

Student Behavior Handbook

District-Wide Student Expectations

School Year 2026-27



**EASTERN CARVER
COUNTY SCHOOLS**

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The ECCS Difference



Families choose Eastern Carver County Schools for a reason. Maybe it's the intentionality with which our communities built and supported a district of smaller schools – including two traditional high schools – that allows for more opportunities for students and closer relationships between staff and students. Maybe it's the layers of support embedded in our schools, with specialists that allow for robust fine arts and music programs and media centers that are more than just places to check out books, strengths in our district many of our neighbors don't enjoy. Or maybe it's the uniqueness that comes from the four cities that make our district strong. Whatever it is – the Eastern Carver County Schools difference is one we're proud of.

A Message From Our Superintendent



One of the most powerful moments in any school day is when learning *comes to life*. When students aren't just absorbing knowledge, but actively constructing it, connecting it to something meaningful in their lives or dreams for the future. Personalized learning makes that magic possible.

That magic, however, doesn't always come easily. As we shift the cognitive load from teacher to student, we know that means students are expected to engage at deeper levels—owning their learning, wrestling with tough questions, and persevering through new challenges. This process, what we often call *productive struggle*, can feel uncomfortable. Sometimes students resist. That's a normal and even necessary part of learning.

In these moments, the role of families is more important than ever. When parents and caregivers support students through this struggle, reminding them that effort leads to growth, it reinforces our message that every learner is capable—and that they're not doing this alone.

Our annual student survey also tells us something else: students want their work to matter. They ask us to make learning relevant—to help them understand how assignments connect to real life, career pathways, and the world beyond our walls. And they're thinking about this earlier than we might expect—even in middle school, our learners are asking, "*How does this relate to who I want to be?*"

So, how do we bring that to life?

In a fifth-grade classroom, students explored "How can we impact our community?" and selected projects that sparked their passion.

In middle school science, students chose how to demonstrate understanding of ecosystems: building models, writing research papers, or presenting digitally. That flexibility allows them to engage on their terms, showcasing their strengths while meeting high expectations.

In high school, students may participate in a service-learning project that focuses on volunteering, both within their school and in the broader community. Some mentored younger students, others supported local food shelves, or helped at community centers. As they reflected on their experiences, they can draw connections between what they were learning in class and the world they were actively shaping. Through service, students can develop empathy, leadership, and a stronger sense of purpose.

When students see how their learning connects to their identity, community, and future, it becomes more than just school—it becomes a launchpad. That's when the magic happens.

–Superintendent Dr. Rathke

District and School Leadership



Dr. Erin Rathke
Superintendent
Eastern Carver County Schools



Nate Mandaen
Assistant Superintendent
Eastern Carver County Schools

Cabinet Members

Sara Skar
Executive Assistant to the
Superintendent and School Board

Matt Brain
Executive Director of Human
Resources

David Brecht
Executive Director of Finance and
Operations

Khrisslyn Goodman, Ed.D
Executive Director of Research,
Evaluation and Assessment

Laura Pingry-Kile, Ed.D
Executive Director of Specialized
Education Services

Celi Haga
Executive Director of Strategic
Communications

Arika Mareck
Executive Director of Equity and
Inclusion

Alicia Fischer, Ed.D
Executive Director of Community
Education

School Board

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952-556-6814
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Rachel Berg Scherer - Director
952-556-6815
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Our Schools and Sites



Family Learning Center & Community Education

110600 Village Road
Chaska, MN 55318
952-556-6400

Lisa Stankiewicz
Manager of Early
Childhood Programs

Chanhassen Elementary

7600 Laredo Drive,
Chanhassen, MN 55317
952-556-6700

Greg Lange
Principal
952-556-6701

Jonathan Elementary

110300 Pioneer Trail
Chaska, MN 55318
952-556-6500

Pete Morse
Principal
952-556-6510

Bluff Creek Elementary

2300 Coulter Blvd.
Chanhassen, MN 55317
952-556-6600

Tara Payton
Principal
952-556-6610

La Academia/Kinder Academy

1800 N. Chestnut St.
Chaska, MN 55318
952-556-6300

Gretchen Kleinsasser
Principal
952-556-6300

Clover Ridge Elementary

114000 Hundertmark Rd.
Chaska, MN 55318
952-556-6900

Kristin Greene
Principal
952-556-6910

Victoria Elementary

9300 Red Fox Dr.
Victoria, MN 55386
952-556-3000

Jill Velure
Principal
952-556-3000

Carver Elementary

1717 Ironwood
Carver, MN 55315
952-556-1900

Sam Blank
Principal
952-556-1901

Chaska Middle School East

1600 Park Ridge Dr.
Chaska, MN 55318
952-556-7600

Greg Martin
Principal
952-556-7610

Chaska Middle School West

140 Engler Blvd.
Chaska, MN 55318
952-556-7400

Erin Swoboda
Principal
952-556-7410

Pioneer Ridge Middle School

1085 Pioneer Trail East
Chaska, MN 55318
952-556-7810

Amy Nelson
Principal
952-556-7800

Chaska High School

545 Pioneer Trail
Chaska, MN 55318
952-556-7100

Victor Johnson
Principal
952-556-7110

Integrated Arts Academy

11 Peavey Rd.
Chaska, MN 55318
952-556-6200

Angela
Charboneau-Folch
Principal
952-556-6203

Chanhassen High School

2200 Lyman Blvd
Chanhassen, MN 55317

Douglas Bullinger
Principal
952-556-3510

STAR Steps Toward Adult Responsibility

309 Lake Hazeltine Dr.
Chaska, MN 55318
952-556-6120

Patricia Lange
Supervisor
952-556-7443

Transportation Center

460 North Hickory St.
Chaska, MN 55318
952-556-6160 transportation@district112.org

District Office and Welcome Center

11 Peavey Rd.
Chaska, MN 55318
952-556-6203

Office Hours
7:30-4:00 M-F

Registration Hours 8:00-3:30 M-F
952-556-6200
welcomecenter@district112.org

Strategic Plan

MISSION

We prepare every student to achieve their personal best, engage in lifelong learning, and be a thoughtful and responsible citizen.

VISION We are committed to providing educational excellence for all by:

- ★ Offering personalized, rigorous academic and extensive extracurricular programming delivered by highly-trained staff
- ★ Promoting a welcoming, inclusive, and equitable culture where everyone has the opportunities and supports needed to be successful
- ★ Engaging with community partners to support student learning and career exploration
- ★ Investing our resources wisely to best meet the needs of our learners and communities

CORE VALUES

STUDENT-CENTERED: Student needs and growth drive our words, actions, and choices

EXCELLENCE: Committed to high standards and striving for our best

RESPECT: Everyone is seen, heard, valued, and included

COLLABORATION: Engaging, listening, and partnering with others to learn, develop, and innovate

ACCOUNTABILITY: Fostering a culture of integrity and responsibility

STRATEGIC DIRECTION



Improving **TEACHING AND PERSONALIZED LEARNING** for the development of each learner



Fostering a **SAFE, WELCOMING, AND INCLUSIVE** environment



Developing **STRONG PARTNERSHIPS** within the communities we serve



Optimizing our management of **RESOURCES** to support student learning

Eastern Carver County Schools
Exceptional. personalized learning.



Daily Desired Experience



Families

- My child is seen, heard, valued, trusted and respected for who they are and who they want to be
- My child's education helps them grow as a person, not just academically, and prepares them for whatever path they choose after high school
- I am seen, heard, valued, trusted and respected for who I am and my hopes for my child
- I have the resources I need to support my child's learning



Students

- I am seen, heard, valued, trusted and respected for who I am and who I want to be
- My classes are engaging, the content is relevant, and the instruction and feedback are helpful and meaningful
- I like being at school, have time to be with my friends, and can talk openly with my teachers



Staff

- I am seen, heard, valued, trusted and respected for who I am and my knowledge, skills, and ambitions
- I have access to resources, time, and professional development to help me grow
- I am heard, encouraged, supported, and inspired by leadership
- I have timely communication, direction, and clear goals to be successful

Civil Rights Compliance

Title VI of the Civil Rights Act of 1964 which prohibits discrimination on the basis of race, color, and national origin by recipients of federal financial assistance (34 C.F.R. Part 100);

Title IX of the Education Amendments Act of 1972 which prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance (34 C.F.R. Part 106);

Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of disability by recipients of federal financial assistance (34 C.F.R. Part 104); and

Title II of the Americans with Disabilities Act of 1990 which prohibits discrimination on the basis of disability by public entities (28 C.F.R. Part 35).

Notice of Non-Discrimination & Anti-Harassment:

Eastern Carver County Schools is committed to inclusive education and providing an equal opportunity for all students. The school district does not discriminate on the basis of Protected Class: race, color, creed, religion, national origin, immigration status, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, age, or any other protected class in conformance with federal, state, and local laws. Eastern Carver County Schools prohibits harassment or violence on these bases. Each employee is responsible for upholding and enforcing this policy. Violations of the harassment or violence policy may include, but are not limited to:

- Unwelcome verbal harassment or abuse, including teasing, joking, or making derogatory or dehumanizing remarks;
- Displaying offensive pictures, posters, T-shirts, or other graphics;
- Threats or actions related to an individual's race, religion, or ethnic heritage;
- Unwelcome, subtle pressure for sexual activity;
- Unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of pupil(s) by teachers, administrators, or other school personnel to avoid physical harm to persons or property;
Physical violence or abuse including leering, inappropriate patting or pinching, other forms of unwelcome touching, attempted rape, and rape;
- Intentional brushing against a student's or an employee's body;
- Demanding sexual favors accompanied by implied or overt threats concerning an individual's educational or employment status;
- Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's educational or employment status;
- Harassment on the basis of sexual orientation.

Students and employees of Eastern Carver County Schools are responsible for conducting themselves in a manner consistent with the spirit and intent of the Sexual, Racial, Religious Harassment and Violence policy. Officials of Eastern Carver County Schools will investigate all complaints, either formal or informal, verbal or written, of violations of this policy. Appropriate disciplinary action will be taken with any student or employee who is found to have violated this policy. Any student or employee who believes he/she has been a victim of a violation of this policy by another student or employee should report the incident so action can be taken. Complaints will be kept as confidential as possible. All students involved in a complaint may have a parent or other trusted adult with them in meetings. For information about the complaint procedure, or to file a report of a policy violation, or to receive/review a copy of the policy, contact your building principal, Eastern Carver County Schools Human Rights Officer or Title IX coordinator. The actions taken as a consequence of a violation of this policy by a staff member will be consistent with requirements of applicable collective bargaining agreements, Minnesota statutes, and Eastern Carver County Schools policies. The School District will investigate all reports and take disciplinary action it deems necessary and appropriate, including warning reprimand, suspension, or immediate discharge to end sexual, racial, and religious harassment and violence and prevent its recurrence.

Eastern Carver County School District Policies



Included below are some key policies and brief policy summaries. Each heading is a link to the full policy online. You can also access the complete District Policies at www.District112.org, click on Community on the main page, then choose School Board from the drop-down menu, and click the district Policies button. In addition, your school website has a web version of the Secondary and Elementary School Handbooks.

Bullying Prohibition Policy #514

- Bullying is prohibited.
- Positive, respectful behavior is expected.
- Complaints of bullying will be investigated.
- Action will also be taken if students or employees retaliate against persons making good faith reports of bullying behaviors.
- [Incident Report Form](#)

Disability Nondiscrimination Policy #521

- District 112 protects students with disabilities from discrimination.
- Procedures provide a system of procedural safeguards pertaining to the identification, evaluation and placement of students who, because of a disability, need or are believed to need special instruction or related services.
- Reasonable accommodations must be made to protect against discrimination if a person's disability substantially limits a major life activity.
- District procedures provide for the prompt and equitable resolution of complaints of disability discrimination.
- Any student who believes they have been the victim of unlawful discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful discrimination toward a student should report the alleged acts immediately to a building principal and/or may file a grievance with the Section 504 District Administrator.

Discipline Policy #506

- An environment conducive to learning must be maintained to ensure no interference with the educational process in all District 112 schools.
- Students are responsible to assist in building a school culture and climate where all students are supported, valued, respected, and safe.
- If District 112 policies or school expectations are violated, appropriate disciplinary actions will be taken.
- Early personal growth, development, and intervention is encouraged in attempting to promote positive behavior and limit actions inconsistent with school and district policies.
- The policy includes a code of student conduct outlining unacceptable actions at school.
- If District 112 policies or school expectations are violated, appropriate disciplinary actions will be taken.

Equal Educational Opportunity Policy #102

- District 112 will ensure equal educational opportunity to all students of the school district.
- District 112 will not discriminate on the basis of race, color, creed, religion or non-believer status, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, or age.
- Equal opportunities apply to all areas of the educational program, including academics and activities.
- Any time students believe there has been a violation of this policy they should speak to a teacher or to the principal.
- If you believe your child has been denied equal opportunity for one of the reasons listed above, you may contact the building principal or the District Human Rights Officer: 952.556.6251; District Education Center, 11 Peavey Road, Chaska, Minnesota 55318.
- The District will investigate all complaints.

Pupil Fair Dismissal Act

Students have the right to receive a public education. When a public school dismisses a student from school, the school must provide due process protections to the student. Those due process protections are described in a Minnesota law called the Pupil Fair Dismissal Act, which is printed below. Schools must provide a copy of the Pupil Fair Dismissal Act to the student and parent/guardian when the student is dismissed from school.

Attendance

The schools of District 112–Eastern Carver County Schools recognize that daily attendance is critical to the academic success of students and therefore expects every student to attend school on time every day. Because students who have good attendance are more likely to experience success and enjoy school to a greater degree, it is very important that parents/guardians make every effort to support student daily attendance. Whenever possible we encourage parents/guardians to schedule doctor and dental appointments, family vacations and special events on days when school is not in session. Illness, family emergencies and special out of school learning opportunities do occur which may impact regular student attendance. Once a student under the age of 7 is enrolled in kindergarten or a higher grade in a public school, the student is subject to compulsory attendance. Our school administrators are committed to working with families to support student attendance in a manner that recognizes these opportunities while consistently following Minn. Stat. 120A.22, subd. 5 and subd. 8.

Attendance Reporting Procedure

Please call the school Attendance Line before school starts if your child will be absent from school. Please leave your child's name, grade, and reason for absence. If we do not hear from you when your child is absent, our automated phone system will call you. If you do not contact us after that with information, the absence will be considered unexcused. Your cooperation helps us ensure the safety of our students. Please call us if your home, work or emergency phone number changes.

Excused Absence: A parent/guardian can call or contact the school regarding the absence via phone, email or in person. An absence is excused (does not count toward truancy) for some of the following reasons:

- Family events like wedding, graduation, funeral, drivers exam, moving, church retreats, caring for siblings, interviews, etc.
- Legal/court appearances or appointments
- Co-Curricular activities not sponsored by school including sports clubs
- Doctor, Dentist, or other medical professional appointments
- Environmental emergencies like fire or weather
- Student Illness
- Medical documentation
- Religious instruction (up to 3 hours per week)
- Religious holidays
- Family matters necessitating absence from school with advanced notice
- Special talent/club activities – prior building approval required
- Suspension
- Family vacation
- Issues outside of the student's control (car trouble, late bus, etc.)
- Missed bus if parent/guardian provides a reason

6 Cumulative Absences- When a student has 6 or more cumulative absences from class periods from 6 different days, the school will send a first notification letter to parent/guardian with the intent of alerting the parent to the amount of time missed out of possible attendance days (unless the school staff is aware of special circumstances and a phone contact is made instead). This does not include school exempt absences.

12 Cumulative Absences- After 12 or more cumulative absences from class periods from 12 different days, the school sends a second notification letter to parent/guardian (unless the school staff is aware of special circumstances and a phone contact is made instead). This does not include school exempt absences.

18 Cumulative Absences- After 18 or more cumulative absences from class periods from 18 different days, the school sets up a meeting to discuss a plan to support student attendance and success in school. This meeting may include the school nurse, school social worker or other support staff that may provide input into the plan. This does not include school exempt absences.

School Exempt Absence

- School sponsored co/extra-curricular activities or field trips
- Office visits with school personnel
- Testing

Unexcused Absence: When no call or contact is made by a parent/guardian regarding the absence via phone, email, or in person and the absence is not excused, it counts toward truancy. Unexcused absences may include:

- Truancy/skipping
- Overslept/sleeping in
- Tardy (A tardy becomes an absence from class after 10 minutes)

3 unexcused absences- When a student has 3 or more unexcused absences from class periods from 3 different days, the school will send a first notification letter to parent/guardian. This letter will remind parents/guardians of school notification procedures.

5 unexcused absences- When a student has 5 or more unexcused absences from class periods from 5 different days, the school will send a second notification letter home to parent/guardian and a pre-diversion meeting will be set up with parent/guardian, administration, other school personnel and the County Truancy Social Worker may be invited.

7 unexcused absences- When a student has 7 or more unexcused absences from class periods from 7 different days and the school has made efforts to address the situation without success, the school files the truancy paperwork with Carver County Social Services and a Truancy Case may be opened by the County.

Bus Ridership Agreement

I understand that riding a District 112 school bus is a privilege as well as part of the school day. In order to be sure that I and other students on the bus have a safe and comfortable ride I will abide by the Bus Safety Expectations and Responsibilities as outlined below.

Bus Safety & Student Conduct Expectations

1. The bus driver is the responsible authority on the bus.
2. Students will board and leave the buses only at specifically designated stops.
3. Students will remain at a safe distance from the bus when buses are arriving or departing from their stops.
4. Pick-up times are established, and students will be waiting 5 minutes before pick up time at designated stops.
5. Students will go directly to their seats. Students will stay seated when the bus is moving.
6. Backpacks, musical instruments, and other large items must be handled by students in such a way as to not come into contact with other students or obstruct the aisles.
7. For safety and cleanliness, gum, food, and drink are prohibited.
8. Only authorized students may ride the buses. Non-regular riders must secure written permission to ride a specific bus.
9. Drivers will assign seats to all elementary students and may assign seats to middle school or high school students when necessary. Students will remain seated at all times. Drivers and administrators may make specific seat assignments.
10. When crossing a road, whether boarding or leaving a bus, students will walk in front of the bus after the driver signals that it is safe to cross.
11. Students will not engage in noisy or boisterous conduct which might distract the driver.
12. Students will not use profane or indecent language.

Student Behavior Responsibilities

1. Students will not tamper with emergency doors or safety devices.
2. Students will not throw, shoot, or spit objects out of, inside, or at the bus.
3. Students will not damage or deface the buses in any manner.
4. Students will not possess or use alcohol, tobacco, or any other type of illicit substance on the bus.
5. Students will not transport dangerous, objectionable, or offensive items on the bus. Transportation of animals is prohibited.
6. Students will not fight, push, shove, or engage in any other type of physically aggressive behavior on the bus.
7. Students will not engage in noisy or boisterous conduct which may distract the driver.
8. Students will not use profane or indecent language.
9. Students will not harass others physically, racially, religiously, sexually, or in any other manner.

A student who violates either the Bus Safety & Student Conduct Expectations or the Student Behavior Responsibilities will be assigned appropriate consequences by the School Bus Driver and School Principal.

Consequences for Student Misbehavior: Consequences will be assigned to students who misbehave in order to provide an opportunity for them to learn to behave appropriately. Students are expected to learn quickly because the school bus is a safety sensitive environment and their actions can affect the safety of others. Students who repeatedly misbehave will be assigned consequences which are progressively more severe. Students will immediately be assigned the most severe consequence when their behavior is seriously harmful or destructive. The most severe consequence is the loss of the privilege to ride the bus.

Parents/Guardians are both initially and finally responsible for transporting their children to and from school unless those children demonstrate safe and responsible behavior on and around the school bus. All parents/guardians are asked to work cooperatively with school and bus company officials to ensure that their children behave safely and responsibly. Your participation and support are critical for teaching students the basic skills which will help them navigate safely in the real world.

Consequences for misconduct: Severity and frequency of behavior will determine consequences. Failure to follow bus rules may result in: verbal warning, assigned seat or behavior plan, temporary suspension from bus privileges, long-term or permanent loss of transportation services.

PBIS - Positive Behavior Intervention and Supports

This is a district-wide approach to promote and support positive student behaviors and reduce inappropriate student behavior at school. PBIS is a state-initiated project that provides districts and individual schools throughout Minnesota with the necessary training and technical support to promote improvement in student behavior across the entire district. It establishes clearly defined outcomes that relate to students' academic and social behavior, systems that support staff efforts, practices that support student success, and data to guide decision-making. Each site has specific PRIDE expectations that support PBIS.

PBIS - Guiding Beliefs and Essential Concepts for Understanding Behavior

PBIS Guiding Beliefs and Essential Concepts for Understanding Behavior



Misbehavior is a symptom of an underlying cause:

- Students would behave if they could.
- When students display problematic, maladaptive behaviors, it is a symptom of an underdeveloped skill.
- When students blow up or act out, it is a sign that they are stuck and can not cope with the situation.
- Some students may be oversensitive to stress and have an overactive fight or flight response.

Behavior is communication:

- All behavior is a form of communication. This is a key principle that helps when staff are mystified by students' behavior.
- Their actions are purposeful and are their attempt to solve a problem.
- Even if the behavior is not productive or is inappropriate, it is critical to step back and try to decipher what the student is trying to communicate and what the function (or intent) of the behavior is.
- Rather than assume they know the reason for the behavior, staff can ask these critical questions and, by answering them, begin to break the behavior code and respond in more productive ways.
- The more escalated a student is (inwardly or outwardly) the more likely they are to use behavior rather than words to show how he/she/they is feeling.

Behavior has a function:

- Behavior is never random or aimless.
- Individuals would not repeat behaviors if they were not getting something out of it.
- A behavior that is counterproductive, maybe the most effective alternative for students.
- The first step is figuring out what the student is getting from it.
- Examples of functions: attention, escape, tangible, sensory, multiple functions.

Behavior occurs in patterns:

- The key to breaking the behavior code is to find the pattern. Example: time of day, activity, people.
- Patterns are clues to find the intent/function of the behavior.

The only behavior staff can control is their own:

- The emphasis should not be on how to control the student's behavior but rather should be on how to change the dynamic between the student and staff member.
- Staff need to feel empowered to improve students' behavior.
- A good behavior plan is really a guide to help staff develop new behaviors so the educator can interact with student and student behavior in a more productive and preemptive way.

Behavior can be changed:

- "Managing" behaviors is where the problem can occur. Managing is about reducing the impact for others and ourselves.
- Sometimes changing behavior can be quick, or it can be incremental and take time. When understanding the function and teaching to the underdeveloped skills, change can happen quickly

Synopsis from the Behavior Code by Jessica Minahan

FRAMEWORKS AND APPROACHES

BUILDING ASSETS, REDUCING RISKS (BARR) BARR is a strengths-based educational model that provides students with a comprehensive method to address the academic, social, and emotional needs of all students through the power of data and relationships. By putting relationships first, the BARR model allows students and teachers to connect more powerfully with each other. A key component is the weekly lessons focused on helping students learn and practice life skills. Called “I-Times” or “U-Times,” these lessons focus on building skills in self-management, communication, social, research, or thinking.

CATALYST APPROACH The Teacher intentionally designs the classroom environment to build student independence, responsibility, and self-regulation. Routines are clearly taught and reinforced. Students are given choices within structure and are supported through emotional coaching rather than correction alone.

CONSCIOUS DISCIPLINE (CD) CD is an innovative social-emotional learning and classroom management program with a proven track record of sustainable results. Focused in Early Learning, CD provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities. The teacher maintains a calm, regulated presence and uses connection-based language to support student behavior. Students are taught skills for managing emotions, solving problems, and transitioning successfully. The classroom reflects a culture of safety, belonging, and accountability.

Multi-Tiered Systems of Support- MTSS The research-based principles and proven strategies including PBIS, BARR, Catalyst and Conscious Discipline support ECCS’ mission and vision. MTSS is a systemic, continuous improvement framework designed to ensure positive social, emotional, behavioral, developmental, and academic outcomes for every student and it is founded on the belief that every student can learn and thrive.

Re-Entry – Welcome Back A re-entry meeting or restorative welcome is designed to support a student returning to campus from a suspension or disciplinary action. The purpose of a re-entry meeting is to help the student return in a healthy and positive way. This practice is a powerful tool to reduce recidivism and the repetition of harmful actions and behaviors. It also empowers the school and students to repair relationships and establish accountability and support.

EASTERN CARVER COUNTY SCHOOLS IDENTITY HARM PROTOCOL:

Our Mission

In Eastern Carver County Schools, we demonstrate our belief that all students can and will learn at high levels within a safe, welcoming, and inclusive learning community. Our strategic plan affirms “that each student, staff member, and family is seen, heard, valued, trusted and respected for who they are and who they want to be.” The goal of Eastern Carver County Schools is to create a learning environment where all students feel safe and supported, are protected from bullying and identity-based harm, and can succeed academically and develop socially and emotionally into responsible, caring individuals.

Our Commitment

Our mission in ECCS is to prepare every student to achieve their personal best, engage in lifelong learning, and be a thoughtful and responsible citizen. In order to do so, we are committed to promoting a welcoming, inclusive, and equitable culture where everyone has the opportunity and support needed to be successful.

Defining Identity-Based Harm

Identity-based harm often called “bias incidents,” means any physical, verbal, nonverbal, or other act or conduct, including communications made in writing or electronically, directed toward a member or perceived member of a protected class within the school community that is of a discriminatory or harmful nature. Protected classes are identified in Policies 413 and 514 and include, but are not limited to, race, color, ethnicity, creed, religion, national origin, citizenship status, disability, sex, sexual orientation, and gender identity. Identity-based harm can also result from repeated acts of name-calling, harassment, or intimidation, even if each instance is small or subtle.

The harm can occur by:

- Derogatory name calling
- Verbal insults, such as racist jokes
- Display of racially offensive materials
- Exclusion
- Encouraging others to do the above
- Non-verbal, racially offensive gestures

SPECIALIZED EDUCATION SERVICES – STUDENTS WITH DISABILITIES

The Specialized Education Services department staff provide specially designed instruction and programming for students with special learning needs. We pride ourselves on the quality of our staff and on our efforts to provide appropriate instruction for each student based on the latest educational research and individual needs. We are committed to developing the skills and potential of every student we serve.

Section 504 prohibits recipients of federal financial assistance from discriminating based on disability, and the IDEA guarantees that children with disabilities have available to them a free appropriate public education (FAPE). FAPE emphasizes special education and related services designed to the needs of children with disabilities and prepare them for further education and employment services and independent living.

Eastern Carver County Schools enforces and administers federal laws relating to students with disabilities, including Section 504 and the IDEA. We believe students can experience academic growth and success with an appropriately developed and effectively implemented individualized education program (IEP) or a section 504 plan (504). We also believe these services and supports can help prevent or reduce disability-based behaviors that might otherwise lead to student discipline. Our goal is to be proactive to prevent behaviors and teach skills. To do so, we set consistent limits where behaviors are tied to privileges and consequences that use a restorative mindset rather than traditional punishment

LEVELED RESPONSES TO BEHAVIORS

Responding to Level 1 Behaviors:

Level 1 behavior incidents are minor in effect and are to be addressed in the classroom. The expectation is that staff will have invested time proactively to create a classroom community where they can utilize Conscious Discipline or Catalyst strategies to process the incident with students with the intent to build student capacity and sustain community. Positive partnerships and clear communication with parent/guardian(s) are expected.

Responding to Level 2 Behaviors:

Level 2 behavior incidents are also minor in effect and are usually addressed in the classroom. The expectation is that staff will have invested time proactively to create a classroom community where they can utilize Conscious Discipline or Catalyst strategies to process the incident with students with the intent to restore, build capacity and sustain community. Positive partnership and clear communication with parents/guardian(s) are expected. Level 2 behavior incidents may include:

- Repeated or increased significance of incidents of Level 1 behavior.
- Increased disrespectful or unsafe behavior toward another student or adult.
- Behavior that is generally managed with brief intervention/redirection without removal from the learning environment. Some Level 2 behaviors may include additional collaboration with parent/guardian(s) and support staff such as Deans, Counselors, Social Workers, Equity and Inclusion Department, or other trusted adults.

Responding to Level 3 Behaviors:

Level 3 behavior incidents are more serious and impact safety and learning. They are usually addressed outside the classroom and may require additional collaboration with parent/guardian(s) and support staff such as Deans, Counselors, Social Workers, Equity and Inclusion Department, or other trusted adults. Response and support of Level 3 Behaviors might include:

- Restorative Accountability (Fix it plan, restitution, community service, etc.).
- Loss of classroom/setting privileges.
- Loss of transportation (bus) privileges no more than 1 day for bus behaviors (unless conflicting with individual IEP).
- Parent/guardian(s) and/or staff conference.
- Removal or Held out of class.
- Dismissal from school.
- In School Suspension.

Responding to Level 4 Behaviors:

Level 4 behavior incidents have a significant impact on safety, relationships in the classroom/school community, and the learning environment. These behaviors are addressed outside the classroom with additional support staff such as Deans, Counselors, Social Workers, Equity and Inclusion Department, or other trusted adults. Response and support of Level 4 Behaviors might include:

- Restorative Accountability (Fix it plan, restitution, community service, etc.).
- Parent/guardian(s) meeting.
- Loss of classroom/setting privileges. Loss of transportation (bus) 1-4 days for behavior on bus (unless conflicting with individual IEP).
- Possible threat assessment of SRO/or law enforcement notification.
- Removal or Held out of class.
- Dismissal from school.
- In-school Suspension.
- Out-of-school Suspension.
- Additional collaboration with support staff such as Deans, Counselors, Social Workers, Equity and Inclusion Department, a trusted adult, or referral to an outside resource.

Responding to Level 5 Behaviors:

Level 5 behavior incidents are substantial in effect and/or reflect a willful pattern. These behaviors may have a consequential impact on safety, relationships in the classroom/school community, and the learning environment. Level 5 behaviors are addressed outside the classroom with additional support. Further, these behaviors are identified as possible expellable offenses or the following:

- Restorative Accountability (Fix it plan, restitution, community service, etc.).
- Parent/guardian(s) meeting.
- Loss of classroom/setting privileges. Loss of transportation (bus)1-4 days for behavior on bus (unless conflicting with individual IEP).
- Possible threat assessment or SRO/law enforcement notification.
- Removal or Held out of class.
- Dismissal from school.
- In-school Suspension.
- Out-of-school Suspension.
- Additional collaboration with support staff such as Deans, Counselors, Social Workers, Equity and Inclusion Department, a trusted adult, or referral to an outside resource.
- Expulsion from School

Filing a Discipline Complaint Procedure

Governing Statute: Subd. 4.Discipline complaint procedure

The discipline policy must contain procedures for students, parents and other guardians, and school staff to file a complaint and seek corrective action when the requirements of sections 121A.40 to 121A.61, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, or the implementation of the behavior and discipline policies are not being implemented appropriately or are being discriminately applied.

The process is initiated by submission of a complaint in writing to the Assistant Superintendent. The complaint must be submitted in writing and dated by the person making the complaint.

A [Discipline Complaint form](#) is on the District website and available in administration offices. The process is initiated by filling in the form and submitting the form to the Assistant Superintendent.

1. Upon receipt of the complaint, district representatives will investigate the complaint. The investigation will commence within three school days of receipt of the complaint. The Assistant Superintendent will direct the investigation and report to the Superintendent. The District may use outside counsel as it sees fit.

2. Upon completion of the investigation, written determination will be provided to the complainant addressing each allegation. The determination will contain findings and conclusions, with appropriate application of the Minnesota Government Data Practices Act.

3. If the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, the Superintendent will require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future.

4. Reprisals or retaliation against any person who asserts, alleges, or reports a complaint is prohibited. District administration will apply appropriate consequences for a person who engages in reprisal or retaliation.

**Eastern Carver County School District
Discipline Complaint Form**

Date of Complaint: _____

Name of Person Completing the Form: _____

Relationship to the Student: _____ Phone: _____

Student Name: _____ Grade: _____

Applicable Governing Discipline Documents

[Pupil Fair Dismissal Act](#) [School District Discipline Policy](#)

Describe your complaint(s) and/or allegation(s) regarding improper implementation of the Minnesota Pupil Fair Dismissal Act and/or school discipline policy or how the procedure in these two documents are being discriminately applied.

List below any other information you would like the District to consider:

Signature: _____ Date: _____

Submit the form to the Assistant Superintendent: Nate Manaen manaenn@district112.org

