North High School Directory

Main Office: (612) 668-1700 **Fax:** (612) 668-1770
Attendance: (612) 668-1723

Mauri Friestleben, Principal Steve White, Assistant Principal

Kale Severson, Athletic Director
Ph: (612) 668-1706 Email: kale.severson@mpls.k12.mn.us

Counseling Office
Patience Dolo, Counselor (Student's last name A-K)
Ph: (612) 668-1711 Email: patience.dolo@mpls.k12.mn.us

Breanna Baylis, Counselor (Student's last name L-Z)
Ph: (612) 668-1804 Email: breanna.baylis@mpls.k12.mn.us

Tina Kue, Career Counselor
Ph: (612) 668-1719 Email: tina.kue@mpls.k12.mn.us

Kyanna Ford, Social Worker (Student's last name A-K)
Ph: (612) 668-1803 Email: kyanna.ford@mpls.k12.mn.us

Briana Lindsey, Social Worker (Student's last name L-Z)
Ph: (612) 668-1731 Email: briana.lindsey@mpls.k12.mn.us

School Nurse Office
Stefanie Holman, School Nurse
Ph: (612) 668-1707 Email: stefanie.holman@mpls.k12.mn.us

Parent/Community Liaisons
Lisa Grigsby, Parent/Community Liaison
Ph: (612) 668-1726 Email: delisa.grigsby@mpls.k12.mn.us

Spring Moody, Parent/Community Liaison
Ph: (612) 668-1793 Email: spring.moody@mpls.k12.mn.us

North High Website: https://north.mpschools.org
School Colors: Royal Blue & White

Daily Bell Schedule

Class Hour	Class Times
1	8:30am - 9:35am
2	9:40am - 10:36am
3	10:41am - 11:37am
1st Lunch (Gr: 9 & 10)	11:37am - 12:07pm
4	12:12pm - 1:08pm
4	11:42am - 12:38pm
2nd Lunch (Gr: 11 & 12)	12:38pm - 1:08pm
5	1:13pm - 2:09pm
6	2:14pm - 3:10pm

September 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Labor Day	2 First day of school Start of Q1	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23 No school Rosh Hashanah	24	25 Homecoming Coronation	26 Homecoming Game	27 Homecoming Dance
28	29	30				

Graduation Requirements

Minneapolis Public Schools graduation requirements include successful completion of 21.5 credits in specific content areas. Students must also complete a Personal Learning Plan/Post-secondary portfolio by completing My Life Plan college and career readiness activities.

English Language Arts	4.0 Credits
Social Studies	
US History	1.0 Credits
World History	1.0 Credits
Human Geography	0.5 Credits
Economics	0.5 Credits
US Government	0.5 Credits
*Ethnic Studies	0.5 / 0.0 Credits
Science	
Physical Science	1.0 Credits
Biology	1.0 Credits
Chemistry -OR- Physics	1.0 Credits
Math	
Intermediate Algebra	1.0 Credits
Geometry	1.0 Credits
Advanced Algebra	1.0 Credits
Fine Arts	1.0 Credits
Health	0.5 Credits
Fitness for Life (FiEd)	0.5 Credits
*Electives	5.5 Credits

Minimum credits needed for graduation: 21.5

*Class of 2026 and 2025 have (0.5cr) Ethnic Studies (5.5cr) Electives for graduation. Class of 2025 have (6.0cr) Electives required for graduation.

In Minnesota, students are required to complete two kinds of requirements by the time they graduate. Students must: Satisfactorily complete all state academic standards or local academic standards where state standards do not apply AND satisfactorily complete the state course credit requirements under Minnesota Statutes, section 120B.024

Course Drop/Course Add Policy

Courses selected during initial programming are final. Course changes will be made only when there are errors (missing classes, duplicate classes; changing your mind is not an error). The last date to drop or add classes to your schedule during the first semester is Friday the first week of school. The last date to drop/add during the 2nd semester will be the last day of the previous semester. Students wishing to change classes need to make an appointment with their counselor. Students must be registered for six classes per semester.

Learning Activities
Students are expected to complete ALL learning activities assigned in each course. These assignments measure proficiency on state standards-based learning targets. Late work may be reduced in letter grade value. Plagiarized work (including improper use of AI/ChatGPT) will result in a (0) score. Students should reference individual course syllabi for details specific to each class.

Academic Expectations:
1. Students will write in each class every day
2. Students will participate in all class activities, discussions, and projects
3. Students will complete all assignments
4. Students will produce original work, or cite sources of quoted information
5. Students will use a planner/calendar to keep track of assignments
6. Students will bring their assigned Chromebook, charged, to and from school each day.

Academics

English
- English 9, 10, 11, 12
- Honors English 10
- College in the Schools/ CIS Literature

Math
- Intermediate Algebra
- Geometry
- Advanced Algebra
- Pre-Calculus
- AP Calculus
- College Prep Algebra & Statistics (CPAS)

Science
- Physical Science
- Biology
- AP Biology
- Chemistry
- AP Chemistry
- Physics
- AP Physics

Social Studies
- Geography
- AP Geography
- Race & Identity
- World History
- AP World History
- US History
- AP US History
- US Government
- AP Government
- Economics
- AP Economics

Science Technology Engineering & Math (STEM)
- Intro to Algebra
- Geometry
- Advanced Algebra
- Pre-Calculus
- AP Calculus

Arts & Electives

Music
- Drumline
- Band One
- Band Two
- Guitar

Dance
- Dance One
- Dance Two
- Dance Company

Visual Arts
- AP Art Studio
- Art Design

Career & Technical Education (CTE)
All CTE classes available https://ctecoursefinder.mpls.k12.mn.us

Work Based Learning
- Career Readiness Seminar
- Career Experience Internship

Spanish
- Spanish One
- Spanish Two
- Spanish Three
- Spanish Four

PE/Health
- Weight Training
- Health
- Team Sports
- Fitness for Life

Black Culture
- KINGS
- QUEENS

Athletics

Fall
- Adapted Soccer
- Cross Country
- Football
- Tennis (Girls)
- Volleyball (Girls)
- Sideline Cheer
- Soccer (Boys, Girls)
- Swimming (Girls)

Winter
- Adapted Hockey
- Alpine Ski (Girls, Boys)
- Basketball (Girls, Boys)
- Dance
- Gymnastics (Girls)
- Hockey (Girls, Boys)
- Nordic Ski (Girls, Boys)
- Sideline Cheer
- Swimming (Boys)
- Wrestling (Girls, Boys)

Spring
- Adapted Bowling
- Adapted Softball
- Badminton (Girls)
- Baseball
- Golf (Girls, Boys)
- LaCrosse (Girls, Boys)
- Softball (Girls)
- Tennis (Boys)
- Track & Field (Girls, Boys)

October 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2 No School Yom Kippur	3	4
5	6	7	8	9	10	11
12	13	14	15 Parent/Teacher Conference	16 No School MEA Break	17 No School MEA Break	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Student Responsibilities

Students at North are expected to be aware of and to accept individual responsibilities in the following areas:

Personal Relationships
Each student is expected to show respect for the rights, feelings and property of fellow students, staff and community members. Disrespect of personal rights and/or property will not be tolerated. Students who encounter problems dealing with other students, staff or community members are expected to consult with a grade level dean or counselor to help reach a positive resolution.

Students are expected to follow instructions from any school employee who is in the performance of their duty and to address all adult staff members with respectful words and tone. Teachers have supervisory responsibilities in all areas of the campus while at school and students are expected to cooperate with them.

Classroom Expectations
1. Achieve at the highest levels
2. Be in class on time, prepared, and ready to learn
3. Be respectful of self and others
4. Be respectful of others' property
5. Ensure order and safety are maintained
6. Treat visitors with courtesy and respect

Lunchroom Behavior / Food Deliveries
While in the lunchroom students are given the liberty to interact with friends and use personal electronics. Each student is responsible for orderly, respectful behavior and picking up and disposing of their empty containers and/or tray. As per MPS Policy 1480 and Regulation 3550A, food deliveries from services like BiteSquad, UberEats, DoorDash or any other delivery service are NOT accepted at the school and will be refused at the door.

Care of School and Personal Property
Students are responsible for the proper care of all books, Chromebook, iPads, supplies (locks), and furniture supplied by the school. Students who damage school or personal property will be required to pay for the damage.

Money and Valuable Articles
Students will not bring large amounts of money to school. All valuable articles should always be in possession of the owner. The school CANNOT and DOES NOT accept responsibility for stolen money or items. The school does not reimburse for property loss.

Lockers
The school furnishes a locker to provide a place for students to store materials needed for schoolwork. Students will use the school-issued lock; no personal locks will be permitted. Students may go to their lockers before school, between classes, and after school. Money and other valuables should NEVER be left in the locker. The school accepts no responsibility for items stored in lockers. Any damage or loss should be reported immediately to a dean or administrator. The school reserves the right to search any locker, at any time, for any reason, without warning or consent. Items which are found in a locker that violate the law or school policy, will be confiscated and held until parent and/or authorities are notified. For further explanation of this process, please refer to the section in this handbook entitled Search of Students/Locker/Desks, Motor Vehicles on page 33.

Student Dress Code
North High School's Site Council, administration, and teachers believe student dress and personal appearance is important for success in high school, college, and the workplace. We expect our students to present themselves in a manner that will be respectful and appropriate. Any clothing/accessories with phrases, slogans or artwork that is vulgar, sexually suggestive, profane or promotes violence, encourages disrespect, indecency, racism or hate, or makes reference to drugs, tobacco, alcohol or gangs is not permitted. In addition, any clothing/accessories that pose a safety hazard or create a distraction to the learning environment is not permitted. Any student not following this code will be required to change their clothing or go home.

Bus Procedure
Students who qualify will receive a GoTo card to travel on the city bus to and from school. While at the bus stop, and on the bus, all school rules are in effect and will be enforced. Students are also expected to follow all Metro Transit rules, including the curfew hours. If lost, students are responsible to pay a $10 fee to replace bus cards.

For field trips, bus drivers are in complete charge of the students on their buses. Their instructions must be followed at all times. All school rules are in effect and will be enforced while on the bus.

While on the bus:
· Observe the same conduct as in the classroom
(see Classroom Expectations above)
· Stay in your seat
· Keep your head, hands, and feet to yourself and inside the bus

November 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 End Of Q1	4 No School Record Keeping	5 Start of Q2	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26 No School Thanks-giving break	27 No School Thanks-giving break	28 No School Thanks-giving break	29
30						

NORTH HIGH POLARS ARE:

PREPARED
PROMPT
PERSISTENT
POSITIVE
PROUD

POLARS ARE COMMITTED TO ACADEMIC EXCELLENCE
AND PERSONAL INTEGRITY

Attendance Procedures
A student who does not attend class loses important aspects of their education. Preparing students for lifelong learning is a primary goal of North High School. It is important that students develop habits of reliability while in high school.

Students who miss more than two days per month are twice as likely to fail. Success in courses that prepare for the rigors of college is difficult and takes significant effort. School is easier with attendance and more difficult with absence. Be present.

Students are successful when:
1. They attend school every day
2. They complete the required work
3. They contribute and actively participate in lessons and classroom activities

Excused Absences
1. Illness—School staff may require verification from a health care provider for absences of three (3) consecutive days or four (4) total days in any semester
2. Religious holidays—when the school is notified in advance
3. Recognized cultural observances—when the school is notified in advance
4. Funeral or other family emergency—up to 3 days when the school is notified in advance
5. Family activity—up to 5 days when arranged in advance with school
6. Transportation problems—when caused by failure of the MPS transportation system
7. Appointments with health care providers or other professionals—when unable to schedule outside of school hours and when the school is notified in advance

When a student is absent for any reason for 3 days or more, advisors will call home.

Students will be withdrawn from school after missing 15 consecutive days.

Absences or Tardiness Processing
Absences and tardiness are handled through the Attendance Office. Anytime a student is absent, they are expected to complete their schoolwork.

Notes Explaining Absences to the Attendance Office
Students are required to bring notes to explain their absences to the Attendance Office within 3 days of their return to school. Students must include the following information on their excuse notes: Student first and last name, Student I.D. Number, Parent/Guardian full name, Parent/Guardian signature, and telephone number. All notes for doctor and dentist appointments must be verified by a stamp from the doctor's office and returned to the Attendance Office. Notes should be dropped off in the Attendance Office before 8:30am.

Policy for 18-Year-Old Students
Eighteen-year-old students MAY NOT sign themselves out of school
Exception: Parents of 18-year-old students must make an appointment to see the principal to complete the form giving their student responsibility for signing out of the building.

Emancipated Youth
Students must prove their emancipation by submitting a copy of the legal document to the attendance office.

Readmitting Students After Suspension
Students who are returning from suspension must be accompanied by a parent/guardian for a re-admittance conference. Students will be given a re-admit slip to present to each of their teachers.

Tardy Policy
Students tardy to school must sign in at the main door and obtain a pass if entering the building after 8:40am and then report to their classroom. Students not in their classrooms when class begins will be marked as tardy. Students tardy to class should enter quietly and take their seats in a non-disruptive manner.

Pass Policy
Students are expected to use the lavatories and go to their lockers between classes. Students are not permitted to leave class without a pass. Students must carry their pass when outside the classroom. Passes are not automatic; the teacher may refuse to give a pass. No passes will be issued the first or last ten (10) minutes of any class period. A pass should be held in the student's hand so it will be visible. Any student in the hall without a pass will be subject to disciplinary action.

Parent / Guest Visit Policy
Parents are welcome; however, we consider it courteous of parents to inform teachers in advance when they would like to visit a class. Please check at the main door for a visitor's pass. Because of the interruptions often created by the presence of student visitors, it is our policy NOT to allow student visitors during the regular school day. It is possible for 8th grade students to shadow a high school student during the high school choice season (December).

School Day
The school day starts at 8:30am and ends at 3:10pm. Students MAY NOT leave campus for any reason unless they have permission from administration. Any student who leaves the building must sign out at the main door and present a signed permission slip.

December 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22 NO SCHOOL Winter Break	23 NO SCHOOL Winter Break	24 NO SCHOOL Winter Break	25 NO SCHOOL Winter Break	26 NO SCHOOL Winter Break	27 NO SCHOOL Winter Break
28	29 NO SCHOOL Winter Break	30 NO SCHOOL Winter Break	31 NO SCHOOL Winter Break			

Leaving Campus During School Hours
Any student leaving school for an appointment during school hours must provide a note to the Attendance Office before the start of the school day.

Open Campus Lunch
Available to 11th and 12th graders in good academic standing. Open Lunch is a privilege and not a right. Students who return late from lunch may have this privilege revoked.

After School Hours
Various after-school academic programs are offered throughout the year. Students enrolled in these programs are expected to be in those classrooms unless specifically authorized by the teacher to be elsewhere.

Emergency Card Information
It is the responsibility of the student to maintain accurate information on student emergency cards. Students must supply current information concerning street addresses, home telephone numbers, parent's work number, and emergency numbers including doctor's number. If, during the course of the school year, any pertinent information from the emergency card changes, the student's family is responsible for notifying the school of the changes. For safety, health and emergency information, the school must have a way to contact the parent/guardian.

Student Services
Counselors
Here at North Community High, school counselors are available to all students. The Counseling Department strives to provide a comprehensive developmental school counseling program addressing the academic, career-post secondary and social/emotional development of all students. Licensed School Counselors advocate, facilitate and leverage resources to ensure that all students have access to and are prepared with the knowledge and skills to contribute as productive members of society. To meet the needs of our diverse population, North Community High counselors collaborate with students, parents, teachers, administration and community partners.

Social Worker
A social worker is at North High every day to help students with personal issues. If they are unable to help, a referral will be made to someone in school or the community who can provide the necessary service or advice.

School Nurse
The School Nurse plans for and supports all students, including those who have chronic health conditions or who have medical needs at school. The nurse provides support to students in special education, including those who need medical procedures during the school day. The School Nurse is supported by the Health Services Assistant who performs various procedures as delegated by the School Nurse such as medication administration.

School Based Clinic (Mini-Clinic)
Health care providers from North Point Health and Wellness Center staff the school based clinic. Services are available to students attending North High School. The clinic is funded by grants from the United Way, Hennepin County and Minnesota Department of Health-Maternal Child Health. Parents are provided with a consent form to sign in order for their child to be seen at the Mini-Clinic.

Chemical Dependency Counselors Available through the District

North High School staff and administration are committed to creating a school environment hat is safe and drug-free. Students who are concerned about their personal or family chemical use or experiences are strongly encouraged to seek the assistance of a district chemical awareness counselor. The chemical awareness counselor helps students identify their chemically related problems and aids them in finding the most appropriate resources. These services are both confidential and cost-free.

Co-Curricular Activities
(More specific information can be found in the co-curricular activities pamphlet)
Forms needed to participate: 1) Physical on file with the athletic office; 2) Parent Permission Form; 3) Equipment Policy Form; 4) Participation Fee

Equipment Policy
Athletes will be issued equipment at the beginning of the sport season in which they are participating. All athletes will be required to turn in their equipment immediately—and in good condition—at the conclusion of their season. If the equipment is not returned on the designated date, an obligation will be filed, and your name will be given to the appropriate authority.

2025-26 Schedule of Academic, Athletic, and Co-Curricular Events
For a complete list of athletic events and activities, see the athletic director. Also check out the school calendar website at: https://mplscity.org/public/genie/6/school/4/

Academic Appeals
Students not meeting the requirements for co-curricular participation may appeal. Appeals should be submitted to the athletic/activities director, or your coach.

Interscholastic Athletics (require a 2.0 GPA or better)

Fall Sports	Winter Sports	Spring Sports
Cross Country (W&M)	Basketball (W&M)	Badminton (W)
Football (M)	Gymnastics (W)	Baseball
Soccer (W&M)	Adapted Hockey	Adapted Bowling
Adapted Soccer W&M)	Nordic Ski (W&M)	Lacrosse (W&M)
Hockey (W&M)	Dance (W&M)	Tennis (M)
Swimming (W)	Swimming (M)	Track and Field (W&M)
Tennis	Wrestling (W&M)	Softball (W)
Volleyball (W)	Hockey (W&M)	Golf (W&M)
Sideline Cheer (W&M)	Sideline Cheer (W&M)	Adapted Softball (W&M)
	Alpine Ski (W&M)	

Examples of Year-Round Co-Curricular Activities (require a 2.0 GPA or better)

Cheerleading Chess Drumline Choir Dance Line Debate
Drama Gay-Straight Alliance Yearbook

January 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 NO SCHOOL Winter Break	2 NO SCHOOL Winter Break	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19 **No School Martin Luther king Jr. Day**	20	21	22 **End of Q2**	23 **No School** **Record Keeping**	24
25	26 **Start of Q3**	27	28	29	30	31

Notification of Rights: Procedures on the Disclosure of Student Information and Records

The Minnesota Government Data Practices Act and the federal Family Education Rights and Privacy Act (FERPA) give parents or guardians and students who are 18 years of age or older certain rights with respect to students' education records. This notice summarizes important information regarding these rights.

1. **Student records can be released without your consent to District officials with legitimate educational interests.**
Legitimate educational interest means that the official needs to review the record in order to fulfill his or her professional responsibility. District officials include, for example, District employees such as teachers, aides, office staff, and medical staff and may also include a volunteer or contractor outside of the school who performs a function for which District would otherwise use its own employees and who are under the control of the District with respect to student records.

2. Certain information is classified as **Directory information**. Directory information can be released without your consent. You do have the right to notify the school principal in writing that you do not want the information defined below to be released. In MPS, directory information and who can access it are defined as follows.

a. The following information can be released to any member of the public.

i. Name, height and weight of individual members of athletic teams;
ii. Name of recipient and name of award or scholarship received, and
iii. Names of participants in officially recognized school activities.

b. In addition to the information available to the general public, the following information can be released to any properly identified member of a governmental agency.

i. Name
ii. Home Address(es)
iii. Telephone Number(s)
iv. School of Enrollment
v. Photograph, audio or video image
vi. Date of Birth
vii. Dates of enrollment in MPS Schools
viii. Grade Level

Notify the school principal if you do not want the District to release this information as described.

3. In the event a student transfers or applies to another school, including any school that the student might attend after high school, the District will transfer student records to that school if requested. The District will transfer all records including any formal suspension, expulsion, and exclusion disciplinary action.

4. The District will release the names, addresses, and home telephone numbers of high school students to military recruiting officers unless you notify the school principal that he or she should not release that information.

5. The District will release the names, addresses, and home telephone numbers of high school students to colleges unless your parents notify the school principal that he or she should not release that information.

6. The District will bill your health care provider for health care services required in an IEP. (Individual Education Program)

7. You may inspect or review school records within 10 school days after your principal receives the written request.

8. If you believe that a school record is not accurate or complete, you may notify your principal in writing about what you believe is inaccurate or incomplete and what you would like done to correct the information. If your principal decides not to change the record, the principal will notify you about additional steps you can take.

9. You may authorize school officials to release your private education records by signing a written authorization specifying the information you'd like released and the person you would like to receive the information.

10. You may file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

February 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13 Family-Teacher Conference	14
15	16 Presidents Day	17 Professional Development	18	19	20	21
22	23	24	25	26	27	28

Policy 5100: Attendance

1) PURPOSE

The purpose of this policy is to establish and define District rules for attendance. The goal of the MPS attendance policy is to promote student attendance and assure that absences are effectively addressed. Assuring student attendance requires a joint effort among school staff, students, families and the community. This policy does not apply to those periods during which a student is enrolled in an authorized foreign study exchange program.

2) GENERAL STATEMENT OF POLICY

a) The Minnesota Compulsory Attendance Law requires that every child enrolled in kindergarten through age 16 shall receive instruction.

i) Once a child has been enrolled in kindergarten, regardless of the age of the student at that time, attendance is compulsory unless and until the child is properly withdrawn from enrollment.

ii) In the event that a child under the age of seven who was enrolled prior to their seventh birthday is properly withdrawn from enrollment, attendance is no longer compulsory until the earlier of the following is reached:

(1) re-enrollment of the child as a student, or

(2) the child's seventh birthday.

b) Students who are enrolled in the pre-kindergarten programs of the district are not subject to the compulsory attendance law, but their continued enrollment shall be subject to their meeting the district expectations for attendance that applies to students in Kindergarten through grade 12.

i) Students who fail to meet the attendance requirements will be dropped from enrollment, and their space offered to students who may be on a waiting list for the program.

ii) Students may be excused from attendance on the same basis as is permitted for students enrolled in kindergarten through grade 12.

c) The District attendance policy is guided by the following set of values. In some instances, these values may compete with each other. The attendance policy attempts to balance these values in the best interest of students and the school community.

i) Student academic achievement is the primary goal of Minneapolis Public Schools. Although learning occurs in a variety of settings, time in class is essential to learning so that students can receive instruction and contribute as members of the community of learners.

ii) School staff, students, families and the community share responsibility for student attendance.

(1) Families have the responsibility for making decisions about their children's schooling.

(2) School staff has responsibility for communicating with families about student attendance.

iii) All students receive equitable opportunity and treatment. Students have individual needs that must be considered.

d) Minneapolis Public Schools recognizes that daily attendance is critical to academic achievement and therefore expects every student to attend school and class on time every day. Ninety-five percent attendances is set as the minimum standard.

e) Students not required by Minnesota Law to attend school may withdraw under the following procedures.

i) Any student under age seven (7) may be withdrawn by the parent or guardian if

(1) The student is enrolled in another school; or

(2) The student is registered or enrolled in a home school; or

(3) The parent or guardian declares in writing that the withdrawal is due to the immaturity of the child.

ii) Any student between 16 and 18 years old who seeks to withdraw from school must, along with that student's parent or guardian:

(1) attend a meeting with school personnel to discuss the educational opportunities available to the student, including alternative educational opportunities and

(2) sign a written election to withdraw from school.

3) RESPONSIBILITY

a) The Superintendent is authorized to promulgate regulations, procedures and rules to implement this policy. Regulations and procedures shall, at a minimum:

i) establish clear and consistent practices across the district, including a standard set of excused and exempt absences.

ii) use accurate and timely attendance data for planning, evaluation, and communication.

iii) clarify staff roles and responsibilities.

iv) clarify the role of parents in informing the school regarding their students' attendance or absences.

v) require attendance regulations, procedures and rules to be communicated to students and families at registration, or at least annually.

vi) provide for the means of appeals by parents or guardians regarding attendance issues.

b) District School Staff have the responsibility to:

i) engage students in the learning process with strong curriculum, instruction and relationships with staff.

ii) meet the needs of individual students by using a range of strategies and interventions.

iii) communicate attendance expectations to families, inform them of their students' attendance, and involve them in problem solving related to their students.

iv) involve the community through shared expectations and actions.

Original Adoption: 04/25/1967
Revision Dates: 07/25/2000, 04/13/2010
Legal References: Please see the list of references at https://mps.municipalcodeonline.com/book?type=policies#name=Policy_5100:_Attendance

March 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20 No School Eid– al-Fitr	21
22	23	24	25	26 End of Q3	27 No School Record Keeping	28
29	30 No School Spring Break	31 No School Spring Break				

Policy 5100: Attendance (continued)

Regulation 5100A: Attendance Rules And Procedures

1) PURPOSE

The purpose of this regulation is to establish the rules and procedures for attendance of students; also to assure that the attendance policy is implemented in the spirit in which it was intended. To that end the district will:

a) Communicate the policy and procedures to staff, students and families.

b) Conduct periodic audits of the practices throughout the district to assure consistency and equity, and to identify needs for staff development.

2) GENERAL STATEMENT OF REGULATION

a) Responsibility. Principals and Site Administrators have the responsibility to:

i) administer the District policy for the students under their care;

ii) make such determinations regarding attendance and excuses as are delegated to them herein by the Superintendent.

(1) The principal or site administrator may designate an assistant principal or school social worker as an additional person allowed to make decisions regarding attendance and absences.

(2) The principal or site administrator may make such designation from time to time, and when made must communicate such designation to the parents and guardians of the students at the school or site.

b) Monitoring System: All schools will establish an attendance monitoring system, including:

i) attendance taken daily in elementary schools and each period in secondary schools.

ii) a record of excused and unexcused absences.

iii) a system for contact with families of students with an absence that is unaccounted for on the day of the absence(s) (phone calls, home visits, etc.).

iv) a clear system for documenting and communicating the educational plans of students on Individual Education Plans (IEPs) and 504 Plans to assure that students participating in planned activities covered by these plans are not recorded as absent.

c) Equivalency. For purposes of both compliance with compulsory education laws and eligibility for co-curricular or extra-curricular participation in secondary schools, any unexcused absence from one or more classes in one school day is equivalent to a full-day absence.

d) Absences for Co-Curricular Activities. For all students involved in any district-approved co curricular activity scheduled either during or outside the school day the following shall apply:

i) School-initiated absences will be accepted, and participation permitted.

ii) The student has the responsibility to notify his/her teacher(s) in advance of the absence. When this requirement is followed, an excused absence will not result in any penalty for the student.

iii) A student may not participate in any co-curricular or extra-curricular activity or program if she/he has an unexcused absence from any class during the day.

iv) A student must maintain the necessary grade point average to participate in activities.

v) If a student is suspended or removed from instruction for one day or less, she/he may not participate in any co-curricular or extra-curricular activity or program during the suspension.

vi) When a student is experiencing academic difficulties, staff will discuss with the student and his/her family the need to limit absence from instructional time. Activities that a student shall continue to participate in include, but are not limited to:

(1) Scheduled meetings with school counselor, social worker or school psychologist.

(2) Field Trips arranged by school staff.

e) Excused Absences:

i) Students eighteen or more years of age may provide their own excuses for absences under the excusable absence circumstances in paragraph 2.E.3. 1-15.

ii) Parents or guardians may excuse their student under age eighteen (18) from attendance under the excusable absence circumstances in paragraph 2.E.3. 1-15.

iii) Excusable Absences:

(1) Illness. An absence due to illness may be excused by the following means:

(a) written verification from a health care professional;

(b) verification from the school nurse; or

(c) a note from the student's parent, or the student (if eighteen or more years of age), however if the length of the illness is greater than three days, or if the student has accumulated more than eight days of absence during the school year, the parent should contact the school nurse, or provide a health care professional's written verification.

(2) Religious observance, when the school is notified in advance.

(3) District recognized cultural observance, when the school is notified in advance.

(4) Funeral attendance for up to four (4) days; however, the principal or site administrator, or designee, may grant a longer period in writing.

(5) Family emergency for up to three (3) days in an academic year, however upon application by a family in extraordinary circumstances a principal or site administrator, or designee, may grant a longer period in writing. Family emergency due to relocation or moving is not an extraordinary circumstance and should be limited whenever possible to one day's absence.

(6) Approved family activity for up to five (5) days within one school year, when

(a) The parent or guardian requests permission for the absence ten (10) regularly scheduled school days in advance of the first absence; and

(b) The absences are approved in writing by the principal or site administrator in advance of the first absence, and

(c) Missed schoolwork is assigned by the student's teacher or teachers, and the parent or guardian agrees that schoolwork will be completed; and

(d) The absences will not occur during state-wide testing dates; and

(e) Where the student has shown adequate progress and attendance prior to the request.

(7) Transportation problems confirmed by the MPS Transportation Department caused by:

(a) A scheduled bus stop was not made;

(b) A scheduled bus stop was made late;

(c) The bus experienced mechanical failure.

April 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 No School Spring Break	2 No School Spring Break	3 No School Spring Break	4
5	6 Start of Q4	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Policy 5100: Attendance (continued)

(8) Transportation interruption caused by:
(a) Student change of address within the school attendance boundaries when
(i) The parent or guardian has completed a change of address form, and
(ii) The parent or guardian is not able to transport the student prior to the institution of the new stop for the student; and
(iii) An existing bus stop is not within the permitted walking distance for the age of the student, or
(iv) The existing bus stop is deemed unsafe (as defined by the Transportation Department) for students in Hi-5 through fifth grade.
(b) Student change of address outside of the school attendance boundaries when
(i) The student is properly identified as meeting the definition of homeless or highly mobile, and
(ii) The parent or guardian is not able to the transport the student prior to the institution of the new stop for the student.
(9) Extreme weather conditions considered by the parent to be too dangerous for the student to attend school.
(10) Student appointments with health care providers or other professionals when unable to schedule outside school hours and when the appointment is confirmed in writing by the health care provider or other professional.
(11) Student appearances in a judicial or quasi-judicial meeting ordered by a court when unable to schedule outside school hours and when school is notified in advance by the parent or guardian, the court or the adult student.
(12) College visits, up to two (2) days when the request is made in writing prior to the first absence.
(13) Non-District competitions or events, a parent or guardian, or an adult student, may request an excused absence for participation in a non-district sponsored athletic, dramatic or musical event.
(a) The request must be in writing in advance of the first absence; and
(b) Documentation from the sponsor must be provided along with the request identifying the location, dates and time of the event; and
(c) Missed schoolwork must be assigned by the student's teacher or teachers, and the parent or guardian or adult student agrees that schoolwork will be completed.
(14) Administrative Decisions. The site administrator or principal may excuse an absence due to an activity or event, that due to its confidential nature will not be otherwise identified to protect the privacy interests of the student or family.
(15) A student in tenth grade who has completed all graduation requirements may be absent for any reason.

f) Changes in Entered Attendance Codes.
i) Any excusable absence for which an unexcused absence has been recorded and which does not require prior approval or notice to the school may be excused in writing by the parent or guardian, principal or the adult student and
(1) No more than three (3) school weeks (holidays and release days included) have passed since the absence sought to be excused; and
(2) Any required documentation is provided at the time of the request.
ii) Any excusable absence for which an unexcused absence has been recorded may be excused in writing by a court.
iii) Changes in recorded attendance codes other than as provided above may be made only by the principal.
iv) Clerical errors in the entering of an absence code may be corrected by the school staff without requiring a formal request from a parent or adult student.

3) APPEALS

a) A parent or an adult student may appeal the decision of a principal regarding school absence to the appropriate school superintendent.
b) A parent or an adult student may appeal the decision of the appropriate school superintendent to the Superintendent of Schools.
c) A parent or an adult student may appeal the decision of the Superintendent of Schools to the Board of Education.
d) All appeals must be in writing, submitted to the appropriate school or district office within ten (10) days of the receipt of the notice of the decision, regardless of form of receipt.

4) COMMUNICATION

a) Schools shall communicate expectations to students and families regarding State Truancy Laws and District policies.
b) Schools shall use a consistent method to inform families of student absences and missed work.
c) Schools shall have a system for making contact with the family of every student with an unaccounted-for absence, on the day of the absence.
d) Principals shall send letters of information to families after three (3) unexcused absences.

Legal References:

- 20 U.S.C. §1681, et seq. (Title IX of the Education Amendments of 1972)
- Minn. Stat. § 120A.22 (Compulsory Instruction)
- Minn. Stat. § 120A.24 (Reporting)
- Minn. Stat. § 120A.26 (Enforcement and Prosecution)
- Minn. Stat. § 120A.28 (School Boards and Teachers, Duties)
- Minn. Stat. § 120A.30 (Attendance Officers)
- Minn. Stat. § § 121A.40 - 121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 260C,007, Subd. 19 (Habitual Truant defined)
- Minn. Stat. § 260A.02 (Definitions)
- Minn. Stat. § 260A.03 (Notice to Parent or Guardian when Child is Continuing Truant)
- Goss v. Lopez, 419 U.S. 565,95 S.Ct., 729 (1975)
- Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)
- Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)
- Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7 (1978)
- Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)
- Knight v. Board of Education, 348 N.E.2d 299 (1976)
- Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

MPS Policy Cross References:

- Policy 5200 (Citywide Discipline Policy)
- Policy 5560 (Co-Curricular Eligibility)
- Policy 5650 (Work Release and Student Internship Programs)
- Policy 5100 (Attendance)
- Policy 6510 (Work Based Learning)
- Regulation 5100 B
- Regulation 5100 C
- Regulation 6521 C (Interscholastic Athletics, Contests, Activities, Eligibility)

May 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15 Prom	16
17	18	19	20	21	22	23
24	25 No School Memorial Day	26 Professional Development	27 No School Eid al-Adha	28	29	30
31						

Student Personal Electronic Device Policy 5210
Cell Phones, Tablets, MP3 Players, and other personal Electronic Devices Use and Possession

1) STUDENT RESPONSIBILITIES

- Turn off and secure* your devices when in class, unless permitted to use by your teacher or the staff person in charge of your location (*out of sight or holstered)
- Use your device responsibly. Follow the instructions of all staff regarding their use.
- Do not use your device in school restrooms, locker rooms or any room designated for changing clothing.
- School use rules apply when on field trips.
- Devices should not be used to bully or tease, haze or facilitate fights, cheat, plagiarize or for other behavior that is contrary to district policy or school rules.
- Pictures or video may be taken only when you have permission to do so from your teacher or other responsible staff.
- You are responsible to report inappropriate use by others to an administrator or teacher.
- You are responsible for the security of your device while at school, on school buses, or on field trips. Lost or stolen devices will not be replaced.

2) TEACHER RESPONSIBILITIES

- Be clear on classroom rules regarding when, how and if personal electronic devices may be used by students in your classroom.
- When use is permitted by you, support students by teaching appropriate use of devices.
- Do not require students to use their personal devices.
- If students report inappropriate use to you, inform the appropriate school administrator.
- Report all inappropriate use witnessed by you to the appropriate school administrator.
- If student behavior necessitates the confiscation of a device, use ordinary and prudent care of the device in your possession and turn in to the school office as soon as is practicable.
- Learn how, when and if electronic devices can assist you in teaching and students in learning. Share best practices with other teachers.

3) PARENT RESPONSIBILITES

- Be aware of school rules regarding use and possession of personal electronic devices.
- Teach your student prudent use and possession of the device. Help your student understand how to properly secure their device by either providing a holster, case or choosing another location to secure the device when not in use. Devices are brought to school at your own risk. Lost or stolen devices will not be replaced.
- Work with the Principal to establish special use if your family circumstances require it.
- Support your school staff if your student's device is confiscated from them for failure to follow classroom rules, school rules or district policies.
- Know your student's schedule, and understand when they may respond to you.
- Review appropriate use of the device with your student.
- Support your student if they witness inappropriate use in reporting the use to the appropriate school administrator.

4) PRINCIPAL RESPONSIBILITES

- Inform Students, Staff, and Parents of Use and Possession rules on an annual basis.
- Work with Parents to establish specific plans for use upon parent request when family circumstances require special accommodations.
- Support classroom teacher choices about use in their classrooms that support teaching and learning.
- Encourage teachers to learn when, how and if use of devices will improve teaching and learning.
- Be consistent in enforcing district policies.
- Encourage the sharing of best practices around use of devices that promote teaching and learning.
- Take appropriate disciplinary measures for students who fail to use devices responsibly. Take appropriate disciplinary measures for staff who intentionally or through gross negligence harm student personal devices.

Original Adoption: 08/23/2011; Revision Dates: 8/17/2015

June 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10 Last Day Of School End of Q4	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Chemical Health, Use and Abuse Information for North High School
Annual Notice to Parents

North High School, as part of the Minneapolis Public Schools is a Drug Free School. This notice to parents is given to provide you with information about our :

1) Prevention activities and learning about making good choices surrounding chemicals
2) The Minneapolis Public Schools policy about chemical use and abuse
3) Chemical Health services at our school
4) Support services available to students who are returning to school after a suspension for chemical related behaviors, or after returning to school from participation in a treatment program for chemical use or abuse.

Area	Our Program	Contacts for Parents
Prevention activities and learning	Minneapolis has health teaching standards at every grade level that promote health life choices including appropriate use of alcohol, tobacco and other drugs. We use age-appropriate curriculum to teach our students. We may have special guests come to help learn about consequences of use and abuse of chemicals.	Principal Classroom Teacher Health Specialist/Teacher School Nurse
Minneapolis Public Schools Policy on Drug Free Schools	Our policies 5631, (which relates to alcohol and other drugs) and 5220 (which relates to tobacco) and their regulations can be found on the district website at: https://www.mpschools.org/departments/general-counsel/annual-notifications Generally: Students may not have in their possession, use or be under the influence of alcohol, tobacco or other chemicals not prescribed by their health care provider while at school or at school functions, regardless of location. Tobacco use includes the use of electronic cigarettes or vaping devices. Students who are breaking the law will be referred to the police liaison officer assigned to our school. Provisions are made for an exception for Native American students for tobacco possession for religious/cultural purposes (see the policy for requirements). The Behavior Standards Policy identifies use or possession of alcohol, tobacco, or drugs as reasons for	Principal School Nurse Associate Superintendent Director of Policy Development
Chemical Health Services Available at our School	Our school has a pre-assessment team that identifies students who have chemical-health use or abuse related issues. This includes students who are affected by the chemical use and abuse of others. This team may provide the student and/or the student's parents/guardians with information about school or community services available to help with chemical health issues. All reports of suspected, inappropriate chemical use or abuse are given to this team, who assist the principal in determining the	Principal School Nurse School Social Worker
Support Services available to students returning from suspension for chemical related issues	All students who are suspended for alcohol or drug related reasons and their parent/guardian will participate in a re-entry conference with the principal or another administrator at the school. In addition, parents and students may be invited to a team conference with the school pre-assessment team to learn about community resources for the family to use in response to the issue.	Principal School Social Worker School Nurse
Support Services available to students returning from participation in a treatment program.	Parents/guardians or students who wish may request a meeting of the school's pre-assessment team for support for a student returning to school after participation in a treatment program. Students, parents and guardians are not required to disclose participation in such a program, but those who choose to may find the support services available at school help the success of the participation in the treatment program.	Principal School Social Worker School Nurse

North High School is committed to a drug free school, support for all students in their education and helping families reinforce health life choices.

Policy 5200: Behavior Standards and Code of Conduct

1) PURPOSE

Minneapolis Public Schools recognizes that appropriate school behavior is critical to academic success and sustaining a rich and effective learning community. It is the intention of this policy to establish that student instruction time lost due to removal from classes due to misbehavior must be minimized.

Effective teaching of school appropriate behavior is a responsibility of the adults in every school. Effective school discipline includes establishment of high standards of behavior, school cultures of respect and acceptance, instruction in appropriate behavior, time for students to learn appropriate behavior, and fair and proportionate consequences for failure to meet behavior standards. Students share in the responsibility to uphold and respect the high standards of school behavior that contribute to the ability of all to learn.

Effective discipline maximizes the amount of student and staff time and attention spent on teaching and learning and minimizes the amount of student and staff time and attention directed toward behavior that disrupts the learning process.

Effective discipline considers the age and development of the student in framing the instruction in appropriate behavior and the consequences for misbehavior. Effective discipline is educational, not punitive. Effective discipline includes building relationships, repair of harm and restoring relationships and restorative practices to reengage students in their learning community

It is also the responsibility of Minneapolis Public Schools to assure a safe and orderly learning and working environments for all students and staff. The District looks to parents and families to partner in the teaching and supporting of appropriate school behavior to maximize the academic success of their students.

2) GENERAL STATEMENT OF POLICY

a. The District is committed to teaching all students and to assuring that students' learning is not disturbed by the disruptive or dangerous behavior of others.
b. The District is committed to taking actions to provide a safe learning environment for all students, and a safe working environment for all staff.
c. The District is committed to establish and engage in relationships with other public agencies and community resources to ensure support for the social and emotional needs of all students.
d. The adult response to behavior that interferes with the educational environment shall include restoring relationships, restoring a productive learning environment and teaching behavior expectations.
e. If behavior warrants a removal from instruction it must be coupled with a restorative re-entry plan that addresses student relationships with their peers and with the adults involved.
f. Every school shall establish a School-Wide Behavior Plan identifying and teaching behavior expectations, identified and adopted restorative practices, and responses within the requirements of this policy and directives from the Superintendent. All school staff shall receive training on the school's plan.
g. Every classroom shall establish behavior standards and norms within the district's policy, the Superintendent's directives and the school's behavior plan with participation from the students in the classroom. All students shall be taught the behavior standards established.
h. Every school employee shall demonstrate high standards of behavior that model appropriate school, monitoring and response behaviors to students.
i. Every school shall examine its discipline data to assure that responses to student behavior do not show evidence of bias or discriminatory behavior. Schools shall also use behavior data to identify and provide additional training to staff and students; and to provide effective interventions for students to improve student outcomes.
j. Student age, developmental stage and individual needs based on culture, language, or disability or other relevant factors shall be considered in determining the appropriate response to behavior that does not meet school standards.
k. Discipline for students with an Individualized Education Program (IEP), Individual Accommodation Plan (IAP/504 Plan) shall be controlled by the terms of the accommodations of their written program or plan to the extent they differ from the district policy, regulations and school plan.
l. Students, Staff and Parents shall receive annual notice of the District's Discipline Policy and Superintendent's Regulations supporting it.
m. Students, Staff and Parents shall receive annual notice of the school rules established by individual schools.
n. Students and Parents shall receive annual notice of classroom rules established by their classrooms.

3) RESPONSIBILITIES

a. The Superintendent is authorized to promulgate regulations to implement this policy.
b. The Superintendent shall establish minimum standards of behavior for students. Superintendent shall establish annually categories of students for which behavior data will be disaggregated in reports to the board and other reports required under this policy.
c. The Superintendent is responsible to identify adequate facilities for the documentation of behavior responses, the analysis of behavior data, engaging appropriate community resources and for identifying appropriate training for staff, student, parents and community partners.
d. Principals are responsible for:
    i) leading the collaborative development of the school's behavior and restorative practices plan;
    ii) assuring that annual notices are given to students, parents and staff.
    iii) developing and sustaining partnerships with identified community resources;
    iv) leading the review of school behavior data to identify training needs with a view toward improving student outcomes;
    v) reporting behavior data no less than quarterly to their school community.
    vi) Reviewing behavior data with the appropriate Associate Superintendent or other District leadership no less than quarterly.
e. Teachers are responsible for:
    i) leading the development of the classroom behavior and restorative practices standards and procedures;
    ii) assuring that all students are taught the expected school behavior in their classroom and school;
    iii) participating in identifying students that would benefit from additional support from school and community resources;
    iv) participating in implementation of the school behavior plan and restorative practices;
    v) participating in data review, necessary training, and analysis of behavior data to improve student outcomes.
f. Non-classroom school staff is responsible for implementing with fidelity the district behavior standards and school behavior standards, participating in data review as directed by the principal or site administrator, necessary training and analysis of behavior data to improve student outcomes.
g. Parents are responsible to partner with their student's schools to implement with fidelity the school behavior standards and school and classroom rules to improve their student's outcomes. Parents shall help their students learn the behavior standards of their schools and classrooms.
h. Students are responsible to learn the standards of behavior of this district, their school and their classrooms; to take personal responsibility for their behavior as they are able, and to work to improve the relationships they have with their peers, their teachers and with other school staff.

Original Adoption:
06/12/1984

Revision Dates:
11/1/1985, 04/28/1987, 09/13/1994, 06/24/2003, 12/10/2013

Legal References:
- Minn. Stat. §121A.40 et seq. (Pupil Fair Dismissal Act)
- Minn. Stat. §121A.58 et seq. (Discipline, All Students)
- Minn. Stat. §125A.08 (Individual Education Programs)

MPS Policy Cross References:
- Policy 1304 (Equity and Diversity
- Policy 3548 (Bus Safety)
- Policy 4025 (Drug Free and Weapons-Free Schools and Workplace)
- Policy 5000 (Equal Education Opportunity)
- Policy 5100 (Attendance)
- Policy 5201 (Bullying and Hazing Prohibition)
- Policy 5210 (Student Electronic Devices)
- Policy 5220 (Tobacco Use- Student)
- Policy 5620 (Releasing Students to Police
- Policy 5621 (Use of Peace Officers and Crisis Teams to Remove Students from School Property)
- Policy 5631 (Drug-Free Schools, Chemical Health, Chemical Use and Abuse)
- Policy 5635 (Mandated Reporting Of Child Neglect Or Physical Or Sexual Abuse)
- Policy 5636 (Notification of Student on Student Sexual Assaults Committed on School Property)
- Policy 5637 (Mandated Reporting Of Maltreatment Of Vulnerable Adults)
- Policy 5680 (Search of Students, Lockers, Desks and Motor Vehicles)
- Policy 5700 (Special Education)
- Policy 5750 (Student Disability Nondiscrimination – 504)
- Policy 6415 (Internet and Educational Network Use)
- Policy 6692 (Student Medication)
- Regulation 5200 A – Classification of Behaviors and Responses
- Regulation 5200 B – Out of School Removals from Instruction

Regulation 5200A: Classification of Behaviors and Responses

1) PURPOSE

The goal of Minneapolis Public Schools is to provide students a safe school and a learning environment conducive to learning. Fair and appropriate implementation of the student discipline policy is a means of obtaining this objective. Minneapolis Public Schools also recognizes that removal from instruction can work against the academic achievement of students, and should be avoided whenever possible. The purpose of this regulation is to establish the system of classification of student behaviors and administrative responses to those behaviors not otherwise addressed in district policies.

2) GENERAL STATEMENT OF REGULATION

a. All responses to student inappropriate behavior shall include elements of teaching or re-teaching appropriate school behavior and restoration of relationships affected by the student behavior.

b. Alternatives to removal from instruction shall be used unless the behavior of the student places the student or others in danger, or the disruption to the educational environment can only be remedied by a referral out of the classroom, or the referral out of the classroom is required by law. These alternatives to remove may include, but are not limited to:
   i. reminders of school or classroom rules and behavior expectations
   ii. redirection of behaviors
   iii. modification of instruction
   iv. teaching and practicing replacement skills
   v. re-teaching expectations and skills
   vi. student-teacher conferences
   vii. self-charting of behaviors
   viii. role play
   ix. small group instruction or lessons on anger management, conflict resolution, bus safety, etc.
   x. parent contacts
   xi. Detention
   xii. consultation with school subject matter experts;
   xiii. creation of an individual behavior intervention plan (BIP).

c. Opportunities for students to repair relationships affected or harmed by their behavior shall be offered as part of the response to behaviors that do not result in a removal from the classroom.

d. Opportunities for students to repair relationships affected or harmed by their behavior shall be included in the return to classroom for any student removed. These opportunities may include, but are not limited to:
   i. Guided conversations with restorative questions
   ii. peace-keeping circles
   iii. community service
   iv. peer mediation, however this is not to be used in bullying, hazing or harassment situations.
   v. reflective essays
   vi. neutral party mediation
   vii. family group conferences
   viii. restitution for property incidents.

e. Levels of student behavior are established as indicated in the chart following this narrative, and are organized as follows:
   i. Level One behaviors are behaviors disruptive to the school environment of the acting student and/or others, and includes refusal to comply with reasonable requests of adults. No out of classroom referral is permissible for this level of behaviors, and response shall be limited to in classroom actions.
   ii. Level Two behaviors are disordered behaviors toward another student or staff, volunteer, or visitor, or repeated, chronic, or significant incidents of Level One type behaviors. This level of behavior may result in a removal from the classroom to an in-school setting where instruction for the student continues.
   iii. Level Three behaviors are behaviors targeted at or targeting others, interference with safety equipment, or repeated, chronic, or significant incidents of Level Two behaviors. In-school removals are the preferred response to such behaviors if removal is necessary; any out of school removals shall be limited to one day or less.
   iv. Level Four behaviors create safety concerns for the student or others, or repeated, chronic or significant incidents of Level Three behaviors. When in-school removals are not safe for the student or others, out of school removals may be used, up to four days of school depending on the student's age and understanding of their behavior.
   v. Level Five behaviors are extreme behaviors that create safety concerns for the student or others. Out of school removals from instruction may be up to five (5) days, depending on the student age and understanding. Level Five behaviors may result in a recommendation for an transfer from the school, recommendation for expulsion, and/or referral to local law enforcement.

f. Appropriate documentation is required to support any removal from instruction for any period of time.

Legal References:
Minn. Stat. §121A.40 et seq. (Pupil Fair Dismissal Act)
Minn. Stat. §121A.58 et seq. (Discipline, All Students)
Minn. Stat. §125A.08 (Individual Education Programs)
MPS Policy Cross References:
Policy 1304 (Equity and Diversity)
Policy 3548 (Bus Safety)
Policy 4025 (Drug Free and Weapons-Free Schools and Workplace)
Policy 5000 (Equal Education Opportunity)
Policy 5100 (Attendance)
Policy 5201 (Bullying and Hazing Prohibition)
Policy 5210 (Student Electronic Devices)
Policy 5220 (Tobacco Use- Student)
Policy 5620 (Releasing Students to Police
Policy 5621 (Use of Peace Officers and Crisis Teams to Remove Students from School Property)
Policy 5631 (Drug-Free Schools, Chemical Health, Chemical Use and Abuse)
Policy 5635 (Reporting Maltreatment of Minors and Vulnerable Adults)
Policy 5636 (Notification of Student on Student Sexual Assaults Committed on School Property)
Policy 5637 (Mandated Reporting Of Maltreatment Of Vulnerable Adults)
Policy 5680 (Search of Students, Lockers, Desks and Motor Vehicles)
Policy 5700 (Special Education)
Policy 5750 (Student Disability Nondiscrimination – 504)
Policy 6415 (Internet and Educational Network Use)
Policy 6692 (Student Medication)
Regulation 5200 A – Classification of Behaviors and Responses
Regulation 5200 B – Out of School Removal from Instruction

Policy 5201: Bullying And Hazing Prohibition

1. PURPOSE

The purpose of this policy is to maintain a safe and supportive learning environment for students and staff that is free from bullying or hazing. The District cannot monitor the activities of students at all times and eliminate all incidents of bullying between students or hazing, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the District's schools and the rights and welfare of its students and is within the control of the District in its normal operations, it is the District's intent to prevent bullying and/or hazing. It is also the District's intent to take action to investigate, respond to, remediate, and impose discipline for those acts of bullying and hazing which have not been successfully prevented.

2. GENERAL STATEMENT OF POLICY

a. Bullying or hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited.

i. This policy applies to any student whose conduct interferes with or obstructs the mission or operations of the District or the safety or welfare of the student, other students or employees of the District and, as it applies to behavior against other students:

1. Where there is an actual or perceived imbalance of power between the student acting and the target of that behavior, and
2. Where the conduct is repeated or forms a pattern, or
3. Where the conduct materially and substantially interferes with a student's educational opportunities, or performance, or ability to participate in school functions or activities or receive school benefits, services or privileges.

ii. The policy applies to conduct that occurs:

1. on school premises,
2. at school functions or activities,
3. on school provided transportation
4. by use of electronic technology and communications on school premises, during school functions or activities, on school provided transportation, on school provided technology, networks, forums or mailing lists;
5. by use of electronic technology and communications off school premises when such use substantially and materially disrupts student learning or the school environment.

iii. This policy applies to any harming conduct that

1. causes physical harm to a student or a student's property or
2. causes a student to be in reasonable fear of harm to person or property, or
3. violates a student's reasonable expectation of privacy, or
4. constitutes intentional infliction of emotional distress against a student;
5. is directed at a student or students based on the actual or perceived student's:
   - A) race
   - B) Ethnicity
   - C) color,
   - D) creed,
   - E) Religion
   - F) national origin
   - G) immigration status
   - H) gender,
   - I) marital status,
   - J) familial status,
   - K) socioeconomic status,
   - L) physical appearance,
   - M) sexual orientation,
   - N) gender identity or expression
   - O) academic status related to student performance
   - P) disability,
   - Q) status with regard to public assistance,
   - R) age,
   - S) other protected class characteristic under the Minnesota Human Rights Act

iv. This policy also applies to conduct that is characterized as, but is not limited to:

1. teasing,
2. abusive;
3. intimidating,
4. defaming,
5. threatening,
6. terrorizing,
7. exclusionary, or
8. provocative conduct that induces or causes others to act in violation of this policy.

This policy applies to any misuse of technology that directs the conduct identified above toward any student.

v. This policy also prohibits sexual exploitation. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

vi. This policy also prohibits malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs in a manner described in this policy is prohibited.

"Malicious and sadistic conduct" means creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

Policy 5201: Bullying And Hazing Prohibition (continued)

b. No student, independent contractor, teacher, administrator other school personnel of the District shall plan, direct, encourage, aid or engage in bullying and/ or hazing.

c. No employee or other personnel of the District shall permit, condone or tolerate bullying and/or hazing.

d. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

e. In the case of behavior that constitutes hazing this policy applies to behavior that occurs on or off school property and during and after school hours.

f. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be considered hazing and is subject to discipline for that act.

g. It shall be a violation of this policy to retaliate against any person who:

i. makes a good faith report of alleged bullying or hazing,
ii. acts as a witness in any fact finding or investigation,
iii. testifies, assists or participates in any bullying or hazing
1. fact-finding or investigation
2. hearing, or
3. proceeding.

h. Submission of a good faith complaint or report of bullying or hazing will not affect the complainant or reporter's future employment, grades, course credit acquisition, or work assignments.

i. Any student or employee who supplies information in a complaint or investigation that is determined to have been falsely and maliciously supplied shall be subject to discipline.

j. The District shall act to initiate an investigation of all complaints of bullying or hazing within three (3) school days of a report of alleged conduct prohibited by this policy.

k. The District shall discipline or take appropriate action against any student, employee or other personnel of the District who is found to have violated this policy. Discipline shall be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, the district's Behavior Standards Policy and other district policies.

l. Remedial and restorative responses to prohibited conduct shall be offered to actors, targets and bystanders that are tailored to the particular behavior or conduct, the students' developmental ages and behavioral histories.

m. Within the limitations of appropriate data protection requirements, parents of students alleged to have engaged in prohibited conduct and parents of alleged targets of that conduct, shall be notified of the alleged conduct and the investigation into the allegations.

3. RESPONSIBILITY

a. The Superintendent is authorized to promulgate regulations to support the implementation of this policy.

b. This policy shall be given to students, parents, employees and other personnel of the district.

c. Teachers, administrators, volunteers, contractors and other personnel of the school district shall be particularly alert to possible situations, circumstances or events which might include or encourage bullying or hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute bullying or hazing shall inform the building principal or site administrator immediately. Employees and district contractors shall intervene in observed conduct that constitutes bullying or hazing to protect the target of the prohibited conduct.

d. The District will provide information and applicable training to school district staff regarding this policy at least every three years

e. The administration of the District is directed to implement programs and other initiatives to prevent bullying, provide education and information to students regarding bullying and to respond to bullying in a manner that does not stigmatize the target, and to make resources or referrals available to targets of bullying or hazing and their families.

f. The principal or site administrator of a school is the primary contact person to receive reports of prohibited conduct, and is responsible to assure that this policy is administered and implemented in a full and fair fashion. The principal, or principal's designee, shall conduct the required investigation into allegations of bullying.

g. The District may implement violence prevention, character development and prosocial skills education programs to prevent and reduce policy violations.

Original Adoption:
12/16/1997

Revision Dates:
10/26/2004, 05/27/2008, 10/14/2014, 10/10/2023

Legal References:
- Minn. Stat. § 120B.22 (Violence Prevention Education)
- Minn. Stat. § 120B. 232 (Character Development Education)
- Minn. Stat. §121A.031 (School Student Bullying Policy)
- Minn. Stat. § 121A. 40 - 121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 121A.69 (Hazing Policy)

MPS Policy Cross References:
- Policy 4002 (Harassment and Violence Prohibition)
- Policy 5200 (Behavior Standards)
- Regulation 5201 A (Reporting Procedures and District Action: Bullying and Hazing)
- Regulation 5201 B (Definitions: Bullying and Hazing)

HISTORY
Amended by Res. 2023-0053 on 10/10/2023

Notice to Parents

1) The safety of all children enrolled in this District or participating in extracurricular activities sponsored by this District is of highest importance. Because of this, and following Minnesota Law, all persons hired by the District, and any person who provides services as an athletic coach, academic coach, or through other co-curricular or extracurricular activities, whether paid or not, must submit to a criminal history background check.

2) Our Community Partners – organizations that provide services to students – are required to submit to criminal background checks for their employees or volunteers who work with our students. Individual volunteers may also be required to submit to a criminal background check.

3) Criminal background checks are done at the individual's expense.

4) The person may be offered conditional employment or access to schools or students pending the return of the criminal history background check. If a criminal background check is returned with a finding that the individual has a criminal history, the application of the individual to be an employee, a coach, or a provider of services to students, whether paid or not, may be denied, and any conditional employment or access may be terminated. The District will inform the individual that the decision to deny employment or access to schools and students as a volunteer was as a result of the criminal history background check.

Legal Reference: Minn. Stat. §123B.03 (Background Check)

Minneapolis Public Schools
SY 2024/2025 Pesticide/Herbicide Application Schedule

In accordance with requirements under the MN Parent Right to Know Act, this schedule of pesticide and herbicide applications must be made available for review and copying in the main office of each school building. Any application of pesticides or herbicides not identified in this schedule, or other schedules provided, requires individual notification (excluding emergency applications). Reference the Minnesota Parent Right-to-know Act Notification for further information. If you have any questions or comments, please contact EH&S 612-668-0310 or ehs@mpls.k12.mn.us

Licensed Professional Pest Control Vendor:
All School Locations as needed and by the following schedule:

Monthly Inspection Schedule (by Week of the Month each month)			
1st Week of Month	2nd Week of Month	3rd Week of Month	4th Week of Month
ABE/Transition Plus	Burroughs	Field	Longfellow
Andersen	Camden/Henry	Folwell	Lyndale
Anishinabe/Sullivan	Dowling	Lake Nokomis Keewaydin	Seward
Anthony	Emerson	Lake Nokomis Wenonah	Las Estrellas
Anwatin	FAIR	Northrup	Nellie Stone Johnson
Armatage	Hiawatha	Roosevelt	North
Bancroft	Howe	Hale	Northeast
Barton	Justice Page	Hall	North Star/Mona Moede
Bethune	Kenwood	Harrison	Pillsbury
Bryn Mawr	Lake Harriet Lower	Hmong/Jordan Park	Southwest
Cityview	Lake Harriet Upper	Jenny Lind	Riverbend
Davis Center	Loring	Kenny	Waite Park
Edison	Lucy Craft Laney		Washburn
Ella Baker	Marcy		Webster
Franklin	Olson		Whittier
Green Central	Pratt		Windom
	Sanford		Wilder Complex
	South		

A licensed professional pest control vendor will inspect and monitor on the schedules above. When control is needed it is primarily for ants, roaches or mice and is achieved through an integrated pest management approach where the least toxic methods are employed first to minimize health and environmental risks. If control is not achieved through good sanitation practices or other non-chemical measures (such as trapping, sealing access points, controlling food sources, or botanicals), then application of an EPA-registered Level II or III pesticides may be used. Chemical applications are only performed if necessary and as the last control option. Chemical applications are performed during non-school periods and only in non-student contact areas. For further information, please contact EH&S 612-668-0308.

Spot Weed Control by Building Custodians:
(All School Locations)

MPS does **NOT** use chemical weed control products for spot weed control. As such, no application schedule is maintained.

MPS is using **Vinegar** or other nonchemical methods for this purpose.

Athletic Field Pesticide/Herbicide Use by Licensed Professional Turf Vendor & MPS Facilities Grounds Department:

MPS is transitioning to a non-chemical **organic** field turf maintenance program. Franklin and Lincoln are our first locations where this program is currently being piloted. We anticipate adding additional sites as organic methods are evaluated for effectiveness.

Athletic Field Chemical Application is limited to these locations and dates: (Edison, Camden, Roosevelt, South Practice, Southwest & Washburn Practice)

Application Service Period: 9/9/24 – 9/20/24
Application Service Period: 10/7/24 – 10/18/24
Application Service Period: 4/7/25 – 4/18/25
Application Service Period: 5/5/25 – 5/16/25
Application Service Period: 6/9/25 – 6/20/25
Application Service Period: 7/7/25 – 7/18/25
Application Service Period: 8/4/25 – 8/15/25

Environmental Health & Safety Division
1225 N 7th Street, Minneapolis, Minnesota 55411
(612) 668-0310 email: ehs@mpls.k12.mn.us

Minneapolis Public Schools
Minnesota Parent Right-to-Know Act

To: Parents, Guardians, & School Employees

From: MPS Environmental Health & Safety Division (EH&S)

In 2000, a Minnesota state law went into effect that requires schools to inform parents, guardians and school employees if certain pesticides are applied on school property. State law also requires that you are informed that the long-term health effects on children from the application of such pesticides or the class of chemicals to which they belong may not be fully understood.

Specifically, the law requires schools that apply these pesticides to maintain an estimated schedule of pesticide applications and to make the schedule available to parents and guardians for review or copying at each school office. Safety Data Sheets are also available by request for products used.

The Minneapolis Public Schools utilizes a licensed, professional pest control service for the prevention and control of rodents, insects, and other pests in and around District buildings. Our integrated pest control program uses a coordinated approach to pest control intended to prevent unacceptable levels of pests while causing the least possible hazard to people, property and the environment. Our program uses a combination of methods including:
1. inspection/monitoring to determine whether pests are present, and whether any treatment is needed;
2. improved maintenance/sanitation to help eliminate pests without the need for pest control materials;
3. utilization of non-chemical measures such as traps, caulking and screening; and
4. application of EPA-registered pesticide chemicals on an as-needed basis only.

A Pesticide/Herbicide Application Schedule is available to you in the school office. If you would like to be notified by mail about applications scheduled on days other than those already listed (excluding emergency applications), please complete and return the form below. **If you do not wish to be notified, do not complete and return this form.** If you have any questions regarding this notice, please contact MPS Environmental Health & Safety at 612-668-0310. Thank you.

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Request for Application Notification **(Please Print Neatly)**

School Name: _____ Date of Request: _____

I understand that the school will make available an estimated schedule of pesticide applications for review and copying at the school office. Should a pesticide application be scheduled on a day different from the day(s) specified in the schedule, I would like to be notified.

Name of Parent/Guardian/Employee: _____

Street Address: _____ City: _____

Zip Code: _____ Phone: (_____) _____ Email:_____

Please Return To:
Minneapolis Public Schools
Environmental Health & Safety Division
1225 N. 7th Street
Minneapolis, MN 55411

Minneapolis Public Schools
Radio Frequency Notice

To: Parents

From: MPS Environmental Health & Safety Division (EH&S)

Minneapolis Public Schools recently adopted regulation 7010 B. The purpose of this regulation is to establish the District plans to conform to the Federal Communication Commission (FCC) requirements for radio frequency emissions on District premises. The regulation requires that for each building that has equipment that emits radio frequency, we notify parents that this equipment exists on the school's premise.

The intent of this notice is to inform all parents, that there is equipment on site at your child's school that emits radio frequency emissions. The equipment located on site is in compliance with FCC requirements.

If you have any questions regarding this notice, please contact Environmental Health & Safety at 612-668-0310. Thank you.

Minneapolis Public Schools
Environmental Health & Safety Division
1225 N. 7th Street
Minneapolis, Minnesota 55411

Minneapolis Public Schools
Annual Asbestos Notice

Minneapolis Public Schools continues its efforts to monitor asbestos in District buildings and respond in a cautious and pro-active manner. The Environmental Health & Safety Division performs periodic surveillance and re-inspections of all asbestos-containing materials to ensure that the materials are maintained in a good condition. Whenever asbestos materials are disturbed or response action is required, appropriate precautions, as defined in federal and state regulations, are followed. Our efforts are designed to provide a safe and healthy environment for all students and building occupants. Asbestos management plans for applicable buildings, are available for review by calling 612-668-0307 or emailing Jason.karpe@mpls.k12.mn.us

If you have any questions regarding this notice, please contact Environmental Health & Safety at 612-668-0307.

Minneapolis Public Schools
Environmental Health and Safety
1225 N. 7th Street Minneapolis,
Minnesota 55411
Ph: 612-668-0310

Minneapolis Public Schools
Lead in Water Testing Notice

Minneapolis Public Schools (MPS) is committed to providing a safe and healthful learning and work environment for all of our students and staff. In accordance with Minnesota Statute 121A.335, the Minnesota Department of Health and the Minnesota Department of Education, MPS has implemented its Lead in Water Safety Plan. The Plan includes a program of lead in water testing, lead hazard reduction options and communications.

MPS performs lead in water testing in school buildings every five years. The testing reports for individual schools are available on the MPS website/departments/environmental health & safety/lead in water. Reports are also available by contacting Lee Setter 612-668-0308 or lee.setter@mpls.k12.mn.us

If you have any questions regarding this notice, please contact Environmental Health & Safety at 612-668-0308.

Minneapolis Public Schools
Environmental Health and Safety
1225 N. 7th Street
Minneapolis, Minnesota 55411

Minneapolis Public Schools
Radon Testing Notice

Minneapolis Public Schools (MPS) is committed to providing a safe and healthy learning and work environment for all of our students and staff. In accordance with Minnesota Statute 123B.571, the Minnesota Department of Health and the Minnesota Department of Education, MPS has implemented its Radon Safety Management Plan. The Plan includes a program of radon testing, radon mitigation options and communications.

In accordance with the statute, MPS performs radon testing in school buildings every five years. The testing reports for individual schools are available on the MPS website/departments/environmental health & safety/radon. Reports are also available by contacting Lee Setter at 612-668-0308 or lee.setter@mpls.k12.mn.us

If you have any questions regarding this notice, please contact Environmental Health & Safety at 612-668-0308.

Minneapolis Public Schools
Environmental Health and Safety
1225 N. 7th Street
Minneapolis, Minnesota 55411

Policy 4002: Attendance Rules And Procedures

1) PURPOSE

The purpose of this policy is to establish the District prohibition of harassment or violence based on the target's status as a member of a protected class, perpetrated by employees, other personnel of the District or students.

2) GENERAL STATEMENT OF POLICY

a) It is the policy of the Minneapolis Public Schools to maintain a learning and working environment free of harassment and violence.

b) In general, Minneapolis Public Schools prohibits harassment or violence when the behavior is based upon any of the following characteristics which establish the protected class:

i) gender
ii) race
iii) national origin
iv) religion or religious practice
v) age
vi) marital status
vii) sex
viii) color
ix) pregnancy
x) culture
xi) disability
xii) gender identity or expression
xiii) sexual orientation or affectional preference
xiv) veteran or military service status
xv) status with regard to receipt of public assistance
xvi) citizenship status
xvii) family structure
xviii) economic status
xix) genetic information
xx) other protected classes under the Minnesota Human Rights Act.

c) Harassment based upon these characteristics of protected classes are forms of discrimination which may also be a violation of any of the federal Civil Rights Act of 1964, as amended, the federal Civil Rights Act of 1991, the Minnesota Human Rights Act and the City of Minneapolis Civil Rights Ordinance. Violence based on these same characteristics is also a violation of those laws and may also represent violation of criminal law.

d) It shall be a violation of this policy for any student, employee or other personnel of the of the District to harass, or to inflict, threaten to inflict, or attempt to inflict violence upon any student, employee or other personnel of the District relating to any of the characteristics identified in Paragraph 2. B, above.

e) The District will investigate all complaints, formal or informal, verbal or written, of actions or statements which may constitute harassment or violence.

f) The District will discipline or take appropriate action against any student, employee, or personnel of the District who harasses or is violent toward any student, employee or other personnel of the District. The District also reserves the right to discipline any student, employee or other personnel of the District for derogatory statements or conduct based on the characteristics identified in Paragraph II. B, above, which do not constitute illegal harassment or violence but nonetheless are inappropriate.

g) It shall be a violation of this policy in the case of any alleged harassment or violence based on the characteristics identified in Paragraph II. B., above, to retaliate against any person who:

i) reports alleged harassment,
ii) acts as a witness in any investigation,
iii) testifies, assists or participates in any
(1) fact-finding or investigation,
(2) hearing, or
(3) proceeding.

h) Submission of a good faith complaint of harassment or violence based on characteristics identified in Paragraph 2.B., above, will not affect the complainant's future employment, grades, course credit acquisition, or work assignments.

i) Any student or employee who supplies information in a complaint or related to a fact-finding process that is determined to have been falsely and maliciously supplied shall be subject to discipline.

3) RESPONSIBILITY

a) It is the responsibility of every student, employee and other personnel of the District to comply with this policy or, if a witness to conduct violating this policy, to promptly report the conduct to the Responsible Authority.

b) The Superintendent is authorized to promulgate such regulations as are necessary to fully implement this policy.

c) The Superintendent is directed to provide training to students and employees related to this policy and to identification, prevention, fact finding procedures and discipline related to harassment and violence based on the characteristics in Paragraph II.B above.

d) The Superintendent is directed to provide notice of this policy to students and parents, employees and other personnel of the District, in accordance with law.

e) The Superintendent shall designate a Responsible Authority to receive complaints of harassment or violence prohibited under this policy.

f) The Responsible Authority is responsible for assuring that targets and actors of harassment or violence are directed to district and school staff for counseling resources.

Original Adoption: 12/18/1990
Last Review Date: 9/26/2023
Revision Dates: 11/09/1993, 10/26/2004, 03/25/2008, 9/14/2010, 09/04/2018
Legal References:
- 42 U.S.C. § 2000e, et seq., (Section 703 of Title VII of the Civil Rights Act of 1964, as amended; Civil Rights Act of 1991)
- Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
- City of Minneapolis Ordinance Title VII, Ch. 139 (Civil Rights)

MPS Policy Cross References:
- Policy 4000 (Equal Employment Opportunity)
- Policy 4001 (Disability Non-Discrimination)
- Policy 5000 (Equal Education Opportunity)
- Policy 5200 (Behavior Standards and Code of Conduct)
- Policy 5201 (Bullying and Hazing Prohibition)
- Policy 5750 (Disability and Nondiscrimination)

Parent Notice regarding Student Computer and Internet Access, Cyberbullying Prevention and Awareness, Appropriate Behavior on Social Media sites and District E-mail Accounts

Access to the school district computer system and to the Internet enables students to explore thousands of libraries, databases and other resources while exchanging ideas with people around the world. Electronic information research skills are now fundamental to preparation of students to be citizens and future workers. It is an important part of a student's education to learn skills needed to be responsible users of Internet and internet tools including social media locations. The District will partner with parents to teach their students safe guidelines for Internet use, social media sites and awareness and prevention of cyberbullying. As part of that partnership, Minneapolis Public Schools wants parents to know:

- Students will be given access to District Computers and electronic devices appropriate to their age and preparation for computer and internet use.
- Students will be given access through an individual account. There is no expectation that this account is a private one. The District continues to have ownership of all files created on its system.
- Students will be given an e-mail address to be used for school purposes. There is no expectation that this account is a private one. The District continues to have ownership of all messages created on its system, which it may view at any time.
- Access to the District Computer and Internet system is for educational purposes, such as participating in distance learning activities, doing research, asking questions of experts, communicating with other students and their teachers regarding school work, accessing information and resources for their career development needs.
- Parents should know that while the District limits access to sites considered not appropriate for school use the school environment is not the only access to electronic information available to students. Off-site access to and use of the internet and social media sites that negatively affects the school's academic environment may result in discipline for the student. Protections that put in place on District internet access do not travel with devices, so portable electronic devices used off district internet access are not protected from inappropriate sites. Parents and the school both need to be aware of student uses of these sites. The school will not condone the use of inappropriate materials and will not allow their use in the school environment. Students who use those materials are subject to discipline. · The District provides its computer system on an "as is, as available" basis and does not guarantee the availability of electronic information or files created on the system at any particular time.
- Parents may request to review their student's electronic files or e-mail files. Access to these files will be provided as soon as is practicable. Parents may request to have their student's internet access account, or e-mail account terminated

April 2012 Parent Notice: Internet Access and District E-mail accounts for Students May 2013; revised April
2014; revised May 2016

Public Notice Education Rights of Children and Youth that are Homeless

This public notice provides information about the rights of children, youths, and unaccompanied youth that are homeless to attend a public school or public charter school. An unaccompanied youth is a youth that does not live with a parent or guardian. This notice includes information to help you know if you or someone you know is considered homeless and is eligible for services from our school district. Children or youths that are homeless have rights that include the right to attend public schools. **If you need assistance understanding this letter, please contact:**

Charlotte Kinzley, Homeless/Highly Mobile Support
Charlotte.Kinzley@mpls.k12.mn.us
612-668-5480

Who is "homeless"?
Children or youth (including children of migrant workers) who lack a fixed, regular, and adequate nighttime residence are homeless. Fixed means the home is connected to the ground and is not easy to move. Regular means a place where the child sleeps every night. Adequate means the home meets modern standards of living. Children who are sharing someone else's housing because they lost theirs or because they cannot afford their own housing are homeless. Children and youths who are homeless may be living in:

- motels;
- hotels;
- trailer parks (this does not refer to a mobile home (trailer) park, this refers to a type of camping ground for fifth wheel camper trailers or other types of movable campers);
-camping grounds because they do not have an adequate home;
-emergency or transitional shelters;
-or are abandoned in hospitals.

Children and youth who are homeless may have a place they usually sleep that is a public or private place not meant to be a regular place for people to sleep. They may also be living in:

-cars;
-parks;
-public spaces;
-abandoned buildings;
-substandard housing (housing that does not meet modern standards of living);
-bus or train stations;
-or other similar settings.

What are the education rights of children and youth that are homeless?
Our schools provide the same educational services to all students without regard to their living situation. Children and youth who are homeless also have rights that include:

-Based on what is best for the child or youth, the child or youth can continue to attend the "school of origin" or be immediately enrolled in any public school where the student now lives. This includes any school that students who are not homeless attend that is in the area where the child or youth now lives.
-Being given services without delay, such as transportation and meal programs.
-Other appropriate services and programs, such as programs for:
  gifted children;
  children with disabilities;
  English learners;
  career and technical education; and preschool.
-Help in school through the district's federally funded Title I program. A student that is homeless can receive Title I services even if the student is not attending a Title I funded school.
-School activities for parents or guardians.
-Participation in athletics, fine arts, or other extra-curricular activities.
-Being treated the same as students who are not homeless by school personnel;

What is the "school of origin"?
'School of origin' means the school the child or youth attended before becoming homeless or the school the child or youth last attended, including a preschool. When the child or youth completes the final grade level of a school of origin, then 'school of origin' means the school the child or youth would attend at the next grade level. The district must consider what is best for the child or youth when making a decision about which school the student will attend. Placement at the school of origin must be a choice unless doing so is not what is best for the student or is against the wishes of the parent, guardian or unaccompanied youth.

What if there is disagreement about school placement?
If the district places a student in a school that is not the school of origin or a school requested by the parent, guardian or unaccompanied youth, then the parent, guardian or unaccompanied youth may appeal (ask to change) the placement decision. The student will be immediately enrolled in the school that the student or parent asked for while an appeal is being considered. The district homeless liaison listed on this notice will provide information and assistance to appeal a placement decision.

No Child or Youth Should Be Denied Access to a Free and Appropriate Public Education

Ntawv Ceeb Toom Rau Pej Xeem
Cai Kawm Ntawv ntawm Cov Me Nyuam Yaus thiab Cov Neeg Hluas uas Tsis muaj Tsev Nyob

Daim ntawv ceeb toom no muaj cov ntsiab lus qhia txog ntawm cov cai ntawm me nyuam yaus, cov hluas, thiab cov hluas uas tsis muaj tus nrog nyob tau mus kawm nyob rau tsoom fwv cov tsev kawm ntawv. Tus neeg hluas uas tsis muaj tus nrog nyob yog tus neeg hluas uas tsis nrog niam thiab txiv los sis tus saib xyuas nyob lawm. Daim ntawv qhia no yuav muaj cov ntaub ntawv uas yuav pab kom koj paub yog tias koj los sis leej twg uas koj paub tias nws tsis muaj chaw nyob thiab muaj cai yuav tau txais kev pab los ntawm chaw saib xyuas tsev kawm ntawv. Cov me nyuam yaus los cov hluas uas tsis muaj tsev nyob muaj txoj cai uas tau txais kev mus kawm ntawv ntawm tsoom fwv cov tsev kawm ntawv. Yog tias koj xav tau kev pab kom nkag siab txog tsab ntawv no, thov koj hu rau:

Lub Npe: Charlotte Kinzley Lub Npe Tuav Txoj Hauj Lwm: Manager, HHM
Email: charlotte.kinzley@mpls.k12.mn.us Xov Tooj: (612) 668-5480

Koj puas xav tau tus txhais lus?
Thov qhia rau peb thiab peb mam li saib seb puas muaj ib tug rau koj.
Peb chaw saib xyuas tsev kawm qib nroog ua hauj lwm yam nquag plias rau kev muab npe kawm thiab muab kev pab cuam rau cov me nyuam yaus thiab cov neeg hluas uas tsis muaj chaw nyob. Yog hais tias koj tsis muaj tsev nyob los sis koj paub cov me nyuam yaus, cov neeg hluas, los sis cov neeg hluas uas tsis muaj neeg nrog nyob uas tej zaum tsis muaj tsev nyob, thov koj hu rau peb tus neeg hauv qab no.

Tus Sawv Cev Ntawm Chaw Saib Xyuas: Charlotte Kinzley Xov Tooj: (612) 668-5480
Chaw Saib Xyuas Qhov Chaw Nyob:1250 W. Broadway Ave. Mpls, MN 55404

Tus "tsis muaj tsev nyob" yog leej twg?
Cov me nyuam yaus los sis cov hluas (nrog rau cov me nyuam uas khiav tuaj ua neeg ua zog) tus uas tsis muaj chaw nyob ruaj ntseg, nyob txhua hnub, thiab muaj chaw pw hmo ntuj uas tsis yog tsev nyob. Chaw ruaj khov yog lub tsev uas lo rau daim av thiab tsis yooj yim qhov yuav muab tshem tawm. Chaw nyob txhua hnub yog qhov chaw uas tus me nyuam nws pw txhua hmo. Chaw pw hmo ntuj yog hom tsev tshiab uas tuaj yeem nyob tau. Cov me nyuam uas koom nrog ib leej tib neeg twg nyob ib lub tsev yog cov uas lawv poob lawv lub tsev los sis lawv tsis muaj peev xwm yuav tau lawv lub tsev. Cov me nyuam kawm ntawv thiab cov hluas uas tsis muaj tsev nyob tej zaum kuj yuav nyob rau hauv:

- tsev so;
- tsev tos qhua;
- tsheb cab (tsis tau txhais tias yog lub tsheb tsev, nws yog ib hom tsheb uas muaj tsib lub log los sis yog lwm yam khoom uas tuaj yeem cab tau);
- cov chaw nyob pw no vim lawv tsis muaj tsev nyob txaus; o chaw nyob so thaum muaj xwm ceev;
- los sis tsis tau txais kev pab los ntawm tsev kawm ntawv.

Cov me nyuam yaus thiab cov neeg hluas uas tsis muaj tsev tuaj yeem muaj qhov chaw uas lawv ib txwm siv pw xws li nyob hauv pej xeem los yog chaw ntiag tug uas tso cai rau neeg pw tau txhua hnub. Tej zaum lawv kuj yuav ua lub neej nyob hauv:

- tsheb;
- tshav puam;
- chaw rau pej xeem (public space);
- cov tsev uas raug tso pov tseg;
- cov tsev ua tsis tau zoo (cov tsev ua tsis txog tus rauv ntawm cov tsev hom tshiab);
- chaw tos tsheb npav los yog tsheb ciav hlau;
- los sis lwm yam uas zoo ib yam.

Yog hais tias koj tsis paub tseeb, thov koj hu rau peb tus neeg uas sau nyob rau hauv daim ntawv ceeb toom no.

Txoj cai kev kawm ntawm cov nyuam kawm ntawv thiab cov neeg hluas uas tsis muaj tsev nyob yog dab tsi?
Peb lub tsev kawm ntawv muab kev pab cuam kev kawm uas zoo ib yam rau txhua tus me nyuam yaus uas yuav tsis hais txog lawv qhov chaw nyob. Cov me nyuam yaus thiab cov neeg hluas uas tsis muaj tsev nyob kuj tuaj yeem muaj txoj cai xws li:

- Raws li qhov ua zoo tshaj plaws rau cov me nyuam yaus los sis cov neeg hluas, cov me nyuam yaus los sis cov neeg hluas tuaj yeem muaj peev xwm qov mus kawm tau ntawm nws "tsev kawm ntawv thawj lub" los sis tuaj yeem sau npe kawm tam siv ntawm tsoom fwv cov tsev kawm ntawv qhov uas nws nyob. No yuav muaj txhua lub tsev kawm uas yog cov me nyuam kawm ntawv muaj tsev kawm nrog thiab nws nyob ze cheeb tsam ntawm cov me nyuam yaus los sis cov neeg hluas lawv nyob.
- Tau txais kev pab cuam yam tsis muaj kev ncua sij hawm, xws li yuav muaj tsheb thauj mus los thiab muaj kev pab cuam zaub mov noj.
- Lwm yam kev pab cuam tsim nyog thiab kev pab, xws li kev pab rau:
  - cov me nyuam uas muaj peev xwm;
  - cov me nyuam xiam oob qhab;
  - cov me nyuam kawm lus Askiv;
  - kev kawm txog lub luag hauj lwm thiab kev txawj; thiab kev pib kawm ntawv.
- Pab tsev kawm ntawv los ntawm kob nyiaj pab ntawm nroog Qib I (Title I). Tus me nyuam kawm ntawv uas tsis muaj chaw nyob yuav tau txais kev pab nyob rau Qib I txawm tias tus me nyuam ntawd tsis mus kawm lub tsev kawm uas qhov Qib I pab los xij.
- Kev ua si ntawm tsev kawm ntawv pub rau cov niam txiv los sis cov saib xyuas.
- Kev Koom sib tw kis las, ua yeeb yam, los sis lwm yam tshwj xeeb ntxiv.
- Yuav raug saib xyuas zoo ib yam cov me nyuam kawm ntawv uas muaj chaw nyob los ntawm tus neeg ua hauj lwm hauv tsev kawm ntawv.

Lub "tsev kawm ntawv Thawj Lub" yog dab tsi?
"Tsev kawm ntawv thawj lub" yog lub tsev kawm ntawv uas cov me nyuam kawm ntawv tau kawm ua ntej lawv tsis muaj chaw nyob los sis lus tsev kawm ntawv uas lawv tau kawm yav tag los nrog rau kev pib kawm ntawv. Thaum uas cov me nyuam yaus los sis cov neeg hluas tau kawm tiav theem kawm ntawm tsev kawm ntawv thawj lub, tom qab ntawv "tsev kawm ntawv thawj lub" yog lub tsev kawm ntawv uas cov me nyuam yaus los sis cov neeg hluas ntawv yuav kawm rau lwm theem kawm. Tsev kawm ntawv qib nroog yuav xav txog qhov uas zoo rau tus me nyuam yau los sis tus hluas thaum lub sij hawm lawv txiav txim siab txog ntawm txog lub tsev kawm ntawv uas cov me nyuam kawm ntawv yuav mus kawm. Kev hloov pauv tsev kawm tawv thawj lub yuav tsum muaj ib txoj hau kev xaiv tshwj tsis yog tias kev ua li ntawv yog ib txoj hau kev tsis zoo rau cov me nyuam kawm ntawv los sis txhaum rau cov niam txiv lub hom phiaj, tus saib xyuas, los sis tus neeg hluas uas tsis muaj tus nrog nyob.

Yuav muaj dab tsi yog tias muaj kev tsis pom zoo txog ntawm kev hloov tsev kawm ntawv?
Yog tias chaw saib xyuas tsev kawm ntawv tso tus me nyuam kawm ntawv mus rau lub tsev kawm ntawv uas tsis yog tsev kawm ntawv thawj lub los sis yog lub tsev kawm ntawv uas tus niam txiv, tus saib xyuas los yog tus neeg hluas uas tsis muaj tus nrog nyob tau thov, tom qab ntawd tus niam txiv, tus saib xyuas los yog tus neeg hluas uas tsis muaj tus nrog nyob tuaj yeem thov hloov daim ntawv txiav txim siab tau. Tus me nyuam kawm ntawv yuav tau rau npe kawm tam siv uas nws los yog nws li niam txiv qhov kev thov tab tom raug saib xyuas. Tus sawv cev saib xyuas cov tsis muaj tsev nyob ntawm qib nroog nyob rau hauv daim ntawv ceeb toom no yuav muab cov ntaub ntawv thiab kev pab rau kev thov hloov tsev kawm ntawv.

Yuav Tsis Muaj Tus Me Nyuam Twg los yog Tus Hluas Twg Yuav Raug Txwv Txiav Rau Qhov Kev Kawm Dawb thiab Kev Kawm Ntawv Luam uas Tsim Nyog no

Ogeysiis Guud
Xuquuqaha Waxbarasho ee Carruurta iyo Dhallinyarada Aan Guryaha Haysan

Ogeysiiskan guud wuxuu bixinayaa macluumaad ku saabsan xuquuqaha carruurta, dhallinyarada, dhallinyarada aan la wehelin ee guryo la'aanta ah si ay u aadaan iskuul guud ama iskuul guud ee bixiya tacliinta bilaashka ah. Dhallinyaro aan la wehelin waa qof dhallinyaro ah oo aan la noolayn waalid ama qof asaga mas'uul ka ah. Ogeysiiskan waxaa ku jira macluumaad kaa caawin kara inaad ogaato haddii adiga ama qof aad garaneyso loo tixgelin karo inuu yahay qof aan guri haysan isla markaana u qalma adeegyada ay bixiso degmadeenna iskuulka. Carruurta iyo dhallinyarada guryo la'aanta ah waxay leeyihiin xuquuq ay ka mid tahay aadista iskuullada guud. Haddii aad u baahan tahay in lagaa caawiyo fahanka warqaddan, fadlan la xiriir:

Magaca: Charlotte Kinzley Jagada: Manager, Homeless/Highly Mobile Support
Iimaylka: charlotte.kinzley@mpls.k12.mn.us Telefoonka: (612) 668-5480

Ma u baahan tahay turjumaan?
Fadlan noo sheeg si aan u xaqiijinno inaan turjumaan kuu diyaarinno. Degmadeenna iskuulka waxay si firfircoon u qortaa una bixisaa adeegyo loogu talagalay carruurta iyo dhallinyarada aan guryaha haysan. Haddii aadan guri haysan ama aad garaneyso cunug, dhallinyaro, ama qof dhallinyaro ah oo aan la wehelin oo laga yaabo inuusan guri haysan, fadlan wixii caawimaad ah kala xiriir qofka halkan ku xusan.

Isku Xiraha Degmada: Charlotte Kinzley Telefoonka: (612) 668-5480
Cinwaanka Degmada: 1250 W. Broadway Ave., Mpls, MN 55404

Kumaa ah "qof aan guri haysan"?
Carruurta ama dhallinyarada (oo ay ku jiraan ilmaha shaqaalaha soo galootiga ah) ee aan haysan guri degsan, joogto ah, kuna filan oo ay habeen-kii ku hoydaan ayaa la dhahaa qof aan guri haysan. Degsan waxaa loola jeedaa ku dhagan dhulka oo aysan sahlaneyn in la dhaqaajiyo. Joogto waxaa loola jeedaa meesha cunuggu seexdo habeen kasta. Ku filnaansho waxaa loola jeedaa in guriga uu la kulmi karo heerarka casriga ah ee nolosha. Carruurta ku nool qof kale gurigiisa maadaama aanay guryo haysan ama maadaama aysan awoodi karin guryo ayaga u gaar ah waa dad aan guryo haysan. Carruurta ama dhallinyarada guri la'aanta ah waxaa laga yaabaa inay ku nool yihiin:

- albeergooyin;
- hoteello;
- meelaha la dhigto rimoorka (tani loo lama jeedo meesha la dhigto rimoorrada guri ahaanta loo isticmaalo, ee waxaa loola jeedaaa nooc ka mid ah dhul loogu talagalay rimoorrada shanta cago leh ama noocyada kale ee guryaha la guurguurin karo);
- dhulka dadku dago maxaa yeellay ma haystaan guri ku filan;
- Hoy degdeg ah ama guri ku-meel-gaar ah;
- Ama waxaa looga tagay isbitaallada.

Carruurta iyo dhallinyarada aan guryaha haysan waxaa laga yaabaa inay haystaan meel ay badanaa seexdaan oo noqon karta meel guud ama meel gaar ah oo aan loogu talagalin inay noqoto meel joogto oo ay dadku seexan karaan. Waxay kaloo ku noolaan karaan:

- baabuurta;
- meelaha baabuurta la dhigto;
- goobaha dadweynaha;
- dhismeyaasha laga guuray;
- guri heerkiisu hooseeyo (guri aanan lahayn heerarka casriga ah ee nolosha);
- bas ama saldhigyada tareenka;
- ama goobaha kale ee la midka ah.

Haddii aadan hubin, fadlan la xiriir qofka ku xusan ogeysiiskan.

Xuquuqaha Waxbarasho ee Carruurta iyo Dhallinyarada Aan Guryaha Haysan?
Iskuulladeenna waxay adeegyo waxbarasho oo isku mid ah siiyaan ardayda iyagoo aan u eegeyn xaaladdooda nololeed. Carruurta iyo dhallinyarada ee guryaha haysan waxay kaloo leeyihiin xuquuqo ay ka mid yihiin:

- Iyadoo lagu saleynayo waxa u fiican cunuga ama dhallinyarada, cunuga ama dhallinyarada waxay sii dhigan karaan "iskuulka asalka" ama in si degdeg ah looga qoro iskuul kasta oo dadweyne oo ku yaalla goobta ardaygu hadda ku nool yahay. Waxaa kan ku jira iskuul kasta oo ay dhigtaan ardayda aan guryaha haysan, kaas oo ku yaalla goobta cunuga ama dhallinyarada uu hadda ku nool yahay.
- In adeegyada la siiyo iyadoo aan dib u dhac lahayn, sida gaadiidka iyo barnaamijyada cuntada.
- Adeegyo iyo barnaamijyo kale oo habboon, sida barnaamijyada loogu talagalay:
  - Carruurta hibada u leh aqoonta;
  - Carruurta naafada ah;
  - Barteyaasha Ingiriiska;
  - Waxbarashada farsamada iyo xirfadaha;iyo waxbarashada xilliga iskuulka ka hor.
- Caawimaad lagu siiyo iskuulka iyadoo loo marayo barnaamijka Title I ee degmada ee uu federaalka maalgeliyo Ardayga guri la'aanta ah wuxuu heli karaa adeegyada Barnaamijka Title I xataa haddii ardayga uusan dhigan iskuul uu maalgeliyo Barnaamijka Title I.
- Waxqabadka iskuulka ee loogu talagalay waalidd iinta ama mas'uuliyiinta.
- Ka qaybgalka ciyaaraha fudud, fanka quruxda, ama waxqabadka kale ee ka baxsan manjahka waxbarashada.
- Hawlwadeennada iskuulka oo ula dhaqma si la mid ah ardayda kale ee guryaha leh;

Iskuulka asalka?
"Iskuulka asalka" waxaa loola jeedaa iskuulka ardaygu dhigan jiray ka hor inta uusan guri la'aan noqon ama iskuulkii ugu dambeeyey ee uu cunugga dhigan jiray, oo ay ka mid tahay waxbarashada xilliga iskuulka ka hor. Marka cunugga ama dhallinyarada uu dhammaysto heerka fasalka ugu dambeeya ee iskuulka asalka, markaas "iskuulka asalka" waxaa loola jeedaa iskuulka cunugga ama dhallinyarada dhigan doono heerka fasalka xiga. Waa inay degmadu tixgelisaa waxa ugu fiican cunugga ama dhallinyarada marka ay go'aan ka gaarayso iskuulka ardayga dhigan doono. Gaynta iskuulka asalka waa inay ahaataa dookh ilaa samaynta sidan aysan ahayn waxa ugu fiican ee ardayga ama ay ka soo horjeeddo rabitaanka waalidka, mas'uulka ama dhallinyarada aan la wehelin.

Ka warran hadduu jiro khilaaf ku saabsan gaynta iskuulka?
Haddii degmadu gayso ardayga iskuul aan ahayn kii asalka ahaa ama iskuul ay codsadeen waalidka, mas'uulka ama qofka dhallinyarada ah ee aan la wehelin, haddaba waalidka, mas'uulka ama dhallinyarada aan la wehelin waxay rafcaan (cods in laga baddalo) ka qaadan karaan go'aanka gaynta Ardayga waxaa si degdeg ah laga qori doonaa iskuulka uu ardayga ama waalidka codsaday inta rafcaanka laga tixgelinayo. Isku xiraha degmada ee qaabilsan ardayda guryo la'aanta ah ee ku xusan ogeysiiskan ayaa bixin doona macluumaad ama caawimaad ku saabsan sidii rafcaan looga qaadan lahaa go'aanka gaynta.

Waa Inaan Cunug ama Dhallinyaro loo Diidin Waxbarasho Guud ee Habboon oo Bilaash ah.

Policy 5680: Search Of Students, Lockers, Desks And Motor Vehicles

1) PURPOSE

Minneapolis Public Schools is committed to providing a safe educational and work setting for its students, staff, families and visitors. The District is also committed to preserving the constitutional rights of its students and staff. Searches of persons, and equipment, may be required to preserve the safe environment for students and staff. The purpose of this policy is to establish the rights and limitations regarding such searches.

2) GENERAL STATEMENT OF POLICY

a) Students are prohibited from bringing contraband to school, having it on their persons, or in their possession while on school property or while at school events, regardless of location.
b) Other than searches of lockers, desks, or school owned equipment, searches by school officials shall be based upon reasonable suspicion standards.
c) School officials may search students for items that may be harmful to themselves or to others and to detect items that are prohibited from being on school grounds or other places under supervision of school personnel. Consent of the student is not required prior to a search.
d) Lockers assigned to students are school property and remain at all times under the control of the school; however students are expected to assume full responsibility for the security of their assigned lockers. Periodic general inspection of lockers may be conducted by school officials for any reason at any time without notice, without student consent and without a search warrant.
e) School desks are school property and remain at all times under the control of the school. Periodic general inspections of desks may be conducted by school officials for any reason, at any time, without notice, without student consent, and without a search warrant.
f) School buses, whether owned and operated by the district, or operated for district purposes under contract, rental or lease are school property for the purpose of searches, and remain at all times under the control of the school. Periodic general inspections may be conducted by the school officials for any reason, at any time, without notice, without consent of the students or driver, and without a search warrant.
g) Motor vehicles on school grounds are subject to search by school officials without consent of the owner or the driver and without a search warrant upon reasonable suspicion that the search will provide evidence that may be harmful to the student or others that is a violation of a law, school rule or policy.
h) Searches of personal property found within school desks, lockers, motor vehicles or other school areas subject to search shall be conducted only if the searcher has a reasonable suspicion that such a search will reveal evidence of a violation of law or school policy or rule. Students whose personal property has been searched as a result of a locker or desk search who were not present at the time of search will be notified by the school administrator as soon as reasonable that such a search has occurred regardless of findings during such a search.
i) Searches of a student's person shall be conducted only if the searcher has a reasonable suspicion that such a search will reveal evidence of a violation of law or school policy or rule.
j) When possible, searches of desks, lockers, buses, motor vehicles, personal property, or of a student shall only be conducted when more than one staff member is present.

3) DEFINITIONS

a) "Contraband" means any item that students should not possess on school grounds, including illegal substances as well as school rule or policy prohibited items. Prohibited items include "look-alike" items as well as the actual items.

4) RESPONSIBILITY

a) School Principals or administrators will provide annual notice of this policy to all students, staff and parents of enrolled students.

Original Adoption: 08/28/1973; **Revision Dates**: 06/12/1984, 01/12/2021
Legal References: www.revisor.mn.gov/statutes/cite/121A.72

Special Education Records Notice

If your child receives special education services, or has been assessed for the purposes of determining whether or not your child requires special education services, the District will collect, maintain or use information regarding your child to provide or determine educational services for your child. When the District believes that this information is no longer necessary to provide or determine educational services for your child, and believes that the paper records collected, maintained or used may be destroyed, you will be notified. You may request that the paper records be destroyed. Electronic records maintained regarding special education services will be kept until the school year in which your child reaches the age of thirty (30). The District will maintain a permanent record of your student's name, address, phone number, grades earned, attendance, classes attended, grade level completed and year completed.

Legal Reference: 34 CFR 300.624 ; 20 U.S.C. 1412(a)(8) ; 20 U.S.C. 1417(c)
MPS Reference: MPS Policy 1040 (Data Practices Compliance)

Policy 6690: Wellness Policy

1. **PURPOSE**

Minneapolis Public Schools recognizes that the responsibility for the total health and wellness of the student is the joint responsibility of the parents, staff, schools, the community, and students themselves. An important part of the mission of the district is to equip students to make healthy choices to prepare them to be skilled and confident citizens capable of succeeding in their work, personal and family lives. Through education in nutrition, physical activity, and other life choices we strive to empower students to build healthy bodies and minds Overall wellness contributes to academic readiness, attendance, and academic success. Ancillary services provided or available to students must be aligned with the content standards and support the total health and wellness of the student. The purpose of this policy is to develop health learners through a school environment that promotes and protects students' and staff's health, well-being, and ability to learn.

2. **GENERAL STATEMENT OF POLICY**

a. Health and Physical Education shall be based on content standards and shall include educational experiences to promote good mental and physical health for all students at all age levels served by Minneapolis Public schools.

b. The district shall provide or partner with external organizations to provide an employee wellness program that supports the overall well-being of all employees.

c. The school meal program is not only a service provided or available to students, but shall serve as an integral part of the District's nutrition promotion and education goals by:

i. encouraging good nutrition through ongoing and seasonal promotion opportunities such as Farm to School Month, National Nutrition Month, Harvest of the Month, National School Lunch Week and other opportunities;
ii. serving fresh and local food in school meals year-round;
iii. Offering experiential learning opportunities such as taste tests, education farm field trips, and school gardens for students to explore, taste, and grow food; and
iv. incorporating nutrition promotion into the classroom through stand-alone lessons or combined with other core subjects to meet Health Education Standards

d. School environments shall promote and protect students' health, well-being and ability to learn by:

i. providing opportunities, support and encouragement for all students to be physically active on a regular basis through standards-based physical education classes, extracurricular activities, and classroom and other opportunities for physical activity;
ii. providing all elementary school children a minimum of thirty (30) minutes of daily recess in all elementary schools.
iii. prohibiting the imposition of physical activity or exclusion from physical activity as a response to behavior in violation of the district's behavior standards;
iv. prohibiting the unreasonable delay or denial of meals, or the unreasonable limitation of daily menu options as a response to behavior in violation of the district's behavior standards;
v. supporting Safe Routes to Schools or other, similar programs and curricula that promote walking, biking, and rolling to, from, and while at school and work by students and staff.
vi. providing access to a variety of affordable, nutritious and appealing foods that meet student health and nutrition needs by full participation in the federal school meal programs to the maximum extent practicable, and by thoughtful sourcing, preparation and presentation of the school meal programs;
vii. respecting religious, ethnic and cultural diversity in healthy food choices offered through the nutrition services program as well as through the curriculum;
viii. respecting religious, ethnic and cultural diversity in offering appropriate opportunities and accommodations for physical education and physical activity;
ix. being aware of food allergies and sensitivities in the food choices offered to students through the school meal programs and the curriculum;
x. providing clean, safe and adequate settings and schedules to eat meals at school;
xi. applying USDA standards for healthy choice in foods offered or made available to students through non-school meal program opportunities such as, but not limited to:
    1) school celebrations,
    2) snacks offered in the classroom, and
    3) food included in the curriculum;
xii. applying USDA standards for healthy choice in foods offered for sale to students during the defined school day through non-school meal program opportunities such as, but not limited to:
    1) Concessions
    2) School stores
    3) Vending machines available to students
    4) fundraising efforts by the school or school activities
xiii. planning for students and staff who bike and walk to, from or while at school or work.

e. Schools shall encourage parents to promote and support healthy eating and physical activity by:

i. encouraging the provision and packing of healthy meals and snacks for individual students who do not participate in the school meal programs, and encouraging parents to refrain from providing beverages and foods without nutritional value in meals or snacks provided by the home;
ii. informing parents of extracurricular activities that promote healthy lifestyles and physical activity;
iii. encouraging parents to choose safe and appropriate walking or biking to, from or while at school;
iv. encouraging parents to apply for the reduced price or free school meal program;
v. assuring parents the confidentiality of student status as qualifying for free or reduced price school meal participation.

f. District student support services shall promote awareness of mental health with students and parents, and coordinate services provided to students by third parties with district services. Provision of direct mental health services to students is the responsibility of student fami lies, the medical community, and governmental agencies.

g. Marketing of food and beverages, except as otherwise provided herein, is limited to promo tion of the school meal programs. Marketing of brands that offer food and beverages that comply with the criteria for competitive food under Federal law and district standards for such advertising, is permitted in school gymnasiums, ice rinks and sports areas on large equipment, fences, and score boards.

3. **RESPONSIBILITY**

a. The Superintendent is authorized to promulgate regulations for the implementation of this policy.

b. The District shall complete the federally required assessment and make a public report at least every three years on the compliance of each school with this policy.

c. The Superintendent shall designate an appropriate district staff position which has the responsibility and authority to ensure the implementation of this policy and to lead the required assessment of compliance. The appropriate staff shall prepare and execute a plan for assessing the implementation of and compliance with the policy, and measuring progress toward district goals.

d. The Superintendent shall establish a committee including parents, students, teachers of physical education, school health professionals, representatives of the nutrition services program, school administrators and representation from the school board to review and update this policy, which review shall occur no less than every three years, or as required by law.

e. The District shall inform parents, student and staff of the terms of this policy on an annual basis.

f. Principals shall communicate with parents and the school community regarding school wellness activities, goals, and plans. Input from parents shall be sought in the creation of individual school wellness plans. Principals and site administrators are responsible for the implementation of this policy at their school.

Original Adoption:09/25/1973
Revision Dates:09/30/1975, 12/16/1975, 08/13/1985, 08/29/2006, 06/13/2017
Legal References:

- 7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
- 42 U.S.C. § 1751 et seq. (National School Lunch Act)
- 42 U.S.C. § 1771 et seq. (Child Nutrition Act of 1966)
- 42 U.S.C. §1758b (Local Wellness Policy)
- 7 C.F.R. § 210.10 (School Lunch Program Regulations)
- 7 C.F.R. § 220.8 (School Breakfast Program Regulations)
- Minn. Stat. §120A.22, Subd 9. (Compulsory Education, required curriculum)
- Minn. Stat. §121A.215 (Local School District Wellness Policy on Website)

MPS Policy Cross References:

- Policy 4200 (Personnel Data)
- Policy 5690 (Student Data)
- Policy 1100 (Advertising in the Schools)
- Policy 1600 (Use of School Facilities)
- Policy 2305 (Superintendent Advisories)
- Policy 3261 (Vending Machines)
- Policy 3550 (Nutrition Services)
- Policy 5000 (Equal Education Opportunity)
- Policy 5220 (Tobacco Use, Student)
- Policy 5350 (Student Records)
- Policy 5540 (Fundraising)
- Policy 5630 (Health Examinations, Health Screening, Immunizations and Services)
- Policy 5631 (Drug Free Schools)
- Policy 5750 (Disability Non-Discrimination – Section 504)
- Policy 5800 (Family Engagement)
- Policy 6200 (Curriculum)
- Policy 6411 (Learning Materials and Resources)
- Policy 6680 (Safety, Security and Emergency Preparedness)
- Policy 6681 (Accident Prevention and Reporting)
- Policy 6682 (Emergency Health Care)
- Policy 6692 (Student Medication)
- Policy 7010 (Environmental Health and Safety)
- Regulation 6690 A (School Meal Programs)
- Regulation 6690 B (Health Education and Staff Well-being)
- Regulation 6690 C (Non-Meal Program Food)
- Regulation 6690 D (School Health Services)
- Regulation 6690 E (Planning for Active Commuting)

Fire Safety



Environmental Health & Safety Division
1225 N. 7th Street, Minneapolis, Minnesota 55411
(612) 668-0310 FAX (612) 668-0275



This building is equipped with fire sprinklers, fire alarms and emergency lighting systems. These systems were installed to increase fire protection measures and greatly reduce the likelihood of a fire emergency or fire-related injury or fatality. None of these systems will work effectively if basic housekeeping measures are not maintained. The State Fire Marshal is in the process of inspecting our buildings for occupant usage problems that may create fire hazards. In order to comply with Fire Marshal orders and increase fire safety and fire prevention in this building, the following occupant controls should be maintained:

- Fire drills must be conducted five (5) times per year and properly documented by the school. Buildings with summer school are required to have at least one (1) additional fire drill during that period.
- This school should have an emergency evacuation plan and staff should be aware of their responsibilities. Individualized plans are required for any students with limited mobility.
- Fire safety equipment including alarm pull stations, fire extinguishers, fire blankets and electrical panels must be accessible and not obstructed by storage. At least, a 3-foot clearance must be maintained around fire safety equipment.
- Do not obstruct emergency signage such as exit signs & main gas shut-off signs.
- Storage and other objects must be located at least 18 inches below the level of all sprinkler heads to ensure that water dispersion is not obstructed.
- Alien articles (wire, paper, artwork, etc.) must not be attached to fire sprinkler heads or piping.
- Materials hanging from the ceiling (paper, artwork, etc.) must not obstruct the sprinkler system's normal water distribution pattern.
- Student artwork, papers or other combustible materials must not cover greater than 50 percent of any wall area. Materials must not be hung in exit stairways.
- Tires & exposed foam products are highly combustible and toxic when burned and must not be located in this building. This includes unapproved wall coverings used for sound deadening.
- Combustible materials (including gym mats, plastic toys, and wood furniture) must not be stored in gymnasiums, auditoriums or on stages when not in use.
- Storage materials or furniture must not block exit passageways or exit doors.
- At least a 6 foot wide passageway must be maintained in all hallways and corridors.
- Storage materials or furniture must not be located under stairways without sprinklers.
- No storage whatsoever is allowed on stairs, stairwells or landings.
- Extension cords must not be used in place of permanent wiring. Extension cords can only be used on a temporary basis and must be unplugged immediately after use. Power strips with grounding and overcurrent protection or surge protection are acceptable for use as permanent wiring. They are readily available in lengths up to 25 feet. "Daisy chaining" or plugging one power strip into another is not allowed. Each power strip must be plugged directly into a wall socket. For ITS related equipment (computers, document cams, smart boards, etc.) contact your building's IT Tech for assistance to wire properly.
- Heat producing appliances such as coffee pots, must be UL approved for Commercial Use.
- Heat producing appliances with exposed heating elements, such as electric space heaters, toaster ovens, hotplates must not be located in this building. "If it glows…it goes!"
- No more than one piece of upholstered furniture in good condition can be located in a classroom or office. Those with tears or compromised coverings are highly combustible and must not be located in this building. This also applies to beanbag chairs.
- Maintain aisles in all designated storage areas or store rooms.
- Padlocks may not be used on doors or gates that provide egress from any room or storage area where occupancy is possible. This includes concession stands, office supply rooms, custodial or mechanical areas, stage prop storerooms, industrial arts storage, laundry rooms and courtyards. Door latching hardware must be openable from the inside without the use of a key or special efforts.

Special Education Records Notice

If your child receives special education services, or has been assessed for the purposes of determining whether or not your child requires special education services, the District will collect, maintain or use information regarding your child to provide or determine educational services for your child.

Copies of your child's special education records kept in a written format, including IEP/IIIP/ISPs, evaluations, progress reports and other documents related to the provision of special education and related services to your child will be retained by the district only until your child turns age twenty-five (25). Any special education records kept in an electronic format will be retained by the district until your child turns age thirty (30). These written and electronic records are no longer needed by the district after those points. These documents may be destroyed by the district after your child turns aged 25 (for written records) or age 30 (for electronic records) without further notice to you or your child.

The District will maintain a permanent record of your student's name, address, phone number, grades earned, attendance, classes attended, grade level completed and year completed.

Legal References:
34 CFR 300.624
20 U.S.C. 1412(a)(8)
20 U.S.C. 1417©

MPS Reference:
MPS Policy 1040 (Student and Staff Data Protection)
MPS Policy 3500 (Records Retention)

Special Education Records Notice rev.docx July 2010/ rev. April 2012/ amended May 2013; rev. July 2013

Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

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

Why statewide testing?

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

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

Why does participation matter?

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

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewideassessments will not receive an individual score and will be counted as "not proficient" for the purpose of school anddistrict accountability, including opportunities for support and recognition.
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit courseat a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where topurchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted ifstudents do not participate in assessments.

Academic Standards and Assessments

What are academic standards?

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

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

Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills Academic Skills (M(MTAS) TAS)

- Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8 and high school for science.
- Majority of students take the MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

ACCESS and Alternate ACCESS for English Learners

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

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

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

Are there limits on local testing?

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

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

What if I choose not to have my student participate?

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

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

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins inMarch and ends in May.
- The ACCESS and Alternate ACCESS for ELLstesting window begins at the end of January andends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

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

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our Statewide Testing page (education.state.mn.us > Students and Families > Programs and Initiatives > Statewide Testing).

DEPARTMENT OF EDUCATION

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

Parent/Guardian Refusal for Student Participation in Statewide Assessments

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

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

Date_____(This form is only applicable for the 20____to 20____school year.)

Student's Legal First Name_____ Student's Legal Middle Initial_____

Student's Legal Last Name_____ Student's Date of Birth_____

Student's District/School_____ Grade_____

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

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

Reason for refusal:

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

_____ MCA/MTAS Reading

_____ MCA/MTAS Science

_____ MCA/MTAS Mathematics

_____ ACCESS or Alternate ACCESS for ELLs

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

I understand that by signing this form, my student will lose one opportunity to receive a qualifying score that could potentially save him/her time and money by not having to take remedial, non-credit courses at a Minnesota State college or university. My student will not receive an individual score and will be counted as "not proficient" for the purpose of school and district accountability. My school and I may lose valuable information about how well my student is progressing academically. In addition, refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

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

Posted May 2018