extenuating circumstances. Administrators may also require students to engage in a conflict resolution or skill building experiences in addition to the listed responses.



## CONTINUUM OF RESPONSE

ABUSIVE, DISCRIMINATORY, THREATENING OR BULLYING BEHAVIORS	1st Occurrence	2nd Occurrence	3rd Occurrence	4th Occurrence
<b>1. Harassment</b> – Participating in or conspiring with others to engage in acts that injure, bully, degrade, intimidate or disgrace other individuals, including indecent exposure, displaying pornography, and harassing words or actions that negatively impact on an individual or group because of their characteristics, including through the use of electronic communication. Harassment based upon an individual or group’s sex, race, religion, color, creed, national origin, marital status, familial status, disability, status with regard to public assistance, sexual orientation, gender identity, age or genetic information shall also be handled in accordance with 503.4AR, Harassment, Discrimination, Violence or Hazing.				
(grades k-5)	★	★	★	★
(grades 6-12)	1-day suspension	3-day suspension	5-day suspension	expulsion
<b>2. Bullying</b> – Bullying is defined in Administrative Regulation 503.8AR, Bullying Prohibition. Bullying is subject to discipline under other categories including, but not limited to, abuse, assault, and harassment. See Administrative Regulation 503.8AR, Bullying Prohibition. Victims of bullying who respond with prohibited behavior will have access to a remedial response consistent with the regulation.				
<b>3. Hazing</b> – Committing an act against a student or coercing a student into committing an act that creates a substantial risk of harm or holds a student up to ridicule in order for the student to be initiated into or affiliated with a student organization, group or club, including through the use of electronic communication. Hazing shall also be handled in accordance with 503.4AR, Harassment, Discrimination, Violence or Hazing by a Student.				
(grades k-5)	★	★	★	★
(grades 6-8)	1-day suspension	3-day suspension	5-day suspension	expulsion
(grades 9-12)	3-day suspension	5-day suspension and •VSB	expulsion and •VSB	

•VSB – violent student behavior see page 27

★ - see page 25



<b>ABUSIVE, DISCRIMINATORY, THREATENING OR BULLYING BEHAVIORS (continued)</b>	<b>1st Occurrence</b>	<b>2nd Occurrence</b>	<b>3rd Occurrence</b>	<b>4th Occurrence</b>
<b>4. Abuse/Alarm: Verbal, Written or Otherwise Expressed</b> – Arousing alarm in others through the use of language that is discriminatory, abusive, or obscene, including through the use of electronic communication.				
Involving student or staff (grades k-5)	★	★	★	★
Involving student (grades 6-12)	★	1-day suspension	2-day suspension	3-day suspension and •VSB
Involving self-harm (grades k-12)	Conduct district risk assessment	Conduct district risk assessment	Conduct district risk assessment	Conduct district risk assessment
Involving staff (grades 6-12)	★	2-day suspension	3-day suspension and •VSB	4-day suspension and •VSB
<b>5. Assaultive Behavior: Verbal, Written or Otherwise Expressed</b> Confrontation with a student or staff member through statements or actions which bullies, intimidates, threatens or causes fear of bodily harm or death, including through the use of electronic communication.				
Upon a student or staff member (grades k-5)	★	★	★ grades k-3; 1-day suspension grades 4-5	★ grades k-3; 3-day suspension and •VSB grades 4-5
Upon a student (grades 6-12)	3-day suspension	5-day suspension and •VSB	expulsion and •VSB	
Upon a staff member (grades 6-12)	5-day suspension and •VSB	expulsion and •VSB		
<b>6. Threat of Bomb or Violence</b> – With the purpose of terrorizing another or with reckless disregard of the risk of causing terror in another, directly or indirectly communicating a threat of a bomb or other act of violence against the school or another individual, including through the use of electronic communication.				
(grades k-5)	★	★	★ and •VSB	★ and •VSB
(grades 6-8)	5-day suspension and •VSB	expulsion and •VSB		
(grades 9-12)	expulsion and •VSB			

•VSB – violent student behavior see page 27

★ - see page 25

DISRUPTIVE OR NUISANCE BEHAVIORS	1st Occurrence	2nd Occurrence	3rd Occurrence	4th Occurrence
<p>7. <b>Dress</b> – Clothing, accessories and videoconferencing backgrounds may not include words or visuals which are lewd*, obscene*, disruptive*, abusive*, racist or discriminatory*, or which advertise drugs, alcohol or tobacco. Dress or grooming which is disruptive to the classroom or school atmosphere is not allowed. Shoes must be worn at all times in school for health and safety reasons. Secondary school students may not wear facemasks, clothing, or any item that would prevent the student from being immediately identifiable, except as authorized or required by school administrators.</p> <p><b>*Lewd and Obscene</b> is defined as follows: 1) The average person, applying contemporary community standards, would find that the clothing taken as a whole appeals to the prurient interest of minors of like age; 2) The clothing depicts or describes sexual conduct in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of like age, and 3) The clothing taken as a whole lacks serious literary, artistic, political or scientific value for minors.</p> <p><b>*Disruptive</b> is defined as reasonably forecasted to materially and substantially interfere with the requirements of appropriate discipline in the operation of the school or the work of the school or to infringe on the rights of other students.</p> <p><b>*Abusive</b> is defined as insulting, contemptuous or defamatory.</p> <p><b>*Racist or Discriminatory</b> is defined as demonstrating prejudice against groups or individuals, as referred to in the district's anti-discrimination policy.</p>				
(grades k-5)	★	★	★	★
(grades 6-12)	★	1-day susp.	3-day susp.	5-day susp.
<p>8. <b>Interference, Disruption or Obstruction</b> – Any action taken to attempt to prevent one or more staff members or students from exercising their assigned duties or which compromises safety but is not otherwise covered by another behavioral category, including but not limited to, shouting, screaming or actions taken through the use of electronic communication.</p>				
(grades k-5)	★	★	★	★
(grades 6-12)	★	★	1-day suspension	2-day suspension

• VSB – violent student behavior see page 27

★ - see page 25

<b>DISRUPTIVE OR NUISANCE BEHAVIORS</b> (continued)	<b>1st Occurrence</b>	<b>2nd Occurrence</b>	<b>3rd Occurrence</b>	<b>4th Occurrence</b>
<b>9. Vehicle, Unauthorized Use</b> – Occupying or using vehicles during school hours without school authorization.				
(grades k-8)	★	★	★	★
(grades 9-12)	★; may include revocation of parking permit	1-day suspension; may include revocation of parking permit	3-day suspension; may include revocation of parking permit	5-day suspension; may include revocation of parking permit
Refusal to comply with parking regulations. (grades 9-12)	★	1-day suspension; may include revocation of parking permit	3-day suspension; may include revocation of parking permit	5-day suspension; may include revocation of parking permit
<b>10. Driving, Careless or Reckless</b> – Driving on school property in such a manner as to endanger persons or property.				
(grades k-8)	★	★	★	★
(grades 9-12)	★; may include revocation of parking permit	3-day suspension; may include revocation of parking permit	5-day suspension; may include revocation of parking permit	expulsion
<b>11. Gambling</b> – Playing a game of chance for stakes.				
(grades k-5)	★	★	★	★
(grades 6-8)	★	★	1-day suspension	3-day suspension
(grades 9-12)	★	1-day suspension	3-day suspension	5-day suspension

•VSB – violent student behavior see page 27

★ - see page 25

<b>DISRUPTIVE OR NUISANCE BEHAVIORS</b> (continued)	<b>1st Occurrence</b>	<b>2nd Occurrence</b>	<b>3rd Occurrence</b>	<b>4th Occurrence</b>
<b>12. Nuisance and/or Recording Devices</b> – Causing a nuisance with objects that cause distractions, such as MP3 players (iPods), cellular phones, universal remote controls, laser pointers, speakers, headphones, iPads, Bluetooth devices, etc. This includes, but is not limited to, causing a nuisance through the non-curricular use of cameras, cell phones or other devices for photographic, audio, video, or digital recording and/or sharing of those recordings without staff permission. It also includes unauthorized sharing of videoconferencing links or session content. Students who cause a nuisance as described above may be prohibited from possessing their device in school for up to 45 days in addition to the disciplinary responses listed below.				
(grades k-5)	★	★	★	★
(grades 6-12)	★	1-day suspension	3-day suspension	5-day suspension
Recording, sharing or posting videos or images of a fight or conflict. (grades 6-12)	1-day suspension	3-day suspension	5-day suspension	10-day suspension
<b>13. Records or Identification Falsification</b> – Falsifying signatures, data, or school documents, or refusing to give proper identification or giving false information to a staff member.				
(grades k-5)	★	★	★	★
(grades 6-8)	★	1-day suspension	3-day suspension	5-day suspension
(grades 9-12)	★	3-day suspension	5-day suspension	5-day suspension

•VSB – violent student behavior see page 27

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<b>DISRUPTIVE OR NUISANCE BEHAVIORS (continued)</b>	<b>1st Occurrence</b>	<b>2nd Occurrence</b>	<b>3rd Occurrence</b>	<b>4th Occurrence</b>
<b>14. Technology-Related</b>				
Unauthorized access or activity in a secured area of a computer, network or digital platform, non-school use of technology, unauthorized adding or altering of hardware/software on a workstation or server (damage of property) or other violations of 503.7AR, Acceptable Use of Information Technology – Students (grades k-5)	★	★	★	★
Unauthorized access or activity in a secured area of a computer, network or digital platform (grades 6-12)	3-day suspension	5-day suspension	expulsion	
Non-school use of technology (grades 6-12)	★	★	1-day suspension	3-day suspension
Unauthorized adding or altering of hardware/software on a workstation or server (damage of property) (grades 6-12)	3-day suspension and restitution	5-day suspension and restitution	expulsion and restitution	
Unauthorized use of a cell phone during the instructional day when such use is prohibited by District Policy 503, Student Rights and Responsibilities. (grades k-12)	★ - may also include loss of cell phone privileges at school	★ - may also include loss of cell phone privileges at school	★ - may also include loss of cell phone privileges at school	★ - may also include loss of cell phone privileges at school
Other violations of 503.7AR, Acceptable Use of Information Technology – Students (grades 6-12)	★	★	1-day suspension	3-day suspension
<b>15. Alarm, False</b> – Intentionally giving a false report to 911 or a false alarm of a fire or other emergency, including through the use of electronic communication, or interfering with any alarm or alarm sensor.				
(grades k-5) (including dialing 911 and hanging up)	★	★	★	★ grades k-3; 1-day suspension grades 4-5
(grades 6-12)	5-day suspension	expulsion		
Dialing 911 and hanging up (grades 6-12)	★	1-day suspension	3-day suspension	5-day suspension

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PHYSICAL BEHAVIORS	1st Occurrence	2nd Occurrence	3rd Occurrence	4th Occurrence
<b>16. Physical Contact – Student</b> – Unwanted and/or disruptive physical contact with another student that does not rise to fighting or assault.				
(grades k-5)	★	★	★	★
(grades 6-12)	★	★	1-day suspension	1-day suspension
<b>17. Bodily Harm, Inflicting</b> – Committing a reckless or negligent act that inflicts bodily harm upon another person.				
(grades k-5)	★	★	★	★
(grades 6-12)	1-day suspension	3-day suspension	5-day suspension	expulsion
<b>18. Fight-Promotion: Promoting/Instigating a Fight</b> – Contributing to or promoting a fight verbally or through behavior, including through the use of electronic communication. Students who violate this provision through an electronic device may be prohibited from possessing their device in school for up to 45 days in addition to the disciplinary responses listed below.				
(grades k-5)	★	★	★	★
(grades 6-12)	1-day suspension	3-day suspension	4-day suspension and •VSB	4-day suspension and •VSB
<b>19. Fighting</b> – Adversarial physical contact (differentiated from poking, pushing, or shoving) in which both of the parties contributed to the situation by verbally instigating a fight and/or physical action.				
(grades k-5)	★	★	★	★ and •VSB
(grades 6-8)	1-day suspension	3-day suspension	4-day suspension and •VSB	5-day suspension and •VSB
(grades 9-12)	2-day suspension	3-day suspension and •VSB	5-day suspension and •VSB	expulsion and •VSB
Refusing to obey an order to cease striking, hitting, or attacking another student with the intent to cause physical harm. (grades 6-12)	10 day suspension and •VSB	expulsion and •VSB		

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PHYSICAL BEHAVIORS (continued)	1st Occurrence	2nd Occurrence	3rd Occurrence	4th Occurrence
20. <b>Physical Contact – Staff</b> – Making unwanted physical contact with a staff person while refusing to follow the direction of an adult in authority.				
(grades k-5)	★	★	★	★
(grades 6-12)	5-day suspension and •VSB	10-day suspension and •VSB	expulsion and •VSB	
21. <b>Assaultive Behavior: Physical</b> – Acting with intent to cause fear in another person of immediate bodily harm or death, or intentionally inflicting or attempting to inflict bodily harm upon another person, including where bodily harm is inflicted upon an individual who is not the intended target. <i>*Differentiated from fighting (#19) due to either the lack of mutuality in an assault or the degree of physical harm caused.</i>				
Upon a student (grades k-5)	★	★	★ grades k-3; 1-day suspension and •VSB grades 4-5	★ grades k-3; 3-day suspension and •VSB grades 4-5
Upon a staff member, including agents, volunteers and School Resource Officers (grades k-5)	★ and •VSB	★ and •VSB	★ grades k-3; 3-day suspension and •VSB grades 4-5	★ grades k-3; 5-day suspension and •VSB grades 4-5
Upon a student (grades 6-12)	5-10 day suspension and •VSB	expulsion and •VSB		
Upon a staff member, including agents, volunteers and School Resource Officers (grades 6-12)	expulsion and •VSB			
Refusing to obey an order to cease striking, hitting, or attacking another student with the intent to cause physical harm. (grades 6-12)	10 day suspension and •VSB	expulsion and •VSB		
22. <b>Assaultive Behavior: Aggravated</b> – Engaging in physical aggression upon another person with a weapon or a device used as a weapon, or physical aggression upon another person that inflicts “substantial bodily harm” as that term is defined in Minnesota’s criminal code.				
(grades k-3)	★ and •VSB	★ and •VSB	★ and •VSB	★ and •VSB
(grades 4-5)	3-day suspension and •VSB	3-day suspension and •VSB	3-day suspension and •VSB	3-day suspension and •VSB
(grades 6-12)	Expulsion and •VSB			

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PROPERTY RELATED BEHAVIORS	1st Occurrence	2nd Occurrence	3rd Occurrence	4th Occurrence
<b>23. Propping, Rigging, Disabling or Misusing a Secure Door</b> Any action which causes a door to be unsecured in order to facilitate subsequent re-entry or unauthorized use of an emergency exit.				
(grades k-8)	★	★	★	★
(grades 9-12)	★	1-day suspension	3-day suspension	3-day suspension
<b>24. Fire Extinguisher, Unauthorized Use</b> – Unauthorized handling of a fire extinguisher or fire alarm sensors.				
(grades k-5)	★	★	★	★
(grades 6-12)	5-day suspension	expulsion		
<b>25. Trespassing</b> – Being present in any district facility or portion of a district facility when it is closed to the public or when the student does not have the authorization to be there, or unauthorized presence in a district vehicle. In addition to the disciplinary response, the student may also be subject to a no trespass notice.				
(grades k-5)	★	★	★	★
(grades 6-8)	★	1-day suspension	3-day suspension	5-day suspension
(grades 9-12)	3-day suspension	5-day suspension	expulsion	
<b>26. Theft, or Knowingly Receiving or Possessing Stolen Property</b> – Unauthorized taking of the property of another person or receiving or possessing such property, including taking financial information without permission. (For more information about theft related to the use of information technology, refer to 503.7AR, Acceptable Use of Information Technology - Students.)				
(grades k-5)	★ and restitution	★ and restitution	★ and restitution	★ and restitution
(grades 6-12) Theft, or Knowingly Receiving or Possessing Stolen Property – with a value \$50 or less	1-day suspension and restitution	3-day suspension and restitution	5-day suspension and restitution	expulsion and restitution
(grades 6-12) Theft, or Knowingly Receiving or Possessing Stolen Property – with a value over \$50	3-day suspension and restitution	5-day suspension and restitution	expulsion and restitution	
(grades 6-12) Theft or Knowingly Receiving or Possessing Stolen Property – with a value over \$500	5-day suspension and restitution	expulsion and restitution		
(grades 6-12) Theft or Knowingly Receiving or Possessing Stolen Property – with a value over \$1,000	expulsion and restitution			

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PROPERTY RELATED BEHAVIORS (continued)	1st Occurrence	2nd Occurrence	3rd Occurrence	4th Occurrence
<b>27. Robbery or Extortion</b> – Obtaining property from another person where his or her consent was induced by use of force, threat of force or under false pretenses, including through the use of electronic communication.				
(grades k-5)	★	★	★	★
(grades 6-8)	3-day suspension and restitution	5-day suspension, restitution and •VSB	expulsion, restitution and •VSB	
(grades 9-12)	expulsion, restitution and •VSB			
<b>28. Damage of or Tampering with Property (Vandalism)</b> – Intentionally damaging or tampering with property that belongs to the school, district, other students, employees or others. <i>(Note: Damaging or tampering with safety and security equipment [e.g., fire extinguishers, Automated External Defibrillators {AEDs}, surveillance cameras/equipment, fire alarm sensors, sprinkler systems] will automatically result in disciplinary responses beginning at the 2nd occurrence level.)</i>				
(grades k-5)	★ and restitution	★ and restitution	★ and restitution	★ and restitution
(grades 6-8)	★ 1-day suspension and restitution	3-day suspension and restitution	5-day suspension, restitution and •VSB	expulsion, restitution and •VSB
(grades 9-12)	3-day suspension and restitution	5-day suspension, restitution and •VSB	expulsion, restitution and •VSB	
Damage of Property (Vandalism) – Greater than \$500 damage (grades 9-12)	5-day suspension and restitution	expulsion, restitution and •VSB		
Damage of Property (Vandalism) - Greater than \$1,000 damage (grades 9-12)	10-day suspension and restitution	expulsion, restitution and •VSB		
<b>29. Burglary</b> – Entering a building or a specific area of a building without consent and with intent to commit a crime, or entering a building without consent and committing a crime.				
(grades k-5)	★	★ grades k-3; 3 day suspension and restitution grades 4-5	★ grades k-3; 3 day suspension and restitution grades 4-5	★ grades k-3; 3 day suspension and restitution grades 4-5
(grades 6-12)	expulsion and restitution			

•VSB – violent student behavior see page 27

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PROPERTY RELATED BEHAVIORS (continued)	1st Occurrence	2nd Occurrence	3rd Occurrence	4th Occurrence
30. <b>Arson</b> – Intentional destruction or damage to school or district buildings or property by means of fire.				
(grades k-3)	★	★	★	★
(grades 4-12)	expulsion, restitution and VSB			

*Continuum of Response continued on next page...*

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SEXUAL, EXPLICIT OR LEWD BEHAVIORS	1st Occurrence	2nd Occurrence	3rd Occurrence	4th Occurrence
<b>31. Pornography Possessing</b> – Creating or accessing sexually explicit material, including through the use of electronic communications or materials.				
(grades k-5)	★	★	★	★
(grades 6-8)	★	1-day suspension	3-day suspension	5-day suspension
(grades 9-12)	★	3-day suspension	5-day suspension	5-day suspension
<b>32. Pornography Sharing</b> – Sharing pornography including through the use of electronic communications or materials, such as sexting.				
(grades k-5)	★	★	★	★
(grades 6-8)	1-day suspension	3-day suspension	5-day suspension	5-day suspension
(grades 9-12)	3-day suspension	5-day suspension	5-day suspension	5-day suspension
<b>33. Lewd Behavior</b> – Sexual conduct that is considered indecent or offensive or other indecent behavior, including public urination. Lewd behavior that occurs on a school bus will also result in a 5-day bus suspension for a first occurrence and an expulsion from the bus for a second occurrence for students in grades 9-12.				
(grades k-5)	★	★	★	★
(grades 6-8)	★	1-day suspension	5-day suspension	expulsion
(grades 9-12)	1-day suspension	3-day suspension	5-day suspension	expulsion

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SEXUAL, EXPLICIT OR LEWD BEHAVIORS (continued)	1st Occurrence	2nd Occurrence	3rd Occurrence	4th Occurrence
34. <b>Sexual Violence</b> – A physical act of non-consensual, intentional touching of another person’s intimate parts under their clothing OR the intentional touching of another person’s intimate parts under their clothing where the consent of the victim is not a defense under Minnesota’s criminal code (For more information, refer to 503.4AR, Harassment, Discrimination, Violence or Hazing by a Student and 503.5AR, Title IX Sex Nondiscrimination Regulation, Grievance Regulation and Process.)				
(grades k-5)	★ grades k-3; 1-day suspension and •VSB grades 4-5	★ grades k-3; 3-day suspension and •VSB grades 4-5	★ grades k-3; 5-day suspension and •VSB grades 4-5	★ grades k-3; 10-day suspension and •VSB grades 4-5
(grades 6-8)	5-day suspension and •VSB	expulsion and •VSB		
(grades 9-12)	expulsion and •VSB			
Touching over the clothing as otherwise described above (grades k-5)	★	★	★	★
Touching over the clothing as otherwise described above (grades 6-8)	2-day suspension	5-day suspension	10-day suspension	expulsion
Touching over the clothing as otherwise described above (grades 9-12)	5-day suspension	10-day suspension	expulsion	

*Continuum of Response continued on next page...*

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TOBACCO, ALCOHOL OR CHEMICALS	1st Occurrence	2nd Occurrence	3rd Occurrence	4th Occurrence
<b>35. Tobacco and E-Cigarettes, Possessing</b> – Possessing, or using tobacco or e-cigarettes (including, liquid or electronic cigarettes, vape pens and other devices, e-cigars or electronic hookah pens) in district buildings, on district grounds, in district vehicles or at district events in violation of 406.5AR, Tobacco-Free and Electronic Delivery Device-Free Environment. Use in a classroom or on a school bus will automatically result in disciplinary responses beginning at the 2nd occurrence level. K-5 students will receive a bus expulsion for a 4 <sup>th</sup> use occurrence on a bus and 6-12 students will receive a bus expulsion for a 3 <sup>rd</sup> use occurrence on a bus. Possession of tobacco for purposes of a traditional American Indian spiritual or cultural ceremony is permitted and not subject to this provision.				
(grades k-5)	★	★	★	★
(grades 6-12)	★	1-day suspension	2-day suspension	3-day suspension
<b>36. Tobacco and E-Cigarettes, Intent to Sell, Give or Share</b> – Selling, giving or sharing tobacco or e-cigarettes (including liquid or electronic cigarettes, vape pens, e-cigars or electronic hookah pens) in district buildings, on district grounds, in district vehicles or at district events in violation of 406.5AR, Tobacco-Free and Electronic Delivery Device-Free Environment.				
(grades k-5)	★	★	★	★
(grades 6-12)	3-day suspension	5-day suspension	10-day suspension	expulsion
<b>37. Alcohol, Possession or Use</b> – Possessing, influenced by the use of, sharing alcohol or using alcohol.				
(grades k-5)	★	★	★	★
(grades 6-12) (possessing, under the influence or using)	2-day suspension with recommendation for a chemical assessment	4-day suspension with recommendation for a chemical assessment	6-day suspension with recommendation for a chemical assessment	8-day suspension with recommendation for a chemical assessment
(grades 6-12) (sharing)	2-day suspension with recommendation for a chemical assessment	4-day suspension with recommendation for a chemical assessment	8-day suspension with recommendation for a chemical assessment	10-day suspension with recommendation for a chemical assessment

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TOBACCO, ALCOHOL OR CHEMICALS (continued)	1st Occurrence	2nd Occurrence	3rd Occurrence	4th Occurrence
<b>38. Alcohol*, Intent to Sell</b> – Selling or intending to sell alcohol, including through the use of electronic communication, where selling is prohibited by Minnesota or federal law. * For the purposes of this handbook, alcohol means any alcoholic substance—in whatever form (e.g., liquid, powder)—that has an intoxicating effect on the central nervous system and includes any alcoholic substance which may not be legally possessed or consumed by persons under the age of 21.				
(grades k-5)	★	★	★	★
(grades 6-12)	3-day suspension and recommendation for a chemical assessment	5-day suspension and recommendation for a chemical assessment	10-day suspension and recommendation for a chemical assessment	Expulsion and recommendation for a chemical assessment
<b>39. Chemicals: Possession, Under the Influence, Attempted Possession, Sharing or Use</b> – Possessing, being influenced by the use of, sharing or attempting to possess or use any chemical or drug paraphernalia, including through electronic communication. (See definition of “chemicals and drug paraphernalia” on page 25)				
(grades k-5)	★	★	★	★
(grades 6-12) – Possession, under the influence, attempted possession or use of chemicals other than those felony level chemicals listed below will result in the following disciplinary responses.	2-day suspension with recommendation for a chemical assessment	4-day suspension with recommendation for a chemical assessment	6-day suspension with recommendation for a chemical assessment	10-day suspension with recommendation for a chemical assessment
(grades 6-12) – Sharing of chemicals other than those felony level chemicals listed below will result in the following disciplinary responses.	4-day suspension with recommendation for a chemical assessment	6-day suspension with recommendation for a chemical assessment	10-day suspension with recommendation for a chemical assessment	expulsion with recommendation for a chemical assessment
(grades 6-12) – Possession, under the influence, attempted possession or use of certain felony-level chemicals, specifically cocaine, ecstasy (MDMA), heroin, opioids, nonmedical methamphetamine (meth) and psilocybin (magic mushroom)	10-day suspension with recommendation for a chemical assessment	expulsion		
(grades 6-12) – Sharing of certain felony-level drugs, specifically cocaine, ecstasy (MDMA), heroin, opioids, nonmedical methamphetamine (meth) and psilocybin (magic mushroom), will result in expulsion.	expulsion			

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TOBACCO, ALCOHOL OR CHEMICALS (continued)	1st Occurrence	2nd Occurrence	3rd Occurrence	4th Occurrence
40. <b>Chemicals: Intent to Sell</b> – Selling chemicals or drug paraphernalia, or intending or offering to sell chemicals or drug paraphernalia, including through electronic communication. <i>(See definition of “chemicals and drug paraphernalia” on page 25)</i>				
(grades k-5)	★	★	★	★
(grades 6-8)	10-day suspension with recommendation for a chemical assessment	expulsion		
(grades 9-12)	expulsion			

*Continuum of Response continued on next page...*

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WEAPONS OR PROHIBITED MATERIALS	1st Occurrence	2nd Occurrence	3rd Occurrence	4th Occurrence
<b>41. Incendiary Devices</b> – Unauthorized possession or igniting of matches, lighters and other devices that produce flames.				
(grades k-5)	★	★	★	★
(grades 6-12)	1-day suspension	3-day suspension	5-day suspension	expulsion
<b>42. Fireworks or Combustibles, Possession</b> – Possessing or offering for sale any substance, combination of substances or articles prepared to produce a visible or audible effect by combustion, explosion, deflagration or detonation.				
(grades k-5)	★	1-day suspension <b>or</b> parent shadow	3-day suspension	5-day suspension
(grades 6-12)	3-day suspension	5-day suspension	expulsion	
<b>43. Fireworks or Combustibles, Use</b> – Using or igniting any substance, combination of substances or articles prepared to produce a visible or audible effect by combustion, explosion, deflagration or detonation.				
(grades k-5)	★	★	★	★
(grades 6-8)	3-day suspension	5-day suspension	expulsion	
(grades 9-12)	5-day suspension	expulsion		
<b>44. Mace, Pepper Gas or Taser Possession</b> – Possession of mace, pepper gas, tasers or similar substances designed to cause pain or injury.				
(grades k-5)	★	★	★	★ and •VSB
(grades 6-8) – mere possession	★	1-day suspension	3-day suspension	5-day suspension
(grades 9-12) – mere possession	★	3-day suspension	5-day suspension	5-day suspension
(grades 6-8) - Possession with evidence of intended use or display at school for harmful or threatening purposes.	3-day suspension	5-day suspension and •VSB	expulsion and •VSB	
(grades 9-12) - Possession with evidence of intended use or display at school for harmful or threatening purposes.	5-day suspension and •VSB	expulsion and •VSB		

•VSB – violent student behavior see page 27

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WEAPONS OR PROHIBITED MATERIALS (continued)	1st Occurrence	2nd Occurrence	3rd Occurrence	4th Occurrence
<b>45. Ammunition Possession</b> – Possession of bullets, other projectiles designed to be used in a weapon or other material designed to cause pain or injury.				
(grades k-5)	★	★	★ grades k-3; 1-day suspension Grades 4-5	★ grades k-3; 1-day suspension Grades 4-5
(grades 6-8)	1-day suspension	3-day suspension and •VSB	expulsion and •VSB	
(grades 9-12)	3-day suspension and •VSB	5-day suspension and •VSB	expulsion and •VSB	
<b>46. Weapon or Look-alike Weapon, Possession</b> – Possessing any firearm, whether loaded or unloaded, or any device intended to look like a firearm; any knife; any device or instrument designed as a weapon and capable of producing severe bodily harm, or intended to look like a device or instrument capable of producing severe bodily harm; or any other device, instrument, substance or explosive which, in the manner in which it is used or intended to be used, is calculated or likely to produce severe bodily harm or looks like it is calculated or likely to produce severe bodily harm.				
Look-alike weapon possession (grades k-5)	★	★	★	★ and •VSB
Weapon, possession (grades k-5) <i>(NOTE: State law requires expulsion if the weapon is a firearm.)</i>	★ to expulsion and •VSB			
Weapon or look-alike weapon, possession (grades 6-12) <i>*mere possession of a knife, without evidence of intended use or display at school for harmful or threatening purposes is subject to the consequences below.</i>	expulsion and •VSB			
Mere possession of a knife without evidence of intended use or display at school for harmful or threatening purposes (grades 6-12)	5-day suspension and •VSB	10-day suspension and •VSB	expulsion and •VSB	

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## Student Transportation: Behavior Expectations

Riding a school bus is a privilege, not a right. The bus driver is responsible for maintaining appropriate student behavior on the bus and is authorized to assign students to specific seats. To help ensure the safety of students, transportation employees and other motorists, students are expected to abide by all student behavior rules outlined in school district regulations, and reviewed above in this handbook, and by the additional transportation safety rules reviewed below in the following chart. The driver will report students who violate the rules to the student's school principal or the Transportation Department student conduct specialist. Serious behavior described in the above list of behaviors, if it occurs on a school bus, may result in a denial of transportation privileges in addition to the school responses identified above. If a student's transportation privileges are denied because of the student's behavior, the student's parent(s) or guardian(s) will be responsible for transporting the student to and from school. Any student who is issued a citation trespassing them from a school property will lose their bus riding privileges to/from that property. Student behavior policies may be adjusted – as required by federal and state laws and regulations – for students who have individual education plans [IEPs].

Video cameras are used on some school buses, and students' conversations and actions may be recorded on video/audio. The use of video cameras is intended to decrease student behavior and allow safe bus operation for students, drivers and other motorists.

While riding in a district vehicle, in accordance with state law, students shall not transport gasoline, animals or any other dangerous or objectionable objects, except for animals specifically trained to assist people who are blind or have other disabilities. Students are allowed to bring other items on the bus that can be held on the student's lap or at his/her seat in a safe manner as long as it does not displace another student. Items such as skateboards, roller blades, ice skates, bats, etc. are allowed on the bus when stored in an appropriate bag/container so as to prevent injury to bus passengers. Items that are longer than 39 inches (the height of the bus seat back) are prohibited without approval from the Transportation Department.

To ensure on-time arrival at schools, students are expected to be present at the bus stop five minutes prior to the scheduled pick-up time. Once students board the bus they must remain on the bus until they have reached their school or designated stop.

BEHAVIORS IN DISTRICT VEHICLES	1 <sup>st</sup> Occurrence	2 <sup>nd</sup> Occurrence	3 <sup>rd</sup> Occurrence	4 <sup>th</sup> Occurrence
<b>47. Eating/Drinking on the Bus</b> – Due to the dangers of choking and of allergic reactions to food, eating and drinking are not allowed on the bus.				
(grades k-5)	★	★	1-day bus suspension	3-day bus suspension
(grades 6-12)	★	1-day bus suspension	3-day bus suspension	5-day bus suspension
<b>48. Improper Boarding or Departing</b> – Getting on or off the bus in a manner which could cause injury to self or others or getting on or off the bus at the wrong bus stop.				
(grades k-5)	★	★	1-day bus suspension	3-day bus suspension
(grades 6-12)	★	1-day bus suspension	3-day bus suspension	5-day bus suspension

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BEHAVIORS IN DISTRICT VEHICLES (continued)	1st Occurrence	2nd Occurrence	3rd Occurrence	4th Occurrence
<b>49. Not Remaining Seated</b> when the bus is in motion (as required by Minnesota Statute 169.447), including not keeping hands, arms, legs and head inside the bus.				
(grades k-5)	★	★	1-day bus suspension	3-day bus suspension
(grades 6-12)	★	★	1-day bus suspension	3-day bus suspension
<b>50. Poking, Pushing, Shoving, or Play-Fighting</b>				
(grades k-3)	★	★	★	1-day bus suspension
(grades 4-5)	★	★	1-day bus suspension	3-day bus suspension
(grades 6-12)	★	1-day bus suspension	3-day bus suspension	5-day bus suspension
<b>51. Tampering With or Damage of Emergency or Safety Equipment –</b> Unauthorized handling of emergency or safety equipment on the bus, including first aid kits, fire extinguishers, cameras, two-way radios and emergency doors, windows or hatches, or crossing/patrol flags.				
(grades k-5)	★ and restitution	1-day bus suspension and restitution	3-day bus suspension and restitution	5-day bus suspension and restitution
(grades 6-8)	1-day bus suspension and restitution	3-day bus suspension and restitution	5-day bus suspension and restitution	expulsion from bus and restitution
(grades 9-12)	3-day bus suspension and restitution	5-day bus suspension and restitution	expulsion from bus and restitution	
<b>52. Throwing, Shooting or Spraying of Objects or Propellants –</b> Throwing or shooting any objects inside a bus, from outside to inside or from inside to outside a bus, including any spraying of propellants such as cologne, paint, etc. while on the bus. Throwing, shooting or spraying of objects or propellants directly at the bus driver will automatically result in disciplinary responses beginning at the second occurrence level.				
(grades k-5)	★ and restitution	1-day bus suspension and restitution	3-day bus suspension and restitution	5-day bus suspension and restitution
(grades 6-12)	★ and restitution	3-day bus suspension and restitution	5-day bus suspension and restitution	expulsion from bus and restitution
<b>53. Physical Contact With the Driver</b> Making physical contact with the driver while the driver is operating the bus through physical touch or with an object.				
(grades k-5)	1-day bus suspension and restitution	3-day bus suspension and restitution	5-day bus suspension and restitution	Expulsion from bus and restitution

(grades 6-12)	3-day bus suspension and restitution	5-day bus suspension and restitution	expulsion from bus and restitution	
54. <b>Use of Nuisance and/or Recording Devices on a School Bus</b> Using nuisance devices including, but not limited to, laser pointers, cellular phones, cameras or electronic devices on a school bus in a way that becomes a distraction to the bus driver and/or disrupts the safe transportation of students and/or endangers students or employees. *Consequences start at the 2nd occurrence when the student is asked by bus driver/chaperone to cease the activity and student refuses.				
(grades k-5)	★	★	1-day bus suspension	3-day bus suspension
(grades 6-12)	1-day bus suspension	3-day bus suspension	5-day bus suspension	10-day bus suspension

★ - see page 25

**Minnesota Statute 121A.59 states: “Transportation by school bus is a privilege, not a right, for an eligible student. A student’s eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or for violation of any other law governing student conduct on a school bus, pursuant to a written school district discipline policy. Revocation of a student’s bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under the Individuals with Disabilities Education Act, United States Code, title 20, section 1400 et seq., section 504 of the Rehabilitation Act of 1973, United States Code, title 29, section 794, and the Americans with Disabilities Act, Public Law Number 101-336, are governed by these provisions.”**

## Students Receiving Special Education: Responses to Behavior

In general, all students are expected to comply with district policies, regulations and rules on student behavior. However, for students receiving special education the policies, regulations and rules may be adjusted as required by federal and state laws and regulations, and by the student’s individual education plan (IEP). Whenever possible, the staff will develop positive interventions to manage the behavior of special education students rather than administer a punishment.

### ***In-School Suspension (ISS)***

A student receiving special education may receive ISS to continue to benefit from instruction.

### ***Out-of-School Suspension (OSS)***

A student receiving special education services shall be provided alternative educational services to the extent a suspension exceeds five consecutive school days. A special education student may not receive out-of-school suspension for more than 10 school days except as permitted by applicable law described below.

When a student receiving special education services has been suspended for six- ten consecutive school days or more than 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 student's individualized education program team, including at least one of the student's teachers, shall meet and determine the extent to which the student needs service in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student'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 eleventh cumulative day of suspension.

A manifestation determination must be conducted for a suspension that is expected to be for more than 10 consecutive school days. A manifestation determination must also be conducted for all disciplinary removals, once a student has accumulated more than 10 days of suspension in a school year when the current removal is one in a series of removals constituting a change of placement. When a manifestation is conducted, a written notice of the IEP team meeting and a Notice of Suspension must be sent to student's parent or guardian. The IEP team will meet and document whether behavior is a manifestation of the student's disability. If the IEP team determines that the incident is a manifestation of the student's disability, an out-of-school suspension may still take place with the agreement of the student's parent(s) or guardian(s), or as otherwise permitted by law. The IEP team must conduct a functional behavioral assessment and develop a behavioral intervention plan or, as applicable, review and modify an existing plan. If the student's conduct was determined to be a direct result of a failure to implement the IEP, the team must take immediate steps to remedy the failure. If the IEP team determines that the incident is not a manifestation of the student's disability, action will be taken under the discipline policy, however the IEP team must determine the extent to which services are needed to enable the student to continue to participate in the general education curriculum and progress toward meeting IEP goals. A functional behavioral assessment may be conducted if determined appropriate by the IEP team.

If at any time the team determines that the student cannot follow district policies and regulations on student behavior due to his or her disability and that a regulated procedure is necessary, an assessment will be conducted which may lead to writing a Behavior Intervention Plan into an IEP.

### ***Expulsion/Exclusion***

Before proceeding with an expulsion or exclusion, the district must conduct a manifestation determination review as described above. If the IEP team determines that the incident is a manifestation of the student's disability, expulsion or exclusion may not take place. However, the district may use due process procedures to propose a change in the student's IEP and placement. Moreover, even if it is determined that the incident was a manifestation of the student's disability, the district may impose a placement to an interim alternative educational setting for up to 45 school days in the circumstances described in the following section.

If the IEP team determines that the incident is not a manifestation of the student's disability, the school may proceed with appropriate procedures to expel or exclude the student in accordance with the law and district policy. The IEP team must determine the services to be provided during the period of expulsion. A functional behavioral assessment may be conducted if determined appropriate by the IEP team.

### ***Exceptions***

In accordance with the federal Individuals with Disabilities Education Act (IDEA), a student with an IEP may be placed in an appropriate interim alternative educational setting for 45 school days if the student engages in the following conduct on school premises or at a school function:

- Carries or possesses a dangerous weapon (as defined in federal law) to or at school, on school premises or to or at a school function;
- Knowingly possesses or uses illegal drugs or sells or solicits the sales of a controlled substance while at school, on school premises or at a school function; or
- Inflicts serious bodily injury (as defined in federal law) upon another person while at school, on school premises or at a school function.

School administration has the power to require the 45-day placement; however, the student's IEP team must determine the appropriate interim alternative educational setting subject to the parent/guardian's right to appeal pursuant federal law. If the conduct does not meet the criteria above, the district may request a local due process hearing to seek an order to change the student's current educational placement for up to 45 school days if the district believes that maintaining the student in the current educational placement is substantially likely to result in injury to the student or to others, and/or the district may propose a change in placement for the student, subject to the parent(s)' or guardian(s)' right to due process procedures.

### ***Involvement of Law Enforcement Officers and Crisis Teams***

Law enforcement officers may not be used to perform educational interventions, including regulated procedures, either on an emergency basis or in accordance with an IEP. Law enforcement officers shall not be involved in an educational decision to remove a student from school as a disciplinary response.

School staff members may report a crime suspected to have been committed by a child with a disability to law enforcement and law enforcement will be allowed to exercise its responsibilities to respond to reports of criminal conduct, including the removal of a student from school grounds in appropriate circumstances. School staff members shall neither request nor interfere with a law enforcement decision to remove a student from school for law enforcement purposes; however, reasonable efforts will be made to inform a student's parent or guardian of the involvement of law enforcement. If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a law enforcement officer at the request of a school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the IEP is adequate or if additional evaluation is needed.

## **Resolving Concerns**

Students who are concerned about a specific disciplinary action or student conduct violation may consult with their parent(s) or guardian(s), teachers and/or student support services staff (counselors, psychologists, etc.) to informally resolve the concern.

Students, parents/guardians, and school staff members may also file a complaint and seek corrective action when the requirements of Minnesota Statutes 121A.40-121A.61, including the implementation of the district's behavior and discipline policies and regulations, are not being implemented appropriately or are being discriminately applied. To file a complaint, a complainant must put their specific concerns in writing to either the:

- director of elementary education (for complaints involving elementary or early learning students); or
- the applicable secondary school principal or coordinator (for complaints involving secondary school students).

If the applicable secondary school principal or coordinator is the individual who is alleged to have engaged in the violation, the complaint may be filed with the director of secondary education.

Written complaints must be mailed, emailed or personally delivered to the appropriate director, principal or coordinator. The complaint must be postmarked, emailed or delivered within five school days of the disciplinary action that is the subject of the complaint.

The director, principal or coordinator receiving a timely complaint will commence an investigation within three school days of receipt of the complaint. The director, principal or coordinator may delegate the investigation to another administrator or a third party with knowledge of the laws pertaining to student discipline. The investigation will include an opportunity for involved parties to submit additional information related to the complaint. Upon completion of the investigation the investigator will provide a written determination to the complainant that addresses each allegation and contains findings and conclusions. The

written determination will be limited as required by state and federal law to protect the privacy rights of individuals involved in the complaint. If the investigation finds that the requirements of Minnesota Statutes, sections 121A.40 -121A.61, including any of the district's behavior and discipline policies and regulations, were not implemented appropriately, the investigator will require a corrective action plan which may include corrections to a student's record and/or the provision of staff training, coaching, or other accountability practices to ensure future compliance. The individual conducting the investigation is responsible for ensuring the district maintains the written determination and related complaint records and for regulating access to any such records.

Complainants who wish to file a formal appeal of an expulsion or exclusion decision should follow the requirements of Minnesota Statute 121A.49 as described in District Regulation 503.3.2AR, Process for Removal from Class, Suspension, Exclusion and Expulsion of a Student.

District 196 prohibits reprisals or retaliation against any person who asserts, alleges, or reports a complaint under this paragraph. A person who engages in reprisal or retaliation will be subject to consequences consistent with applicable district policies, regulations, and collective bargaining agreements.

## Search and Seizure

If the school administration has a reason to believe an illegal act or violation of school rules has been committed or is about to be committed, they are authorized to search the student and her or his personal property, including cell phones and vehicles, or any school district property used by the student, and seize any item the possession of which is specifically prohibited by law, district policies or school rules or which contains evidence of a violation of the law, district policies or school rules. Searches will be limited to circumstances in which there is reasonable suspicion that the search will produce evidence of the suspected misconduct. The scope and/or intrusiveness of the search must be reasonably related to the objectives of the search. Whenever feasible, the student will be present when her or his property or school property which she or he uses, is being searched. All items seized will be given to the proper authorities or returned to the true owner.

A general search of school properties, devices and technologies including, but not limited to, lockers, iPads, computers, computer networks, school digital platforms or desks, may occur at any time, and items belonging to the school may be seized. (See below for more information regarding school lockers.) School administration will not monitor or access a student's school-issued device except as permitted by Minnesota Statute 13.32, subd. 14.

In order to maintain a safe and healthy educational environment, planned and generalized schoolwide canine detection procedure (commonly referred to as canine sniff) of student lockers, desks, vehicles when parked on school property, and school facilities and grounds may be conducted periodically in District 196. In addition, canine detection may also be utilized when an administrator has a specific suspicion that contraband is present on school property. The contraband the canine may detect includes drugs, bomb devices and firearms. If a dog alerts to an item in a locker or a vehicle, it may be searched by school officials.

**School Lockers** – School lockers are the property of the district. At no time does the district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, 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.

## Process for Student Dismissal: Removal from Class, Suspension, Exclusion and Expulsion

### ***Grounds for Suspension, Exclusion or Expulsion***

Pursuant to Minnesota Statute 121A.45, a student may be suspended, excluded or expelled on any of the following grounds:

- Willful violation of any district policy or regulation, or school or classroom rule. Such regulations must be clear and definite to provide notice to students that they must conform their conduct to those requirements.
- Willful conduct that significantly disrupts the right of others to an education, or the ability of school personnel to perform their duties or school-sponsored cocurricular activities.
- Willful conduct that endangers district employees, the student or other students, surrounding persons or school property.

### ***Removal from Class/In-School Suspension (ISS)***

“Removal from class” and “removal” are defined as any actions taken by a teacher, principal or other district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five days.

“In-school suspension” (ISS) is defined as any action taken by a teacher, principal or other district employee to prohibit a student from attending more than one class and/ or activity period for a period of time not to exceed five days.

“Class period” or “activity period” is defined as a block of time devoted to one subject area or activity. A student may be removed from a class or activity period, or receive ISS after the teacher consults with and receives approval from the principal or his or her designee.

- The decision for removal or ISS will be made by the principal or his or her designee. The student will be notified verbally. The parent(s) or guardian(s) will be notified by telephone or first class U.S. mail.
- The student will be removed from class or receive ISS without an informal administrative conference if he or she exhibits willful conduct which materially and substantially disrupts the right of others to an education or willful conduct which endangers district employees, the student or other students or school property.
- The school retains custody of the student during the removal from class or ISS. The principal or his or her designee is responsible for the student who has been removed from class or suspended.
- Students will return to class upon completion of the removal or suspension period.
- After a student has been removed from class more than 10 times in one school year, the school shall notify and meet with the student’s parent or guardian to discuss the problem that is causing the student to be removed from class.

### ***Suspension from School/Out-of-School Suspension (OSS)***

The administration may suspend a student from school when necessary.

**Suspension from School for One Day or Less** – When a student is suspended from school for one day or less, the student and his or her parent or guardian shall be notified about his or her suspension at or before the suspension is to take effect except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.



**Suspension from School for More than One Day** – “Suspension” means an action taken by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than 10 school days. (This definition does not apply to dismissal from school for one school day or less.) Before OSS begins, the school administration shall attempt to provide nonexclusionary disciplinary policies and practices except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property. Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a student from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3). When a student is suspended for more than one day, the student shall have an informal administrative conference before the suspension except where it appears that the student 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. At or before the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension and provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. The following documents shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by U.S. mail within 48 hours of the conference:

- A written notice containing the grounds for suspension;
- A brief statement of the facts;
- A description of the testimony;
- A readmission plan;
- A copy of Minnesota Statutes 121A.40 to 121A.56, and
- Appropriate alternative educational services (when required by law). (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 selected to allow the student to progress toward meeting graduation requirements, although in another setting.)

If a student's total days of removal from school exceeds 10 cumulative days in a school year, the district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian prior to removing the student from school, and with the permission of the parent or guardian arrange for a mental health screening for the student. (The district will not pay for the assessment unless it is part of an assessment for special education purposes.) The purpose of the meeting shall be to attempt to determine the student's need for assessment, other services, or whether the parent or guardian should have the student assessed to determine whether the student needs treatment for a mental health disorder.

The district shall make reasonable efforts to notify the parent(s) or guardian(s) of the suspension by telephone as soon as possible following suspension. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to self or to surrounding persons or property, the written notice shall be served upon the student and the student's parent(s) or guardian(s) by U.S. mail within 48 hours of the conference. Service by U.S. mail is complete upon mailing. A copy will be retained by the principal.

Alternative educational services must be provided to a student who is suspended for more than five consecutive days. Alternative educational services, if the student wishes to take advantage of them, must be adequate to allow the student to make progress toward meeting graduation standards and help prepare the student for readmission.

School administration must allow a suspended student the opportunity to complete all school work assigned during the period of the student's suspension and

to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the student's teachers to allow the suspended student to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

**Consecutive Suspensions** – Suspension may not be consecutively imposed against the same student for the same course of conduct or incident of misconduct except in the following circumstances:

- When the student will create an immediate and substantial danger to self or to surrounding persons or property, or
- When the district is in the process of initiating an expulsion, in which case the administration may extend the suspension up to 15 days.
- A separate administrative conference is required for each period of suspension.

**Notice of Right to be Reinstated** – Whenever a student fails to return to school within 10 days of the termination of dismissal, the school administrator shall inform the student and his or her parent(s) or guardian(s) by U.S. mail of the student's right to attend and to be reinstated in the public school.

### ***Exclusion and Expulsion***

"Exclusion" means a School Board action to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year.

"Expulsion" means an action taken by the School Board to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled.

The School Board is the only authority that may exclude or expel a student. No exclusion or expulsion may be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent(s) or guardian(s). A Waiver of Hearing will be used for this purpose. A Notice of Intended Action and Hearing will be handled by the superintendent in the following manner:

- Be served upon the student and his or her parent(s) or guardian(s) personally or by U.S. mail;
- Contain a complete statement of facts, a list of witnesses and a description of their testimony;
- State the date, time and place of the hearing;
- Be accompanied by a copy of Minnesota Statutes 121A.40-121A.56;
- Describe nonexclusionary discipline practices accorded the student in an attempt to avoid the expulsion proceedings, and
- Inform the student and parent(s) or guardian(s) of the right to:
  - Have a representative of the student's own choosing, including legal counsel, at the hearing. (The district must advise the student's parent(s) or guardian(s) that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education and is posted on their website.);
  - Examine the student's records before the hearing;
  - Present evidence, and
  - Confront and cross-examine witnesses.

**Hearing** – The hearing shall be scheduled within 10 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, student, or parent(s) or guardian(s).

- The School Board may appoint a hearing officer for exclusion or expulsion of students.
- The superintendent shall designate the site of hearings. Clerical assistance and supplies expenses shall be borne by the district.
- The hearing shall be at a time and place reasonably convenient to the student and parent(s) or guardian(s).
- The hearing shall be closed unless the student, or parent(s) or guardian(s) request an open hearing.

- The student shall have a right to a representative of his or her own choosing, including legal counsel.
- The hearing shall take place before an independent hearing officer, a member of the School Board, a committee of the board or the full board, as determined by the School Board.
- The hearing shall be conducted in a fair and impartial manner.
- 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 board shall have the power to issue subpoenas and administer oaths.
- At a reasonable time before the hearing, the student, parent(s) or guardian(s), or his or her representative shall be given access to all public school district records pertaining to the student, including any tests or reports upon which the proposed action may be based.
- The student, parent(s) or guardian(s), or his or her representative shall have the right to compel the attendance of any official employee or agent of the district or any public employee or any other person who may have evidence upon which the proposed action may be based, and to confront and cross-examine any witness testifying for the district.
- The student, parent(s) or guardian(s), or his or her representative shall have the right to present evidence and testimony, including expert psychological or educational testimony.
- The student cannot be compelled to testify in the dismissal proceedings.
- A copy of the hearing record will be made available to the student or his or her parent(s) or guardian(s) or representative in transcript form as determined by the School Board upon request and without charge.
- The recommendation of the hearing officer or board member or committee shall be based solely on substantial evidence presented at the hearing and must be made to the board and served upon the parties within two days of the end of the hearing.
- The School Board shall base its decision upon the recommendation of the hearing officer or board member or committee, and shall render its decision at a special meeting 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 Minnesota Commissioner of Education of the basis and reason for the decision.

**Appeal**—A party to an exclusion or expulsion decision made under Minnesota Statutes 121A.40 to 121A.56 may appeal the decision to the Minnesota 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(s) or guardian(s) with a complete copy of the hearing record within five days.
- All written submissions by the appellant must be submitted and served on the respondent within 10 days of its actual receipt of the transcript.
- All written submissions by the respondent must be submitted and served on the appellant within 10 days of its actual receipt of the written submissions of the appellant.
- In accordance with state law, the decision of the School Board will 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 may have been prejudiced because the administrative findings, inferences, conclusions or decisions are:
  - In violation of constitutional provisions;
  - In excess of the statutory authority or jurisdiction of the school district;
  - Made upon unlawful procedure, except as provided in Minnesota Statute 121A.48;
  - Affected by other error of law;

- Unsupported by substantial evidence in view of the entire record submitted, or
- Arbitrary or capricious.

The commissioner or his or her representative shall make a final decision based upon the record of evidence. 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 Minnesota Statute 121A.50.

For a student who remains enrolled in the district or is awaiting enrollment in a new district, the district has a continuing responsibility to review the student's schoolwork and grades on a quarterly basis to ensure the student is on track for readmission with the student's peers. The school district must communicate on a regular basis with the student's parent or guardian to ensure that the student is completing the work assigned through the alternative educational services as defined in section 121A.41, subdivision 11. These services are required until the student enrolls in another school or returns to the same school.

A student receiving school-based or school-linked mental health services continues to be eligible for those services until the student is enrolled in a new district. The school district must provide information to the student's parent or guardian on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the district website.

**Judicial Review** – The decision of the Minnesota Commissioner of Education made under Minnesota Statutes 121A.40 to 121A.56 is subject to judicial review under Minnesota Statutes 14.63 to 14.69. The decision of the commissioner is stayed pending an appeal under this section.

**Reports to Service Agency** – The School Board shall report any action taken pursuant to Minnesota Statutes 121A.40 to 121A.56 to the appropriate public service agency, when the student is under the supervision of such agency.

**Report to Minnesota Commissioner of Education** – The School Board shall report such exclusion or expulsion within 30 days of the effective date of the action to the Commissioner of Education through the electronic reporting system.

- This report shall include a statement of alternative educational services given the student and the reason for, the effective date and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race and special education status.
- The School Board must include state student identification numbers of affected students on all dismissal reports required by the Department of Education.

**Notice of Right to Be Reinstated** – Whenever a student fails to return to school within 10 school days of the termination of dismissal, a school administrator shall inform the student and the student's parent(s) or guardian(s) by U.S. mail of the student's right to attend and to be reinstated in the public school.

**Admission or Readmission Plan** – A school administrator must prepare and enforce an admission or readmission plan and hold a reentry meeting for any student who is suspended, excluded or expelled from school. Parents/guardians, and where appropriate, a teacher or other staff member may be invited to a reentry meeting. Interpreters shall be available for families with a primary language other than English. An admission/readmission plan arising out of an expulsion or exclusion shall include, where appropriate, a provision for implementing alternative educational services upon readmission, but may not be used to extend the current suspension. The plan must include measures to improve the student's behavior which may include completing a character education program, consistent with Minnesota Statute 120B.232, subd. 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan may request parent/guardian involvement in the admission or readmission process, and may indicate the disciplinary responses that may result if the student does-not improve the student's behavior. A readmission plan may include restorative measures, provisions to address the student's academic success, parent and/or student conferences with school staff, restitution, referrals to other services, and other measures determined by the administration to be designed to address the student's behavior and school engagement. Relevant information from a

student's readmission plan will be shared with appropriate staff on a need-to-know basis. A school administrator or other designated staff member will communicate with the student or the parent/guardian (as appropriate) approximately two weeks following a student's readmission to school to discuss the student's reintegration into school.

**Student withdrawal agreement** – A student withdrawal agreement means a verbal or written agreement between a school administrator or district administrator and a student's parent or guardian to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period. A school shall not use a student withdrawal agreement without attempting to first use nonexclusionary disciplinary policies and practices except where it appears that the student will create an immediate and substantial danger to self or surrounding persons or property. A student subject to a student withdrawal agreement is entitled to the rights detailed above in paragraphs 4.11-4.13 of Administrative Regulation 503.3.2AR . Student withdrawal agreements must be reported to the Minnesota Commissioner of Education in the same manner as expulsions and exclusions.



## Statewide Assessments:

### Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

#### Assessments Connect to Standards

Statewide assessments are based on the [Minnesota Academic Standards](#) or the [WIDA English Language Development Standards](#). These standards define the knowledge and skills students should be learning in K–12 districts and charter schools. Minnesota prioritizes high-quality education and statewide assessments give educators and leaders an opportunity to evaluate student and school success.

##### Minnesota Comprehensive Assessments (MCA)

MCA and the alternate assessments (Minnesota Test of Academic Skills (MTAS)/Alternate MCA) are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

##### WIDA ACCESS and WIDA Alternate ACCESS for English Learners

The WIDA ACCESS and WIDA Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English, based on the WIDA English Language Development Standards.

### Statewide Assessments Help Families and Students

Participating in statewide assessments gives families a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results for:

- Postsecondary Enrollment Options (PSEO) in grade 10.
- Course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.

English learners who take the WIDA ACCESS or WIDA Alternate ACCESS and meet certain requirements have the opportunity to exit from English learner programs.

### Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions on how to use money and resources to support all students.

### Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form on the following page. Contact your student's school to learn more about locally required assessments.

## Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For WIDA ACCESS and WIDA Alternate ACCESS, the student will not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.

Explore the  
[Statewide  
Testing page](#)  
for more  
information.

Check with your local school or district to see if there are any additional consequences for not participating.

(education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing)

### Additional Information

- On average, students spend less than 1% of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the October 1 each school year. Refer to your district or charter school's website for more information on assessments.

## Statewide Assessments: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results. This form must be submitted to your student's school or district office prior to testing.

First Name: \_\_\_\_\_ Middle Initial: \_\_\_\_\_ Last Name: \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Current Grade in School: \_\_\_\_\_ Student ID Number (if known): \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

Parent/Guardian Name (print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Reason for Refusal: \_\_\_\_\_

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

Reading MCA/Alternate MCA

☐ Science MCA/Alternate MCA

Mathematics MCA/MTAS

☐ WIDA ACCESS/WIDA Alternate ACCESS

Contact your school or district for more information on how to opt out of local assessments.

(Note: This form is only applicable for the 20\_\_\_\_ to 20\_\_\_\_ school year.)



## Evaluaciones estatales:

### Guía y negación de permiso para la participación del estudiante

La participación de su estudiante en las evaluaciones estatales es importante ya que permite a su escuela y a su distrito asegurar que todos los estudiantes tengan acceso a educación de gran calidad. En el pasado, los estudiantes con discapacidades y que aprenden inglés eran a menudo excluidos de las evaluaciones estatales. Al requerir que todos los estudiantes tomen las evaluaciones estatales, las escuelas y los maestros tienen más información para ver cómo se están desempeñando todos los estudiantes. Esto ayuda a las escuelas a mejorar continuamente la educación que proveen y a identificar grupos, grados o materias que puedan necesitar ayuda adicional.

#### Las evaluaciones conectan con los estándares

Las evaluaciones estatales se basan en los [Estándares Académicos de Minnesota](#) o los [Estándares WIDA de Desarrollo del Idioma Inglés](#). Estos estándares definen el conocimiento y las habilidades que los estudiantes deben aprender en los grados K–12 en distritos públicos y subvencionadas. Minnesota da prioridad a la educación de gran calidad, y las evaluaciones estatales dan a los educadores y líderes una oportunidad para evaluar el éxito del estudiante y de la escuela.

#### Las Evaluaciones Integrales de Minnesota (MCA)

MCA y las evaluaciones alternativas (Evaluación de Habilidades Académicas de Minnesota (MTAS)/MCA Alternate son las evaluaciones anuales en lectura, matemáticas y ciencias que miden un panorama del aprendizaje del estudiante de los Estándares Académicos de Minnesota en los grados K–12.

#### WIDA ACCESS y WIDA ACCESS Alternate para estudiantes de inglés

WIDA ACCESS y WIDA ACCESS Alternate son las evaluaciones anuales para los estudiantes de inglés que proveen información acerca de su progreso en el aprendizaje de inglés académico, con base en los Estándares WIDA de Desarrollo del Idioma Inglés.

### Las evaluaciones estatales ayudan a las familias y a los estudiantes

La participación en las evaluaciones estatales da a las familias un panorama del aprendizaje del estudiante de manera que puedan promover su éxito escolar. Los estudiantes de escuela secundaria pueden usar los resultados de MCA para:

- Las Opciones de Inscripción Posteriores a la Secundaria (PSEO) en el grado 10.
- La colocación en cursos en una universidad del Estado de Minnesota. Si los estudiantes reciben una calificación a nivel de preparados para la universidad, ellos podrían no tener que tomar un curso remedial sin crédito para esa materia.

Los estudiantes de inglés que toman la prueba WIDA ACCESS o WIDA Alternate ACCESS y cumplen con ciertos requisitos tienen la oportunidad de salir de los programas de estudiantes de inglés.

### Tomar las evaluaciones estatales ayuda a la escuela de su estudiante

Las evaluaciones estatales proveen información para su escuela y distrito acerca de cómo se están desarrollando los estudiantes con el contenido que aprenden en la escuela. Esta información ayuda a:

- Los educadores a evaluar sus materiales de enseñanza.
- Las escuelas y distritos a identificar desigualdades entre grupos, explorar las raíces de las causas e implementar apoyos.
- Los líderes de la escuela y del distrito a tomar decisiones sobre cómo usar el dinero y los recursos para apoyar a todos los estudiantes.

### Participación del estudiante en las evaluaciones estatales

La participación del estudiante en las evaluaciones estatales y locales requeridas es una opción del padre/tutor. Si usted elige que su estudiante no participe en una evaluación estatal, por favor provea una razón de su decisión en el formulario de la siguiente página. Contacte la escuela de su estudiante para saber más acerca de las evaluaciones locales requeridas.

## Consecuencias de la No participación en las evaluaciones estatales

- El estudiante no recibirá una calificación individual. Para WIDA ACCESS y WIDA Alternate ACCESS, el estudiante no tendrá la oportunidad de salir del programa de estudiante de inglés.
- Los resultados de las evaluaciones de la escuela y del Distrito estarán incompletos, haciendo más difícil tener una imagen exacta del aprendizaje del estudiante.
- Dado que todos los estudiantes elegibles están incluidos en algunos cálculos incluso cuando no participen, se impactan los resultados de rendición de cuentas de la escuela y del distrito. Esto puede afectar la capacidad de la escuela para ser identificada para apoyos o para reconocer su éxito.

Verifique con su escuela local o su Distrito para ver si hay consecuencias adicionales por la No participación.

Explore la  
[Statewide  
Testing page](#)  
para más  
información.

([education.mn.gov](http://education.mn.gov) > Students  
and Families > Programs and  
Initiatives > Statewide Testing)

### Información adicional

- En promedio, los estudiantes pasan menos del 1% del tiempo de enseñanza tomando las evaluaciones estatales cada año.
- Los estatutos de Minnesota limitan la cantidad total de tiempo que los estudiantes pueden pasar tomando otras evaluaciones distritales o de la escuela a 11 horas o menos cada año escolar, dependiendo del grado.
- Se requiere que los distritos escolares y a las escuelas subvencionadas que publiquen un calendario de evaluaciones en sus sitios web para octubre 1° de cada año escolar. Consulte el sitio web de su distrito o de su escuela subvencionada para más información sobre las evaluaciones.

## Evaluaciones estatales: Decisión del padre/tutor para no participar

Al llenar este formulario, usted reconoce que su estudiante no participará en las evaluaciones estatales y no recibirá resultados individuales de la evaluación. Este formulario debe ser devuelto a la escuela de su estudiante antes de la administración de la prueba correspondiente.

Nombre: \_\_\_\_\_ Inicial del segundo nombre: \_\_\_\_\_ Apellido: \_\_\_\_\_

Fecha de nacimiento: \_\_\_\_\_ Grado actual en la escuela: \_\_\_\_\_

Número de identificación del estudiante (si lo sabe): \_\_\_\_\_

Escuela: \_\_\_\_\_ Distrito: \_\_\_\_\_

Nombre del padre/tutor (letra de molde): \_\_\_\_\_

Firma del padre/tutor: \_\_\_\_\_ Fecha: \_\_\_\_\_

Razón para rechazar la evaluación:

**Favor de indicar las evaluaciones estatales a las que está renunciando a su estudiante este año escolar:**

MCA/Alternate MCA Lectura

MCA/Alternative MCA Ciencias

MCA/Alternate MCA Lectura

WIDA ACCESS/WIDA Alternate ACCESS

Contacte a su escuela o distrito para más información sobre cómo renunciar a las evaluaciones locales.

(Nota: Este formulario aplica únicamente para el año escolar 20\_\_\_\_ a 20 \_\_\_\_).

## Qiimaynta Gobolka oo dhan:

### Tusida Macluumaadka Diidmada iyo Ka Qaybqaadashada Waalidka/Masuulka

Ka qayb galka ardaygaaga ee qiimaynada gobolka oo dhan waana muhiim maadaama ay u ogolaanayso dugsigaaga iyo degmadaada inay hubiyaan dhammaan ardayda inay helaan waxbarasho tayo sare leh. ardayda hore ee naafada ah iyo kuwa Ingiriisiga barta inta badan waa laga saaray qiimaynaha gobolka oo dhan. Waxaa looga baahan yahay in dhammaan ardaydu ay qaataan qiimaynaha gobolka oo dhan, dugsiyada iyo macalimiintu waxay helayaan macluumaad dheeraad ah si ay u arkaan sida ardayda oo dhan ay yihiin. Tani waxay ka caawisaa dugsiyada inay horumariyaan waxbarashada ay bixiyaan iyo inay aqoonsadaan kooxaha, darajooyinka, ama maadooyinka laga yaabo inay u baahan yihiin taageero dheeraad ah.

### Qiimayntu waxay ku xidhan tahay heerarka

Qiimaynta gobolka oo dhan waxay ku salaysan tahay [Minnesota Academic Standards WIDA English Language Development Standards](#). Heerarkan kala duwan ayaa qeexaya aqoonta iyo xirfadaha ardayga ay tahay inay wax ku bartaan degmooyinka K-12 iyo dugsiyada. Minnesota waxay mudnaan siisaa waxbarasho tayo sare leh iyo macaliminta qiimaynta gobolka oo dhan iyo hogaamiyayaasha fursad ay ku qiimeeyaan guusha ardayga iyo dugsiga.

#### Qiimaynta Dhan ee Minnesota (MCA)

MCA iyo imtixaanada kale (Imtixaanka Minnesota ee Xirfadaha Waxbarashada (MTAS)/MCA ALTERNATE ah) ayaa ah qiimaynta sanadlaha ah ee akhriska, xisaabta iyo sayniska ee cabbira sawirka ardayga ee Heerarka Waxbarasho ee Minnesota K-12.

#### WIDA ACCESS iyo WIDA ACCESS ALTERNATE ah ee Bartayaasha Ingiriisiga

WIDA ACCESS iyo WIDA ALTERNATE ACCESS waa qiimaynta sanadlaha ah ee bartayaasha Ingiriisiga kuwaas oo bixiya macluumaadka ku saabsan horumarkooda xagga barashada Ingiriisiga tacliinta, iyadoo lagu saleynayo Heerarka Horumarinta Luuqadda Ingiriisiga ee WIDA.

### Qiimaynta Gobolka oo dhan waxay caawisaa qoysaska iyo ardayda

Ka qayb-qaadashada qiimaynaha gobolka oo dhan waxay ka wuxuu qoysas siiyaa inay arkaan sawirka waxbarashada ardaygooda si ay ugu doodaan guushooda dugsiga. Ardayda dugsiga sare waxay isticmaali karaan natiijooyinka waayo MCA:

- Ikhtiyaarada Diiwaangelinta Dugsiga Sare Kadib (PSEO) ee fasalka 10.
- Ku meelaynta koorsada kulliyadda ama jaamacadda Gobolka Minnesota. Haddii ardaydu helaan buundada u diyaarsan kulliyadda, waxa laga yaabaa in aanay u baahnayn inay qaataan koorsada hagaajinta, ee maaddadaas.

Bartayaasha Ingiriisiga ee qaata WIDA ACCESS ama WIDA ALTERNATE ACCESS oo buuxiya shuruudaha qaarkood, waxay haystaan fursad ay kaga baxaan barnaamijyada bartayaasha Ingiriisiga.

### Qaadashada Qiimaynta Gobolka oo dhan waxay caawisaa Dugsiga Ardaygaaga

Qiimaynta gobolka oo dhan waxay siisaa macluumaadka ku saabsan dugsigaaga iyo degmadaada sida dhammaan ardaydu ula falgalayaan nuxurka ay ku bartaan dugsiga. Macluumaadkani waxa uu caawinayaa:

- Barayaashu waxay qiimeeyaan agabkooda waxbarasho.
- Dugsiyada iyo degmooyinku waxay aqoonsadaan sinnaan la'aanta kooxaha dhexdooda, waxay sahamiyaan sababaha asaasiga ah waxayna hirgeliyaan taageerooyin.
- Hogaamiyayaasha dugsiyada iyo degmadu waxay gaadhaan go'aano ku saabsan sida loo isticmaalo lacagta iyo agabka si ay u taageeraan dhammaan ardayda.

### Ka-qaybgalka Ardayga ee Qiimaynta Gobolka oo dhan

Ka-qaybgalka ardayga ee qiimaynaha gobolka iyo deegaanka looga baahan yahay waa doorashada waalidka/masuulka. Haddii aad doorato in ardaygaagu aanu ka qayb galin qiimaynta gobolka oo dhan, fadlan ku bixi sababta go'aankaaga bogga soo socda hoose. La xidhiidh dugsiga ardaygaaga si aad wax badan uga ogaato qiimaynaha deegaanka looga baahan yahay.

## Cawaaqibka Ka-qaybgal La'aanta Qiimaynta Gobolka oo dhan

- Ardaygu ma heli doono dhibco gaar ah. Wixii WIDA ACCESS iyo WIDA ACCESS ALTERNATE ah, ardaygu ma heli doono fursad uu kaga baxo barnaamijkooda bartayaasha Ingiriisiga.
- Natiijooyinka qiimaynta dugsiga iyo degmadu waxay noqon doonaan kuwo aan dhammaystirnayn, taasoo ka dhigaysa mid aad u adag in sawir sax ah laga helo waxbarashada ardayga.
- Maadaama dhammaan ardayda xaq u leh lagu daray xisaabaadka qaarkood xitaa marka aysan ka qayb qaadan, natiijooyinka la xisaabtanka dugsiga iyo degmada ayaa saameeya. Tani waxay saameyn kartaa awooda dugsiga lagu aqoonsan karo taageerada ama loo aqoonsado guusha.

Sahri Statewide  
Testing page wixii  
macluumaad  
dheeraad ah.

(education.mn.gov > Students  
and Families > Programs and  
Initiatives > Statewide Testing)

Ka hubi dugsiga ama degmadaada si aad u aragto haddii ay jiraan wax cawaaqib xumo dheeraad ah oo ka qaybqaadasho la'aanta.

### xog dheeraad ah

- Celcelis ahaan, ardaydu waxay ku qaataan wax ka yar 1% wakhtiga waxbarashada qaadashada qiimaynaha gobolka oo dhan sannad kasta.
- Xeerarka Minnesota ayaa xaddidaya wadarta wakhtiga ardaydu ku qaadan karaan imtixaanada degmada ama dugsiga oo dhan ilaa 11 saacadood ama ka yar sanad dugsiiyeedka, iyadoo ku xidhan darajada.
- Degmooyinka dugsiyada waxa looga baahan yahay inay ku daabacaan jadwalka qiimaynta mareegaha ay ku leeyihiin marka la gaaro Oktoobar 1 sannad dugsiiyeedka. Ka eeg bogga dugsiga degmadaada ama waaxda xogta ee dugsiga wixii macluumaad dheeraad ah oo ku saabsan qiimaynta.

## Qiimaynta Gobolka oo dhan: Go'aanka Waalidka/Masuulka ee ah in aanu ka qayb galin

Markaad buuxiso foomkan, waxaad qiraysaa in ilmahaagu aanu ka qayb qaadan doonin qiimaynaha gobolka oo dhan uunu heli doonin natiijooyinka qiimaynta shaqsiga ah. Foomkan waa in loo gudbiyaa dugsiga ama xafiiska degmada ka hor inta aan la qaadin imtixaanka.

Magaca hore: \_\_\_\_\_ Magaca Abaha \_\_\_\_\_ Magaca Awowga: \_\_\_\_\_

Taariikhda Dhalashada: \_\_\_\_\_ Fasalka Hadda Dugsiga: \_\_\_\_\_

Lambarka Aqoonsiga Ardayga (haddii la garanayo): \_\_\_\_\_

Dugsiga: \_\_\_\_\_ Degmo: \_\_\_\_\_

Magaca Waalidka/Masuulka (daabac): \_\_\_\_\_

Saxeexa Waalidka/Masuulka: \_\_\_\_\_ Taariikhda: \_\_\_\_\_

Sababta Diidmada\loo diiday \_\_\_\_\_

**Fadlan sheeg qiimaynta gobolka oo dhan aad ka dooranayso ardaygaaga sanad dugsiiyeedkan:**

☐

MCA/Alternate MCA Akhriska

☐

MCA/ALTERNATE MCA Sayniska

☐

MCA/MTAS Xisaab

☐

WIDA ACCESS/WIDA ALTERNATE ACCESS

La xidhiidh dugsigaaga ama degmadaada si aad u hesho macluumaad dheeraad ah oo ku saabsan sida looga baxo qiimaynaha deegaanka.

(Fiiro gaar ah: Foomkan waxa kaliya oo lagu dabaqi karaa 20 \_\_\_\_\_ ilaa 20 \_\_\_\_\_ sanad dugsiiyeedka.)



Dear Parent/Guardian:

Our school offers healthy meals each day. School year 2025-26, we are participating in the Minnesota's Free School Meals Program. All students can get one breakfast and one lunch free of charge each day at school. Although no application is required to receive this free meal benefit, filling out the Application for Educational Benefits is still **IMPORTANT!** If a household meets the state/federal guidelines, your approved application provides critical funding to our school district, to include discounted athletic, activity, academic testing and Community Education fees for families.

To apply, complete an Application for Educational Benefits and return it to **ISD 196 Nutrition Services - 4187 Braddock Trail - Eagan, MN 55123**

Or **APPLY NOW** to EXPEDITE your application process! Go to [www.district196.org/edbenefits](http://www.district196.org/edbenefits) or scan the code below!



#### COMMON QUESTIONS:

**Who should complete this application?** Children in households participating in the Supplemental Nutrition Assistance Program (SNAP), Minnesota Family Investment Program (MFIP) or Food Distribution Program on Indian Reservations (FDPIR), and foster, homeless, migrant and runaway children qualify without reporting household income. Alternatively, children can qualify if their household income is within the maximum income shown for their household size on the instructions.

**I get WIC or Medical Assistance. Can my children qualify?** Children in households participating in WIC or Medical Assistance do not automatically qualify. Children may be eligible depending on other household financial information. Please fill out an application.

**Who should I include as household members?** Include yourself and all other people living in the household, related or not, such as grandparents, other relatives, or friends living as an economic unit of one.

**May I apply if someone in my household is not a U.S. citizen?** Yes. You or your children do not have to be U.S. citizens for you to complete an application.

**What if my income is not always the same?** List the amount that you normally get. If you normally get overtime, include it, but not if you get overtime only sometimes. For seasonal work, write in the total annual income.

**Will the income information or case number I give be checked?** It may be. We may also ask you to send written proof.

**How will the information be kept?** Information you provide on the form, and your child's approval, will be protected as private data. For more information, see the back page of the Application for Educational Benefits.

**If I don't qualify now, may I apply later?** Yes. Please complete an application at any time if your income goes down, your household size goes up, or you start getting SNAP, MFIP or FDPIR benefits.

If you have other questions or need help, call 651.683.6958 or email [Nutrition@district196.org](mailto:Nutrition@district196.org).

## How to complete the paper Application for Educational Benefits

Complete the Application for Educational Benefits form for school year 2025-26 if any of the following applies to your household:

- Any household member currently participates in the Minnesota Family Investment Program (MFIP), or the Supplemental Nutrition Assistance Program (SNAP), or the Food Distribution Program on Indian Reservations (FDPIR) or
- The household includes one or more foster children (a welfare agency or court has legal responsibility for the child) or
- The total income of household members is within the guidelines shown below (**gross earnings before deductions**, not take-home pay). Do not include as income: foster care payments, federal education benefits, MFIP payments, or value of assistance received from SNAP, WIC, or FDPIR. Military: Do not include combat pay or assistance from the Military Privatized Housing Initiative. The income guidelines are effective from July 1, 2025 through June 30, 2026.

Maximum Total Income

Household size	\$ Per Year	\$ Per Month	\$ Twice Per Month	\$ Per 2 Weeks	\$ Per Week
1	28,953	2,413	1,207	1,114	557
2	39,128	3,261	1,631	1,505	753
3	49,303	4,109	2,055	1,897	949
4	59,478	4,957	2,479	2,288	1,144
5	69,653	5,805	2,903	2,679	1,340
6	79,828	6,653	3,327	3,071	1,536
7	90,003	7,501	3,751	3,462	1,731
8	100,178	8,349	4,175	3,853	1,927
Add for each additional person	10,175	848	424	392	196

### Step 1: Children

List all infants and children in the household, their school and grade if applicable, and birthdate. Attach an additional page if needed to list all children. Check the box if a child is in foster care (a welfare agency or court has legal responsibility for the child).

### Step 2: Case Number

If any household member currently participates in SNAP, MFIP or FDPIR, write in the case number and then go to Step 4. If you do not participate in any of these programs, leave Step 2 blank and continue on to Step 3.

### Step 3: Adult and Child Incomes / Last 4 Digits of Social Security Number

- Social Security Number/Total Household Members.** An adult household member must provide the last four digits of their Social Security number or check the box if they do not have a Social Security number. Report the total number of household members and ensure all household members are listed individually on the application in the child or adult section as applicable.
- Child Income.** If any children in the household have regular income, such as SSI or part-time jobs, list the total amount of regular incomes received by all children, and check the box for the frequency: weekly, bi-weekly, twice a month, or monthly. Do not include occasional earnings like babysitting or lawn mowing.
- Adult income.** Report the names of adult household members and income earned in this section.
  - List all adults living in the household not listed in Step 1, whether related or not, such as grandparents, relatives, or friends.
  - Gross Earnings from Work.** This is usually the money received from working at jobs where a paycheck is received. For each income, check the box to show how often the income is received: weekly, bi-weekly, twice per month, or monthly.
  - List gross incomes before deductions, not take-home pay. Do not list an hourly wage rate. For adults with no income to report, enter a '0' or leave the section blank. For seasonal work, write in the total annual income.
  - Are you Self-Employed or a Farmer?** List the net income per month or year after business expenses. Do not list the same income twice on the application. A loss from farm or self-employment must be listed as 0 income and does not reduce other income.
  - Any Other Gross Income.** List gross incomes before deductions from all other sources, such as SSI, unemployment, child support, public assistance, social security, rental income or annuities.

**Step 4: Signature and Contact Information** An adult household member must sign the form. If you do not want your information to be shared with Minnesota Health Care Programs, check the "Don't share" box in Step 4.

**Optional:** Please provide the information on ethnicity and race that is requested on the second page of the form. This information is not required and does not affect approval for school meal benefits. The information helps to ensure we are meeting civil rights requirements and fully serving our community.

## 2025-26 Application for Educational Benefits

Complete one application per household for all children, use pen. **Mail or return completed form to: ISD 196 Nutrition Services 4187 - Braddock Trail - Eagan, MN 55123 or Apply Now @ [www.district196.org/edbenefits](http://www.district196.org/edbenefits)**

**STEP 1: List ALL Household Members who are infants, children, and students** up to and including grade 12 (if more spaces are required for additional names, attach another sheet of paper).

**Definition:** A Household Member is "Anyone living with you and shares income and expenses, even if not related." Read *How to Complete the Application for Educational Benefits* for more information. Adults over grade 12 living in the same household should be reported in Step 3. If your children attend different districts or charter/nonpublic schools, return an application at each one.

Child's First Name (list all children in household)	MI	Child's Last Name	School	Grade	Birthdate	Foster Child (v)
						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>

**STEP 2:** Do Any Household Members (including you) currently participate in one or more of the following assistance programs: SNAP, MFIP or FDIPIR? Medical assistance **does not** qualify. If **NO** > Go to STEP 3.

If **YES** >Enter SNAP, MFIP or FDIPIR Case Number (between 4-9 digits, do not report EBT card number) \_\_\_\_\_ then go to STEP 4 (**Do not complete STEP 3**)

**STEP 3:** Report Income for ALL Household Members (Skip this step if you answered 'Yes' to STEP 2)

A. Last Four Digits of Social Security Number (SSN) of Adult Household Member: XXX-XX- Or Check if Adult has No SSN: ☐ Total Number of All Household Members (Children + Adults)

B. Child Income.

Sometimes children in the household earn or receive income, such as from a part time job or SSI. Please include the TOTAL income received by all children listed in STEP 1. Do not include income received by adults in the box to the right.

Total Income Received by All Children	Weekly	Bi-weekly	2x Month	Monthly
\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. All Adult Household Members (including yourself). For each Household Member listed, if they do receive income, report total gross income only. If they do not receive income from any source, write '0' or leave any fields blank. You are certifying (promising) that there is no income to report. Not sure what income to include here? Flip the page and review "Sources of Income" for information. "Sources of Income" will help you with the Child Income section and All Adult Household Members section.

Names of All Adult Household Members (First and Last)
List all Household members not listed in STEP 1 (including yourself) even if they do not receive income. Include children who are temporarily away at school or in college.

Gross Earnings from Working at Jobs				
Weekly	Bi-weekly	2x Month	Monthly	Report income <b>before</b> deductions or taxes in whole dollars (no cents).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$

Are you Self-Employed or a Farmer?		
Monthly	Yearly	Net income from Farm or Self-Employment. Do not duplicate elsewhere.
<input type="checkbox"/>	<input type="checkbox"/>	\$
<input type="checkbox"/>	<input type="checkbox"/>	\$
<input type="checkbox"/>	<input type="checkbox"/>	\$
<input type="checkbox"/>	<input type="checkbox"/>	\$

Any Other Gross Income				
Weekly	Bi-weekly	2x Month	Monthly	SSI, Unemployment, Public Assistance, Child Support, and others on Page 2
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$

**STEP 4: Contact information and adult signature.** "I certify (promise) that all information on this application is true and that all income is reported. I understand that this information is give in connection with the receipt of Federal funds, and that school officials may verify (check) the information. I am aware that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted under applicable State and Federal laws."

☐ I have checked this box if I *do not* want my information shared with Minnesota Health Care Program as allowed by state law.

Printed name of adult signing form \_\_\_\_\_ Daytime Phone \_\_\_\_\_

Address (if available) \_\_\_\_\_ Apt# \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

**SIGN HERE: Signature of Household Adult** \_\_\_\_\_ **Date** \_\_\_\_\_

Do Not Fill Out: For School Office Use Conversions to Annualize All Income:	X52	X26	X24	X12	X1	<input type="checkbox"/> <b>Verified?</b> <b>Attach Tracker</b>	No change <input type="checkbox"/>	Free After Verified <input type="checkbox"/>	Reduced After Verified <input type="checkbox"/>	Denied After Verified <input type="checkbox"/>
	Weekly	Bi-weekly	2X Month	Monthly	Annualize		Categorical Eligibility <input type="checkbox"/>	Free <input type="checkbox"/>	Reduced <input type="checkbox"/>	Denied <input type="checkbox"/>
<b>All Total Income</b> (Include child and adult income)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Household Size:</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Determining Official Signature:</b>							<b>Date:</b>			
<b>Confirming Official Signature:</b>							<b>Date:</b>			



## OPTIONAL: Children's Racial and Ethnic Identities

We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility. Respond to both Step One, *Ethnicity* and Step Two, *Race*.

**Step One: Ethnicity (check one):** ☐ Hispanic or Latino ☐ Not Hispanic or Latino

**Step Two: Race (check one or more):** ☐ American Indian or Alaskan Native ☐ Asian ☐ Black or African American ☐ Native Hawaiian or Other Pacific Islander ☐ White

## INSTRUCTIONS: Sources of Income

### Sources of Income for Children

Sources of Child Income	Examples
<ul style="list-style-type: none"><li>Earnings from work</li><li>Social Security<ul style="list-style-type: none"><li>Disability Payments</li><li>Survivor's Benefits</li></ul></li><li>Income from person outside the household</li><li>Income from any other source</li></ul>	<ul style="list-style-type: none"><li>A child has a regular full or part-time job where they earn a salary or wages</li><li>A child is blind or disabled and receives Social Security</li><li>A Parent is disabled, retired, or deceased, and their child receives Social Security benefits</li><li>A friend or extended family member regularly gives a child spending money</li><li>A child receives regular income from a private pension fund, annuity, or trust</li></ul>

### Sources of Income for Adults

Earnings from Work	Public Assistance / Alimony / Child Support	All Other Income
<ul style="list-style-type: none"><li>Salary, wages, cash bonuses (before deductions or taxes)</li><li>Net income from self-employment (farm or business)</li><li>If you are in the U.S. Military:<ul style="list-style-type: none"><li>Basic pay and cash bonuses (do NOT include combat pay, FSSA or privatized housing allowances)</li><li>Allowances for off-base housing, food and clothing</li></ul></li></ul>	<ul style="list-style-type: none"><li>Cash Assistance from State or local government</li><li>Supplemental Security Income</li><li>Unemployment benefits</li><li>Worker's compensation</li><li>Alimony payments</li><li>Child support payments</li><li>Veteran's benefits</li><li>Strike benefits</li></ul>	<ul style="list-style-type: none"><li>Social Security</li><li>Disability benefits</li><li>Regular income from trusts or estates</li><li>Annuities</li><li>Investment income</li><li>Rental income</li><li>Regular cash payments from outside household</li></ul>

The **Richard B. Russell National School Lunch Act** requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPIR) case number or other FDPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

At public school districts, each student's school meal status also is recorded on a statewide computer system used to report student data to MDE as required by state law. MDE uses this information to: (1) Administer state and federal programs, (2) Calculate compensatory revenue for public schools, and (3) Judge the quality of the state's educational program.

**Nondiscrimination statement:** In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

- (1) **mail:** U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or  
(2) **fax:** (833) 256-1665 or (202) 690-7442; or  
(3) **email:** [program.intake@usda.gov](mailto:program.intake@usda.gov)

This institution is an equal opportunity provider.





Estimados Padres/Tutores:

Nuestra escuela ofrece comidas saludables todos los días. Año escolar 2025-26, estamos participando en el programa de Comidas Escolares Gratuitas de Minnesota. Todos los estudiantes pueden recibir un desayuno y un almuerzo gratis todos los días escolares. Aunque no se requiere una solicitud para recibir estos beneficios, llenar la Solicitud de Beneficios Educativos sigue siendo importante! Su(s) hijo(s) pueden calificar para otros beneficios como tarifas reducidas en actividades escolares. Su solicitud también puede ayudar a la escuela de sus hijos calificar para fondos educativos, descuentos y otros programas de comidas.

Envíe su Solicitud de Beneficios Educativos completa a ISD196 Nutrition Services 4187 Braddock Trail Eagan, MN 55123

**¡O solicite ahora (APPLY NOW) y ACELERE el proceso! Vaya a [www.district196.org/edbenefits](http://www.district196.org/edbenefits) o escanee el código a continuación.**



**Preguntas comunes sobre quién debe completar una solicitud:**

**Los niños que viven en hogares que participan en los programas Supplemental Nutrition Assistance Program (SNAP), Minnesota Family Investment Program (MFIP), Food Distribution Program on Indian Reservations (FDPIR), o niños adoptivos aprobados por la corte, sin reportar los ingresos del hogar.**

**O el ingreso familiar está dentro del máximo que se muestra por el tamaño de su hogar en las instrucciones.**

**Yo recibo WIC o Asistencia Médica ¿Pueden mis hijos recibir comidas escolares gratuitas?** Los niños en hogares que participan en WIC o Asistencia Médica, pueden ser elegibles para comidas escolares gratuitas. Por favor llenar una solicitud.

**¿A quién debo incluir como miembro de mi unidad familiar?** Inclúyase usted e incluya a todas las demás personas que vivan en su hogar, independientemente del parentesco (como abuelos, otros parientes o amigos).

**¿Puedo solicitar aunque un miembro de mi unidad familiar no sea ciudadano estadounidense?** Sí. Usted o sus hijos no tienen que ser ciudadanos estadounidenses para que los niños califiquen para recibir comidas gratuitas o a precio reducido.

**¿Qué sucede si no siempre gano lo mismo en ingresos?** Indique el monto que recibe normalmente. Si trabaja tiempo extra regularmente, también inclúyalo; pero no lo incluya si solamente lo hace ocasionalmente.

**¿Se verificará la información que yo suministre?** Sí; y también es posible que le pidamos que provea comprobante por escrito.

**¿Cómo se mantendrá la información?** La información que usted proporcione en el formulario, y la aprobación de su hijo para recibir beneficios de comidas escolares, serán protegidas como datos privados. Para obtener más información, consulte la última página de la Solicitud de Beneficios Educativos.

**¿Si yo no califico ahora puedo solicitar después?** Sí. Por favor completar una solicitud en cualquier momento si bajan sus ingresos, el tamaño de su familia aumenta, o si comienza a recibir beneficios SNAP, MFIP o FDPIR.

Por favor proporcione la información solicitada acerca de la identidad racial de los niños y el origen étnico, lo que ayuda a asegurarnos de que estamos sirviendo plenamente a nuestra comunidad. Esta información no es necesaria para la aprobación de los beneficios de comidas escolares.

## Cómo completar una papel Solicitud Beneficios Educativos

Complete la *Solicitud de Beneficios Educativos* para el año escolar 2025-26 si le aplica cualquiera de las siguientes condiciones le aplica:

- Cualquiera de los miembros de la unidad familiar participan actualmente en los programas Minnesota Family Investment Program (MFIP), Supplemental Nutrition Assistance Program (SNAP), o Food Distribution Program on Indian Reservations (FDPIR), o
- Uno o más de los niños de la unidad familiar son hijos de crianza (una agencia de beneficencia o un tribunal tienen responsabilidad legal por el niño), o
- El ingreso total de los miembros del hogar se encuentra dentro de las directrices que se muestran a continuación (los ingresos brutos antes de las deducciones, no se lleva a casa). No incluya como ingreso: pagos de cuidado temporal, beneficios federales de educación, pagos de MFIP, o el valor de la asistencia recibida de SNAP, WIC, o FDPIR. Militar: No incluya el pago por combate o asistencia de la Iniciativa de Privatización de Vivienda Militar. Los requisitos de ingresos son efectivos a partir del 1º de julio de 2025 al 30 de junio de 2026.

### Ingreso total máximo

Tamaño de la unidad familiar	\$ Por año	\$ Por mes	\$ Dos veces al mes	\$ Cada 2 semanas	\$ Por semana
1	28,953	2,413	1,207	1,114	557
2	39,128	3,261	1,631	1,505	753
3	49,303	4,109	2,055	1,897	949
4	59,478	4,957	2,479	2,288	1,144
5	69,653	5,805	2,903	2,679	1,340
6	79,828	6,653	3,327	3,071	1,536
7	90,003	7,501	3,751	3,462	1,731
8	100,178	8,349	4,175	3,853	1,927
Agregar por cada persona adicional	10,175	848	424	392	196

### Paso 1 Niños

Indique todos los bebés y los niños en el hogar, su fecha de nacimiento y, en su caso, su grado y la escuela. Añada una hoja adicional si es necesario para incluir todos los niños. Rellene el círculo si un niño está bajo cuidado de crianza (una agencia de bienestar o un juzgado tiene la responsabilidad legal del niño). Por favor proporcione la información solicitada acerca de la etnia y la raza de cada niño. Esta información no es necesaria y no afecta la aprobación para los beneficios de comidas escolares. La información ayuda para asegurarnos de que estamos cumpliendo con los requisitos de derechos civiles y a servir plenamente a nuestra comunidad.

### Paso 2 Número de caso

Circule Sí o No para saber si cualquier miembro del hogar participa actualmente en alguno de los tres programas de intervención que se indican en el paso 2. Si la respuesta es Sí, escriba el número de caso y vaya al paso 4 (omitir el paso 3). Si su respuesta es No, continúe con el Paso 3. WIC y Asistencia Médica (M. A.) no califican para este fin.

### Pas 3 Adultos / Ingresos / Últimos 4 dígitos del número Seguro Social

- Indique todos los adultos que viven en el hogar (todos los que no están listados en el paso 1) ya sean parientes o no, como los abuelos, otros familiares o amigos. Incluya cualquier adulto que se encuentra temporalmente fuera de casa, por ejemplo un estudiante en la universidad. Añada otra página si es necesario.
- Indique los ingresos brutos antes de las deducciones, no el pago que lleva a su casa. **No incluya una tasa de salario por hora.** Para los adultos que no tienen ingresos que reportar, escriba un '0' o deje la sección en blanco. Esta es su certificación (promesa) que no hay ingresos que reportar para estos adultos.
- Para cada ingreso, rellene un círculo para saber con qué frecuencia se recibe el ingreso: cada semana, cada dos semanas, dos veces al mes o mensualmente. Para el ingreso agrícola o por cuenta propia solamente, indique los ingresos netos por año o mes después de los gastos del negocio. Una pérdida de la granja o trabajo por cuenta propia debe figurar como 0 ingresos y este no reduce otros ingresos.
- Los últimos cuatro dígitos del número de Seguro Social - El miembro adulto del hogar que firma la solicitud debe proporcionar los últimos cuatro dígitos de su número de Seguro Social o marcar la casilla si no tienen un número de Seguro Social.
- Ingresos regulares de los niños - Si algún niño en el hogar tienen ingresos regulares, tales como SSI o trabajos a tiempo parcial, anote la cantidad total de los ingresos ordinarios recibidos por todos los niños. No incluya los ingresos ocasionales como cuidado de niños o cortar el césped.

### Paso 4 Firma e información de contacto

Un adulto debe firmar la solicitud. Si no desea que su información sea compartida con Los Programas de Atención de Salud de Minnesota, marque la casilla "No compartir" en el paso 4.

## Comidas escolares • Programas con financiamiento estatal y federal Solicitud de Beneficios Educativos - Año escolar 2025-26

**Correo a: ISD196 Nutrition Services - 4187 Braddock Trail - Eagan, MN 55123 O ir a [www.district196.org/edbenefits](http://www.district196.org/edbenefits)**

**Paso 1** Indique todos los bebés, niños y estudiantes hasta el grado 12 en el hogar, incluso si no son familiares. Si necesita más espacio, adjunte otra hoja.

Primer nombre del niño	SN	Apellido del niño	Fecha de nacimiento	Escuela	Grado	¿Hijo de crianza? (Una agencia o tribunal que tiene la responsabilidad legal del niño.) En caso afirmativo, rellene el círculo.	Opcional - Es el niño Hispano/Latino? En caso afirmativo, rellene el círculo.	Opcional - Identidad racial * Rellene uno o más círculos por cada niño.				
								Indio nativo americano	Asiático	Afro-americano	Isleño del Pacífico	Blanco
						○	○	○	○	○	○	
						○	○	○	○	○	○	
						○	○	○	○	○	○	
						○	○	○	○	○	○	
						○	○	○	○	○	○	

\* Los nombres completos de las categorías raciales son: o Nativo de Alaska, Asiático, Negro o afroamericano, americano nativo de Hawái o de otras islas del Pacífico, y blanco.

**Paso 2** ¿Alguno de los miembros del hogar, incluido usted mismo, participan actualmente en cualquiera de los siguientes programas de asistencia: SNAP, MFIP o FDIPIR?

Circule uno: **Sí** **No**

Asistencia Médica y WIC no califican.

Respondió **No** > Vaya al PASO 3.

Respondió **Sí** > Escriba aquí en **NÚMERO DE CASO:**

☐ SNAP ☐ MFIP ☐ FDIPIR luego vaya al PASO 4.

**Paso 3** A. Incluya **TODOS** los Adultos Miembros del Hogar incluyéndose a usted mismo y reporte todos los ingresos. (Salte el PASO 3 si usted respondió "sí" al PASO 2 o si todos los participantes son hijos de crianza.)

<b>Adultos – Nombre completo</b> Para fines de los beneficios de comidas escolares, los miembros de su familia son "Cualquier persona que vive con usted y comparte los ingresos y gastos, incluso si no son familiares."  Indique el nombre completo de cada miembro de la familia que no figura en el Paso 1 y su ingreso (s) en dólares enteros. Si la persona no tiene ingresos, escriba en 0 o deje la sección en blanco. Esta es su certificación (promesa) que no hay ingresos que reportar. Incluya todos los estudiantes universitarios temporalmente fuera de casa.	Pago Bruto de Trabajo No escriba en un salario por hora.					Granja o trabajo por cuenta propia  Ingresos netos después de los gastos del negocio. Mencione si es anual o mensual.	Asistencia pública, Manutención de menores, Pensión de Divorcio					Cualquier otro ingreso				
	Salario bruto antes de las deducciones (No lo que lleva a casa).	Semanal	Cada dos semanas	2 veces al mes	Mensual		Pagos recibidos.	Semanal	Cada dos semanas	2 veces al mes	Mensual	Pensión, jubilación, discapacidad, desempleo, beneficios de veteranos, etc.	Semanal	Cada dos semanas	2 veces al mes	Mensual
	\$	○	○	○	○	\$	\$	○	○	○	○	\$	○	○	○	○
	\$	○	○	○	○	\$	\$	○	○	○	○	\$	○	○	○	○
	\$	○	○	○	○	\$	\$	○	○	○	○	\$	○	○	○	○
	\$	○	○	○	○	\$	\$	○	○	○	○	\$	○	○	○	○

**B. Los últimos cuatro dígitos del número de seguro social del firmante o no SSN**

(requerido):

         –       –

o ☐ No tengo número de seguro social.

**C. ¿Alguno de los niños mencionados en el Paso 1 reciben ingresos regulares, tales como SSI o salarios?**

TOTAL de ingresos regulares de los niños, en su caso:

\$	Semanal	Cada dos semanas	2 veces al mes	Mensual
	○	○	○	○

**Paso 4** Certifico (prometo) que toda la información en esta solicitud es verdadera y correcta y que se reportan todos ingresos de los miembros del hogar. Entiendo que esta información se provee en conexión con la recepción de fondos federales y estatales y que las autoridades escolares pueden verificar (revisar) la información. Yo entiendo que si deliberadamente proveo información falsa, mis hijos pueden perder los beneficios y puedo ser procesado bajo las leyes federales y estatales aplicables. La información que proporcione puede ser compartida con los Programas de Atención de Salud de Minnesota (Minnesota Health Care Programs) según lo permitido por la ley estatal, a menos que yo haya marcado esta casilla: ☐ No comparta mi información con los Programas de Atención de Salud de Minnesota.

**Firma** del miembro adulto del hogar (requerida) \_\_\_\_\_ Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

Dirección: \_\_\_\_\_ Ciudad \_\_\_\_\_ Código postal \_\_\_\_\_ Teléfono de casa: \_\_\_\_\_ Teléfono del trabajo: \_\_\_\_\_

**Office Use Only** Total Household Size: \_\_\_\_\_ Total Income: \$ \_\_\_\_\_ per \_\_\_\_\_ Approved: ☐ Case Number – Free ☐ Foster – Free ☐ Income – Free

☐ Income – Reduced-Price Denied: ☐ Incomplete ☐ Income Too High

Signature of Determining Official: \_\_\_\_\_ Date: \_\_\_\_\_

### ¿Es necesaria este formulario?

Este formulario debe ser completado para solicitar comidas escolares gratis o a precio reducido, a menos que:

- (1) Su escuela ofrezca comidas gratis a todos los estudiantes de la escuela sin solicitudes de los hogares (Elegibilidad de Prestaciones para Comunidad, Provisión 2 o Provisión 3).
- (2) Se le haya notificado que sus hijos han sido directamente certificados para recibir beneficios de comidas escolares basadas en el estatus de cuidado de crianza o la participación en el Programa de Asistencia de Nutrición Suplementaria (SNAP), Programa de Inversión Familiar de Minnesota (MFIP), o el Programa de Distribución de Alimentos en Reservaciones Indias (FDPIR).

### Acta de Privacidad / Cómo se utiliza la información

La Ley de Almuerzo Escolar Nacional Richard B. Russell, exige la información requerida en esta solicitud. Usted no tiene proporcionar esta información, pero si no lo hace no podemos aprobar a su niño para las comidas escolares gratis o a precio reducido. Debe incluir los últimos cuatro dígitos del número de Seguro Social del miembro adulto del hogar que firma la solicitud. No se requieren los últimos cuatro dígitos del número del Seguro Social cuando solicita en nombre de un hijo de crianza o cuando proporcionan un número de asistencia MFIP, SNAP o FDPIR, o indica que el miembro adulto del hogar que firma la solicitud no tiene un número de Seguro Social.

Sólo los funcionarios autorizados tendrán acceso a la información que se proporciona en este formulario. Nosotros usaremos su información para determinar si su hijo califica para comidas gratuitas en las escuelas, y para la administración y ejecución de los programas de comidas escolares. *Puede* que compartamos su información con otros programas de educación, salud y nutrición para ayudarles a evaluar, financiar o determinar beneficios para sus programas, con auditores para revisar programas, y con personal autoridades correspondientes para ayudarles a investigar violaciones de las normas del programa. Requerimos autorización por escrito por parte suya antes de compartir información con otros fines.

En los distritos escolares públicos, el estatus de la comida escolar de cada estudiante se registra en un sistema informático utilizado en todo el estado para informar los datos del estudiante al Departamento de Educación de Minnesota (MDE) como lo requiere la ley estatal. El MDE utiliza esta información para: (1) Administrar los programas estatales y federales, (2) Calcular los ingresos compensatorios para las escuelas públicas, y (3) evaluar la calidad del programa educativo del estado.

La información proporcionada en este formulario puede ser compartida con los Programas de Atención de Salud de Minnesota, a menos que la persona que completa este formulario haya marcado la casilla en el paso 4 para no compartir la información para ese propósito.

### Declaración de no discriminación

De acuerdo con la ley federal de derechos civiles y el Departamento de Agricultura (USDA) reglamentos de derechos civiles y políticas, el USDA, sus agencias, oficinas y empleados, y las instituciones que participan en o administran los programas del USDA de Estados Unidos tienen prohibido discriminar por motivos de raza, color, origen nacional, sexo, discapacidad, edad o represalia o venganza por cualquier actividad de derechos civiles en el pasado en cualquier programa o actividad llevada a cabo o financiada por el USDA. Las personas con discapacidad que requieran medios alternativos de comunicación para la información del programa (por ejemplo, Braille, letra grande, cinta de audio, lenguaje de signos americano, etc.), deben ponerse en contacto con la Agencia (estatal o local) donde solicitaron beneficios. Las personas sordas o con problemas de audición o discapacidades del habla pueden comunicarse con el USDA a través del Servicio de Retransmisión Federal al (800) 877-8339. Además, la información del programa puede estar disponible en otros idiomas además del inglés.

Para presentar una queja por discriminación del programa, complete el [USDA Program Discrimination Complaint Form](#) (Formulario de Queja de discriminación del Programa de USDA) (AD-3027) que se encuentra [en línea](#) en: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), y en cualquier oficina del USDA, o escriba una carta dirigida al USDA y proporcione en la carta toda la información solicitada en el formulario. Para solicitar una copia del formulario de queja, llame al (866) 632-9992. Envíe el formulario completado o la carta al USDA a: (1) Por correo a U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue SW, Washington, D.C. 20250-9410, o (2) por fax al (202) 690-7442; o (3) por correo electrónico a [program.intake@usda.gov](mailto:program.intake@usda.gov). Esta institución es un proveedor de igualdad de oportunidades.

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### Office Use Only: Verification

Date Verification Sent: \_\_\_\_\_ Response Due: \_\_\_\_\_ 2<sup>nd</sup> Notice: \_\_\_\_\_

Result: ☐ No Change ☐ Free to Reduced-Price ☐ Free to Paid ☐ Reduced-Price to Free ☐ Reduced-Price to Paid

Reason for Change: ☐ Income ☐ Case number not verified ☐ Foster not verified ☐ Refused Cooperation ☐ Other: \_\_\_\_\_

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Mudane/Marwo Waalid/Masuul,

Iskuulkeena wuxu bixiya maalin waliba cuno caafimaad leh. Sannad-dugsiyeedka 2025-26, waxaan ka qayb-qaadanaynaa Barnaamijka Cunnada Dugsiga ee Bilaashka ah ee Minnesota. Dhammaan ardaydu waxay maalin kasta dugsiga ku heli karaan hal quraac iyo hal qado oo lacag la'aan ah. In kasta oo aan loo baahnayn codsi si loo helo faa'iidada cuntada ee bilaashka ah, buuxinta Codsiga Faa'iidooyinka Waxbarashada weli waa muhiim! Ilmahaagu waxa laga yaabaa inay u qalmaan faa'iidooyinka kale sida kharashyada la dhimay ee dugsiga. Codsigaagu waxa kale oo laga yaabaa inuu ka caawiyo dugsigu u qalmo lacagaha waxbarashada, qiimo dhimista, iyo barnaamijyada kale ee cuntada. Si aad codsi u gudbisid, so buuxii warqadaha Arjiga Faiidooyinka Waxbarashada adigo raacaya tilmaamaha. Arji cusub waa in la soo buuxiyaa sanad walba.

Ku soo dir Arjiga Faiidooyinka Waxbarashada: **ISD 196 Nutrition Services - 4187 Braddock Trail – Eagan, MN 55123**

#### **Su'aalaha caadiga ah:**

**Codso haddii** caruurtu ka yimaadeen guryaha ka qeyb qato barnaamijyada loo yaqan Supplemental Nutrition Assistance Program - SNAP (Ku Caawinta Nafaqooyinka Siyadada ah), Minnesota Family Investment Program - MFIP (Barnaamijka Malgashiga Qoysaska Minnesota), ama Food Distribution Program on Indian Reservations - FDIPIR (Barnaamijka Cunto Qeybinta ee Lo Qondeyaay Dadka Hindida ah), iyo la korsadayasha. Ama waa ah ee haddii dhaqalaha gurigooda oo la eegyahay sida ku qeexan sharaxada daqliga.

**Waxaan qaataa barnaamijka WIC iyo Caawinta Caafimaadka.** Caruurta ma heli karan cuntada bilaashka ee dugsiyada? Caruurta ka yimid guryaha ka qeyb qato barnaamijyada WIC iyo Caawinta Caafimaadka waxaa laga yaaba in aay u qalman cuntooyinka bilaashka ah ee dugsiyada. Fadlan buuxii arjiga.

**Miyan codsan kara haddii qof ka mid ah qoyskeyga ahayn muwadiin mareykan ah?** Haa. Adiga iyo caruurtada ma ahaan in aad ahaatiin muwadinin mareykan ah si aad ugu qalantaan cuntooyinka raqiiska ah ama bilaashka ee dugsiyada.

**Yaan u qoran kara in u yahay xubin qoyskeyga ka mid ah?** Adiga iyo dadka idil ee ku nool guriga, xididka aad tihin ama inaan ahayn (sida ayeeyo/awoowe, qarabada kale, iyo saxiibada).

**Ka waran haddii daqligeyga ahayn isku mid mar walba?** Ku Qor lacagta inta badan ku soo gasho. Haddii sida caadiga ah aad heshid sacaado dheerad ah, ku dar, balse haku darin haddii aay saacadaha dheeradka yihiin kuwo marmar ah.

**Aqbaaradka aan bixiyo miyaa la fiirin doona?** Haa, waxaana laga yaaba in lagu weydiyo in aad soo dirto cadeymo qoral ah.

**Sideeh aqbaartayda lagu xiiftinayaa?** Aqbaaradka aad ku qorto foomka iyo ogolaansha in cunagaga la siinayo cunto bilaash ah, ma waxaa loolaa dhaqmi doona sii maclumaad amman ah. Ogolaansha cuntada bilaashka ee dugsiyada ee la siinaayo cunagaga waxa laga yaaba in lala wadago waxyaha kale sida qeybta nafaqaada, waxbarashada, caafimaadka, iyo barnaamijyada kale ee bixiyo faiidooyinka kuwas oo lagu xiro in qofka loo ogolaado cuntooyinka bilaashka ee dugsiyada. Haddii aad rabto faahfaahin dheeri ah, eeg qeybta danbe ee Arjiga Faiidooyinka Waxbarashada.

Fadlan nala wadag aqbaaradka laga codsaday ee ku sabsan jinsiga ilmaha, taas ayaa naga caawineyso in aad hubino in adeeg buxo la siinayo bulshadeena. Aqbaaradkan wajib ma ahaan si lagugu ogolaado faaidada cunada ah ee dugsiyada.

## Sida Loo Dhameystiro Arjiga Faiidooyinka Waxbarashada

Dhameystir Arjiga Faiidooyinka Waxbarashada ee xili dugsiyeedka 2024-25 haddii wax ka mid ah macluumaadka hoos ku xusan aay ku sabsanyihiin qoyskaga:

- Qof ka mid ah qoyskaga hadda ka qeybgalayo Minnesota Family Investment Program (MFIP), ama Supplemental Nutrition Assistance Program (SNAP), ama Food Distribution Program on Indian Reservations (FDPIR). *ama*
- Guriga waxa ka mid ah mid ama in ka badan caruur lagu hayo si ku meel gar ah (hay'ada daryeelka ama maxkamad ayaa sharciyaan masuul ka ah ilmaha). *ama*
- Daqliga guriga soo galo wuxu la eegyahay sida ku xussan sharaxadda hoose (daqliga idil intaa aan wax laga goyn, ma ahaan lacagta lagu siiyo kaliya) Ha xisibin daqli ahaan dhaqalaha kasoo galo daryeelka xiliga ku meel-garka ah, dhaqalaha faiidooyinka federalka ee waxbarashada, qarashka barnaamijka MFIP, ama faiido qiimo leh oo aad ka heshay barnaamijta sida, SNAP, WIC, ama FDPIR. Cidaanka: ha ku darin cidaanka soo dagalamay qarashka caawinta la siiyo ama caawimada aay bixiso hay'ada loo yaqan Figrada Guryo Ukaliyeynta Militariga. Sharaxadda la raaco ee daqliga waxay dhaqan galeysa waxa ka bilowdo Luuliyo 1da, 2025 ilaa Juun 30ka, 2026.

### Totaalka Daqliga Ugu Badan

Tiirada Guriga Ku Nool	\$ Dhaqaalah Sanadka	\$ Dhaqaalah Bishii	\$ Laabo Jeer Bishii	\$ Daqliga 2badii Isbuc	\$ Daqliga Isbucii
1	28,953	2,413	1,207	1,114	557
2	39,128	3,261	1,631	1,505	753
3	49,303	4,109	2,055	1,897	949
4	59,478	4,957	2,479	2,288	1,144
5	69,653	5,805	2,903	2,679	1,340
6	79,828	6,653	3,327	3,071	1,536
7	90,003	7,501	3,751	3,462	1,731
8	100,178	8,349	4,175	3,853	1,927
Ku qor qofki dheeri ah	10,175	848	424	392	196

### Tilaabada 1 Caruurta

Qor tiradda dhalanka iyo caruurta ku nool guriga, tariikhdooda aay dhasheen iyo, haddii aay macqultahay, heerka aay dugsiga ka dhiigtan. Buxii meelaha calameysan haddii u lagu hayo si ku meel gar ah (hay'ada daryeelka ama maxkamad ayaa sharciyaan masuul ka ah ilmaha). Sheegista jinsiyada ama midabka cunuga ma ahaan qasab mana sameynayso u ogolanshaha cuntada dugsiga. Aqbartiisa waxay naga cawineysa in aan hubino in bulshadeena idil aan adeeg garsiineyno. Bug kale ku soo buxii haddii aad u bahantahay in aad ku darto caruur dheeri ah.

### Tilaabada 2 Nambarka Kiiska

Calamee Haa ama Maya sii aad usheegtid haddii qof ka mid ah gurigiina oo ka qeybqato saddaxda barnaamij ee caawinta lagu sheegay tilaabada 2aad. Haddii aay Haa tahay, ka gudoob tilaabada 3aad. Sida owgeed WIC ama Caawinta Daawada kuma qalansiinayan ujeedkan.

### Tilaabada 3 Dadka wa-weyn / Daqliga / 4 Taa Xaraf ee u Danbeyso Nambkar Soshiiyaalka.

- Qor dhamman dadka waa weyn ee ku nool guriga, haddii aad wax isku tihin iyo haddi kale (sida, ayeeyo/awoowe, qarabo kale, saxiibo). Ku dar qofkasta oo ah qof weyn oo si ku-meelgar ah u maqan, sida ardey koleejo jiro. Bug kale ku qor haddii aad u bahatid.
- Qor dhamman daqliga ku so galo intaa aan wax laga goyn ka hore, lacagta aad qadato ma ahaan. Ha qorin sacadda intaa ku shaqeyso. Dadka waa weyn aan daqliga so galin, ku qor "0" ama banaan ahaan uga taag. Taan micnaheedo waa cadeyntada aad sheegeysid in u san jiriin daqliga aad ka warbixiso ee so galo dadka waa weyn ee kale.
- Daqliga waliba, buxii meesha calamada sii aad u sheegtid intaa jeer aa daqliga ku so galo: Isbuc waliba, Isbuc dhaaf, bishii laabo jeer, ama biil-waliba.
- Beerta ama daqliga ka so galo shaqada shasi-ahaaned, qor lacagta ku so gaasho qayasteeda marka laga saaro qarashka ganacsiga.
- Qor afarta xaraf ee ugu danbeyso Nambarka Sooshiyalka – Qofka weyn ee ka mid ah guriga ee saxiixayo arjiga waa in aay ku qoran afarta xaraf ee ugu danbeyso Nambarkooda Sooshiyaalka qeybta 3C, ama calameeyan bokiiska haddii aaysan heysan Nambarka Sooshiyaalka.
- Daqliga joogtada ee caruurta – Haddii mid ka mid ah caruurta guriga daggan u so galo daqli joogto ah, sida faiidooyinka SSI ama shaqoyin sacaddo yar, ku qor tilaabada 3B dhamman daqliga so galo caruurta idil. Haku darriin lacagta soo gaasho marmar tusale ahaan haynta ilmaha, ama cows-jariista.

### Tilaabada 4 Saxiixa iyo Aqbaaradka Laga Helo

Qofka weyn ee guriga xubin ka tirsan ah waa in u saxiixa foomkan. Haddii aadan dooneyn in aqbaaradkaga lala wadago shirkadaha Barnaamijka Daryeelka Caafimaadka, calaamad sar bokiiska "Hala wadagin" ee tilaabadan 4.

## Arjiga Faiidooyinka Waxbarashada – Sanad Dugsiyeedka 2025-26

### Cuntada Dugsi • Barnaamijta Gobolka iyo Fedeeralka ee Malgashan

**Tilaabada 1** Qor dhalanka idil, caruurta, iyo ardeyda ilaa fasalka 12 ee guriga daggan, xita haddii aaysan wax ku ahayn. Haddii aay ka buxsanto intaa, waraq kale ku qor.

Magaca Kowaad ee Cunuga	MI	Magaca Danbe ee Cunuga	Taariikh Dhalasho	Dugsiga	Heerka Fasalka	Cunuga ku jiro gubta heysamada ku meel garka (Hay'ada daryeelka ama maxkamad ayaa sharciyaan masuul ka ah ilmaha.) Haa, calaamey halkan.	Qasab ma ahaan – Llamaha Jinsigiisa ma Hispanic/Latino?  Haa, calaamey halkan.	Qasab ma ahaan - Sheegista jinsiga.* Calaamey mida saxda ah.				
								Mareykan am Hindida Mareykanka	Ashiyaan	Afrikaanka Mareykanka ah	Dadka Basiifik Islandharka	Cadaan
						○	○	○	○	○	○	○
						○	○	○	○	○	○	○
						○	○	○	○	○	○	○
						○	○	○	○	○	○	○
						○	○	○	○	○	○	○

\* Magacyada buuxo ee jinsiyoyinka waa sidan: Hindada Mareykanka ama Ku Dhashay Alaska, Ashiyaan, Madow ama Afrikanka Mareykanka Dadka Basiifik Islandharka, iyo Cadaan.

**Tilaabada 2** Qof ka mid ah qoyskiina, oo aad adiga ku jirto miya hadda isticmalo adeegyadan caawimada midkood: SNAP, MFIP, FDPIR? Calaamey hal: **Haa Maya**

Caawinta Caafimaadka iyo WIC kuma qalansiinayaan.

Haddii aad calaameysay **Maya** > Dhameystir TILAABADA 3. Haddii aaxd calaameysay **Haa** > Halkan ku qor kiiska ama PMI nambkar:

kadibna aad TILAABADA 4.

**Tilaabada 3** A. Qor DHAMMAN Dadka waaweyn ee ka midka qoyska adiga aad ku jirto soona sheeg daqliga idin soo galo dhamman. (Ka gudub TILAABADA 3 haddii aad "haa" uga jaawabtay TILAABADA 2 ama haddii dhamman ka qeybqatayasha aay yihiin caruur ku jirto goobaha la isku hayo sida ku-meel garka ah.)

Qofka Weyn – Magaca Dhameystiran	Musharka Idil ee Shaqada Musharka Sacadda Ha Qorin					Ganacsiga/Iska Ushaqaysiga	Faiidooyinka Bulshada Masruufka Caruurta, Masruuf					Daqliyada Kale				
	Musharka idil intaa aan wax laga goyn  (Ma ahaan cadaadka lacagta guriga u qadatid).	Isbucii	Labadii Isbuc	2x Bishii	Bishii		Lacagaha lagu siiyo	Isbucii	Labadii Isbuc	2x Bishii	Bishii	Lacagaha Bukanka, Howl-gabka, curyaanta, shaqo la'aanta, Faiidooyinka Cidaanka, iwm	Isbucii	Labadii Isbuc	2x Bishii	Bishii
Ujeedka faiidooyinka dugsiyada owgeed, xubnaha ka tirsan qoyskaga waa "Qof waliba oo kula daggan kulana qeybsado qarashka iyo daqliga, xita haddii aaydan wax isku ahayn."						Daqliga Go'aan marka aad bxisid qarashka ganacsiga.  Qiyaas ahaan daqliga go'aan ee bishii ku so gaalo										
Qor magacyada dhamman xubnaha guriga kula daggan ee aan lagu qorin Tilaabada 1 iyo daqligooda u dhammeystiran dollar ahaan. Haddii qofka wax dhaqale so galin, qor 0 ama waxba haku qorin meesha. Taan ayaa cadeyn ah in aad balanqadeyso in u saan jirin wax daqli laga warbixiyo. Ku qor wixii ardey sii ku-meel gar ah ugu maqan dugsiyada koleejka.																
	\$	○	○	○	○	\$	\$	○	○	○	○	\$	○	○	○	○
	\$	○	○	○	○	\$	\$	○	○	○	○	\$	○	○	○	○
	\$	○	○	○	○	\$	\$	○	○	○	○	\$	○	○	○	○
	\$	○	○	○	○	\$	\$	○	○	○	○	\$	○	○	○	○

**B. Afarta xaraf ee Nambkar Sooshiyalka ayaa la iska raba ama jaawab ah**

**Ma Heysto Sooshiyalka Nambarka (shardi):**

**X X X – X X –**

AMA



Ma Heysto Nambkar Sooshiyaalka.

**C. Caruurta lagu qoray Tilaabada 1 mid ka mid ah miyu qata daqli joogto ah, sida faiidooyinka SSI ama mushar?**

Tootalka daqliga joogtada usoo galo caruurta, haddii u jiro:

\$	Isbucii	Labadii Isbuc	2x Bishii	Bishii
	○	○	○	○

**Tilaabada 4** Waxan cadeynaya (balanqadaya) in aqbaaradka idil ee aan ku qoray arjigan yahay wax sax iyo ruun ah yihiin iyo in dhamman qoyska xubnaha katirsan aan sheegay iyo daqliga na soo galo. Waan fahansanahay in aan aqbaaradkan bixiyay sabab la xirirta caawinta dhaqale ee aan gobolka iyo fedeeralka ka helayno owgeed, taasna laga yaabo in shaqalaha dugsiyada aay habsadan saxnimada aqbaaradka aan bixiyo. Waxan fahansanahay in haddii aan bixiyo aqbaarad qaldan ama been ah in aay keenayso in aan heli waayo faiidooyinka aan helo, misna laga yaabo in la igu soo oogoo fal'dambiyeed sida ku qeexan sharuucda fedeeralka iyo gobolkaba. Aqbaaradka aan bixiyay waxa laga yaaba in lala wadago Barnaamijta Daryeelka Caafimaadka ee Minnesota (Minnesota Health Care Programs) sida oo ogolanayo sharciga gobolka, ilaa aan aniga calaameyo bokiiskan ah: ☐ Hala wadagiin aqbaaradkeyga Barmaaijta Daryeelka Caafimaadka ee Minnesota

**Saxiixta** qofka weyn ee Guriga Xubinta ka ah (waajib) \_\_\_\_\_ Magaca Qor: \_\_\_\_\_ Taariihda: \_\_\_\_\_

Cinwaanka: \_\_\_\_\_ Magalada: \_\_\_\_\_ Zibka: \_\_\_\_\_ Guriga Taleefoonka: \_\_\_\_\_ Taleefoonka Shaqada: \_\_\_\_\_

**Office Use Only** Total Household Size: \_\_\_\_\_ Total Income: \$ \_\_\_\_\_ per \_\_\_\_\_ Approved: ☐ Case Number – Free ☐ Foster – Free ☐ Income – Free

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## Foomkan Ma Waajiba?

Foomkan waa in la buxiya si loo codsado cunada bilaashka ah ama qiimaha dhiiman ee dugsiyada, marka laga reebo:

- (1) Haddii dugsigaga bixiyo cuno bilaash ah oo la siiyo ardeyda idil codsi buxin la'aan guriga ka yimaado (*Ku Sharaxan Xeerka U Qalmida Bulshada, Xeerka 2 ama Xeerka 3*).
- (2) Lagu ogeysiiyay in caruurtada si toos ah lugu saxiixay faaidooyinka cunada dugsiyada iyado la eegayo ka qeybgalkiina Supplemental Nutrition Assistance Program (SNAP), Minnesota Family Investment Program (MFIP), Food Distribution Program on Indian Reservations (FDPIR) ama ku jiro xarun heysmo ku meel gar ah.

## Orahda Qeynuunka Asturiista/Sida Aqbaarad Loo Isticmaalayo

Qeynuunka Qadada Dugsiyada ee loo yaqan Richard B. Russell wuxu waajib ka dhiga aqbaaradka ku qoran arjigan. Qasab ma ahaan in aad bixiso aqbaaradkan, balse haddii aadan bixin waxa dhaceysa in aan awoodii weyno in aan ilmahaga siino cunada bilaashka ah ama raqiiska ah ee dugsiyada. Waa in aad ku qorta afarta xaraf ee u danbeyo Sooshiyaal Nambarka qof weyn oo ah xubin guriga ka tirsan u saxiixay arjigan. Afarta xaraf ee u danbeyo Sooshiyaal Nambarka waajib ma ahaan in aad qortid marka aad codsiga u buxiineysid cunug ku jiro guryaha ku-meel garka ah, ama aad siisid barnaamijtan MFIP, SNAP, ama caawinta nambarka FDPIR, ama aad sheegtid xubinta guriga ka mid ah ee saxiixayo arjiga in u saan laheyn Sooshiyaal Nambarka.

Aqbaaradka waxa loo isticmaalaya sii aan u ogaano in ilamaha u qalmo in u helo cunada bilaashka ah ee dugsiyada. Waxa laga yaaba in aan la wadagno aqbaaradkaga hay'adaha kale eek a shaqeeyo waxbarashada, caafimaadka, iyo naafaqada si dhanka horumarinta barnaamijta loo eego, malgalin, ama la ogaado faaidooyinka barnaamijta kale, dib u eegis barnaamij owgeed, ama loo gudbiyo hay'adaha amniga sii bariitan ku xadgudub barnaamij sharuucdisa loo baro. Waxan u bahanahay ogolaanshaga qoral ahaan ka hore intaa aan lala wadagin aqbaaradkaga hay'adaha kale.

Degmooyinka Dugsiyada Bulshada marka la joogo, ardey waliba cunadiisa waxa lagu diwangaliya siistam alaada kombutaarka taas u gobolka idil aay wadagan si aay u wargeliyaan Waxda Waxbarashada ee Minnesota (MDE) sida waajibka ah sharciyan gobolka. MDE ayaa isticmasho aqbaaradka si aay: (1) U dhaqangeliso barnaamijyo gobol iyo mid federal, (2) Xisaabin ugu sameysa malgalinta mushaarada dugsiyada bulshada, iyo (3) Sii loo qiimeeyo heerka barnaamijyada waxbarashada ee gobolka.

Aqbaaradka ku qoran foomkan waxa laga yaaba in lala wadago Barnaamijka Daryeelka Caafimaadka ee Minnesota ilaa qofka buxiyay foomka u ka calaameyo bokiiska Tilaabada 4 ee ah hala wadagiin aqbaaradkan sababta owgeed.

## Orahda Qeexayso Midabtakoorka

Sida wafaqsan sharuucda federaalka ee xuquuqda madaniga iyo Waxda Beeraleyda (USDA) xuquuqaha, sharciyada iyo sharuucda madaniga, USDA, hay'adaha ka midka ah, xafiisyadooda, shaqalahooda, shirkadaha ka qeybqato dhaqangalinta barnaamijyada USDA waa ka mabnuuc midabtakoorka ku saleysan jinsiyada, midabka, asalka, jinsiga, naafanimi, da'da, ama ka aargoosasho dhacdooyin hore ee madani barnaamijkoodano ha noqdee ama howlo aay qabtan ama malgasheen USDA. Shaqsiyaadka naafada ah ee u bahan qab qas ah in loola xiriiri si aay u helan aqbaaradka barnaamijka (tusale ahaan, Far waaweyn qoral ku qoran, cod-la duway, iyo luqada dhagasha/dhagolaayasha), waa in aay la xiriiran Hay'da (gobolka ama degmada) halka aay ka codsadeen faaidooyinka. Shaqsiyaadka dhagaha la, maqalka ku adagyahay, ama carabka adag, waxay la xiriiri karan USDA qeybteeda Adeegyada Lalayeesha ee Nambarka (800) 877-8339. Sido kale, aqbaaradka barnaamijka waxa laga yaaba in lagu diyaariyo luqado kale aan ahay ingiriis.

Si aad u buxsatid cabaasho midabtakoorka, so buxii foomka USDA Program Discrimination Complaint Form (Cabaashooyinka Midabtakoorka ee Barnaamijka USDA), (AD-3027) ee intarneetka: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), iyo xafiis waliba uu aay ledahay USDA, ama warqad usoo qor caabasho USDA waraqdana ku sheeg aqbaaradka idil ee lagaga codsaday foomka cabashada. Si aad u codsatid kobiga foomka cabashada, soo wac (866) 632-9992. Foomka aad buxiisay ama warqada ku soo dir USDA cinwaanka: (1) Boostada U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue SW, Washington, D.C. 20250-9410, ama (2) fakiiska (202) 690-7442; ama (3) ii-meelka [program.intake@usda.gov](mailto:program.intake@usda.gov). Xafiiska waa xafiis bixiyo fursado loo siimanyahay.

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*Anna Williams, Vice Chairperson*  
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