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EHS Faculty Handbook online:

<https://ehs.district196.org/academics/instructional-technology-center-itc> - Staff Resources
[“Student Rights and Responsibilities Handbook”](#)

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Eagan High School Mission Statement

Eagan High School is committed to engaging students in activities that foster the knowledge, skills and habits of mind necessary to be active learners, purposeful thinkers, and responsible citizens.

As the primary provider of academic services in the community, we believe that a school in pursuit of these ends:

- ☞ Is a community of learners where students, staff, parents and community participate in the education process.
 - All students accept responsibility for their learning.
 - Faculty are active learners who model the habits of mind expected of students.
 - Parents support students learning.
 - The community and school collaborate to provide opportunities for students to apply their learning and to help others.
- ☞ Is a community of discourse where students and teachers engage in academic inquiry and the exchange of ideas.
- ☞ Possesses structures, facilities, and policies that:
 - Enhance teacher collaboration, creativity, reflection, and professional development.
 - Promote beneficial relationships among teachers, learners, and administrators.
 - Provide a safe and non-threatening environment.
 - Promote awareness of diversity and sensitivity to difference leading to the acceptance of others.
- ☞ Expects students to use critical and creative thinking to accomplish complex tasks and make reflective, responsible judgments.
- ☞ Expects students to demonstrate an understanding of essential knowledge and skills.
- ☞ Encourages academic habits of mind such as initiative, persistence, and enthusiasm for learning.
- ☞ Fosters qualities of good character such as mutual respect, integrity, responsibility, honesty, and service.
- ☞ Promotes activities and decisions that enhance personal health.
- ☞ Communicates clear, consistent, and challenging academic and behavioral standards.
- ☞ Incorporates technology and a variety of strategies based on research and reflective practice to help students achieve at high levels.
- ☞ Consistently evaluates its work and seeks better ways to teach and learn.

ABSENT TEACHER POLICY

Teachers can arrange for subs in advance via web-based [Skyward](#). It is the teacher's fundamental responsibility to provide meaningful instruction to the sub so the classroom remains intact. Please review the information below so as to be sure you understand expectations for your classroom when you are absent.

We believe that, as a professional educator, you are responsible for the academic progress of your students whether or not you are present. Therefore, we expect that you will have full and adequate information available for a substitute teacher so that continuous learning can take place even in your absence.

A.) All materials for subs must be left on your office desk unless other arrangements have been made with the sub. The location of your sub plans should also be noted in the "notes" section on [Skyward](#). The following are the minimal expectations we have of you in preparing for a sub:

1. **Along with a printed copy of each classes' roster, please have accurate and current seating charts, with one or two reliable students marked, and any special problems/situations noted accordingly.**
2. **Instructions for the sub, fully indicating assignments, expectations, and suggestions.**
3. **Books, magazines and other materials or equipment necessary for their success.**
4. **Student work and assignments that are relevant, worthwhile, and adequate to keep students gainfully deployed for the duration of your absence.**
5. **Safety is always a primary concern, of course. Please avoid assigning any potentially hazardous work during your absence.**
6. **Your Department Coordinator will assist a teacher sub.**

B.) It is your responsibility to arrange for a sub via the web-based system or by phone. This responsibility should not be placed on another individual, including a building secretary. If you have an **extreme emergency** and need your class to be covered for part of an hour, and another teacher in the building accepts this responsibility, you must notify [Dr. Tara Hedlund](#), Assistant Principal, in writing (e-mail is acceptable: tara.hedlund@district196.org) the date, time, person covering for you, and the reason why you will not be in your classroom. Please **DO NOT** use teachers to cover your class during their duty hours unless approved by Tara Hedlund or Stephanie Gouette.

C.) If you will be absent for an in-district meeting, out-of-district meeting, in-building meeting, or a co-curricular activity/field trip, please be aware that you must contact the EHS Main Office Receptionist responsible for subs (Stephanie Gouette @ 651-683-6900) or Dr. Hedlund @ 651-683-6918 (Assistant Principal) the morning of the absence to assure that a sub is available. If there is no sub, or classes cannot be covered internally, you will be asked to remain in the building.

D.) When planning an absence where you will be choosing the "**No Sub Required**" selection, please be aware that you must have this pre-approved by Tara Hedlund – and a plan for covering your classes should be made prior to the absence. An "[Absent Teacher Internal Coverage Plan](#)" form should be completed and turned in to Tara Hedlund. (Forms are available in the Main Office in the **Faculty & Staff Forms** drawer.)

Absent Teacher Internal Coverage Plan

Date of coverage:

Person requesting coverage:

Reason for needed coverage:

Please indicate the hour(s) needed for coverage. Class that needs to be covered with the room number and the teacher that will be covering the class.

Example: Hour 1:

Hour 1:

Hour 2:

PAWS:

Hour 3:

Hour 4:

Hour 5:

Hour 6:

Hour 7:

Date submitted to Tara Hedlund:

ACADEMIC ELIGIBILITY PROCESS FOR EAGAN HIGH SCHOOL STUDENTS

Eagan High School supports the Minnesota State High School League's (MSHSL) general rule regarding academic performance and eligibility in cocurricular activities. The MSHSL rule states: "To be scholastically eligible, a student must be making satisfactory progress towards the school's requirement of graduation." The purpose of this rule is to help each student enjoy a successful experience in both cocurricular programs and in the classroom. The MSHSL rule supports good education as it relates to the total experiences offered to students at Eagan High School. To apply the MSHSL rule to benefit our students, Eagan High School has developed the following guidelines:

1. A cocurricular participant, to be academically eligible, must have earned five (5) or more credits the previous trimester. Credits earned in summer school/credit recovery or through home-bound instruction will count in this total.
2. Students who do not earn the required number of credits may regain their eligibility for play/participation during an assigned probationary period. However, those who fail to meet this standard during the probationary period may lose their eligibility. Consequently, some students may lose their eligibility to participate/play/perform.
3. Students who fail to meet the academic eligibility guidelines will be notified by the activity director and their coach will be informed.
4. Students must attend at least 4 classes each day in order to practice, rehearse, play or perform.

LOCAL ACADEMIC ELIGIBILITY RULES FOR ALL CO-CURRICULAR

In grades 9 -12 a student must be passing five (5) classes in the previous trimester to be eligible for participation at the beginning of the activities season. If the student is not passing five (5) classes, a principal will develop a plan for the student that may include ineligibility for a time period until the student is passing or ineligibility from that point forward.

ATHLETICS, ARTS AND ACTIVITIES CODE

(All activities, teams and groups.) During the calendar year, regardless of the quantity, a student shall not:

- use or possess a beverage containing alcohol
- use or possess tobacco, including e-cigarettes and vaping devices
- use or consume, have in possession, buy, sell or give away any other controlled substance or paraphernalia.

THE HONOR CODE - Academic Integrity Policy

Academic integrity on the part of all students is basic to the individual growth and development realized through Eagan High School coursework. When cheating or plagiarism occurs, the teaching/learning process and school climate are seriously undermined and student growth and development is compromised. Cheating and/or plagiarism also prevent the teacher from truly evaluating the student's level of mastery.

DEFINITIONS:

- A. Cheating:** Presenting as your own the work of another, using someone else's work, words and/or ideas and claiming them as your own. Some examples of cheating include, but are not limited to the following:
1. Copying and/or providing for another person an examination, assignment or other work to be graded;
 2. The use of unauthorized "cheat sheets" or electronic retrieval devices (calculators, cell phones, computer, etc.);
 3. Buying/selling/sharing examinations, tests, papers.
 4. Having another student take an exam, write a paper or assignment;
 5. Receiving and/or providing test questions/answers prior to or after taking examination.
 6. Submitting AI written or Chat GPT work as your own. (See District 196 statement – next page)
- B. Plagiarism:** A form of cheating; taking another's words, thoughts or ideas and representing them as your own. Some examples of plagiarism include but are not limited to the following:
1. Using all or part of another's speech, paper or ideas as your own;
 2. Using a direct quote without citing the source;
 3. Copying a passage word for word and not using quotation marks;
 4. Substituting words or rearranging the phrasing of a copied passage without indicating that changes have been made;
 5. Rearranging the order of sentences or ideas from the original passage and presenting it as your own;
 6. Not acknowledging or documenting sources.
 7. Submitting AI or Chat GPT work as your own.

STUDENT RESPONSIBILITIES:

Each student has a responsibility to:

1. Not participate, either directly or indirectly in cheating or plagiarism;
2. Actively discourage cheating or plagiarism;
3. Report any known incidents of plagiarism or cheating;
4. Abide by the Honor Code.

TEACHER RESPONSIBILITIES:

Each teacher has a responsibility to:

1. Inform students of the Eagan High School cheating/plagiarism policy and of any specific interpretation of the policy unique to a given course;
2. Actively discourage cheating and plagiarism by students;
3. Contact parents/guardians of a student involved in cheating and/or plagiarism.
4. Document the behavior in student records.

PARENT RESPONSIBILITIES

Each parent has a responsibility to:

1. Actively support the EHS Honor Code.
2. Educate his/her child about academic integrity.

CONSEQUENCES (not limited to the ones mentioned and may be assigned in combination)

1. Students involved in cheating may receive a "0" (no credit) on the test/assignment in question.
2. Students involved in plagiarism of a paper/assignment may receive a "0" (no credit). Students may be required to resubmit the assignment in order to be eligible to successfully pass the course.
3. Parent(s) will be informed and a notation of the violation will be placed in the student's discipline records.
4. Students may be removed from the course with an "F" grade.
5. Scholarship, leadership and honors opportunities may be denied.
6. National Honor Society membership and LINK Crew membership may be revoked or denied.
7. Letters of recommendation may be denied or revoked.

Academic Expectations on the Use of AI

District 196 recognizes artificial intelligence (AI) as a powerful tool to enhance [teaching and learning](#). We are committed to integrating AI into our learning and technology framework to enrich the educational experience, promote equity, and meet the diverse needs of our students and staff, all while upholding academic integrity. At EHS, 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 **plagiarism**.
- Entering personal information into AI tools is **strictly prohibited** to protect student privacy.

Student Responsibilities




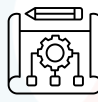


- **Transparency:** Be honest about AI use and when in doubt, disclose.
- **Accuracy & Authenticity:** Verify AI-generated content for correctness and bias.
- **Privacy:** Do not share personal or sensitive information in AI tools.

Consequences for Misuse

Violations of this policy will result in disciplinary action consistent with the school's **Honor Code and Academic Integrity Policy**, which may include but not limited to:

- A zero on the assignment
- A requirement to redo the work
- Disciplinary referral or additional consequences at the teacher/administrator's discretion

By following these guidelines, students can responsibly engage with AI while upholding the values of academic excellence and integrity in District 196

LEVEL 1 NO AI ASSISTANCE	LEVEL 2 AI-ASSISTED BRAINSTORMING	LEVEL 3 AI-SUPPORTED DRAFTING	LEVEL 4 AI-COLLABORATIVE CREATION	LEVEL 5 AI AS CO-CREATOR
 <p>No AI tools are used at any point</p> <p>Students rely solely on their knowledge and skills</p> 	 <p>AI tools can help generate ideas</p> <p>Final content must be created by the student without direct AI input</p> <p>AI assistance must be cited</p>	 <p>AI can help with drafting initial versions</p> <p>The final version must be revised by the student</p> <p>Distinction between AI input and student's contributions are clear</p>	 <p>AI-generated content can be included</p> <p>Student must critically evaluate and edit AI contributions</p> <p>AI usage must be transparent and cited</p>	 <p>Extensive use of AI in content creation</p> <p>Student provides a rationale for AI use and ensures original thought</p> <p>Work adheres to academic integrity with proper citations</p>

Original Source: Washington Office of Superintendent of Public Instruction. Human-Centred Guidance for K-12 Public Schools. March 2024.

Guidelines for AI Use

Students are responsible for ensuring that all work reflects their own thinking, learning and creativity.

If unsure, students should ask for clarification before using any AI tool.

Students may not use artificial intelligence (AI) tools unless the teacher has given explicit permission and AI generated content is properly cited when applicable.

Misuse of AI is a form of academic dishonesty and may result in consequences.

ALL EMPLOYEES ARE RESPONSIBLE TO KNOW AND FOLLOW THE THIS REGULATION:

[407.7AR Acceptable Use of Information Technology - Employees](#)

Summary of Regulation 407.7AR:

1. Employee Use Guidelines
2. Employee Supervision of Student Network Use
3. Network, Internet, Email and Voicemail Etiquette
4. Security

EHS Administrative Responsibility Reference 2025 – 2026

Who do I see about ...	Administrator
Absence Request for teachers	Tara Hedlund
Academic Standards - Curriculum	Pete Zak
Adult Basic Education (ABE)	Pete Zak
Advanced Placement (AP)	Steve Thompson
Alternative Schools (ALC) (DCALs)	Pete Zak
Art Dept.	Polly Reikowski
Assemblies (and Pepfests)	Polly Reikowski, Pete Zak
Assessment Testing (ACT's, MCA's, ACCESS, Bilingual Seals, Fastbridge)	Steve Thompson
Assignments and Scheduling (Athletic)	Jason Elias
Assignments and Scheduling (Curricular)	Pete Zak
Assignments and Scheduling (Theatre & Fine Arts and Student Activities)	Polly Reikowski
Athletics; Athletic Early Dismissal Requests	Jason Elias
Attendance Office (Management, forms, referrals, etc.)	Tara Hedlund
AVID	Stacy Jameson
Awards Program for Seniors - video	Pete Zak, Polly Reikowski
BARR	Stacy Jameson, Pete Zak
Budget (Athletics)	Jason Elias
Budget (Curricular)	Polly Reikowski
Budget (Student Activities and Fine & Performing Arts)	Polly Reikowski
Bullying and Harrassment	Stacy J., Tara H., Steve T.
Bus Discipline	Stacy Jameson
Business Dept.	Jason Elias
Calendar – Gyms, Field Use and Commons	Jason Elias
Career Development Program	Pete Zak
Center Based Programs	Tara Hedlund
Child Study Staffing/Meetings (IEPs)	Stacy J., Tara H., Steve T.
College in the Schools (CIS)	Pete Zak
Computers (Instructional, Faculty, Administrative and Clerical)	Polly Reikowski
Contract Management	Polly Reikowski
Cooling, Heating & Custodial Concerns	Polly Reikowski
Counseling Dept.	Pete Zak
Credit Recovery (Eagan Academy)	Steve Thompson
Crisis Response Team (BERT)	Polly Reikowski, Pete Zak
Curriculum – Science, Social Studies	Steve Thompson
Curriculum –Art, Tech Ed	Polly Reikowski
Curriculum –World Languages, Counseling, Career Development, Math	Pete Zak
Curriculum – PE/Health/Safety Ed, FACS, Business	Jason Elias
Curriculum – Performing Arts, English, Library, ITC	Polly Reikowski
Curriculum – Work Experience, Special Education, ELD	Tara Hedlund
Custodians and Building Maintenance	Polly Reikowski

Department Coordinators/ School Leadership Team (SLT)	Polly Reikowski, Pete Zak, S. Thompson
Detention, Academic 9 th grade Intervention, Homework Help	Stacy Jameson
Discipline & Attendance – Grade 12	Tara Hedlund
Discipline & Attendance – Grade 11	Steve Thompson
Discipline & Attendance – Grades 10 and 9	Stacy Jameson
Drills: Fire, Lockdown, Shelter in Place	Stacy Jameson, Polly Reikowski
ELD (English Language Development)	Tara Hedlund
Eagan Academy / Summer School for Credit Recovery	Steve Thompson
Emergency Procedures, Staged Evacuation and Lock Downs	Polly Reikowski, Stacy Jameson
English/Language Arts	Polly Reikowski
FACS	Jason Elias
Field Trips – Extended (overnight) and International	Polly Reikowski
Field Trips/Travel – Daily (Academics)	Tara Hedlund
Field Trips/Travel - Daily (Athletics)	Jason Elias
Field Trips/Travel – Daily (Activities and Arts)	Polly Reikowski
Final Exams	Polly Reikowski, Pete Zak
Five-O-Four (504) Plans	Polly Reikowski
Food Service Liaison	Stacy Jameson
Fundraising Requests	Polly Reikowski, Jason Elias
Gift Reports	Polly Reikowski
Grade Reporting	Pete Zak
Graduation Planning	Polly Reikowski, Tara Hedlund
Graduation Rule, State Standards	Pete Zak
Homebound Instruction	Stacy Jameson
Independent Study Options	Pete Zak
International Exchange Students	Pete Zak
Intramurals	Jason Elias/Steve Thompson
ITC (Instructional Technology Center)	Polly Reikowski
I.D. Badges, Access Doors	Polly Reikowski, Jason Elias
Keys/Badges	Polly Reikowski, Jason Elias
Languages of the World Dept.	Pete Zak
Library/Media Center	Polly Reikowski
LINK Coordinator	Pete Zak
Lunchroom Supervision	All
Math Dept.	Pete Zak
Midterms and Parent Conferences	Pete; Tables for conferences: Stacy
New Teacher Meetings	Polly R., Tara H., Pete Zak
Nurse	Tara Hedlund
Lobby Guard: Security Booths	Polly Reikowski, Stacy Jameson
Officials, Athletic	Jason Elias

Online Classes for Credit; 196 Online	Pete Zak
Open House for Parents/Guardians	Pete Zak, Polly Reikowski
Orientation for 9 th Graders and Parents	Pete Z., Stacy J., Tara H.
Parent Involvement Program - Volunteers	Polly Reikowski
Campus Portals	Pete Zak
Parking Lot, Parking Permits	Stacy Jameson
PAWS (<i>People Achieving Wildcat Spirit</i>)	Pete Zak
Performing Arts, Visual Arts	Polly Reikowski
Personnel Matters	Polly Reikowski
Photos – School Pictures for students and ID cards (Lifetouch)	Stacy Jameson
Phy Ed/Health/Safety Ed. Dept	Jason Elias
Post Secondary Enrollment Options Program (PSEOP)	Pete Zak
Printing and Publications	Polly Reikowski
Professional Growth Program (PGP)	Jason Elias
Q Comp – Site EIP Team	Polly Reikowski, Steve Thompson
Registration for School/Classes	Pete Zak
Restorative Practices	Stacy J., Tara H., Steve T.
Recycling Program	Stacy Jameson
Scheduling, Academic	Pete Zak
School Leadership Team (SLT) for MTSS	Polly Reikowski, Steve Thompson
School Safety/Resource Officer	Polly Reikowski, Stacy Jameson
Schoology	Pete Zak
Science Dept.	Steve Thompson
Secretarial and Clerical	Entire Team by Office
Senior Privileges/End of Senior Year	Tara Hedlund
Site Council	Polly Reikowski
Social Studies Dept.	Steve Thompson
Special Ed Services Dept./ELD	Tara Hedlund
Special Ed Summer School/Center Based	Tara Hedlund
Stadium and Athletic Fields	Jason Elias
Student Assistance Team (SAT)	Stacy J., Tara H., Steve T,
Student Calendar/Handbook	Principals' Team
Student Council	Polly Reikowski
Student Planners	Tara Hedlund
Student Teachers	Steve Thompson
Substitute Teachers	Tara Hedlund
Summer School/Eagan Academy/Wildcat Academy	Steve Thompson, Stacy Jameson
Supervision and Evaluation Planning --TDE Process	Principal's Team
Teacher Licensing	Polly Reikowski, Pete Zak, Tara H.

Technology Coordination	Polly Reikowski
Textbooks	According to Dept. Supervisors
Tech Ed Dept.	Polly Reikowski

ALCOHOL AND DRUG TESTING

[406.3.5.3P NOTICE OF ALCOHOL AND DRUG TESTING POLICY FOR EMPLOYEES NOT PERFORMING DUTIES REQUIRING A COMMERCIAL DRIVERS LICENSE \(CDL\)](#)

[406.3.5AR - Alcohol, Cannabis and Drug Testing of Employees Not Performing Duties Requiring a Commercial Driver's License \(CDL\)](#)

Summary of Regulation 406.3.5AR:

1. Applications
2. Definitions
3. Applicability of Regulation to CDL Employees
4. Testing Bases
5. Testing Methods and Types of Drugs Tested
6. Notification of Testing Regulation
7. Employee Rights
8. Test Results
9. Limitations on Employee Discharge, Discipline and Discrimination
10. Confidentiality

[406.3.5.2P - Notice of Test Result and Various Rights for Employees Not Performing Duties Requiring a Commercial Driver's License \(CDL\)](#)

High School Student Attendance

District 196 School Board adopted Policy 503 and Regulation [503.2AR:7/24](#) governing high school attendance. It sets the expectations that a major student responsibility is daily attendance. Each student's attendance, grade and discipline incidents are recorded electronically and available to parents/guardians and students online.

ABSENCE REPORTING
Parent/Guardian use "Absence Request" in Campus to report a student absence
or call 651-683-6915 (attendance voicemail)

To ensure the safety and well-being of all students, parents are required to report their child's absences on the day of the absence. Please use Absence Request in Campus to report an Absence. Reporting absences promptly helps us maintain accurate attendance records and address any concerns promptly.

** If an absence is not reported, it will be deemed "unexcused" after 48 hours.*

** Absences due to illness are excused for up to 10 days. A doctor's note is required after 10 absences due to illness.*

Student attendance is critical to academic success. We expect students to be in school unless they are excused by parents/guardians. Students who attend school consistently are more likely to achieve academically, graduate high school and succeed in their careers, college experience, or both after high school.

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. Loss of credit in a course may be a result of absenteeism.

TYPES OF ABSENCES:

Absent Excused (AE)

ARE counted in the excessive absence rule and include, but are not limited to: Illness, medical or dental appointments that cannot be made outside of school time, pre-authorized, pre-planned absences of three days or more. Pre-planned absences must be arranged prior (at least one week) for the absence to be excused.

Absent Exempt (AX)

Absences, which are NOT counted in the excessive absence rule, include but are not limited to: School-sponsored curricular, religious holiday, death of an immediate family member, unique emergency, chronic illness, military deployment, in-school suspension or out of school suspension, EHS cocurricular activities and EHS field trips.

Unexcused (AU)

Unexcused absences are treated with consequences in accordance with the behavior expectations as outlined in district policy and administrative regulation. Unexcused absences occur when a student chooses to be absent from school without approval. Consequences may include, but are not limited to, detention, in-school suspension and/or restitution to make up for lost learning time.

Absent Unexcused Absences/Chronic Absenteeism

ARE counted in the excessive absence rule and include, but are not limited to: Staying home to babysit, needed at home, oversleeping/being tired, missed bus, car trouble, work, travel/vacation (if not pre-approved by the school).

Notification of Absences/Intervention Process for Unexcused Absences

Each student's attendance, grade and discipline incidents are recorded electronically and available to parents/guardians online. Automated phone calls are generated when a student is unexcused from one or more class periods in a day.

Step 1: (5) unexcused absences: Notification will be communicated to student's parent/guardian by email. Student will meet to address any issues.

Step 2: (7) unexcused absences: School's designated administrator will review and investigate reasons for the absences, hold a meeting with a student and involve the parent/guardian to determine course of action to resolve concerns.

Step 3: (10) Unexcused absences: After 10 unexcused absences from any single class period, a student may receive a NC ("No Credit") mark on their report card for that class. No credit will be earned at that time. Credit may be earned with successful completion of the following:

Approved Appeal for Credit

Attendance Improvement Contract

Credit Recovery or priority enrollment in a future course.

PrePlanned Absences - PreApproved Form

Student absences of 3 days or more due to vacation or other reason are excused if the school is notified and the proper paperwork has been completed. Vacation absences beyond 5 days will be marked as unexcused. Pre-approval forms can be found in the Attendance Office.

Chronic Absenteeism

Chronic absenteeism is defined as missing more than 10% of school days for any reason. This is equal to 6 days per trimester (or 18+ days per year). Students who are absent from school at this rate miss out on the valuable learning activities that take place in the classroom, both with the teacher and with peers. While they may complete some or even all of the work missed, the learning experience is significantly altered. We understand that there may be circumstances that prevent a student from attending, however we expect those absences to be limited.

Truancy

Truancy as defined by Dakota County: Under law, a habitual truant in the high school setting is defined as a person under the age of 17 who is absent from attendance at school without a lawful excuse for seven full days and/or seven first period absences throughout the course of the school year. Please see <https://www.district196.org/academics/attendance-matters> for more information.

Admits and Absences:

1. When a student will be absent or arriving late due to an appointment the parent/guardian must use Campus>Portal access>Absence Request to report the absence.
2. Our Voicemail (651-683-6915) is also available 24/7
3. Students arriving late or departing early must check in or out through the attendance office.
4. Please make every effort to schedule appointments outside the 7:40-2:30 school day

Tardies

Tardies are defined as being late to class without a pass

Step 1: (3-5) tardies to same class: Teacher imposed consequences will be assigned. Communication by the teacher with family will either be by phone or email.

Failure to complete consequences will result in a referral to administration.

Step 2: (6-8) tardies to the same class will result in a detention. Communication with family will occur. (failure to show for detention will result in all day R & R, additional detentions and/or a parent conference).

Step 3: (10) tardies to same class; Administrator may request a family meeting to determine a highly individualized plan for increased attendance.

College and University Visits

Students and parents should plan to visit college/university campuses on non-school days or outside of school hours. If this is not possible and students will be absent three or more school days, a Pre-Planned Absence form must be filled out, signed and authorized prior to the absence. If this process is followed, the absence will be verified for up to 3 absences. Forms are available in the Attendance Office.

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 one or two days per day of absence in which to turn in make-up work.

Regulation/503.2AR/4-27-15

Athletics and Activities Absences

Please be aware and notify students participating in activities of the school's position regarding student absenteeism and illness:

Students who practice, rehearse or play in competition or activities must attend at least four class periods on the day of the activity.

It is the school's position that if students are too ill to attend school, they are too ill to participate in co-curricular activities.

Activities are never to be used as an excuse for being late for school.

In the event of an extenuating situation regarding a student's participation, the Principal Team member in charge will make the final decision. If there are any concerns regarding the above policies, please contact us.

EAGAN HIGH SCHOOL PRE-PLANNED ABSENCE AUTHORIZATION FORM

To be used by the student and parent/guardian to inform teachers and administration of the family's decision to take the student out of school for three days or more.

1. This form should be completed and submitted prior to the planned absence. (We recommend at least one week or more in advance.)
2. The student is responsible for arranging make-up assignments with all teachers **prior to the absence** in order to receive credit for the work. Student and parent/guardian will review the records in the portal.
3. Before the parent/guardian signs the form, the student should have obtained all teachers' signatures and verification of the number of absences and tardies in the course. Our attendance policy counts these preplanned absences. **Vacation absences beyond 5 days will be marked as unexcused.**
4. Parent/guardian approval is the final step prior to **returning** the **yellow** copy of this form to the Attendance Office.

Name of Student: _____ Grade: _____

Will be absent from _____, 20____ to and including _____, 20____ a total of _____ school days.

Reason for absence: _____

Hour	Course	Current Number of Absences	Current Number of Tardies	Make-up Work Arranged?	Teacher Initials
1					
2					
3					
4					
5					
6					
7					

Please verify that you and the student have looked into student records and progress in the Portal.

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Return **Yellow** copy of the completed form to Attendance Office **prior to** planned absence.

White: Student

Yellow: Attendance/File Copy

STUDENT PERMIT TO LEAVE FORM

EAGAN HIGH SCHOOL PERMIT TO LEAVE	
Student Name: _____	
Grade: _____	Date: _____
Will return / Will Not Return	
Leaving @ _____ Returned @ _____	
Issued by: _____	
<ul style="list-style-type: none">● Students should retain this permit if returning to school. Check in at Attendance Office.● Students are responsible for obtaining and completing all classwork missed.	

ATTENDANCE PROCEDURES

Teacher Responsibilities: The effectiveness and integrity of any school attendance system depends upon teacher support. Our attendance procedure allows for easy and time-efficient implementation by teachers. Consistent implementation of the following guidelines will help to ensure a successful attendance system that strongly encourages students to regularly attend school which promotes positive attitudes and improved school performance.

1. Student attendance should be taken during every class hour and recorded via Campus. Campus includes an up-to-the-minute report of student absences and tardies to each class period. This can be viewed by parents, faculty and office staff.
2. Attendance must be sent via campus within the first 5 minutes of each class period. **If there are no absent or tardy students the input must still be sent.**
3. The Campus system will be updated with attendance changes. You will have access to this via your gradebook. Use of the numbered call phone caddies in the classroom is an efficient way to review attendance.
4. Students in **R&R (Reflect & Renew)** will be marked **Absence Excused** if they served the R&R. They will not need an Admit in order to get back into class.
5. A student is considered **Tardy** if not in class when the bell rings.

Documentation and follow-through with respect to unexcused class tardies (Hours 1-7) are the responsibility of the classroom teacher. Beyond the required documentation of the tardiness in Campus, action should include:

TARDY POLICY

3 to 5 Tardies in a Class Period:

- Step 1:** A teacher must conference with the student regarding tardies and intervene with the student.
- Step 2:** A phone call must be made home to inform the parents of the concern.
- Step 3:** The teacher must assign a consequence within the classroom, i.e., after-school teacher detention, clean up desks, boards, etc.
- Step 4:** Document steps taken on a referral that will be sent.

6 to 8 Tardies in a Class Period:

Step 1: Send the referral with documentation prior to actions taken to the appropriate

<u>Principal's Team Member:</u>	<u>Grade</u>
---------------------------------	--------------

Stacy Jameson	9 th & 10 th
Steve Thompson	11 th
Tara Hedlund	12 th

Step 2: Any further tardies should be referred to the Office for consequences. This should be followed up with another phone call home or email indicating your concern. Administration will assign further consequences.

Helpful Hints:

- 1.) Involve the parents as soon as possible (3 tardies or more).
- 2.) Accurate and consistent attendance reporting throughout the day is essential.
- 3.) Clearly identify what classroom consequences will be implemented for tardies and what number of tardies will constitute this consequence in the course syllabus.

CONSEQUENCES FOR TARDIES

First (1st) Intervention:	Teacher-Imposed Consequence Parent Contact by Teacher
Second (2nd) Intervention:	After-School Detention assigned in Office (referral needed) Notification to Parent (Call and initial County/District 196 truancy letter) Restorative Intervention
Third (3rd) Intervention:	Consequences assigned could include: Detention, OSS, Parent Contact Restorative Intervention
Future Interventions:	OSS Parent(s) Intervention Meeting with student Truancy Court Referral Contract for improvement

BUDGETS AND PURCHASES

1. **Budget Requests:**
 - **Department Level:** Budget requests are to be developed at the department level.
 - **Department Coordinators:** They are responsible for coordinating individual staff requests, setting priorities, and communicating with the principal.
 - **Approval:** All purchasing and contracting must remain within departmental budgets and requires the approval of the department coordinator and principal.
 - **Amazon Business Purchases:** Must be included in the approval process (for pcard users).
2. **Authorized Purchasing Methods and Shipping locations:**
 - **Preferred Method:** Official Purchase Orders.
 - **Limited Use:** P-Cards (i.e. travel related expenses). Not authorized for items over \$500.
 - **Shipping Location:** All orders should be shipped to Central Receiving.
3. **Unauthorized Purchases or Shipping Location:**
 - **Policy:** Purchases made without an official Purchase Order or P-Card are considered the responsibility of the individual making the purchase.
 - **Post-Purchase Approval:** Unauthorized purchases require special approval for payment. This includes obtaining a principal's signature on the invoice before processing.
 - **Receipt Verification:** Purchases not shipped to central receiving must also be signed by a principal and include verification that all items were received.
4. **Recommendations:**
 - **Purchasing policy:** Review the [704.2AR - Purchasing and Contracting](#) and [704AR - Appropriate Expenditures](#) or check with the bookkeeper before ordering.
 - **Quotes:** To expedite the purchasing process, request a quote from the vendor before submitting the purchase order request.

In essence, following the outlined procedures will help ensure timely payments and proper budget management, while unauthorized purchases may face delays and additional steps.

Financial Form Links:

General Financial Forms:

[704.2.2.1P - Check Request - General](#)

[704.2.2.2P - Check Request - Independent Contractor/Consulting Services](#)

[EHS General Revenue Form](#)

Faculty & Staff Forms

[Employee Timesheets](#)

[405.8.3.2P - Employee Check Request](#)

[Cash Box Request](#)

[Temporary Badge Request](#)

Student Activity Accounts (SAA) Forms:

[SAA Check Request](#)

[SAA Deposit Form](#)

BULLYING – REPORT AND RESPONSE

[503.8AR - Bullying Prohibition](#)

Summary of Regulation 503.8AR:

1. Purpose and Scope
2. Culture of Respect
3. Definitions
4. Reporting
5. Response to Bullying
6. Communication and Training
7. Retaliation
8. Harassment

[503.8P - Report of Bullying Behavior](#)

Part 1: Complete this form if you believe you are a victim of bullying or want to report bullying on another's behalf.

Part 2: School District Response to Report of Bullying

CALENDAR CONFLICTS – WEDNESDAYS, ELECTION DAYS

The school calendar is to be kept clear on Wednesday nights after 6 p.m. to avoid conflicts with the district religious events that have activities on Wednesday evenings. Teachers should keep this in mind when scheduling class, school events or co-curricular activities. No school related activities may take place between 6-8pm on Election Days.

CLASSROOM PARTIES

Classroom or club parties are not considered part of the regular school day routine. Such activities should be held after school or in the evening. **FACULTY AND STUDENTS ARE NOT ALLOWED TO COOK FOOD IN THE CLASSROOM FOR PARTIES.** Also, do not allow students to leave your classroom to go to the Student Commons or kitchen for food or drinks during classes.

COMPUTER LABS and MOBILE LABS – BOOKED SCHEDULER

Labs in Rooms 231, 232, Graphics (165) and the ITC, as well as the Mobile Chromebook Carts may be reserved using [Booked Scheduler](#). A link may be found on the EHS Web Page under Academics, Faculty, Resources also in the ITC's Web site.

COMPUTER USE, IPADS & LAPTOP PROGRAM

Each teacher who is at least .50 FTE is issued a Macbook Air as of 2017, each teacher receives an iPad as well. Each teacher, in coordination with the EHS Tech Specialists, is responsible at all times for the security and maintenance of their laptop computers. Teachers may use the laptops at their own discretion, both at EHS and when away from campus for academic endeavors. All possible means to protect the laptop must be taken, keeping cords out of tripping range, or having display open only when laptop is on a solid surface (e.g. a desk, table, etc.). Never close the cover with paper inside. **Do not leave your laptop unattended or in your unlocked vehicle. Keep all liquids away from laptops and Chromebooks.**

COMPUTER APPS & VIRUSES

ISD 196 and Eagan High School have not been immune to viruses. There have been several occasions in the past in which viruses affected the performance of our Internet and email systems, as well as brought our equipment to a halt. It is important that each and every faculty member be aware of this and take every precaution to avoid introducing new viruses to our building. The easiest way viruses are introduced is through email attachments. Always be very careful when opening attachments, even those that appear to be from people you know.

Other ways viruses are introduced are: through files on portable disks, and through the installation of unauthorized software. **DO NOT USE PURLOINED, BORROWED, LOANED or GIFTED SOFTWARE on EHS COMPUTERS. THIS INCLUDES STREAMING UNAUTHORIZED/PIRATED VIDEO.** Not only are the risks of viruses high on this type of software/streaming, but it is also illegal to install software for which we do not hold a legitimate license. EHS Tech Specialists will determine whether or not software can be installed on EHS computers.

To keep the school safe and moving forward, your cooperation on these points is imperative.

CONTROVERSIAL CLASSROOM ISSUES

If the curriculum is to be relevant, dealing with controversial issues cannot be avoided. In general, we believe the teacher's obligation is to objectively present the varying points of view relative to the particular issue. More importantly, it is the teacher's obligation to help students develop the skills needed to think through an issue and formulate an intelligent position relative to the issue.

Teachers generally have psychological and status advantages over students in influencing the quality or character of classroom experience. Professionals should carefully weigh these advantages in establishing classroom climate and employing instructional procedures. While it is the responsibility of a teacher to help students develop learning skills and an enthusiasm for learning, it is inappropriate for us to propagandize, indoctrinate, or promote special value positions. In a pluralistic society can be found a diversity of political, religious, and philosophical beliefs. Hopefully, students will make independent decisions with the application of mature intelligence and balanced factual knowledge under the leadership of an instructor.

The following notes highlight District 196 [603.4P - Request for Reconsideration of Instructional Resources](#) (which follows) with respect to **Request for Reconsideration of Instructional Resources**:

- A. Initial Complaint
 1. Citizen completes [Form 603.4P](#)
 2. Initial review meeting held between the principal, appropriate faculty member(s) and the citizen.
- B. If the situation is not resolved, an appropriate review committee will be called together. The procedures to follow are outlined in regulation [603.4AR - Reconsideration of Instructional Resources](#), that is on the following pages. See the Building Principal for any concern regarding issues with materials, resources or curriculum.
- C. See Building Principal for any concern regarding issues with materials, resources or curriculum.

[603.4AR - Reconsideration of Instructional Resources](#)

Summary of Regulation 603.4AR:

1. Definition
2. Administrative Response to a Reconsideration Request Definitions
3. Reconsideration Review Committees Response to Bulling
4. Reconsideration Committee Review Process
5. Reconsideration of Recently Reconsidered Resources
6. Communication
7. Appeal

“R” RATED MOVIE OR VIDEO OR WEB RESOURCE USE IN CLASS

If there is justification for the use of resources that are rated “R” or are considered to be controversial or violent in content: visual, auditory or written, the teacher will be expected to notify students and parents/guardians of the choice and rationale for the decision to use the material with students in the syllabus.

Within the syllabus should be an offer to address parent/guardian concerns about the resource and a method for returning communication to the teacher.

If there is an objection, an alternate assignment/resource must be provided and used with the student.

COPYRIGHT ISSUES

In order to duplicate (print) copyrighted material a request must be submitted with permission granted by the publishers.

[407.1AR - Copyright Material and Patent Ownership](#)

Summary of Regulation 407.1AR

1. District to Copyright or Patent Works or Inventions
2. Assignment of rights.

[407.6P - Request to Duplicate Copyrighted Material](#)

The above link takes you directly to the fillable request form.

CUBICLES in OFFICE

We have chosen to establish teacher cubicles throughout the building in order to provide security and a special "home" for each faculty member. Each faculty member will have a cubicle assigned including two flipper storage cabinets, a work surface, a pedestal, a two-drawer lateral file, and a professional teacher chair. Our expectation is that you are able to leave your pens, tape, stapler, tests, and other materials on the desk without them being disturbed or taken by faculty or others. We recommend leaving valuables out of sight or locked.

If you inspect the modular furniture chosen for EHS, you will see it has a great amount of flexibility and convenience for all of us. It is possible to modify the elevation of work surfaces with a little planning and full understanding of how the furniture is fitted together. If you believe modification of the modular furniture is in order, please contact one of the principals with your ideas. We will help you configure the furniture in the most logical way. It is important to note that these work surfaces were not designed to carry the weight of people sitting on them. Instead we have provided excellent seating for both adults and students for this purpose.

- **ASSIGNMENT**

Faculty members are assigned to their office cubicle space; locations are posted in the Teacher Offices by the first day of Faculty Workshop in August. Any changes in assignment **must** be pre-approved by the Principal and Department Coordinator.

- **CLEANLINESS**

Needless to say, each faculty member will want to personalize his/her cubicle in order to make it feel more like home; this is expected and encouraged. The question immediately arises, however, as to the extent of decorating, cleanliness and housekeeping practices of each faculty. Please avoid allowing items to protrude *above* the cubicle dividers. In addition, please use the storage space provided in your cubicle to house all materials, but do not allow the stacks to get too deep. Do not glue, tape, or paste materials to the cloth fabric; do not use markers that will permanently mar any surface in the area. Avoid using the floor for storage of papers, boxes, etc., which makes it very difficult for custodians to properly clean the area, and could result in be tripped over. Try to be sensitive to others and avoid the conflicts that will inevitably arise if standards of cleanliness vary too greatly.

CUSTODIAL REQUESTS

All requests for custodial work are made through Mr. Mark Kesti, our Building Engineer (**36951**). You may email him at mark.kesti@district196.org with concerns about your classroom, lab, office, locker or other work area. Mark or a member of the custodial staff can assist you with cleaning, plumbing, repairing or other service needs (e.g., fix a pencil sharpener, furniture arrangement, paper or soap in dispensers, etc.).

Contact Mark Kesti for special furniture or equipment needs such as tables, chairs or carts for a special meeting or event. If you have problems with the temperature, lighting in your work area, contact Mark Kesti or the Mechanical Specialist, Mark Rosenquist.

DEPARTMENT COORDINATORS

The leadership structure of Eagan High School includes department coordinators. The coordinators as a group will perform a dual role:

- A. To function as an advisory committee where the focus is on:
 - (1) Studying our total program and determining needs for change and
 - (2) Recommending courses of action for program development.
- B. To serve in an organizational leadership capacity where the focus is on implementation, coordination, and evaluation of the program. MN MTSS is included.
- C. To assist in Interviews of candidates.

EHS DEPARTMENT COORDINATORS

Art	Stephanie Molstre-Kotz
Business	Paul Kovach
Counseling	Michelle Lehmann
ELD	Kris Farnsworth
*English/Language Arts	Noah Mass
Family and Consumer Sciences	Rachael Fair
ITC	Paul Saxton
*Languages of the World	Jamie Pehl
Library/Media Center	Rachel Haider
*Mathematics	Shannon Braun
Performing Arts	Jim Cox/Michael Pearson
Phy. Ed./Health/Safety Ed.	Colleen DeLuca
*Science	Jeff Kolehmainen
*Social Studies	Todd Carlson
Special Services	Kris Farnsworth/Emily Taplin
Technology & Engineering	Ryan Hauenstein
Work Experience Programs	Jennifer Gustafson

Consult the [High School Department Coordinator Description](#) for more details.

*Denotes members of the School Leadership Team (SLT)

DETENTION or HOMEWORK HELP

1. **Behavior Detention** is assigned by principal's team members. It is held after school on Tuesdays and Thursdays in Classroom 184 with faculty supervision (see form below). A stipend is paid to the faculty member. Faculty interested in working this assignment should see Stacy Jameson.
2. **Homework Help** is assigned mainly to 9th/10th grade students who are not achieving or staying on task academically. It is held on Wednesdays after school and supervised by a staff member.

Eagan High School AFTER SCHOOL DETENTION ASSIGNMENT	
NAME: _____	GRADE: _____
You have been assigned after school detention on:	
_____ from 3:00 – 4:30 pm.	
in Room _____.	
RULES AND EXPECTATIONS:	
<ul style="list-style-type: none">• Report on time. If you fail to report on time, you may be assigned additional detention time.• Report on the assigned date. If you fail to report, R & R (Reflect & Review) will be assigned if the absence is unexcused.• Detention will be rescheduled only with prior approval of an assistant principal and your parent/guardian.• If you are absent on the day of the assigned detention, you will make it up on the next day detention is held.• You are expected to bring homework to do, or a book to read.• No sleeping, eating, drinking, talking, note passing, radios, phones, or games are allowed	
Administrator:	Hedlund _____ Jameson _____ Thompson _____ Other _____
Student's Signature _____	Date Rec'd _____
<small>EHS/Detention 08-24</small>	

EMAIL

Email must be accessed at least once daily by each faculty and staff member.

It is imperative that ALL faculty acknowledge receipt of parent/guardian email upon receipt, and send the needed or requested response in a timely fashion. Best advice: Do not engage in more than 1-2 emails with a parent before choosing a phone conversation or meeting.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room, office or area. Clear the halls.

OCCUPANTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

STAFF

Close and lock door
Account for occupants and staff
Do business as usual



SECURE! Get inside. Lock outside doors.

OCCUPANTS

Return inside
Do business as usual

STAFF

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for occupants and staff
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

OCCUPANTS

Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend

STAFF

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Account for occupants and staff
Prepare to evade or defend



EVACUATE! (A location may be specified)

OCCUPANTS

Evacuate to specified location
Bring your phone
Instructions may be provided about retaining or leaving belongings

STAFF

Lead evacuation to specified location
Account for occupants and staff
Notify if missing, extra or injured people



SHELTER! Hazard and safety strategy.

OCCUPANTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

STAFF

Lead safety strategy
Account for occupants and staff
Notify if missing, extra or injured people

EMERGENCY PROCEDURES

Evacuation Plan – Full Building

Whenever a full evacuation is deemed necessary, it is absolutely imperative **that everyone evacuate the building immediately**. All faculty are responsible for the following procedures:

1. Close room doors.
2. Turn off **all** lights.
3. Accompany your class out of the building according to the schedule below, and move all personnel well away from the building (200 feet). This must be done regardless of the weather at the time, and all faculty must assist in this effort. **Be sure that you and your class stay clear of fire lanes and entrances that may be used by emergency personnel.**
4. Do not return or allow anyone to return to the building until a principal announces the all-clear. Review with all classes on first day of school. Be sure the Evacuation Route is posted in your classroom.

EVACUATION ROUTES

CONNECT ROOM / STUDENT

COMMONS / KITCHEN Exit north doors of the Commons and proceed to area surrounding the pond.

Rooms 70 – 72 Exit north doors of Construction Trade

Rooms 80 – 81,
Band, Dance, Choir
and Auditorium Stage Exit east doors

FIRST FLOOR (100s)

101 – 109 Exit west stairwell and move to staff (south) parking lot.

111 – 119, 156, 157 Exit south door and move to staff parking lot.

121 - 129 Exit south door and move to driveway and staff parking lot.

131 - 139 Exit east stairwell and move to student (east) parking lot area.

154, 155 and Spec. Ed. Office Exit east stairwell to east parking lot

162-165 / Weight Room Down north stairwell, exit north door, and move to student parking area.

180 – 189 Down east stairwell, exit east door, and move to student parking area.

ITC Exit main doors and move to staff parking lot.

PE and Locker Rooms Exit east doors and move to student parking area.

Nurse, Lecture Rooms A & B,
Guidance and Principals' Offices Down main hallway to main south entrance to staff parking lot.

Library / Lecture Room C Exit south doors to staff parking lot.

SECOND FLOOR (200s)

251 - 255 Down main stairwell to ground level and move to student parking lot area.

201 - 206 Down west stairwell and move to staff parking lot.

211 - 228; 256 Down library steps and exit south doors and move into staff parking lot.

229, 231 - 238 Down east stairwell and move to student parking lot.

281 – 288, Conf. Rms. D, E, & F Down east stairwell, exit east doors and move into parking lot.

EAGAN HIGH SCHOOL – Faculty, Staff & Individual Assignments

- **Evacuation and Emergency Procedures**

- **Fire Drill and Fire/Detector Alarm, Disturbance/Intruder in Building**

If there was a disturbance, an intruder or fire alarm in the building we would do as we have practiced many times for emergency drills. Directions to use with students are as follows:**

1. Stop what you are doing!
2. Listen to your teacher.
3. Prepare for directions from your teacher or the public address system.
4. If you are told to move to a secure area, please do so and turn out the lights, stay alert for others seeking shelter, lock the classroom doors if possible, silence cell phones, stay low and on the floor, stay with your teacher and wait for further directions.

In case of the fire alarm sounding during the school day the following plan is in place:**

1. The alarm will be silenced so that an announcement can be made giving instructions for all students and staff. The announcement will inform everyone of the validity of the alarm.
2. If fire or smoke is visible in your area please call **36900** (Main Office) or **36911** (Attendance Office).
3. The announcement will tell students and staff to evacuate if there is a fire. If there is a false alarm and no danger we will stay in place and the alarm will be silenced.
4. In the event that an area of the building is experiencing a water leak or sensor alert, we may be advising students and staff affected to move into a sheltered location.
5. Students in each classroom location should know the building area (A, B, C, D, E, F, G or H) in which they are positioned. We will refer to areas of the building in this announcement if we are in need of doing so.
6. Students on the 2nd floor during an evacuation who are not able to take stairs to exit the building will report to Room 205, the “Safe Room” for help with evacuation.
7. If alarms are silenced the strobe lights will continue until the alarm system is reset.

Faculty and Staff Assignments:

1. All faculty and staff will keep students quietly in place in classrooms and assigned areas if instructed to do so. Evacuate when told to do so with the announcement and then the alarm sounding again.
2. Faculty and staff in affected area – announcement via intercom will be made and if only one area (or fewer than entire building) is affected – as in a water leak situation – then the teacher will accompany students to the assigned shelter area.
3. We are required to have both Fire Drills and Lock Down Drills each year by the State Fire Marshall. We will announce the planned drills as they occur.

Individual Assignments:

Mark Kesti & Tim Schmidt: Go to alarm site and communicate via walkie-talkie and phone with EHS/DMHS Administration:

Polly Reikowski: ITC where alarm system is based and to make the announcement.

Tara Hedlund: Main Floor supervision, Areas E and F as well as students traveling towards South entrance.

Stacy Jameson & Steve Thompson: Large shelter station, or for evacuation, go to South main hallway and East main hallway.

Pete Zak: 2nd floor, Room 205 (“Safe Room”). Teachers Nate Dunn and Dave Loeffler will assist. Students may report to this room during a fire evacuation and need help out of the building.

Jason Elias: Ground floor, Areas A and B, check restrooms as well as students in Gym area entrances.

Chris McDonald and Carlos Myers: East entrance, Areas A and B as well as students in Gym area.

Thay Thao: 2nd floor, check restrooms, hallway supervision, locker bay on 2nd floor.

Jolaine Haider: Main floor North hallway and ‘Spirit Hall’ area.

Michelle Lehmann: Main floor locker areas, check restrooms and supervise hallways.

Susan Olsen: Ground floor, check Commons and Commons restrooms.

Kathryn Robinson: Restrooms and hallway near Library, supervise in South hallway entrances.

Rachel Haider: Media Center (Library)

Kayla Hammond: Main floor locker bay to North exits

➔ If a fire alarm sounds after school, weekends or evening, EVERYONE will evacuate the building. Important:

1. Please know that **we are no longer able to reset the fire alarm system.** We must wait until the Fire Department arrives and they reset the panel. The alarm can be silenced by EHS, but strobes will flash until the reset takes place.
2. Do not re-enter the building until told to do so. Administrators and Counselors will do so outside.
3. In case of a lock down drill, teachers will hold students quietly in a closed room.

EMERGENCY PROCEDURES

TORNADO

Upon receipt of a tornado "Warning" which is more serious than an "Alert," the school will operate on a minute-by-minute weather observation basis. When the "Tornado Warning" is received, all faculty are asked to be on visual alert on looking west, northwest, and southwest for possible tornadoes. If one is sighted, the Main Office is to be notified immediately, and teachers will be warned via the intercom to take their students to cover.

ART and WEIGHT TRAINING CLASSROOMS

Enter the hallway immediately south of the Graphics rooms. Stay away from exterior windows.

PHYSICAL EDUCATION

Enter locker rooms.

NURSE / INDUSTRIAL ARTS CLASSES and STUDENTS IN THE STUDENT COMMONS

Enter the hallway immediately south of Industrial Arts classrooms and immediately east of the Student Commons.

MUSIC and DANCE Classrooms, Room 80

Stay in those classrooms.

MULTI-PURPOSE ROOM 81

Move to Choir Room.

FACS and WORK EXPERIENCE CLASSROOMS and Rooms 283 to 288

Enter the stairwell at the north end of the D building outside the Student Commons.

ALL CLASSROOMS IN THE "F" BUILDING and Rooms 180 to 189

Proceed down the steps to the service hallway between EHS and DHMS, utilizing space in the warehouse should that be necessary.

TORNADO EMERGENCY PROCEDURES FOR EAGAN HIGH SCHOOL

1. The principal will decide whether to send students home even though buses may have arrived at the school when there is an Emergency Tornado Warning in effect.
2. When dealing with a tornado warning or sighting, the following persons or agencies should be involved.

Superintendent of Schools.....	37736 (Secretary) 651-423-7749
Transportation Office	37685 651-423-7685
Local Police (call Sheriff's office for radio contact)	911
Local Division of Emergency Management.....	651-649-5451
3. Tornado procedures are to be posted in all classrooms, resource centers, offices and locker rooms with the specific instructions for that room circled for immediate reference.
4. All teachers, secretaries and clerks will assist with expediting and "take cover" plan to gain the best protection for the students. They are to promote a reassuring attitude among the students during any drill or emergency.
5. Teachers are to remain with students throughout the emergency, until "all-clear" is given by the principal.

EMERGENCY PROCEDURES

SECURE/HOLD/SHELTER and LOCK DOWN

When any emergency alarm sounds we are dealing with a drill, a false alarm or the real thing. In any case, the building must be secured according to the following plan:

Each assistant principal and counselor will be responsible to secure a designated area of the building. They are to confirm that lights are off, doors are closed, and all personnel are out.

The areas and the responsible individuals are:

<u>AREA</u>	<u>RESPONSIBLE</u>
Main Floor - Lockers & Classrooms	Jolaine Haider
Ground Floor & Gym Area	Jason Elias/Chris McDonald
Main Level & Auditorium Area	Tara Hedlund
Main Floor & Auditorium Area	Susan Olsen
Upper Floor: Lockers & Classrooms (including Safe Room 286)	Norah Krohse-Hermon, Pete Zak, Kayla Hammond
Upper Floor West - Classrooms	Thay Thao
Upper Floor East - Classrooms	Stacy Jameson
Main Floor West - Library & Classrooms	Steve Thompson and Carlos Myers
Main Floor East – Special Ed & Classrooms	Michelle Lehmann
Source of Alarm/Sensor Warning	Mark Kesti and Custodial staff, Polly Reikowski

Polly Reikowski or her designee will be in position to silence the fire alarm when given approval. Strobes will continue to flash and doors will not connect to magnets until the fire department resets the panel in the ITC. After all principals and counselors have checked in and the source of the alarm is found, permission to silence the alarm will be given provided there is no danger. Polly will call the Security company.

Communication will be via cell phones and via walkie-talkie.

LOCKDOWN: Several times during the school year a lockdown, hold or shelter will be held. Students, teachers and staff will follow procedures as outlined in the Emergency Information Packet, distributed separately.

NOTE: Some alarm conditions in the middle school or the high school will trigger the emergency alarm for the entire complex. Therefore, it will require coordination between the two building principals before the all-clear is declared.

FACULTY VAN ~ FORD TRANSIT VAN • VEHICLE USAGE AND GUIDELINES

Eagan High School was given possession of a Ford Transit (white in color) for transportation usage. The Transit is available to all EHS faculty and staff for who have had their driver's license verified through the District Transportation Office. This license check needs to be done every 6 months. In addition, drivers transporting students must participate in a training and certification program.

To request usage of the vehicle, see **the Principal's Secretary in the Main Office** for a "Ford Transit Use Request Form located in front of the **white, 3-ring binder** at her desk. Reserving the Van is on a first-come, first-serve basis.

Fees are not charged for use of the van. However, **you must fill the gas tank after each use**. If not, gas will be replenished and charged to the last user's account.

The locked van is kept in the faculty parking lot near the Central Receiving entrance.

- ***Please read the packet and follow directions carefully when you reserve the Ford Transit.***
- ***Return the completed (yellow) form and keys to the Scheduling Secretary soon after your return.***
- ***Be sure to include total mileage and code to charge if fuel is not re-filled.***

When driving any District vehicle or planning to transport students in a privately-owned vehicle, the driver must be pre-approved by using the Authorization of Driver's License Check form (on the following page).

In addition, in order to be the driver and transport students you must participate in annual training including behind-the-wheel time with a certified trainer.

[403.3.1.1.1P - Authorization of Driver's License Check](#)

Please Note:

If you drive any district vehicle (including the EHS Ford Transit Van), or plan to transport students in your own or a rental vehicle (i.e. Extended Field Trips) this form must be completed **every 6 months** and sent to the Transportation Department.

FACULTY DIRECTORIES

A copy of the EHS Faculty/Staff directory will be placed in Google and shared the first weeks of school. Please keep this secure from students. Inform Emily Hauenstein of any changes.

FACULTY MAILBOXES

Each teacher has an assigned mailbox in Alpha order located in the work room off the Main Office. (You can switch with another person to accommodate your height.) It is very important that you **check mailboxes** each morning prior to first period classes and again at the end of the day. PAWS materials are often placed in your mailbox, so you want to have them in time to distribute.

Students will not be permitted to pick up materials from a teacher's mailbox without permission, since there may occasionally be confidential or personal information in them.

FACULTY MEETINGS

Faculty meetings will be held on an as needed basis. Normally, they will be scheduled for 7:05 a.m., or else at 2:30 p.m. with completion by 3:00 p.m. All faculty members are expected to attend faculty meetings except in an emergency, which should be approved in advance, if possible, by the principal. Zoom meetings may be used as well.

Occasionally, it is desirable to meet in smaller groups. In that case, we will use a prep hour meeting schedule in which all staff members with the same prep hour meet at the same time. A third model may include a seven period/after-school schedule (back-to-back repeat meetings) if the topic(s) to be covered cannot be accommodated by the previously described models.

FACULTY RESOURCE CENTER

We are fortunate here at EHS/DHMS to be able to share the significant costs of a common Faculty Resource Center, located between the 2 schools. To do this, it is essential that we all agree on some standards of operation for this center. We share them here for you as follows:

1. The copiers are very expensive machines and will be run only by trained Faculty Resource and Clerical personnel, or persons specially trained in it usage and who know the codes.
2. We have developed a set of codes in order to identify which schools and departments are using the copier. Schools and departments will be charged back for their usage. This expense goes to the budget of a department or program.
3. To have materials copied (including color copies), collated, cut and/or stapled, take the material to the Resource Center and complete a Copy Request Form, located on the table to your left when you enter the center. You may also attach a document to an email to the copy center clerk for service. (Note: EHS does not own a paper-folding machine.) Allow 48 hours turnaround for average jobs. Be sure to allow longer periods for big runs, and be mindful of Teacher Workshop Days when clerical personnel in the center are not required to work. **Plan in advance!**
4. There is a Laminator in the Resource Center for faculty use. Please ask the clerk in the center to laminate your materials for you. Allow a reasonable turnaround time, and an excellent job will be done for you.
5. There are 2 racks of colored paper rolls, one rack for each school. It is provided for use in classrooms and hallways, but please use sparingly since the paper is rather expensive.
6. We have established hours for our clerical person in the **Faculty Resource Center (36961)**. She is a 10-month employee and per the District's Clerical contract, does not usually work on non-student contact days. The centers hours are as follows:
EAGAN HIGH SCHOOL
[Kira Kocon](#) ext. #36961 7:00 -11:00 am
7. As mentioned previously, copying jobs for both the DHMS and EHS will be coded to departments and programs to provide for charge backs. Therefore, each time you submit a copying job request to the center, please indicate your department, program or activity for the chargeback.

Principals [Trevor Johnson](#) (DHMS) and [Polly Reikowski](#) (EHS) will be working together to coordinate the successful, common use of the Faculty Resource Center. If you have questions, concerns, or needs regarding the center, take them to your building principal; they will work with you to ensure your needs are met.

FIELD TRIPS DURING THE SCHOOL DAY

Field trips during the school day often have a legitimate place in the instructional program for classes in our school. Teachers who have an interest in taking students on a field trip during the school day should first check with their Department Chair to verify that there is money in the budget, or establish a plan and the proper forms for student/parent to pay for the trip in EduTrak. Once that confirmation is made, the teachers need to DOWNLOAD and complete the [Co Curricular Activities and Field Trip Request Form](#). Please see the [Field Trip Planning Guide](#) for additional instructions on field trip planning. These forms are found in the Main Office file drawer under 'Field Trips'. Be sure to submit for approval your Field Trip Request form, and any other materials **as soon as possible**. Buses are assigned on a first-come, first-serve basis; the completed Charter Transportation Request form should be completed via online at: www.fieldtriprequest.com = **at least 10 working days prior to the trip**. (Or go to: [Academics](#) [Instructional Technology Center](#) (*Teacher Resources*), which includes a host of other helpful technology links.)

If your field trip/activity is **Athletic sponsored**, please send the notice to leave early to [Jason Elias](#). If your activity is a **Fine Arts Co-curricular or Academic Activity group**, please send notice to leave early to [Polly Reikowski](#).

Once your field trip form is submitted to [Tara Hedlund](#), it will be processed and placed on the calendar, you will only receive a confirmation if the trip is NOT approved. At that point, you are responsible to provide for notification **via email to Tara Hedlund**: date of field trip, where and who (students by grade), and hours missed. Email at least 7 days in advance of field trip date. **On the day of the trip it is very important the teacher inform the Attendance Office ext. #36913 of any student who did not make the trip and whose names were on the original absence memo.**

NOTE: Please **avoid** field trips during the **trimester's last 2 weeks** before **Final Exams** as this two-week period of time should be devoted exclusively to teachers and students preparing for finals. See the Permission Form below (604.7.1P) as such a form MUST be created, signed by parent/guardian and returned. [604.7.1P - Day Field Trip - Permission Form and Waiver of Liability](#)

[604.7.1.AR Day Field Trips](#)

CO-CURRICULAR ACTIVITIES and FIELD TRIPS:
REQUEST FORM - ON or OFF CAMPUS

NOTE: All staff wishing to take students on an academic field trip must have this form completed and submitted to Tara Hedlund at least two weeks prior to the proposed trip. No field trips will be scheduled during the last two (2) weeks of any trimester.

GROUP:

ACTIVITY DATE:

ACTIVITY DESCRIPTION:

PLACE OF ACTIVITY:

START TIME:

END TIME:

SUBS: If the activity requires you to miss all/part of any teaching assignment, you must request a sub through the sub system. If only one or two periods are affected, check first with [Tara Hedlund](#) for coverage.

TRANSPORTATION: If the activity requires transportation, students must use District transportation, and a Transportation Request must be completed online at least 2 weeks prior; 1 bus transports 48 students. To request a bus online go to: www.fieldtriprequest.com.

STUDENT ABSENCE NOTIFICATION: If it is necessary for students to miss class, submit this form to Tara Hedlund at least two weeks prior to the proposed activity. Please attach a copy of the Parent Permission form. An email with a list of students attending the field trip should be sent via email to [Angie Harteneck](#) and [Tara Hedlund](#). Students' names should be listed by grade and alphabetically.

FEES and Parent Permission

All collections along with parent permission will be done through [EduTrak](#). To set up a field trip in [EduTrak](#) see the secretary in charge of the category: Arts/Activities: [Amy Johnson](#), Athletics: [Sherri Anderson](#), Academics: [Emily Hauenstein](#).

PLEASE ATTACH YOUR PERMISSION FORM PRIOR TO SUBMITTING

_____/_____
Requesting Faculty/Advisor Date

_____/_____
Department Coordinator Date

_____/_____
Tara Hedlund – Asst. Principal Date

[604.7.2AR - Overnight Field Trips](#) - Such trips MUST be preplanned and approved by both EHS Principal and Secondary Education Directory. Students/families are not to be informed until the overnight trip proposal has been approved by EHS and the District.

Summary of 604.7.2AR – Overnight Field Trips

1. Definition
2. Approval Process for Domestic Overnight Trips
3. Approval Process for International Overnight Trips
4. Insurance
5. Travel Agency Requirement for International Trips
6. Overnight Trip Participation and Parent /Guardian Permission
7. Arrangements, Accommodations, and Expectations
8. Employee Financial Interest
9. International Trips Only
10. Post-Trip Evaluation for International Trips
11. Reimbursement for Expenses

[604.7.2.2P - Overnight Field Trip Request](#)

[604.7.2.4.1P - Overnight Field Trip - Student Medical Treatment Information and Permission](#)

FIELD TRIP NOTIFICATION GUIDELINES

1. Submit a list of students alpha with grade level to Attendance via Email one week before the scheduled field trip. Permission from parents is required.

2. Please use only the Email system.
 - **Do not** type or place lists in teacher mailboxes.
 - Type your list by grade and alpha each grade.

Students will be electronically marked on the teacher’s daily attendance. If a student does not attend the field trip, a blue attendance correction must be submitted to the Attendance Office immediately after the field trip by the faculty member in charge.

FINAL EXAMS: 2025-26

TEACHERS WILL GIVE A FINAL EXAM OR A GRADED, IN-CLASS FINAL GRADED ACTIVITY AND/OR WRITTEN TEST/ASSESSMENT.

Test Schedule:

All students will have testing or graded activity during these final two days. **NO** final exams will be given early. If students will be absent for final exams they must make-up the final upon their return in order to receive their grade. Teachers are not allowed to excuse students from the final exam.

Advantages:

1. It provides flexibility so teachers can give a longer exam than the single period, if desired.
2. It spaces the exams so that no student will have them all on the same day. The norm would be three exams on day one, and three on day two.
3. It provides a review period and a time for collecting books, etc., immediately preceding or following a final exam.
4. It makes the final exam or another assignment project the last event of the class, if appropriate.

Time Schedule:

Essentially, the schedule combines two periods into class/final exam blocks.

Final Exam Schedule

Period 1 or 2 7:40 – 9:05
10 minute passing time

PAWS 9:15-9:40

Period 3 or 4 9:45 – 11:05

Period 5 11:10 – 1:05

A Lunch 11:05-11:35

(**CLASS** 11:40-1:05)

B Lunch 11:30-12:00

(**CLASS** 11:10-11:30 and 12:05-1:05)

C Lunch 12:10-12:40

(**CLASS** 11:10-12:10 and 12:45-1:05)

D Lunch 12:35-1:05

(**CLASS** 11:10-12:35)

Period 6 or 7 1:10 – 2:30

If you eat A lunch on Day 1, You eat B lunch on Day 2

If you eat B lunch on Day 1, You eat A lunch on Day 2

If you eat C lunch on Day 1, you eat D lunch on Day 2

If you eat D lunch on Day 1, you eat C lunch on Day 2

* ***Please note that no field trips will be scheduled during the last two weeks of any trimester unless unavoidable.***

FALL TRIMESTER (T1)

Monday, November 24 Periods 1, 3, 5, 7
Tuesday, November 25 Periods 2, 4, 5, 6

WINTER TRIMESTER (T2)

Wednesday, March 4 Periods 1, 3, 5, 7
Thursday, March 5 Periods 2, 4, 5, 6

SPRING TRIMESTER (T3)

Wednesday, June 3 Periods 1, 3, 5, 7
Thursday, June 4 Periods 2, 4, 5, 6

EHS FUNDRAISING AND DONATIONS POLICY

Recent years have witnessed a significant increase in the number of fundraising activities sponsored by school groups and organizations. These sales and the activities can make a positive contribution to the education and fulfillment of young people. Experience has shown, however, that some definitions and parameters are necessary to ensure that the teaching process is not negatively affected, and that our relationship with the community does not deteriorate. Following are the guidelines and procedures for school group fundraising.

1. Student activities requiring the expenditure of any non-district budgeted funds must be approved in advance. To raise money, an application must be approved. The Fundraising Request form (see next page) must be submitted no later than Thursday of the week preceding the planned fundraiser. Form is available in the Main Office; please turn it in to the principal. (Approved fundraisers will be filed in the Main Office.) Factors to be used in the decision for approval will include the budget needed, faculty and student time required, impact on classes, market saturation, impact on community, and propriety of the fundraising to school and organization goals. Donations/Collections are approved by our Student Council and the Principal to avoid multiple efforts at the same time.
2. Two common problems with fundraising activities are:
 - 1) The negative impact on school and community.
 - 2) The great quantity of work required for a limited profit. Advisors and student leaders should work with an assistant principal to develop low-impact, high-profit projects.
3. Only **non-funded school groups or non-funded projects** will be approved for fundraising projects.
4. Organizations will be limited to **two (2) major fundraising activities per year** except for extreme needs, such as for a major trip approved in advance.
5. Each faculty member or advisor leading a fundraiser will be required to discuss and be approved for a bookkeeping plan with the assistant principal in charge of Athletics or Fine Arts and the bookkeeper before the fundraiser is approved.
6. Fundraisers may run up to **two (2) weeks in length**.
7. A maximum of **two (2) sales at one time** will be allowed. Only **one donation/collection** will take place a EHS at a time.
8. Sales may not be conducted in classrooms or during class and **will not be an acceptable excuse for tardiness to class**.
9. All individuals involved in door-to-door fundraising projects shall, for identification and information purposes, carry a letter or card of endorsement from school while engaged in the actual selling activity. Such letter or card shall be submitted by the faculty member supervising the fundraiser with the fundraising request. This letter must be signed by the principal and faculty member. The identification letter or card shall indicate **an expiration date and the dates for the duration of the project**. The card or letter shall also **briefly state the purpose** for which the funds are being raised. The letter will be issued to participants in a door-to-door fundraising project by the faculty member before the fundraising activity begins. All identification letters or cards of endorsement shall be returned at the end of the fundraising project to the assistant principal.
10. **All funds raised must be deposited into a school-managed account**, and all bills will be paid from the account. Faculty and advisors must see the bookkeeper to make deposit arrangements. Booster groups raising money will not use school accounts.
11. Following the fundraiser, the faculty advisor should fill out the follow-up items (on back side of the fundraiser request) and submit to the assistant principal within one week of the fundraiser's completion.
12. A full record of all receipts, disbursements, and profits must be submitted to the principal before any profits are expended.
13. Fundraisers run by Boosters will not take place during the school day.

EAGAN HIGH SCHOOL FUNDRAISING/DONATIONS/COLLECTIONS REQUEST for IN SCHOOL GROUP

No fundraisers will be sponsored by student groups unless approved in advance. This request should be completed by a faculty member after the Fundraising Policy in the Faculty Handbook has been read. The principal will review this request and return the original to the faculty member.

Name of Group: **Date:**

Item(s) to be Sold:

Company/Source of Item:

Proposed Date of Fundraiser: Start Date: **End Date:**

Sale Price/Item: **Group's Cost/Item:** **Profit/Item:**

Anticipated Total Profit:

Planned Use for Profit:

Minimum Money Amount Needed for Above:

Money Amount Currently Available in Budget/Other Funds:

Group Rules for Fundraiser (i.e., rules to assure that negative effects on instructional program, school facility, and community will be minimized.)

Has the fundraiser bookkeeping plan been approved by the Bookkeeper? Yes: No:

Kimberly Wachter's signature

Will individual sell door to door in the community? Yes: No:

Signature of Faculty Member Who Will Supervise Fundraiser

- Approved (Must have Bookkeeper's approval above)
- Not Approved Further Info Needed

Signature of Principal \ **Polly Reikowski**

Date Placed on Calendar by Main Office
Sherri Anderson (if a room or space is required in building)

GIFTS – ACCEPTANCE REGULATION (Donations to Eagan H.S. NOT to Boosters)

[703.5.1AR - Gifts](#)

Summary of 703.5.1.AR – Gifts

1. Communications
2. Criteria for Acceptance
3. Acceptance
4. Rejection

GRADING POLICY MANDATORY PROCEDURES

Good instruction and follow-up demand that there be full understanding and cooperation between the student, the home, and the school. Certain minimum expectations will help to insure that this takes place, and we have listed them here for your convenience:

1. Teachers, like students, must be present in the classroom for the full duration of each class assigned if in person learning is taking place.
2. A full, complete, and accurate accounting of student attendance must be entered into CAMPUS each period; and these records must be maintained.
3. The grade book must be used to maintained in Schoology which connects to Campus.
4. Students must be made fully aware of the expectations of the course, of important deadlines, of make-up procedures, and of the appropriate method for securing extra help.
5. Teachers must deliver the very best possible quality instruction in a caring, equity driven atmosphere.
6. Students must be challenged to learn at their ability level with enough individual adjustment to accommodate the brightest, most inquisitive students and students who need special help and modification of the curriculum or teaching style.
7. The teacher shall develop a course syllabus for each course he or she teaches. This syllabus is to be published on the Web site at the beginning for the course as a means of fully communicating expectations. The student may be asked to sign indicating that this communication has taken place.
8. The teacher must maintain a full and accurate record of student work in the computerized grade book in Schoology. Scores, dates, and grades must be clearly marked in order to facilitate interpretation to parents by teachers or counselors and principals in the absence of the teacher. Upcoming test dates should be published in the course calendar as soon as they are determined; the more advanced notice, the better.
9. Proper procedures and timelines for the reporting of student progress must be followed.
10. The teacher is responsible for the application of fair, caring, and consistent standards in the process of assignment grades. Also, the teacher must determine make-up of missing work for their course.

GRADING POLICY

RECOMMENDED PROCEDURES

Assigning grades to students is a traditional task for teachers. The task is also a necessary, valuable, and sometimes frustrating one. If grades are not determined in a careful, fair, and methodical manner, they can be the source of parent-student-teacher conflict.

Grading has been, is, and rightly should be within the province of the instructor. No other individual can assemble all of the necessary components for this task except the teacher in each classroom. However, it is also true that grading philosophies vary markedly from school to school and from teacher to teacher. Teacher-to-teacher variance is expected and acceptable, but sometimes causes significantly different grades to be assigned to a single student. For this reason, parents question our grading practices, and cause us to question ourselves. Some standard for grading can be very useful to teachers. It is for this reason that we recommend the following grading policy. A late work policy will be determined by individual classes and common to the selected class. (ie: US History A has the same late work policy)

Grades must be determined on the basis of learning that takes place in your classroom and course. The criteria you choose must be carefully considered, formalized, and made abundantly clear to the student. They must be fair, consistent, and easily understood. Teaching teams should agree upon the grading process that is shared and used for the course.

Since activities vary from course to course, the teacher must have the latitude to reflect the differences by establishing appropriate "weighting" of each criterion, but it is critical that the teacher develop and make known the grading requirements and the weighing in the gradebook/syllabus. Teachers should collaborate within teaching team and their department for consistent grading practices.

If developing a fair system of grading is the first requirement of due process, and making it known to your students is the second, then the third requirement is informing students and parents about the student's progress within the system. EHS requires this notification and has provided the following vehicles:

1. Publishing and updating a class syllabus and plans via Schoology
2. Maintaining a detailed grade book for Parent and Student Portals access throughout the trimester in Schoology
3. Teacher phone calls and emails to parent/guardian
4. Administrator contact through Referral and Feedback forms
5. Response to oral or written parent inquiries in a timely fashion
6. Final grades in Campus for report cards/transcripts.

In addition to the grades of A, B, C, D, and F, the following grade options are also available:

- I Incomplete.** Incompletes (I) are only given in special circumstances. A student may request and be approved for an incomplete grade in course with teacher agreement. The student will have 15 school days to complete missing work. Any questions? See the principal in charge of grading.
- P** This indicates a **Passing grade** for students who select to take a course on a Grade/Pass basis.
- NC** This indicates a **failing grade** for students who select to take a course on a Grade/Pass basis and for those who have lost credit due to excessive absence under the attendance policy.
- NG** This indicates that **no mark** (grade) can be given for the course because the student enrolled too late in the trimester. (Check with the counselor before assigning this grade.)

By adopting and following this grading philosophy, we should be able to communicate to students and parents that our goal at EHS is to teach good habits of attendance, attitude, and participation, in addition to the academic content of each discipline. Individual teachers are free to develop their own grade weights, but in any case, the teacher is responsible to have a well-constructed, defensible grade determination system that is fully understood by the student.

TEACHER-PARENT/GUARDIAN COMMUNICATIONS

Teachers will be using the email for parent/guardian in Campus to communicate regarding grades/progress in classes.

Schoology Gradebook will be available for parent/guardian review. Teachers will keep it up-to-date. Campus and Schoology update each evening.

GUEST RESOURCE PEOPLE

According to district policy, the principal of each building is ultimately responsible for the total curriculum which includes the utilization of resource people. **Guest resource people**, for the purposes of these guidelines, **are defined as “people not employed by the school district and who, on the basis of their experience or training, are considered specialists who can provide students with first-hand experience.”**

Guest resource people would normally be invited to contribute in those areas of instruction where the regular staff feels its limitations and where an outside resource person can relate more directly to a problem or experience. Their effectiveness in furthering the school's curricular goals should be the basic criterion for their identification and use.

The following are factors to be considered in the use of guest resource people:

1. The primary concern in the use of any outside speaker should be his/her role in furthering the educational goals of the high school and specifically the goals of the course in question.
2. While varying viewpoints regarding issues will no doubt be represented by resource people, it is imperative that a balance in the viewpoints be presented by various speakers and through related class instruction.
3. The age and maturity of the students should be considered in the utilization of resource people.
4. Before the appearance of a resource person in school, the sponsoring teacher should discuss the goals of the program and the purpose of the special presentation with the guest speaker so that both clearly realize and accept the goals identified.
5. Resource people should be instructed to communicate in a manner which will be generally appropriate to the age groups they are addressing and consistent with our educational goals.
6. If you have concern about utilizing certain resource people, check with the department coordinator.
7. A "[Request for Use of Outside Speaker](#)" form must be completed and filed with the principal **BEFORE** the engagement is confirmed.
(Copies are in the Faculty & Staff Form Drawer in Main Office)

[603.3.2P - Request for Use of Outside Speaker](#)

HARRASSMENT, DISCRIMINATION POLICY

[503.4.7.3P – Policy against illegal harassment, discrimination, violence or hazing](#)

[405.7AR - Harassment, Discrimination, Violence or Hazing](#)

Summary of Regulation 405.7AR

1. Definitions
2. Filing a Complaint
3. Reporting Complaints to Outside Enforcement Authorities
4. Grievance/Investigation Process
5. Investigation Report
6. District Action
7. Appeal
8. Other proceedings
9. Right to Alternative Complaint Procedures
10. Notice to Student and District Personnel of This Policy
11. Retaliation
12. Support Services
13. District Investigation on its Own Initiative
14. Accommodation
15. Nondiscrimination in Vocational Opportunities

HEALTH OFFICE

- A. In the event of illness or injury of a student in class, send that student with an escort to the nurse.

Emergencies should be handled in the most direct way possible to gain assistance. If student is able to walk, have him or her **escorted directly** to the nurse's office. If unable to walk, dial 36911 to get the Attendance Office from which principals and the nurse will be dispatched. Explain the nature of the emergency when calling for help.

AED's are located on all three floors. (Training Room near gym, in south hall across from Principal's Office and 2nd floor hallway near restrooms). The nurse's office also has an AED.

Using discretion, apply your common sense in managing the situation until help arrives (student emotion, physical/medical needs of the person(s) in distress, etc.). We are not asking you to engage in medical practice for which you may not be qualified, but we do request that you act as a good Samaritan and follow your best instincts.

When the school nurse arrives at the scene of an accident, or illness is serious enough to require her attention, she will assume full control of the situation. This means that her authority on medical decisions will supersede principals, teachers, coaches, trainers, and others at the scene.

B. Accident Reports

1. Following an injury in your classroom or with a student or adult under your supervision, a **Medical Incident Report must be completed. (See next page.)**
2. These forms are available in the nurse's office and the Main Office.
3. The report should be filled out the same day and submitted to the nurse's office.
4. If an employee is injured the report is made with a principal and a phone call.

911 PROTOCOL AT EHS

- **911** is called by **teacher, nurse or administrator**. 911 operator will be informed of what door # to arrive at. Have door unlocked or attended.
- Principal Team will inform District Office of 911 reason.
- **Nurse** will call or ask **administrator** to accompany her to the scene.
- **Nurse** will manage the needs of the victim, perform CPR or direct care until paramedics arrive.
- **Nurse or designee** will call **the SRO (School Resource Officer)** to attend and assist.
- **Administrator** will contact **attendance staff** and have them pull photo copy and bring a copy of emergency card to the scene (if staff or student).
- **Administrator** will place the initial call to the parent, advise of situation, ask parent preference of hospital.
- **SRO** and any squads sent will make any decisions about transport holds if necessary in a mental health crisis.
- If no parent is available/reachable 1 (one) **staff member** will ride in ambulance.
- **The Nurse** will notify lead nurse at the DO that 911 was called at EHS.

MEDICAL INCIDENTS

[506.2.1.4P - Medical Incident Report for Students, Community Education Participants and Visitors](#)

[506.2.1AR - Student, Community Education Participant or Visitor Medical Emergencies](#)

Summary of Regulation 506.2.1AR

1. Students
2. Medical Incident Report for Students, Community Education Participants and Visitors
3. Student Seizures

[506.2.2AR - Administering Medication and access to Telehealth service.](#)

Summary of Regulation 506.2.2AR

1. Prescription Medication
2. Non-Prescription Medication
3. Medication Schedule
4. Record-keeping
5. Clinical Trials
6. Opioid Antagonists

HOMEROOMS PAWS

Homerrooms (PAWS: “***P**eople **A**chieving **W**ildcat **S**pirit”*)* have been established at EHS to serve as a clearinghouse for the important communication of information to and from the student body. Teachers have been assigned approximately 20 to 25 students for this purpose. Students remain in the same PAWS class, with the same teacher, and with the same classmates throughout their high school career.*

Registration PAWS:

Will occur in January to help facilitate student registration for the following school year. Teachers will be assigned a grade level PAWS and help those students navigate through the registration process.

EAGAN HIGH SCHOOL Honors Status

This is a system designed to recognize and rank students who take a significant number of Advanced Placement (AP), Honors, Accelerated, College in the Schools or Advanced courses.

The Honors Status is designed to:

- Encourage students to take the most challenging courses they are capable of taking;
- Remove the competitive disadvantage with similar high schools across the nation which already have implemented alternatives to class ranking systems for their Honors/CIS/AP studies; and
- NOT disadvantage students who do not choose Honors/CIS/AP courses.

To qualify for an Honors Status at Eagan High School, students must meet the following criteria:

Take at least 24 trimester courses of Honors/Accelerated/AP courses (from the list which follows) throughout grades 9-12. Students must successfully complete a minimum of twenty-four trimester courses throughout the four grades.

Courses which apply are:

Honors Criteria: Courses that apply

ENGLISH	MATH	SOCIAL STUDIES	SCIENCE	WORLD LANGUAGES & ARTS
Honors English A, B, C, (9)	Honors Geometry A, B, C	AP: World History Modern A, B, C (9)	Honors Earth Science A, B, C (9)	CIS: French (12)
Honors 10: American Dream Honors 10: The American Experience Honors Speech (10)	Honors Algebra II A, B, C	AP: US History A, B, C (10)	Honors Biology A, B, C (10)	CIS: Spanish (12)
AP: Language A, B, C (11)	AP: Pre-Calculus A, B, C	AP: European History A, B, C (11)	Honors Chemistry A, B, C (11)	CIS: German (12)
AP: Literature A, B, C (12)	AP: Statistics A, B, C		AP Physics A, B, C (12)	
CIS: Literature (12) CIS: Writing (12) CIS: Lit/Writing (12)	AP: Calculus A, B, C	AP: Psychology A, B, C (12)	AP: Chemistry A, B, C (12)	AP: Art Portfolio
CIS: Public Speaking (11-12)	Multi-Variable Calculus A, B, C	AP: Economics A, B, C (12)	AP: Biology A, B, C (12)	AP: Music Theory
	AP: Computer Science A, B, C	Developmental Psych A, B, C (12)	CIS: Human Physiology A, B, C (11-12)	
	UMTYMP (U of MN)	Honors Civics A, B, C (9)	CIS: Animal Science (SES) A, B, C	

Students must earn a grade of "C" or better for an Honors/Accelerated/AP course to count toward the total grade level minimums of 24 trimesters courses. Pass/Grade Option will not be counted in this system.

Honors Status will be recognized at Graduation/Commencement with a designation in the program and an Honors Status blue/green cord.

PSEO Courses must be pre-approved for Honors Status to be given. See Dr Pete Zak, Assistant Principal.

THE CRITICAL ELEMENTS TO COLLEGE ADMISSION WILL CONTINUE TO BE: (Beyond Class Rank/GPA)

- The challenging courses taken by the student
- College Entrance Examination Scores (students who challenge themselves get higher test scores!)
- Co-curricular activity participation
- Participation in activities outside of school including service activities
- Special talents
- College Application/Essay
- Letters of Recommendation
- Interview
- Reputation of a student's high school (Eagan High School's reputation is very strong)

Honors Status will be recognized at Graduation/Commencement with a designation in the program and an Honors Status blue/green cord.

INDEPENDENT STUDY

There are occasions when independent study for special students is in order. Sometimes the suggestion comes from the teacher. On other occasions, the student requests independent study. Whether or not independent study will be approved and a grade and credit recorded depends upon the student, the teacher's interest, and approval for the process. Please do not promise students they may take any course for independent study until the following process is successfully concluded:

1. Student talks to the teacher about their interest in an independent study course. The teacher will be responsible for the student's attendance. This is not a student serving as a teacher assistant.
2. If the teacher agrees that an independent study course would be appropriate for the student, the teacher secures the Independent Study Application form from the Counseling Office (see sample copy on next page).
3. Student completes the [Independent Study Application](#) form and submits it to his/her counselor.
4. The counselor and Dr. Zak conference to review the form and make a recommendation.
5. The principal either approves or disapproves the request and notifies the student and the teacher in question.

Independent study grades and credits will not be accepted unless they have been pre-approved using the above process.

Link to Fillable Form: [Independent Study Application](#)

**EAGAN HIGH SCHOOL
INDEPENDENT STUDY APPLICATION**

PURPOSE: To provide an opportunity for an in-depth study of a selected area of interest for the student that exceeds EHS course offerings. This is not a proposal to be a teacher assistant.

QUALIFICATIONS: Student must be in grade 11 or 12 and have completed all prerequisite classes and demonstrated mastery in the related skills.

TIMELINE: Application approved 10 School Days before the beginning of the trimester.

CREDIT: 1 Elective Credit – P (Pass) grade only.

Name of Student (Please print) Grade School Year Trimester Period

Title of Project Teacher Room

<p>Goals of the Project</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>Activities to meet the goals:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>How will the project be assessed by the teacher: _____</p> <p>_____</p>

Parent/ Guardian Signature _____ Date: _____

Teacher Signature _____ Date: _____

Teachers: All students must be supervised during the regular class period. Attendance must be taken every day.

Counselor Signature _____ Date: _____

Approved: ___ Not approved: ___ Principal Signature _____ Date: _____

INSTRUCTIONAL RESOURCES

[603 - Instructional Resources](#)

Summary of 603 Instructional Resources

1. Definition
2. Intellectual Freedom
3. Selection of Instructional Resources
4. Reconsideration of Instructional Resources
5. Parent Review of Instructional Materials

[503.7AR - Acceptable Use of Information Technology – Students](#)

Summary of 503.7AR Acceptable Use of Information Technology - Students

1. Use of Networks
2. Network and Computer Use Guidelines
3. Network, Internet and Email Etiquette

JURY DUTY

[405.3P - Jury Duty Pre-Approval](#)

KEYS and ACCESS BADGE

School keys are issued to every school employee who has a need for them. Keys are issued on a need-only basis. Master keys in particular are severely restricted. Only principals, the building video technician specialist, computer specialist, building engineer, theatre manager, and the night lead custodian are allowed to carry master keys off the campus. This is because they have a frequent need to use them in the course of their duties. Building custodians are allowed to use master keys while on the site, but are required to lock those keys in a secured area before they leave the site.

Please be extremely "**key conscious**". High school students are very much aware of the importance of keys, and because of that, their disappearance may be an unfortunate part of high school life. The occurrences of key theft can be held to an absolute minimum if you are always aware of your keys and where they are located. Please do your very best to guard against the loss of your keys since our keying system allows faculty (or those in possession of stolen keys) access to a large number of doors.

As of April 2004, access to the building through exterior doors, some teacher offices, the Main Office and the ITC is by use of proximity reader cards only. Each card will be electronically enabled to open only appropriate exterior or interior doors. The proximity card is a part of your ISD 196 ID card. We can de-activate and re-activate your card quickly and easily. ***If you lose or misplace your ID badge, please tell us immediately.*** This will provide maximum security to all exterior doors. At **NO TIME** should any exterior doors be propped open, regardless of circumstances.

REQUESTING KEYS and/or DOOR ACCESS BADGE

1. You can request needed keys with Sherri Anderson in the main office.
2. If additional door access is needed, Kimberly Wachter in the main office will assist.

LEAVING THE BUILDING DURING WORK HOURS

The master working agreement specifies an 8 hour day for full-time teachers, which includes lunch time, beginning at 7:00 a.m. and ending at 3:00 p.m. at Eagan High School

Teachers are to be in the building as assigned for their entire work day. This includes before and after school professional time, preparation time, supervision time and duty-free lunch time.

Occasionally, it may be necessary to leave the building for short periods (1 hour or less) for personal or professional reasons. When this need arises, the teacher is to see **Polly Reikowski (or her designee)** in advance to make arrangements. When the need to be absent is known in advance, the teacher should complete a "Request to Leave the Building" form and leave it **with the Principal's Secretary** (see form below).

Before leaving, the teacher should sign the "Teacher Sign-Out Sheet" located on the podium near the "tree" in the main office. This is important to help us avoid the public embarrassment of calling for a teacher who is not in the building.

Upon returning, the teacher should sign back in.

"REQUEST TO LEAVE THE BUILDING" Form *(early departure or leaving for 1 period or less)*

Name:

Date: Time Leave: Time Return:

I am requesting to leave the building at the above date and time for the purpose of:

Signed:

Principal (or Designee): Approved Not Approved

RESERVING ROOMS / SPACES IN BUILDING

1. LECTURE ROOMS A, B & C, Computer Labs, etc.

or

2. MEETING ROOMS / SPACES

or

3. CONFERENCE ROOMS

1.)

Access to the (3) **Lecture Rooms A, B and C** is available to any teacher. The tech cabinet has a combination lock for video systems.

Lecture Rooms at Eagan High School are outfitted with sophisticated video projection systems, allowing for projection camera, computer and Apple TV. The head-end hardware for these systems is locked in the cabinets at the front of the room.

NOTE: In each Lecture Room, we have **REMOTE CONTROL DEVICES** locked inside the cabinets. **PLEASE** be sure you always maintain control of their whereabouts. There is no way to switch on the projector except by using the remote.

WHEN YOU ARE DONE WITH THE ROOM, YOU MUST REMEMBER TO:

- **TURN OFF ALL SYSTEMS AND LIGHTS.**
- **LOCK THE ROOM(S).**

For use during the school day (7:40 a.m. until 2:30 p.m.), the Lecture rooms, computer labs, MPR and chromebook carts are reserved electronically through "[Booked Scheduler](#)"

To access [Booked Scheduler](#), go to EHS web page and click on:

Academics >

Instructional Tech Center (ITC) > [Frequently Used Teacher Links](#)

[Booked Scheduler](#)

Username: _____

Password: _____

2.)

For use before after school and weekends, you must fill out a "**Room/Space Reservation Request**" before reserving any lecture room, computer lab, gym space, etc.

Forms can be found by Sherri Anderson' desk in the Main Office; she will add your room/space request to the EHS Calendar page.

3.)

There are 3 conference rooms that are available on a limited basis and should be reserved in the Conference Room Calendar Book (Main Office).

Conf. Room A Right off the Main Office. Holds 10 people.

Conf. Room D On the 2nd floor. Holds 20 people.

Conf. Room F On the 2nd floor. Holds 10 people.

NONDISCRIMINATION NOTICE ISD 196

As required by Title IX and other state and federal nondiscrimination laws, District 196 does not discriminate in 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) (joelmilteer@district196.org) 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. Title IX inquiries may also be referred to the Assistant Secretary of the US Office for Civil Rights (OCR).

*Asterisked categories are limited to employment-related discrimination and harassment.

OFF-HOURS USE OF THE BUILDING

For any of a hundred reasons, high schools seem to be used twenty-four hours of the day by some people. It is not uncommon to be at school at midnight or 2:00 a.m. and run across a faculty member or two on some special and important mission. We have no reason to limit access to the building for those who have a real need to be here. However, those who enter the building on off-hours carry a special burden of responsibility to make sure that virtually every door they touch is locked and tightly secured behind them. If you bring your family members or friends to the building, be sure doors opened by them are secured tightly as well.

LOCK ALL DOORS!

DO NOT PROP DOORS OPEN!

ALARMS HAVE BEEN SET ON DOORS AND WILL SOUND UNTIL THE DOOR IS CLOSED

If you plan to use any spaces, especially Lecture Rooms, Gyms, Auditorium, Conference Rooms after 2:40 p.m. or on weekends, be sure to schedule the space. This ensures that Custodial staff unlock the proper doors and are aware of your presence. Also, the Main Office will know where to direct meeting or event attendees.

Use the Room/Space Reservation Request Form and return to Sherri Anderson in the Main Office. **Click link below for online form:**

[Eagan High School Banquet Room/Space Reservation Request](#)

Form Sample:

Eagan High School Banquet Room/Space Reservation Request

This form must be completed and submitted to Sherri Anderson sherri.anderson@district196.org BEFORE space can be reserved. NON SCHOOL hours (before 7:40 a.m. and after 2:30 p.m.). You will receive confirmation based on availability.

NAME: _____ EMail: _____
GROUP _____
DATE(S) OF MEETING _____ ROOM/AREA REQUESTED _____
APPROX. TIME OF USE _____
(BE SURE TO INCLUDE TIME NEEDED FOR SETUP AND/OR CLEANUP)
APPROX.# OF PARTICIPANTS: _____
WHICH DOORS WILL YOU NEED OPENED: _____

CUSTODIAL REQUESTS

SETUP	# needed		# needed
Large Trash Bins	_____	Risers (not available for banquets)	_____
Banquet Tables	_____	Podium	_____
Gym/Commons Wireless Mic	<input type="radio"/> Yes or <input type="radio"/> No	*Stage Setup	_____ (not available for banquets)

*Racks of Chairs-Gym only:
(40 chairs per rack)

*EHS Office will submit online request for Stage Setup/Racks of Chairs

Please include the attached diagram to indicate placement of custodial requests.
(Lunch tables must remain in daytime setup for banquets, please do not move.)

Other Needs:

A custodial fee may be assessed based on the work required.

For theatre and MPR requests, contact John Ratzlaff at john.ratzlaff@district196.org

We have a projector available for use in the Commons during your event. If tech support is needed for the Commons you must contact Paul Saxton paul.saxton@district196.org during school hours (7:40 AM- 2:30 PM) for assistance prior to your event. Projectors are not available in classrooms. We do not offer tech support after school hours.

ONLINE SOCIAL MEDIA, EMPLOYEE USE OF SOCIAL MEDIA

[407.8AR - Employee Use of Social Media](#)

Summary of 407.8AR – Employee Use of Social Media

1. Scope of Regulation
2. Definitions
3. Classroom Use of Online Social Media
4. Personal Use of Public Online Social Media by Employees
5. Official School or District Public Online Social Media Sites

OPEN HOUSE & PARENT / TEACHER CONFERENCES: 2025 – 2026

“Walk Through the Student Day” Open House
Monday, Sept. 16, 6:00-8:00 PM Teachers in classrooms

Trimester 1

Thursday, October 9 = 5:30 – 8:30 p.m.
Friday, October 10 = 7:30 – 9:30 a.m.

Trimester 2

Thursday, January 22 = 6:00 – 8:30 p.m.
Friday, January 23 = 7:30 – 9:30 a.m.

Trimester 3

Monday, April 20 = 6:30 – 8:30 p.m.

Conferences are offered on just one date in Spring Trimester

Conferences involve non-scheduled, brief, sit-down visits with the teachers in the Student Commons, South Lobby, Locker Bay, and ‘Spirit Hall’ Auditorium Lobby.

Lengthier meetings need to be scheduled if the concerns/issues are more complex.

Watch for table assignments on the EHS home page during the weeks of conferences.

PERSONAL LEAVE

[ISD 196-DCUE Agreement](#)

8.7 Emergency/Personal Leave (see page -19- (23) of DCUE Agreement

[Emergency/Personal Leave Request](#)

EAGAN HIGH SCHOOL PGP GENERAL INFORMATION

1. Be sure your project meets the following limitations:
 - a. PGP funds are available to non-probationary teachers only.
 - b. Grants are limited to \$500 per individual. Additional PGP expenses incurred which have not been previously approved will not be reimbursed.
 - c. Trips involving travel expenses must be for the purpose of attending a specific organized event (conventions, seminars, symposiums, workshops, etc.).
 - d. PGP funds cannot be used to purchase capital equipment or classroom supplies. PGP funds cannot be used for trips a teacher is taking with students.
 - e. Stipends for activities outside of the classroom equal to substitute pay will be granted teachers for each day's work (8 hours).
 - f. PGP funds CANNOT be used for graduate or other college credit tuition. (If a conference offers credit for extra fees, the PGP grant may be used for the conference expenses only.)
 - g. PGP funds may not be used for programs that provide skills or certification leading to career change or additional employment.
 - h. No consideration will be given to applications for activities that have already been completed.
 - i. Projects that are primarily of a public relations nature will not be approved. While promoting your building, department or field may be an admirable goal, it does not serve the primary purpose of professional growth of the individuals on the faculty.
 - j. Projects should avoid extensive use of substitutes. Don't plan on using release time exclusively for your project.
 - k. The head director/coach of an activity/sport will be given preference for a PGP relating to that activity of sport.
 - l. Applicants must be employed as a teacher at Eagan High School in the full trimester following the PGP Grant.
2. Give your completed application to the chairperson.
3. See District Policy Series Number 405.8AR for information on travel and related expenses. PGP applicants must follow district 196 policies.

PROFESSIONAL DEVELOPMENT

[406.2AR - Professional Development for Instructional Staff Members](#)

Summary of 406.2AR Professional Development for Instructional Staff Members

1. District-level Professional Development Model
2. Site-level Professional Development Model
3. Individual Instructional Staff Member Professional Development Model

SUSPECTED MALTREATMENT OF A MINOR

*****If you suspect we need to do a report see school principal or counselor immediately.***

[506.4AR - Reporting Suspected Maltreatment of a Minor or Vulnerable Adult](#)

Summary of 506.4AR Reporting Suspected Maltreatment of a Minor or Vulnerable Adult

1. Applicability
2. Responsibility for Reporting: Suspected Maltreatment of Minors
3. Immunity and Liability Suspected Maltreatment of Minors
4. Definitions: Suspected Maltreatment of Minors
5. Reporting Process: Suspected Maltreatment of Minors
6. Interview with Students and Employees by Agency Officials: Suspected Maltreatment of Minors
7. Responsibility for Reporting: Suspected Maltreatment of Vulnerable Adults
8. Immunity and Liability: Suspected Maltreatment of Vulnerable Adults
9. Definitions: Suspected Maltreatment of Vulnerable Adults
10. Reporting Process: Suspected Maltreatment of Vulnerable Adults
11. Interviews with Students and Employees by Agency Officials: Suspected Maltreatment of Vulnerable Adults

[506.4.1P - Suspected Child Maltreatment Reporting Form – Dakota County](#)

SECURITY

[506.1AR - Security in District Schools](#)

Summary of 506.1AR – Security in District Schools

1. Visitors
2. Students and Staff
3. Building Security
4. After Regular School Hours
5. High Schools
6. General
7. Communications
8. Background Checks

SEVERE STUDENT ALLERGIES

[506.2.3AR - Severe Student Allergies](#)

Summary of 506.2.3AR – Severe Student Allergies

1. Life-threatening Allergies
2. Non-life-threat Allergies
3. Section 504

[506.2.3.1P - Guidelines for Responding to Students Who Have Allergies](#)

Summary of 506.2.3.1P – Guidelines for Responding to Students Who have Allergies

1. Common Allergens
2. Common Allergy Symptoms
3. Possible Accommodations for a Student with an Allergy
4. Medical Treatment for a Student Having a Severe Allergic Reaction

RIGHTS/PROTECTION, PRIVACY OF A STUDENT

505.3.1P - Public Notice – Annual Notification of Rights, Protection and Privacy of Student Records

Summary of 505.3.1P – Public Notice – Annual Notification of Rights, Protection and Privacy of Student Records

1. Intent
2. Privacy Rights
3. Directory Information
4. Inspection of Records
5. Challenge to Accuracy of Records
6. Subjects of Special Education Records: Requesting Destruction
7. Transfer of Records to Other Schools
8. Types and Purposes of Data Gathering: Right to Refuse or Not Refuse
9. Location of Records
10. Complaints for Non-compliance
11. For More Information

STUDENT CELL PHONES and PHONE SYSTEM

Every telephone in every office and every classroom is available to faculty to access outside lines. These phones are also able to make all "house calls" as well as contact voice mail. Room to room calls can be made by dialing 23 room#. Do not allow students to use classroom phones or office phones. These are intended for official use by you, as professional educators. We have provided four student phones within this building. These phones are located immediately in front of the attendance office window, the Main Office, the East Entrance and in the student commons. Dial 9 before the 10 digit phone number on all phones when calling outside of the district.

STUDENT CELL PHONE POLICY:

Students at EHS are allowed to carry cell phones. The school will not be responsible for lost cell phones. Students must silence cell phones while in the school.

In addition the teacher expectations in classrooms are as follows:

1. Each classroom space will have a cell phone caddy hung near the front of the classroom. (Provided by EHS)
2. Teachers will assign students to place their cell phone in a numbered pocket as they enter the classroom. Students will be assigned a number to use.
3. If a student leaves the classroom with a restroom or hallway pass to an office, another classroom, or the library they are not allowed to take their cell phone with them.
4. Teachers will direct students to pick up their phones when the class period is ending-not when students decide to do so.
5. Students may take their cell phone to lunch during period 5-with the expectation to return it to the numbered pocket if they return to class from lunch B or C.
6. Student use of cell phones in study halls, and PAWS is at teacher discretion. Cell phones should not, however, leave with a student to go to a restroom.

STUDENT TEACHERS

ASSIGNMENT OF STUDENT TEACHERS

The District handles all requested placements.

The requested placements are reviewed by the Department Coordinator and will be submitted to the building administrator who works with the student teachers.

1. Student teacher placements will be coordinated through the Administrator in charge of student teacher placements, in conjunction with the Director of Secondary Education or designee.
2. All colleges/universities must coordinate their placement efforts through the office of the Director of Secondary Education at the District Office. Only those programs with written, Board-approved placement agreements will be considered.
3. The District will contact the building administrator in charge to communicate any requests from colleges/universities for student teacher placement.
4. The administrator will coordinate placement of student teachers through the appropriate Department Coordinator(s) and teacher(s).
5. Those teachers who accept a student teacher assignment are asked to follow building "Guidelines for Supervising Teachers." Student teachers will not be placed under the supervision of probationary faculty.

GUIDELINES FOR SUPERVISING TEACHERS

One of the ways by which educators contribute to our profession is to participate in the training/development of student teachers. Your willingness to devote your time and effort to this task is commendable. Below are some notes regarding your role as a supervising teacher:

1. Soon after the student teacher's arrival, it is suggested that s/he be introduced to your department coordinator, other teachers, and school administrators. Informational items regarding the school calendar, courses, maps, and the like are available in the office.
2. The planned program of activities for the student should suit your particular situation as well as the needs of the student teacher. This program should be discussed with the college supervisor. The courses/activities assigned must be listed on the "Student Teacher Scheduling Information" form and filed with the building administrator in charge of the student teacher program.
3. Prior to the student teacher's assumption of full teaching duties in the classroom, it is expected that:
 - a. She/he has demonstrated to your satisfaction sufficient planning, subject knowledge, and teaching competence to assume such duties. Before full-time teaching, the student teacher should: (1) observe your teacher and (2) teach part-time in your presence. The length of time spent in preparation for full teaching duties will depend upon your professional discretion and the student's experience.
 - b. She/he has been fully informed of emergency procedures regarding fire alarms, severe weather, student discipline, etc., in addition to the school policies regarding instruction and student supervision.
4. While time alone in the classroom is an important learning tool for the student teacher, your professional guidance should be provided as needed so as to ensure quality instruction and supervision for our students.

Please contact your department coordinator or the building administrator in charge of the student teacher program if any problems arise. We hope your experience as a supervising teacher is successful.

[404.2AR - Placement of Student Teachers and Interns](#)

Summary of 404.2AR – Placement of Student Teachers and Interns

1. Definitions
2. Process for placement of student Teachers and interns
3. Honorariums or stipends
4. Supervision of a student teacher or intern
5. Criminal background check
6. The School Board must approve all agreements

SUPERVISORY DUTIES

ASSEMBLIES

Eagan High School faculty members will be assigned supervising duties during selected assemblies. The purpose of this assignment is to encourage proper student behavior during assemblies. Students are expected to show respect and be a good audience. We feel this is an important part of the educational process for students at Eagan High School.

Assemblies at which this plan will be used will be specifically identified during the assembly planning phase. Alternative supervisory plans will be published on an as needed basis (e.g., pep fests, homecoming, etc.)

Teacher assignments, stations, and expectations will be explained in detail in an informational memo distributed prior to the event.

As with all teacher assignments, teachers will be expected to arrive on time, remain on duty during the entire event, and report any concerns or difficulties to the appropriate administrator.

BEFORE SCHOOL / BETWEEN CLASS / AFTER SCHOOL

To prevent the possibility of problems in the halls during the school day, we are asking that each department take responsibility for developing a plan of supervision for the area of the building which is occupied by each respective department.

Members of each department are to be scheduled, ON A ROTATING BASIS, to be outside classrooms in the hallway between classes, as well as before and after school. The areas of the building assigned to each department are listed below, along with the expected number of supervisors to be assigned in any one rotation and where they should be stationed (approximately).

- * The importance of this supervision cannot be overstated in our efforts to preserve an excellent facility and a high degree of appropriate student behaviors during passing times.
- * By rotating the assignments as individual departments deem appropriate (sharing the responsibility), the plan should be more responsive to individual needs of teachers, while the job is still getting done.
- * This shift of responsibility to each department should bring a higher level of commitment and ownership to the plan, as each department is charged with developing the rotation.

The areas of assignment are summarized as follows:

ART	North Locker Bay & Hall
BUSINESS/EL	Upper Level Main Hallway
ENGLISH	Rooms 101 – 109 Hallway Rooms 111 – 119 Hallway Rooms 183-189 Hall/Lockers
FAMILY & CONSUMER SCIENCES/ CAREER DEVELOPMENT	North Interior Stairway/Locker Bay
INDUSTRIAL TECHNOLOGY	Student Commons Hallway
LANGUAGES	Rooms 121 – 129 Hallway
MATHEMATICS	Rooms 231 – 238 Hallway and Room 213-215 Hallway

SUPERVISORY DUTIES CONT.

MUSIC/DANCE	Lower Level Locker Bay and Entrance Area
PHYSICAL ED./HEALTH	Lower Level Gym Hall Weight Room Hall and Locker Rooms
SCIENCE	Rooms 201 – 207 Hallway Rooms 211 – 217 Hallway
SOCIAL STUDIES	Rooms 221 – 229 Hallway Main Floor Library Area
SPECIAL EDUCATION	Rooms 131 – 138 Hallway Main Hallway
WORK EXP./FACS/AVIATION	Upper Level Locker Bay
COUNSELING	Main Level Locker Bay

ENTRANCE SUPERVISOR

Eagan High School faculty members assigned to Entrance Supervisory/Hallway Rover responsibility should supervise according to the following guidelines:

1. You may be assigned to one of the following areas:

Main (South) Entrance: Greet people entering the secure entrance booth. Each adult will check in using the Lobby Guard system and a badge will be issued which must be worn. Monitor the main hallway and the hallway leading to Spirit Hall as needed. Remind the visitor to return the badge in order to checkout. Both EHS and DHMS have “drop off” tables for delivery of school items for students.

Dakota Hills Instructions for South Entrance:

Entry: Dakota Hills has posted protocols for adults.

Student Pick-up: Dakota Hills has posted protocols for student items being dropped off.

East (Lower) Entrance: Greet people entering the secure entrance booth. Each adult will check in using the Lobby Guard system and a badge will be issued which must be worn. Remind the visitor to return the badge in order to checkout. Monitor the Multi-purpose Room, Music area and entry hallway as needed.

2. Related specific duties include:

- a. Maintain phone contact or radio (walkie/talkie contact) with the office if difficult situations arise.
- b. Students who are entering through the secure booth do not sign in through Lobby Guard. Direct them to report to the Attendance Office if needed. Students should show ID upon entering.
- c. Direct visitors to the Principal’s Office (EHS/DHMS) to register their vehicles if they will stay for more than one (1) hour.
- d. Report any suspicious behavior by any visitor to the Main Office by phone (36900) or radio

STUDENT COMMONS LUNCH PERIODS

Eagan High School faculty members are assigned each trimester to Lunch Supervision Duty; they should supervise according to the following guidelines:

Report to the Student Commons promptly for the group assigned:

Group 1 Supervisors	11:21 - 12:06 pm 12:06 - 12:46 pm	Supervision in Commons Lunch Period/Off Duty
Group 2 Supervisors	11:21 - 12:06 pm 12:06 - 12:46 pm	Lunch Period/Off Duty Supervise in Commons

Student Schedules

A Lunch	11:21-11:46
B Lunch	11:41-12:06
C Lunch	12:01-12:26
D Lunch	12:21-12:46

Release to return to class

11:43
12:03
12:23
12:43

Individuals will be assigned within the Commons to specific areas to supervise. Faculty who supervise the lunchroom are given a table space to work while on duty, but are expected to be on their feet, be alert to development and behaviors, and move quickly to deal with any problems that arise. The job requires your full attention.

Teachers assigned within the Commons are to enforce the following rules:

- Students are to eat in an orderly manner, treat each other and the faculty with respect, and refrain from loud or boisterous behavior.
- Students are to remove all trays, utensils, paper, food, and other trash when they finish eating.
- Students will be dismissed from the Commons at the time designated above.
- Students will not push tables together.

If students do not follow these and other reasonable rules of behavior and respect, they should be referred to the appropriate assistant principal for action.

It is very important that each person arrives **on time** so that posts are covered and supervisors are released on time. **Group 1 Supervisors: Please be sure to remain in your assigned position until your Group 2 replacement arrives.**

EXPECTATIONS FOR TEACHERS:

- Keeping the room clean!
- Reporting on time to the Commons and remaining for entire assigned time.
- Talking to students. Establishing friendly contact with students will help to create a cooperative climate.
- Group 2 supervisor: We don't wipe tables after D lunch, but we do want the tables free of trash.

EXPECTATIONS FOR STUDENTS:

- Entry and exit doors will be enforced.
- No food or drink will be taken from the Commons.**
- Students will be responsible for removing and properly disposing of all items and trash from their table.
- No tables pushed together
- Students will engage in quiet conversation--no shouting or loud noise.
- No food or paper throwing will be allowed.
- Violators of these policies will be subject to disciplinary consequences including cleanup duty, detention, or suspension.**

STUDENT COMMONS STUDY HALL

11th – 12th Grade

Teacher Information:

First Day:

1. Assign seats.
2. Go over rules (see Student Information below).
3. No permanent sign outs.

Remainder of Trimester:

1. Check room for vandalism and litter.
 - a. Chairs and tables being marked on or cut
 - b. Paper on floor, etc.
 - c. Report vandalism and problems to assistant principal
 - d. Trash on floor or tables
2. Take attendance.
 - a. Keep students in their seats until all attendance has been taken.
 - b. Students are to remain in the room during the period unless they have a pass from a teacher to leave.
 - c. Students are to stay in their seats until the bell.
3. Students with passes sign out after attendance has been taken. (DO NOT ISSUE PASSES)
They should return to sign in by the end of the period.
4. Rove around the room during the period.
 - a. Prevent vandalism.
 - b. Keep litter picked up.
5. Rove area after the period is over. If you find litter, students can be required to stay in assigned seats.
6. Study Hall teachers in lecture rooms -- follow the same procedures. Also, be very alert to insure that the chairs are not broken. After lunch all students are to return to the lecture room for attendance (if there is a split hour).

Student Information:

- The Student Commons must provide an atmosphere where 11th - 12th grade students can study with minimal distractions while other socialize quietly.
- To promote continuity in running the Student Commons study halls, the following guidelines will be followed.
- Students must exhibit quiet, mature behavior to retain their Student Commons privilege.
- No running, yelling, or other forms of distracting behavior will be allowed.
- Students are not allowed to sit on tables or the backs of chairs.
- Passes will not be issued by the supervising teachers, except in an emergency to the nurse.
- No library passes allowed from study hall teachers.
- Students are to remain in the Student Commons until the dismissal bell rings.

STRUCTURED STUDY HALL

9th & 10th Grades (Held in Classroom Areas)

Faculty Information

1. The study hall is to be relatively quiet.
2. Students are assigned seats. (Be sure to include the seating chart for substitute teachers.)
3. Attendance will be taken--students are responsible for being on time and bringing all materials.
4. Students are rarely given passes to other areas in the building. (Emergency only!)
5. Students may present music lesson passes but must return to Study Hall with the pass signed.
6. Send an email to administration to notify Attendance Office of students who are skipping/not attending.
7. Students in 11th or 12th grade who have dropped a class or are truant may be assigned to the Structured Study Hall.

ROVERS

Rovers – Roving gives teachers the opportunity to get out into the hallways. Teachers assigned to Rove as a duty are expected to check restrooms, monitor hallways and student passes. Rovers will ask for passes from all students and send the student back to class if they don't have a pass. Rovers may be asked to cover a class.

REFLECT and REVIEW (R&R)

Reflect and Renew (R&R) – R&R will be hosted in the room assigned. The teacher assigned to the duty should report to the attendance office at the start of the period and take the students to the assigned rooms. Students are not allowed to use their phones during R&R. This time should be used to complete school work. If there are no students scheduled, the teacher may be asked to cover a class.

TECHNOLOGY SERVICES

The following faculty and staff are located in the Instructional Technology Center (ITC) next to Dakota Hills Middle School. These individuals are available to assist EHS faculty and staff members with technology-related issues.

Sandra Ward, ITC Secretary (36962)

Paul Saxton, Video Technology Specialist (36963)

Kevin Dirksen, Technology Implementation TOSA (36972)

John Ratzlaff, Technology Specialist (36971)

Please report any malfunction and/or damage to **Paul (36963)**, **Kevin (36972)**, **John (36971)** or **Sandra (36962)**.

TOBACCO – FREE

[406.5AR - Tobacco-Free and Electronic Delivery Device-Free Environment](#)

Summary of 406.AR – Tobacco-Free and Electronic Delivery Device-Free Environment

1. No person shall at any time smoke, chew, or otherwise ingest tobacco, or carry or use an activated electronic delivery device in a public school.
2. Definitions
3. Steps taken if violation

TRASH / RECYCLING

Trash:

All large trash containers and classroom waste paper baskets are emptied on Monday, Wednesday, and Friday, with the exceptions of the Commons, restrooms, teacher lunch area, hallways, the Foods room and the Nurse's office, which are emptied daily. Please assist the custodial staff by seeing that food items are not thrown in classroom waste paper baskets. All students should eat lunch in the Student Commons. Teachers who choose to eat in their office area must be sure to wrap leftover food up tightly before disposing in the large trash containers. This will help prevent fruit flies and odors.

Recycling

Classrooms have a black waste basket near the entry to the room and at the teacher desk station. Classrooms also will have a blue recycling container clearly marked for that effort.

Hallways and offices will also have both trash containers (black) and recycling containers (blue).

Custodians will empty the trash containers in offices, classrooms and hallways at least three days per week. Two days per week they will use the recycling gondolas to empty and process the recycling.

Our students on Green Team working with Dakota County Recycling and the EHS teachers advising this group will lead the efforts to recycle as much as possible.

Restroom trash is never recycled. Food waste is also not recycled. Effort will begin to have students separate their trash and food waste from those items which can be recycled in the cafeteria.

TRAVEL/EMPLOYEES

[405.8AR - Travel and Related Expenses](#)

Summary of 405.8AR – Travel and Related Expenses

1. Guidelines
2. Definitions
3. Mileage Reimbursement
4. Expense Reimbursement
5. Regional and Out-of-Region Travel
6. Airline Travel
7. Personal Vehicle
8. Accommodations
9. Meals Reimbursement
10. Other Costs
11. Travel and Related Expenses Involving Multiple District Staff

VIDEO AND PROJECTION SYSTEMS

We have installed video and audio systems including Apple TV, voice enhancement and projector in every classroom and lecture room. Be sure you learn how to run these video systems. The internal television channel within Eagan High School is located on the Apple TV app VLC.

VOICE MAILBOXES and EMAIL

Each faculty and staff member has a voice mailbox assigned. All voicemail will come as a message in email. That voice mailbox is confidential and provides a perfect means for faculty to communicate within or from without on a confidential basis. Parents/guardians may use voicemail or email.

We will use voice mail infrequently here at Eagan High School. It is important that you listen to your voice mailbox/check email **at least twice each day** to maintain a constant awareness of events at the school. You can check your voice mail from any telephone within the building or an outside phone. Voice mail messages will appear in email and may be played and listened to in email.

If you have need for any assistance with regards to voicemail, please see the Principal's Secretary in the Main Office (ext. 36901), or call **JODI DAY of Technology Support at the D.O. (ext. 37794)**.

VIOLENT STUDENT

[503.3.5P - Staff Notification of Violent Behavior by Students](#)

504 PROCESS

[503.6.1AR - Section 504 Process for Students](#)

Summary of 503.6.1AR – Section 504 Process for Students

1. Designation of Responsible Employee
2. Intent
3. Definitions
4. Rights of Parents/Guardians of Students with a Disabling Condition and Adult Students
5. Identification Process
6. 504 Plan Procedures
7. Record-keeping
8. Grievance Process
9. 504 Plan Exit
10. Right to Alternative Appeal Procedures

[707.13P - Release of Liability for Students Transporting Themselves Between School Sites During the School Day](#)