COLUMBIA HEIGHTS PUBLIC SCHOOLS

STUDENT RIGHTS & RESPONSIBILITIES HANDBOOK

2026-2027

1400 49th Ave. NE, Columbia Heights, MN 55421

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Creating College and Career-Ready Graduates

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CREATING WORLDS OF OPPORTUNITY FOR EACH AND EVERY LEARNER — ALL BELONG, ALL SUCCEED —

OUR MISSION

Columbia Heights Public Schools

Creating worlds of opportunity for each and every learner

"All Belong, All Succeed"

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Shared Roles and Responsibilities

Students

All students shall be held individually responsible for their behavior and for knowing and obeying the student code of conduct and all policies referenced in this handbook.

- Build and maintain positive, respectful relationships with school staff and caregivers. Have a go-to adult in the building.
- Observe and follow the routines and expectations taught by school staff and administrators.
- Understand the behavior response matrix of expectations and display behaviors in accordance with its content.
- Accept redirection and have open communication with adults.
- Be responsible and accountable for individual academic and social success.
- Do the right thing, even when no one is looking.
- Adhere to all Board of Education policies.

Parents and Legal Guardians

Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

Parents and guardians should…

- Establish a positive relationship with someone at the school where communication can readily occur.
- Partner with the school in regard to rules and policies.
- Show and model respect for other students and families.
- Work with staff in a mutually respectful manner focusing on the success of your student.
- Emphasize the importance of being prepared for school, both physically and emotionally. Teach and model skills for following routines and expectations in order to achieve academic and social success.
- Ask for help or information from the school when necessary.

Teachers

All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the student code of conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

Teachers should…

- Develop a classroom community and learning environment that provides for academic and social success for ALL.
- Build and maintain positive, respectful relationships with all students and their families.
- Hold high expectations for behavior and academics for all students.
- Teach and model expectations in accordance with the school's protocols.
- Treat all students equitably. Seek to understand the context of situations and respond accordingly.
- Communicate and partner with caregiver(s) in a positive, consistent, proactive and culturally respectful manner.
- Acknowledge, honor and respond to both positive and negative behaviors.
- Maintain a positive attitude and professional learning environment for ALL.

Vision 2030
COLUMBIA HEIGHTS PUBLIC SCHOOLS
reaching new heights together

Continued...

Principals

The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final Board of Education approval. The principal shall give direction and support to all school personnel performing their duties within the framework of the policies referenced in this handbook. The principal shall consult with parents of students conducting themselves in a manner contrary to the policies referenced in this handbook. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

Principals should…

- Create a warm, welcoming and positive learning environment for ALL.
- Hold high expectations for students and staff.
- Teach and model expectations in accordance with the school's PBIS matrix.
- Lead/support building development that improves classroom management skills of teachers and promotes a positive learning environment.
- Treat all students equitably. Seek to understand the context of situations and respond accordingly.
- Communicate regularly with caregiver(s) in a positive, consistent, proactive and culturally respectful manner.
- Acknowledge, honor and respond to both positive and negative behaviors.

Other school district personnel

All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

Other school district personnel should…

- Contribute to a positive, safe atmosphere that provides learning opportunities for ALL.
- Accept responsibilities as related to school behavior under the direction of the superintendent.
- Work to support building principals in setting and supporting the school code of conduct.
- Model and adhere to the school code of conduct and lead an equitable model of behavioral management which contributes to increased learning.
- Hold high expectations for all staff and students.

Superintendent

The superintendent shall establish guidelines and directives to carry out the policies referenced in this handbook, hold all school personnel, students and parents responsible for conforming to these policies, and support all school personnel performing their duties within the framework of these policies. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement these policies shall be submitted to the Board of Education for approval and shall be attached as an addendum to these policies.

The superintendent should…

- Ensure policy is aligned with best practices and the Strategic Plan as outlined by the Board of Education.
- Lead/support building principals and other district personnel to improve classroom management processes and promote a positive learning environment.
- Ensure building principals and other district personnel are seeking to treat all students equitably and design policy accordingly.
- Hold high expectations for all staff and students.

Continued...

Board of Education
The Board of Education (School Board) holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this handbook.

Board of Education members should…
- Approve all district policies related to behavior management systems.
- Seek to provide equitable outcomes for all students in the district.
- Support and provide guidance to the superintendent in designing policies related to behavior management systems.
- Support all personnel with implementing best practices.
- Hold high expectations for all staff and students.

Community Members
Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

Standards of Student Behavior: Responses and Levels of Behavior Violations

Factors to be considered prior to assigning administrative actions:

Level 1: An Office Discipline Referral would not be typically completed at this stage. These responses aim to change the conditions contributing to the negative behavior and typically will be instituted in a graduated fashion; however, a teacher may exercise discretion to tailor a response to a particular situation.

Examples of Intervention Responses:	Appropriate staff interventions may involve the parent/guardian and other members of the school community. Interventions may include:
• Re-teach expected behavior/skill • Verbal or non-verbal redirection • Role play • Written reflection/apology • Seat change • Teacher/student conference (may occur outside classroom, transition times, etc.) • Daily progress sheet on behavior • In-class time-out • Restitution (fix-it plan) • Removal from class to another supervised classroom (short-term) • Loss of privilege(s) • Student contract • Restorative practices	• Parent/guardian notification • Parent/guardian/teacher conference • Parent/guardian accompanying student to school or class • Removing, adjusting or covering up clothing that violates student dress requirements • In-school community service • Conflict resolution • Mentoring program participation • Contract between teacher, student and parent/guardian • Peer mediation • Referral Note: A severe occurrence may be treated as a violation at a higher level. *Repeated instances of a Level 1 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record.*

Level 2: An Office Discipline Referral would be created in this situation but would include ongoing Level 1 interventions. Partnership with teacher, behavior interventionist and administration. These responses are designed to teach and reinforce appropriate behavior. Many of these responses engage the student's support system in order to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses aim to correct behavior.

Examples of Intervention Responses:

- Behavioral skills training
- Removal from class
- Student conference
- Parent/guardian notification
- Parent/guardian conference
- Restorative practices (restitution, mediation)
- School community service
- Referral to Student Services Team (SST)
- In-school suspension, for a half a day or more
- Detention (examples may include before school, after school, lunch, recess)
- Use of lower-level interventions and consequences in addition to the above

Note: A severe occurrence may be treated as a violation at a higher level. Repeated instances of a Level 2 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record.

Level 3: An Office Discipline Referral would be completed and the administrator would coordinate interventions. These responses engage the student's support system to ensure successful learning and to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses intend to intervene in an intense, collaborative, and significant way in order to alter the behavior. These responses may include short-term removal of a student but should be inclusive and practical in nature in order to change the long-term outcomes.

Examples of Intervention Responses:

- Alternatives to in-school suspension or dismissal, such as restorative practices, parent conference, behavior contract, etc.
- These responses may involve the temporary, short-term removal of a student from the school environment because of the severity of the behavior. The duration of the dismissal or suspension, if issued, is to be limited to in-school suspension or dismissal while adequately addressing the behavior.
- Parent/guardian notification
- Parent/guardian conference
- Dismissal (up to one complete school day)
- Use of lower-level interventions and consequences in addition to the above

Repeated instances of a Level 3 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record.

Continued...

Level 4: These responses may involve the temporary, short-term removal of a student from the school environment and police notification because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as is practicable while adequately addressing the behavior.

Examples of Intervention Responses:

- Parent/guardian notification
- Parent/guardian conference
- Possible police notification
- Short-term suspension, in excess of one complete school day
- Alternatives to suspension
- Interim alternative educational placement
- Referral to mental/chemical/emotional services
- Use of lower-level interventions and consequences in addition to the above

Note: Incidents at this level may be referred for expulsion depending on the circumstances.

Level 5: At this level, violations require the principal to notify the police and make a referral for an expulsion to the Superintendent or designee. (Note: Please refer to the Glossary for additional terms and definitions related to Minnesota statutory references and other information.)

These responses involve the removal of the student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior.

Examples of Intervention Responses:

- Parent/guardian notification
- Law enforcement notification
- Parent/guardian conference
- Interim alternative educational placement
- Referral to District Office
- Expulsion or exclusion (an act of the Board of Education)
- Use of lower-level intervention and consequences in addition to the above

Behavior Response Matrix

Event, Incident or Violation	Levels					Law Enforcement Notification	
	1	2	3	4	5	Required	Possible
Abusive Language Student uses verbal messages that include disrespectful or threatening language toward members of the school community.							
Arson Student plans and/or participates in malicious burning of property.							
Assault Intentional infliction of bodily harm upon another or committing an act with the intent to cause fear in another of immediate bodily harm or death are prohibited.							
Bullying Any verbal or electronic expression, physical act or gesture, or pattern thereof that has the purpose or effect of causing distress to one or more students and which substantially interferes with educational benefits, opportunities or performance of the student(s). Bullying includes, but is not limited to, conduct against a student that a reasonable person under the circumstances knows or should know has the effect of: • harming a student • damaging a student's property • placing a student in fear or fear of harm to his or her person or property • violating a student's reasonable expectation of privacy • defaming a student • intentionally inflicting emotional distress against a student • creating a hostile educational environment for a student or subjecting a student to intimidation, ridicule, embarrassment or social isolation *For more information, see Minn. Stat. § 121A.03.							
Cheating or Plagiarizing Scholastic dishonesty that includes, but is not limited to, cheating on school assignments/tests, plagiarism or collusion is prohibited. Academic consequences may also be assigned.							
Criminal Act Committing an act on school property or in the course of a school-sponsored or school-associated activity that would be a crime if committed by an adult.							
Disruption Student engages in behavior causing an interruption in class or activity including loud talk, yelling/screaming, noise with materials, horseplay and/or sustained out-of-seat behavior.							
Dress Code Violation Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership. Hats are not allowed. Headwear for religious purposes will be allowed. Board Policy 504.							

Shaded areas applicable.

Behavior Response Matrix Continued...

Event, Incident or Violation	Levels					Law Enforcement Notification	
	1	2	3	4	5	Required	Possible
Drugs or Controlled Substances Possession/Use/Distribution/Soliciting/Selling Using, possessing, distributing or being under the influence of narcotics, drugs or other controlled substances. Using, possessing or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia, synthetic drugs, imitations, alcohol, tobacco, e-cigs, or tobacco paraphernalia, distribution or under the influence of alcohol or other intoxicating substances.							
Failure to Identify Refusing to identify oneself or others to a staff member.							
Falsification Falsification of any records, documents, notes or signatures. Tampering with, changing or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means.							
Fighting Engaging in any form of fighting is not allowed regardless of who initiates the fight including, but not limited to, hitting, slapping, pulling hair, biting, kicking, slapping, scratching or other acts to harm or attempt to harm another person.							
Fires/False Alarms Tampering or interfering with fire alarm system, false 911 calling/reporting or failure to exercise caution, resulting in fire.							
Gambling Gambling including, but not limited to, playing a game of chance for stakes: Trading cards or other collectables.							
Gang Display/Activity with Intent Student displays signs or is involved in behavior that is gang related as described by the State of Minnesota's gang criteria (see Glossary) with intent to provoke, intimidate or threaten.							
Habitual Truancy Students with continued unauthorized absences may be referred to a social worker to file a court petition or referred to truancy intervention.							
Harassment, based on Protected Status Harassment includes physical or verbal conduct that is based on protected status. *Policy 413*							
Hazing Committing an act or coercing a student into committing an act that creates a substantial risk of harm to one in order for the student to be initiated into or affiliated with a school or school group.							
Inappropriate Language Swearing or using words in an inappropriate way.							
Intentional Damage of District Technology Resources Willful damage to hardware, software or other equipment.							
Interference/Obstruction Any action taken to prevent a staff member from performing their assigned duties, including an investigation.							
Noncompliance Refusing to follow a reasonable direction given by a staff member.							

Shaded areas applicable.

Behavior Response Matrix Continued...

Event, Incident or Violation	Levels					Law Enforcement Notification	
	1	2	3	4	5	Required	Possible
Nuisance Devices Possession of nuisance devices or objects which cause distractions including, but not limited to, phones, electronic games and fidget spinners unless prearranged with teacher and/or principal.							
Phones, Disruptive/Inappropriate Use Unapproved use of communication devices.							
Pornography Possession or distribution of slanderous, libelous or pornographic materials.							
Property Violation Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage or vandalism.							
Reckless or Careless Driving Driving on school property in such a manner as to endanger persons or property.							
Robbery/Extortion The obtaining of property from another by force or threat of force.							
Sexual Misconduct, Non-Consensual Engaging in non-consensual sexual intercourse or sexual contact or indecent exposure with another person.							
Sexually Inappropriate Behavior Engaging in sexual behavior including, but not limited to, sexual intercourse, displaying or distributing sexually explicit materials, indecent exposure and other sexual contact.							
School Lockers Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker.							
Tardiness Student arrives at class after the bell or signal that class has started.							
Technology Misuse Student engages in non-serious but inappropriate use of cell phone, pager, music/video player, camera and/or computer.							
Terroristic Threats, Including Bomb Threats Threatening to commit any crime of violence with intent to terrorize another or to cause evacuation of a building, place of assembly or vehicle (see Glossary).							
Threats Any oral, written, or physical threat, sign or act which conveys intent to cause harm or violence, even made in jest.							
Transportation School Bus and Bus Stop Rules. The bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed: consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school office. For bus stop and riding rule, see Glossary.							

Shaded areas applicable.

Behavior Response Matrix Continued...

Event, Incident or Violation	Levels					Law Enforcement Notification	
	1	2	3	4	5	Required	Possible
Trespassing, Including During Periods of Dismissal or Suspension Being physically present on school property or at a school event after being directed not to.							
Unsafe Behavior and/or Unsafe Acts Physical contact including, but not limited to, pushing, shoving, tripping, biting, kicking, horseplay or behavior which creates an unsafe environment for others that is not otherwise defined as an assault or fighting is prohibited.							
Weapons Violation of the District's Weapons Policy; using, possessing or distributing weapons or other dangerous objects including: ammunition, bullets, knives, guns or other projectiles (fireworks, snaps, or lighters) designed to be used in or as a weapon, explosives or any compound or mixture, the primary or common purpose of intended use of which is to function by explosion. Including look alike weapons. Board Policy 501.							

Shaded areas applicable.

Restorative Practices

Columbia Heights Public Schools will begin creating a restorative practices culture in our schools because it holds significant promise to achieving a safe, culturally-respectful, equitable and just community of learning. Restorative practices are defined as a way of being in community that focus on continual building and maintaining relationships. Restorative practices will engage both the larger community and the school community which includes students, staff, families and community members. Social norms and behavioral boundaries will be identified and reinforced. Our restorative practices in school include the following approaches; social worker small group, individual meeting with social workers, conferences with students and peace circles.

Legal Advice

The Minnesota Department of Education has published a Legal Assistance Resource List that can be found here: https://bit.ly/3JLLYio. This list, which includes free and low-cost resources, provides information about legal assistance, advocacy services, and lawyer referral services.

Discipline Complaint Procedure

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

For more information, talk with your school Principal, Assistant Principal or Assistant Superintendent.

Transportation Behavior Matrix

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. §1415 (Individuals with Disabilities Act), 29 U.S.C. § 794 (the Rehabilitation Act) and 42 U.S.C. § 12132, (Americans with Disabilities Act) are governed by these provisions. (Minn. Stat § 121A.59). (See Board Policies 707, 708, 709, 710 and 711).

Any disruptive behavior, as defined under school policy, while participating in school transportation is prohibited.

Any loss of these privileges will include field trip and co-curricular transportation privileges. In addition, a student may receive other consequences for violation of a school district policy noted in this handbook which has taken place on the bus (See Board Policies 707, 708, 709, 710 and 711). Refer to the Behavior Response Matrix for more information.

	First Offense	Second Offense	Third Offense	Fourth Offense	Fifth Offense	Sixth Offense
Elementary	Warning	Up to 3 days off the bus	Up to 5 days off the bus	Up to 10 days off the bus & meeting with parent	Individually considered	Removal from the bus, up to permanent removal for remainder of school year
Secondary	Warning	Up to 5 days off the bus	Up to 10 days off the bus	Up to 20 days off the bus & meeting with parent	Removal from the bus, up to permanent removal for remainder of school year	

Note: A severe occurrence may be treated as a violation at a higher level.

Repeated instances of a Level 1 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record.

Incident Report Form

When a student, staff member or parent reports an incident of bullying, harassment or hazing, the Incident Report Form is used for official documentation. This form – seen on the following two pages – can be found in every school office and on the district website. A student can report to a school staff member about an incident they experienced themselves or to which they were a witness. When a student reports an incident, a school staff member may help them to complete the form. The student, or a parent can also choose to complete the form on their own. Once the form is turned in to the school administration, an investigation of the incident begins.

Incident Report Form

Columbia Heights Public School District maintains a firm policy prohibiting all forms of discrimination including bullying, harassment, hazing and cyberbullying. For more information, see school board policies 514, 525 and 526.

Definitions

Bullying means behavior by an individual student or group of students that is:

- intimidating, threatening, abusive or harmful and;
- involves an actual or perceived imbalance of power in which the student being bullied has difficulty defending themselves; and
- the conduct is repeated or forms a pattern and;
- 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.

Harassment means physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability when the conduct:

- has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
- has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
- otherwise adversely affects an individual's employment or academic opportunities.

Hazing means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose.

Cyberbullying means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

Name of person completing this form: _____

I am (Choose one)____Victim ____Bystander ____Parent/Guardian ____Staff Member ____Other: ____

Home address: _____

Phone number: _____Email: _____

Date of alleged incident(s): _____ School: _____

Tell us what happened.

Student who was harmed: _____Grade: _____School: _____

Student (s) who did the harm: _____Grade: _____School: _____

Where did the incident happen? _____

When did the incident happen? _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used, any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved, etc. (*Attach additional pages if necessary*): _____

_____

Check one or more boxes below.

The bullying, harassment or hazing was on the basis of:

- ☐ Disability
- ☐ Race/Color/National Origin
- ☐ Religion
- ☐ Sex
- ☐ Sexual Orientation including gender identity and expression
- ☐ Ethnicity
- ☐ Creed
- ☐ Marital Status
- ☐ Familial Status
- ☐ Socioeconomic Status
- ☐ Physical Appearance
- ☐ Immigration Status
- ☐ Age
- ☐ Status with Regard to Public Assistance
- ☐ Academic Status Related to Student Performance
- ☐ Other

Did you see the event happen? ____Yes ___No

If no, who made the report to you? _____

Did anyone else see what happened? ____Yes ___No Who? _____

Was an adult nearby? ____Yes ___No Who? _____

_____I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

Reporter Signature: _____Date: _____

Received by: _____Date: _____

For Office Use Only

Incident ID #: _____Other: _____

Discipline Guidelines for Special Education Students Under State Law and Federal Regulations

	IEP Team Meeting Required	Manifestation Determination Required (1)	Functional Behavior Assessment Plan Required (2)	Alternative Education Services Required
Student removed for one school day or less	No*	No*	No*	No*
Student suspended for less than five consecutive days	No*	No*	No*	No*
Student suspended for five consecutive days	No	No	No*	No*
Student suspended for six or more consecutive days	Yes	No*	No*	No*
Student removed for 10 cumulative school days or less in one school year	No**	No**	No**	No**
Student removed for 11 cumulative days in a school year or more	Yes	Yes	Yes	Yes, access to FAPE required
Student placed on in-school suspension (ISS)	No***	No***	No***	No***
Student suspended from the bus	Depends****	Depends****	Depends****	Depends****
Parent requests a manifestation determination following any removal for disciplinary reasons	Yes	Yes	No**	No**

1 "Manifestation Determination" is a process to determine if a student's behavior problem was or was not a manifestation of the student's disability.

2 A "Functional Behavioral Assessment" is a process for gathering information to understand the function of a student's behavior(s) in order to develop an effective and efficient positive behavior intervention plan that teaches and encourages replacement behaviors.

**Unless initiating expulsion or exclusion*

***Unless the student has been removed 11 or more cumulative days in a school year. Minn. Stat. 121A.43(a).*

****In-school suspension (ISS) is not considered a day of suspension for a student with a disability as long as the student continues to receive regular and special education services during the in-school suspension.*

*****If bus transportation is a part of the student's IEP, a bus suspension would be treated as a removal unless the school provides transportation in some other way, because that transportation is necessary for the student to obtain access to the location where all other services will be delivered.*

If bus transportation is not a part of the student's IEP, a bus suspension typically would not be a suspension.

Pupil Fair Dismissal Act

121A.40 CITATION.
Sections 121A.40 to 121A.56 may be cited as the "Pupil Fair Dismissal Act."

121A.41 DEFINITIONS.
Subdivision 1. **Applicability**. As used in sections 121A.40 to 121A.56, the terms defined in this section shall have the meanings assigned them.
Subd. 2. **Dismissal**. "Dismissal" means the denial of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class.
Subd. 3. **District**. "District" means any school district.
Subd. 4. **Exclusion**. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a pupil for a period that shall not extend beyond the school year.
Subd. 5. **Expulsion**. "Expulsion" means a Board of Education action to prohibit an enrolled pupil from further attendance for up to 12 months from the date the pupil is expelled.
Subd. 6. **Parent**. "Parent" means (a) one of the pupil's parents, (b) in the case of divorce or legal separation, the parent or parents with physical custody of the pupil, including a noncustodial parent with legal custody who has provided the district with a current address and telephone number, or (c) a legally appointed guardian. In the case of a pupil with a disability under the age of 18, parent may include a district-appointed surrogate parent.
Subd. 7. **Pupil**.
(a) "Pupil" means any student:
(1) without a disability under 21 years of age; or
(2) with a disability under 22 years old who has not received a regular high school diploma; and
(3) who remains eligible to attend a public elementary or secondary school.
(b) A "student with a disability" or a "pupil with a disability" has the same meaning as a "child with a disability" under section 125A.02.
Subd. 8. **School**. "School" means any school defined in section 120A.05, subdivisions 9, 11, 13, and 17.
Subd. 9. **School board.** "School board" (Board of Education at CHPS) means the governing body of any school district.
Subd. 10. **Suspension**. "Suspension" means an action by the school administration, under rules promulgated by the Board of Education, prohibiting a pupil from attending school for a period of no more than ten school days. If a suspension is longer than five days, the suspending administrator must provide the superintendent with a reason for the longer suspension. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability. Each suspension action may include a readmission plan. The readmission plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. Consistent with section 125A.091, subdivision 5, the readmission plan must not obligate a parent to provide a sympathomimetic medication for the parent's child as a condition of readmission. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days.
Subd. 11. **Alternative educational services**. "Alternative educational services" may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under section 123A.05 selected to allow the pupil to progress toward meeting graduation standards under section 120B.02, although in a different setting.
Subd.12. **Nonexclusionary disciplinary policies and practices; alternatives to pupil removal and dismissal.**
"Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).
Subd. 13. **Pupil withdrawal agreement.** "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

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121A.42 POLICY.
No public school shall deny due process or equal protection of the law to any public school pupil involved in a dismissal proceeding which may result in suspension, exclusion, or expulsion.

121A.425 FULL AND EQUITABLE PARTICIPATION IN EARLY LEARNING
Subdivision 1. **Disciplinary dismissals prohibited.**

(a) A pupil enrolled in the following is not subject to dismissals under this chapter;

(1) a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

(2) kindergarten through grade 3.

(b) This provision does not apply to a dismissal from school for less than one school day, except as provided under chapter 125A and federal law for a student receiving special education services.

(c) Notwithstanding this subdivision, expulsions and exclusions may be used only after resources outlined in subdivision 2 that have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

Subd. 2 **Nonexclusionary discipline.** For purposes of this section, nonexclusionary discipline must include at least one of the following:

(1) collaborating with the pupil's family or guardian, child mental health consultant or provider, education specialist, or other community-based support;

(2) creating a plan, written with the parent or guardian, that details the action and support needed for the pupil to fully participate in the current educational program, including a preschool or prekindergarten program; or

(3) providing a referral for needed support services, including parenting education, home visits, other supportive education interventions, or, where appropriate, an evaluation to determine if the pupil is eligible for special education services or section 504 services.

121A.43 EXCLUSION AND EXPULSION OF PUPILS WITH A DISABILITY.
(a) Consistent with federal law governing days of removal and section 121A.46, school personnel may suspend a child with a disability. When a child with a disability has been suspended for more than five consecutive school days or ten cumulative school days in the same school year, and that suspension does not involve a recommendation for expulsion or exclusion or other change of placement under federal law, relevant members of the child's individualized education program team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's individualized education program. That meeting must occur as soon as possible, but no more than ten days after the sixth consecutive day of suspension or the tenth cumulative day of suspension has elapsed.
(b) A dismissal for one school day or less is a day or a partial day of suspension if the child with a disability does not receive regular or special education instruction during that dismissal period. The notice requirements under section 121A.46 do not apply to a dismissal of one day or less.
(c) A child with a disability shall be provided alternative educational services to the extent a suspension exceeds five consecutive school days.
(d) Before initiating an expulsion or exclusion under sections 121A.40 to 121A.56, the district, relevant members of the child's individualized education program team, and the child's parent shall, consistent with federal law, determine whether the child's behavior was caused by or had a direct and substantial relationship to the child's disability and whether the child's conduct was a direct result of a failure to implement the child's individualized education program. When a child with a disability who has an individualized education program is excluded or expelled under sections 121A.40 to 121A.56 for misbehavior that is not a manifestation of the child's disability, the district shall continue to provide special education and related services during the exclusion or expulsion.

121A.44 EXPULSION FOR POSSESSION OF FIREARM.
(a) Notwithstanding the time limitation in section 121A.41, subdivision 5, a school board must expel for a period of at least one year a pupil who is determined to have brought a firearm to school except the board may modify this expulsion requirement for a pupil on a case-by-case basis. For the purposes of this section, firearm is as defined in United States Code, title 18, section 921.
(b) Notwithstanding chapter 13, a student's expulsion or withdrawal or transfer from a school after an expulsion action is initiated against the student for a weapons violation under paragraph (a) may be disclosed by the school district initiating the expulsion proceeding. Unless the information is otherwise public, the disclosure may be made only to another school district in connection with the possible admission of the student to the other district.

121A.45 GROUNDS FOR DISMISSAL.
Subdivision 1. **Provision of alternative programs**. No school shall dismiss any pupil without attempting to use nonexclusionary disciplinary policies and practices before dismissal proceedings, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property.

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Subd. 2. **Grounds for dismissal**. A pupil may be dismissed on any of the following grounds:

(a) willful violation of any reasonable school board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements;

(b) willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or

(c) willful conduct that endangers the pupil or other pupils, or surrounding persons, including school district employees, or property of the school.

Subd. 3. **Parent notification and meeting**. If a pupil's total days of removal from school exceeds ten cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the pupil and the pupil's parent or guardian before subsequently removing the pupil from school and, with the permission of the parent or guardian, arrange for a mental health screening for the pupil. The district is not required to pay for the mental health screening. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the pupil assessed or diagnosed to determine whether the pupil needs treatment for a mental health disorder.

121A.46 SUSPENSION PROCEDURES.

Subdivision 1. **Informal administrative conference before suspension**. The school administration shall not suspend a pupil from school without an informal administrative conference with the pupil. The informal administrative conference shall take place before the suspension, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension.

Subd. 2. **Administrator notifies pupil of grounds for suspension**. At the informal administrative conference, a school administrator shall notify the pupil of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the pupil may present the pupil's version of the facts.

Subd. 3. **Written notice of grounds for suspension**. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of sections 121A.40 to 121A.56, shall be personally served upon the pupil at or before the time the suspension is to take effect, and upon the pupil's parent or guardian by mail within 48 hours of the conference. The district shall make reasonable efforts to notify the parents of the suspension by telephone as soon as possible following suspension. In the event a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the pupil and the pupil's parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing.

Subd. 4. **Provision of alternative education services; suspension pending expulsion or exclusion hearing**. Notwithstanding the provisions of subdivisions 1 and 3, the pupil may be suspended pending the school board's decision in the expulsion or exclusion hearing; provided that alternative educational services are implemented to the extent that suspension exceeds five days.

(a) Alternative education services must be provided to a pupil who is suspended for more than five consecutive school days.

(b) Notwithstanding the provisions of subdivisions 1 and 3, the pupil may be suspended pending the Board of Education's decision in the expulsion or exclusion hearing; provided that alternative educational services are implemented to the extent that suspension exceeds five consecutive school days.

Subd. 5 **Minimum education services.** School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other informations, and (2) complete daily and weekly assignments and receive teachers' feedback.

121A.47 EXCLUSION AND EXPULSION PROCEDURES.

Subdivision 1. **Requiring a hearing; pupil may waive hearing**. No exclusion or expulsion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the pupil and parent or guardian. The action shall be initiated by the Board of Education or its agent.

Subd. 2. **Written notice**. Written notice of intent to take action shall:

(a) be served upon the pupil and the pupil's parent or guardian personally or by mail;

(b) contain a complete statement of the facts, a list of the witnesses and a description of their testimony;

(c) state the date, time, and place of the hearing;

(d) be accompanied by a copy of sections 121A.40 to 121A.56;

(e) describe alternative educational services accorded the pupil in an attempt to avoid the expulsion proceedings; and

(f) inform the pupil and parent or guardian of the right to:

(1) have a representative of the pupil's own choosing, including legal counsel, at the hearing. The district shall advise the pupil's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Department of Education;

(2) examine the pupil's records before the hearing;

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(3) present evidence; and
(4) confront and cross-examine witnesses.

Subd. 3. **Hearing schedule**. The hearing shall be scheduled within ten days of the service of the written notice unless an extension, not to exceed five days, is requested for good cause by the Board of Education, pupil, parent or guardian.

Subd. 4. **Convenient time and place of hearing**. The hearing shall be at a time and place reasonably convenient to pupil, parent or guardian.

Subd. 5. **Closed or open hearing**. The hearing shall be closed unless the pupil, parent or guardian requests an open hearing.

Subd. 6. I**mpartial hearing**. The hearing shall take place before:
(1) an independent hearing officer;
(2) a member of the Board of Education;
(3) a committee of the Board of Education; or
(4) the full Board of Education;

as determined by the Board of Education. The hearing shall be conducted in a fair and impartial manner.

Subd. 7. **Creating hearing record**. The Board of Education shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense. Testimony shall be given under oath. The hearing officer or a member of the Board of Education shall have the power to issue subpoenas and administer oaths.

Subd. 8. **Access to pupil's records**. At a reasonable time prior to the hearing, the pupil, parent or guardian, or representative, shall be given access to all public school system records pertaining to the pupil, including any tests or reports upon which the proposed action may be based.

Subd. 9. **Pupil's right to compel testimony**. The pupil, parent or guardian, or representative, shall have the right to compel the attendance of any official employee or agent of the public school system or any public employee or any other person who may have evidence upon which the proposed action may be based, and to confront and to cross-examine any witness testifying for the public school system.

Subd. 10. **Pupil's right to present evidence and testimony**. The pupil, parent or guardian, or representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

Subd. 11. **Pupil not compelled to testify**. The pupil cannot be compelled to testify in the dismissal proceedings.

Subd. 12. **Hearer's recommendation limited to evidence at hearing; service within two days**. The recommendation of the hearing officer or Board of Education member or committee shall be based solely upon substantial evidence presented at the hearing and must be made to the Board of Education and served upon the parties within two days of the end of the hearing.

Subd. 13. **Basis of Board of Education decision; opportunity for comment**. The Board of Education shall base its decision upon the recommendation of the hearing officer or Board of Education member or committee and shall render its decision at a meeting held within five days after receiving the recommendation. The Board of Education may provide the parties with the opportunity to present exceptions and comments to the hearing officer's recommendations provided that neither party presents any evidence not admitted at the hearing. The decision by the Board of Education must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the commissioner of education of the basis and reason for the decision.

Subd. 14. **Admission or readmission plan**. (a) A school administrator shall prepare and enforce an admission or readmission plan for any pupil who is excluded or expelled from school. The plan may include measures to improve the pupil's behavior, including completing a character education program, consistent with section 120B.232, subdivision 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the pupil of not improving the pupil's behavior.

(b) The definition of suspension under section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. A readmission plan must provide, where appropriate, alternative education services, which must not be used to extend the student's current suspension period. Consistent with section 125A.091, subdivision 5, a readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School officials must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect or medical or educational neglect.

121A.48 GOOD FAITH EXCEPTION.

A violation of the technical provisions of the Pupil Fair Dismissal Act, made in good faith, is not a defense to a disciplinary procedure under the act unless the pupil can demonstrate actual prejudice as a result of the violation.

121A.49 APPEAL.

A party to an exclusion or expulsion decision made under sections 121A.40 to 121A.56 may appeal the decision to the commissioner of education within 21 calendar days of school board action. Upon being served with a notice of appeal, the district

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shall provide the commissioner and the parent or guardian with a complete copy of the hearing record within five days of its receipt of the notice of appeal. All written submissions by the appellant must be submitted and served on the respondent within ten days of its actual receipt of the transcript. All written submissions by the respondent must be submitted and served on the appellant within ten days of its actual receipt of the written submissions of the appellant. The decision of the Board of Education must be implemented during the appeal to the commissioner.

In an appeal under this section, the commissioner may affirm the decision of the agency, may remand the decision for additional findings, or may reverse or modify the decision if the substantial rights of the petitioners have been prejudiced because the administrative findings, inferences, conclusions, or decisions are:

(1) in violation of constitutional provisions;
(2) in excess of the statutory authority or jurisdiction of the school district;
(3) made upon unlawful procedure, except as provided in section 121A.48;
(4) affected by other error of law;
(5) unsupported by substantial evidence in view of the entire record submitted; or
(6) arbitrary or capricious.

The commissioner or the commissioner's representative shall make a final decision based upon the record. The commissioner shall issue a decision within 30 calendar days of receiving the entire record and the parties' written submission on appeal. The commissioner's decision shall be final and binding upon the parties after the time for appeal expires under section 121A.50.

121A.50 JUDICIAL REVIEW.

The decision of the commissioner of education made under sections 121A.40 to 121A.56 is subject to judicial review under sections 14.63 to 14.69. The decision of the commissioner is stayed pending an appeal under this section.

121A.51 REPORTS TO SERVICE AGENCY.

The Board of Education shall report any action taken pursuant to sections 121A.40 to 121A.56 to the appropriate public service agency, when the pupil is under the supervision of such agency.

121A.52 NON-APPLICATION OF COMPULSORY ATTENDANCE LAW.

The provisions of section 120A.22, subdivision 5, shall not apply to any pupil during a dismissal pursuant to sections 121A.40 to 121A.56.

121A.53 REPORT TO COMMISSIONER OF EDUCATION.

Subdivision 1. **Exclusions and expulsions; student withdrawals; physical assaults.** Consistent with subdivision 2, the school board must report through the department electronic reporting system each exclusion or expulsion and each physical assault of a district employee by a student within 30 days of the effective date of the dismissal action or assault to the commissioner of education. This report must include a statement of alternative educational services, or other sanction, intervention, or resolution in response to the assault given the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

Subd. 2. **Report.**

(a) The Board of Education must include state student identification numbers of affected pupils on all dismissal and other disciplinary reports required by the department. The department must report annually to the commissioner summary data on the number of dismissals and physical assaults of district employees by a student by age, grade, gender, race, and special education status of the affected pupils. All dismissal and other disciplinary reports must be submitted through the department electronic reporting system.

(b) The commissioner must aggregate the district data reported under this section and include the aggregated data, including aggregated data on physical assaults of a district employee by a student, in the annual school performance reports under section 120B.36.

121A.54 NOTICE OF RIGHT TO BE REINSTATED.

Whenever a pupil fails to return to school within ten school days of the termination of dismissal, a school administrator shall inform the pupil and the pupil's parents by mail of the pupil's right to attend and to be reinstated in the public school.

121A.55 POLICIES TO BE ESTABLISHED.

(a) The commissioner of education shall promulgate guidelines to assist each school board. Each school board shall establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of sections 121A.40 to 121A.56. The policies shall emphasize preventing dismissals through early detection of problems and shall be designed to address students' inappropriate behavior from recurring. The policies shall recognize the continuing responsibility of the school for the education of the pupil during the dismissal period. The alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress towards meeting the graduation standards adopted under section 120B.02 and help prepare the pupil for readmission.

(b) An area learning center under section 123A.05 may not prohibit an expelled or excluded pupil from enrolling solely because a district expelled or excluded the pupil. The board of the area learning center may use the provisions of the Pupil Fair Dismissal Act to exclude a pupil or to require an admission plan.

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(c) Each school district shall develop a policy and report it to the commissioner on the appropriate use of peace officers and crisis teams to remove students who have an individualized education program from school grounds.
(d) For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in section 121A.41, subdivision 13:
(1) for a pupil who remains enrolled in the district or is awaiting enrollment in a new district, a school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. A school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
(2) a pupil receiving school-based or school-linked mental health services in the district under section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
(3) a school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the district or charter school website.
(e) An area learning center under section 123A.05 may not prohibit an expelled or excluded pupil from enrolling solely because a district expelled or excluded the pupil. The board of the area learning center may use the provisions of the Pupil Fair Dismissal Act to exclude a pupil or to require an admission plan.
(f) Each school district shall develop a policy and report it to the commissioner on the appropriate use of peace officers and crisis teams to remove students who have an individualized education program from school grounds.

121A.56 APPLICATION.
Subdivision 1. Prohibition against discrimination remains in effect. Sections 121A.40 to 121A.56 shall not be deemed to amend or otherwise affect or change section 363A.13, subdivision 2.
Subd. 2. Portions of school program for credit. Sections 121A.40 to 121A.56 shall apply only to those portions of the school program for which credit is granted.

Glossary of Terms

Absence – Chronic Truancy Continued unauthorized absences. Student will be referred to social worker for consideration to file a court petition or referred to the Truancy Intervention Program (TIP). Ordinarily, chronic truancy does not warrant dismissal.

Abusive Language – Student uses verbal messages that include disrespectful or threatening language toward members of the school community.

Alcohol – Possession, use, or being under the influence of any alcoholic product while on school grounds or at school sponsored activities. Student may be referred for a chemical use assessment. Board Policy 506.

Arson – The intentional destruction of or damage to property by means of fire or explosives. Zero tolerance applies if a combustible or flammable liquid was used. Minn. Stat. § 609.561, Minn. Stat. § 609.562, Minn. Stat. § 609.563, Minn. Stat. § 609.5631, Minn. Stat. § 609.5632 (arson in 1st through 5th degrees with definitions). Board Policy 506.

Assault – Intentional infliction of bodily harm upon a person without the person's consent. Intentional infliction of bodily harm upon another or committing an act with the intent to cause fear in another student, engages in behavior causing an interruption in class or activity including loud talk, yelling/screaming, noise with materials, horseplay, and/or sustained out-of-seat behavior of immediate bodily harm or death are prohibited. Board Policy 506.

Assault, Aggravated – (1) The intentional infliction of substantial bodily harm or great bodily harm upon another, or (2) Committing an act with a firearm, dangerous weapon, or other weapon with intent to cause fear in another of immediate bodily harm or death. Board Policy 506.

Behavior Skills Training – Students receive behavioral skills training from a school staff member in one or multiple sessions during the school day to learn, relearn and practice positive, appropriate school behaviors, usually in response to a disciplinary incident.

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Bodily Harm – Physical pain, injury, illness or any impairment of physical condition. Minn. Stat. § 609.02. subd. 7. Board Policy 506.

Bullying – Any verbal or electronic expression, physical act or gesture, or pattern thereof, that has the purpose or effect of causing distress to one or more students and which substantially interferes with educational benefits, opportunities or performance of the student(s). Bullying includes, but is not limited to, conduct against a student that a reasonable person under the circumstances knows or should know has the effect of:

- harming a student
- damaging a student's property
- placing a student in fear of harm to his or her person or property
- violating a student's reasonable expectation of privacy
- defaming a student
- intentionally inflicting emotional distress against a student
- creating a hostile educational environment for a student, or
- subjecting a student to intimidation, ridicule, embarrassment or social isolation

Minn. Stat. § 121.A.031

Bullying Electronic (Cyberbullying) – This type of bullying takes place online or through technology (cyberbullying) and may take place in a variety of ways including, but not limited to, verbal bullying or social bullying. Cyberbullying does not include Harassment Based on Protected Status. See "Bullying."

Bus Safety Class – An alternative to a bus suspension that requires student and parent to attend an educational class on bus safety.

Bus Suspension – Temporary or long-term prohibition for a student to ride a school bus to school or other events involving riding a school bus.

Bus Violations – Any incidence of unacceptable student conduct on or near any school bus or bus stop. Weapons and other serious violations should be reported using the event type associated with the student's actions, even if they took place on the bus. Board Policies 707, 708, 709, 710 and 711.

Cheating or Plagiarism – Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests, and using the ideas or writings of another person. Cheating also includes misuse of technology to photograph, illegally copy or download materials from the Internet, or use a personal electronic device to text answers, etc.

Chemical Health Evaluation – A student may be referred to voluntarily engage in an assessment, completed by a community agency, to determine their level of involvement with alcohol or other chemical use.

Conflict Resolution – A way for two or more parties to find a peaceful solution and negotiate a resolution to a disagreement.

Contract – A written behavior agreement signed by the student, teacher or administrator, and/or parent/guardian.

Criminal Act – Commission of an act on school property or in the course of a school sponsored or school-associated activity that would be a crime if committed by an adult.

Criminal Act Against a Staff Member – Committing an act against a CHPS staff member that would be a crime if committed by an adult. This policy applies to student acts occurring on or off school property and during or after school hours.

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Criminal Sexual Conduct – Any violation of Minn. Stat. § 609.342 (criminal sexual conduct in the 1st degree) through Minn. Stat. § 609.345 (criminal sexual conduct in the 4th degree). Criminal sexual conduct amounting to a violation includes criminal "sexual contact" or any other sexual act that would be a criminal act if committed by an adult (1) that is accomplished by force, coercion, or threat of a dangerous weapon, (2) that is committed against the person the actor knows or has reason to know is mentally impaired, mentally incapacitated or physically helpless, or (3) that otherwise violates Minn. Stat. § § 609.342 to 609.345.

Damage to Property of Others – Willful damage to property of staff members and/or others.

Damage to School Property – Willfully cutting, defacing, or otherwise damaging in any way any property, real or personal, belonging to or used by the school district. The parent/guardian shall be liable for all damage caused by the student.

Defiance of Authority – Willful refusal to follow directions given by a staff member.

Detention – The requirement that a student remains in school or attends school outside of normal class time or school hours.

Discrimination – No person shall, on the basis of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, gender identity and expression, or disability, be subjected to discrimination. Board Policies 521, 522, and 528.

Dismissal (or removal from school) – An action taken by school administration requiring a student to leave school for up to one full school day.

Disorderly Conduct – Whenever a student: (1) (a) engages in brawling or fighting; or (b) disturbs a lawful assembly or meeting; or (c) engages in offensive, obscene, abusive, boisterous, or noisy conduct or in offensive, obscene, or abusive language tending reasonably to arouse alarm, anger, or resentment in others, (2) and the student knows, or has reasonable grounds.

Disruptive Behavior – Student engages in behavior causing an interruption in class or activity including loud talk, yelling/screaming, noise with materials, horseplay and/or sustained out-of-seat behavior. Board Policy 506.

Disruptive Behavior (Transportation) – Behavior that endangers or harasses students on their way to and from school, or at the bus stop, or diverts the bus driver's attention from driving.

Dress Code Violation – Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership. Hats or head-wear are not allowed. Headwear for religious purposes will be allowed.

Drugs or Controlled Substances, Possession/Use/Soliciting/Selling – The unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, or transportation of any drugs or controlled substance; unlawfully being under the influence of any drugs or controlled substance; or possession of equipment or devices used for preparing or taking drugs or controlled substances. Student will be referred for a chemical use assessment. Minn. Stat. § 152.01, subds. 1-23 (Def. of controlled substances), Minn. Stat. § 152.02, Minn. Stat. § 152.021, Minn. Stat. § 152.022, Minn. Stat. § 152.023, Minn. Stat. § 152.024, Minn. Stat. § 152.025 (controlled substance crimes in the 1st through 5th degrees), Board Policy 506.

Exclusion – An action taken by the Board of Education to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the current school year.

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Explosive Device – Bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage. Board Policy 506.

Expulsion – Expulsion is a legal act that may be taken by the school board to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled in accordance with Minn. Stat. §121A.40 to 121A.56. Board Policy 506.

Failure to Identify – Refusing to identify oneself or others to a staff member.

Falsification – Falsification of any records, documents, notes or signatures. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means.

Fighting – Mutual participation in which both parties have contributed to the situation by verbal and/or physical action.

Firearm - There will be zero tolerance for possession or use of a firearm by any student. Firearms are banned from all property owned or controlled by CHPS. A firearm is defined in Minn. Stat. § 609.666, subd. 1(a) as a device designed to be used as a weapon, from which is expelled a projectile by the force of explosion or force of combustion. Minn. Stat. §121A.44. Board Policy 506.

Fires and False Fire Alarms – (1) Failure to exercise ordinary caution, resulting in fire in a school building or damage to school property. (2) False fire alarm – the giving of a false alarm of fire or the tampering or interference with any fire alarm system. Staff is required to notify of police and fire departments. Student consequences include suspension, possible administrative transfer and restitution for damage.

Forgery – Signing a person's name without their permission.

Gambling – Gambling including, but not limited to, playing a game of chance for stakes: Trading cards or other collectables

Gang Activity – Student misconduct may also constitute gang activity if it meets all of the following criteria: (1) The student/participant belongs to or associates with (2) a group of three or more people who band together under a common identifying symbol, sign, or name, and (3) the participant, while under the supervision of CHPS personnel, participates in a separate violation listed in this handbook to further an implicit or explicit goal of the gang/group. Gang activity is only an additional violation to a primary violation of another rule of student behavior.

Great Bodily Harm – Bodily injury which creates a high probability of death, or which causes serious permanent disfigurement, or which causes a permanent or protracted loss or impairment of the function of any bodily member or organ or other serious bodily harm. Minn. Stat. § 609.02, subd. 8.

Habitual Truancy – Continued unauthorized absences. Student may be referred to social worker to file a court petition or referred to truancy intervention. Board Policy 503.

Harassment Based on Protected Status – Harassment includes physical or verbal conduct, or communication directed at an individual that is:
(1) based on an individual's race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, familial status, sexual or affectional orientation, gender identity and expression, or disability; and
(2a) has the purpose or effect of creating an environment that is intimidating, hostile, or offensive with respect to that individual; or
(2b) otherwise adversely affects the individual's employment, educational opportunities or access to a benefit from the school district.

Continued...

Examples of gender identity harassment include refusing to use the correct name and pronoun, violating personal privacy or data privacy including "outing" the student, physically barring or in other ways making it difficult to access facilities consistent with the student's identity or expression. Minn. Stat. § 121A.03, Board Policy 413.

Hazing – Committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. Prohibited conduct includes, but is not limited to, any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body. The policy applies to student conduct occurring on or off school property and during and after school hours. When such acts occur off school property, the prohibition against hazing applies if any connection to Columbia Heights Public Schools is implicit or explicit. Board Policy 526. See "Assault."

In-School Community Service – An action taken by school administration where a student is required to do voluntary work in order to give back to the community.

In-School Suspension – An action taken by school administration to prohibit a student from attending classes for a period of time (more than half of a school day) while remaining under the supervision of school staff during the school day. Board Policy 506.

In-School Monitoring – A student may stay in school and allowed to attend classes, but must check in with designated staff at appropriate times. Staff may escort student in the hall or to the restroom when appropriate.

Inappropriate Language – Swearing or using words in an inappropriate way. Board Policy 506.

Incapacitation Device – (1) a device designed or intended by the manufacturer to be used to temporarily immobilize or incapacitate (2) persons by means of electronic pulse or a current; (3) any pain compliance device; or tear gas or tear gas derivative, or any substance intended to function similar to tear gas. Minn. Stat § 624.731. Board Policy 501.

Intent, Intentionally or Intentional – "With intent to" or "intentionally" or "intentional" means that the student/actor either has a purpose to do the thing or cause the result specified, or believes that the act, if successful, will cause that result. Minn. Stat. § 609.02, subd. 9.

Intentional Damage of District Technology Resources – Willful damage to hardware, software or other equipment.

Interference/Obstruction – Any action taken to prevent a staff member from performing their assigned duties, including an investigation.

Intervention – An opportunity for students to learn appropriate behavior with the goal of facilitating positive behavioral change. An intervention may involve school staff as well as support staff in the broader community.

Intimate Parts – Includes the primary genital area, groin, inner thigh, buttocks or breast (as well as the clothing covering the immediate area of the intimate parts). Minn. Stat. § 609.341, subds. 5, 11.

Language – Abusive Student delivers verbal messages that include offensive or threatening language. Inappropriate Swearing or using words in a disrespectful way.

Leaving School Grounds, Unauthorized – Leaving school grounds during school hours without proper clearance.

Loss of Privilege – An action taken by school administration to prevent a student from participating in an activity or the loss of privilege as a consequence of a violation.

Continued...

Mediation – Students who are in conflict with one another may be asked to participate in a mediation session led by a mediator to resolve the issues causing the conflict.

Medication Policy Violation – Students using or distributing prescription or non-prescription medication in an unauthorized manner.

Mentoring Program – With parent/guardian permission, a student may voluntarily meet with a trusted adult that is available to offer support and guidance. The mentor may be a school staff person or someone from the community. A number of schools have mentor programs.

Minnesota Pupil Fair Dismissal Act – The Pupil Fair Dismissal Act is a state law that protects all students, with or without disabilities, in suspension, expulsion and exclusion proceedings. Minn. Stat. § 121A.40 to § 121A.56.

Noncompliance – Refusing to follow a reasonable direction given by a staff member.

Nuisance Devices – Possession of nuisance devices or objects which cause distractions including, but not limited to, phones, electronic games and fidget spinners.

Other Disciplinary Action as Approved by Administration – Consequences determined by the nature and severity of the situation as determined by the administration.

Out of School Suspension – An action taken by school administration to prohibit a student from attending school for a period of no more than 10 school days. An additional five days may be added if exclusion or expulsion is being considered, or if the student's presence will create an immediate and substantial danger.
Parent – Student's legal guardian as listed in Synergy.

Parent Guardian Conference/Notification – Administrative discussion or communication with a parent or guardian to address student academic or behavioral issues.

Parking Violation – Parking in an unauthorized area on school property. Board Policy 527.

Physical Aggression (Substantial Bodily Harm) – An intentional act by a student resulting in substantial bodily harm. It includes, but is not limited to, kicking and slapping. Students engage in serious physical contact where injury may occur.

Physical Aggression to Staff – An intentional act by a student resulting in unwelcome physical contact with a staff person. It includes, but is not limited to, pushing, slapping and intimidation.

Physical Contact (No Bodily Harm) – Students engage in non-serious but inappropriate physical contact, such and pushing and intimidation.

Police Notification – If an administrator believes that a student may have violated a law, the police may be called to file a report and/or to assist as necessary.

Pornography – Possession or distribution of slanderous, libelous or pornographic materials.

Possession/Use, Dangerous Weapon Other than a Firearm – There will be zero tolerance for possession or use of a dangerous weapon by any student. A "dangerous weapon other than a firearm" is defined as:
(1) any device or instrument designed as a weapon and capable of producing death or great bodily harm
(2) any device modified so that it may be used as a weapon and capable of producing death or great bodily harm
(3) any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm
(4) any fire that is used to produce death or great bodily harm

Continued...

(5) any knife with a blade equal to or greater than 2.5 inches in length
(6) any replica firearm, BB gun or pellet gun
(7) brass knuckles

Minn. Stat § 609.02, subd. 8 (def. great bodily harm), subd. 6 (def. of dangerous weapon), Minn. Stat § 609.66 subd. 1d 18 U. S. C. Board Policy 501.

Possession/Use, Other Weapon or Object, Not a Firearm and Not Meeting Minnesota Statute – Any device or instrument – including any non-conventional weapon – that, in the manner it is used or intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm, or fear of any degree of bodily harm. (Other weapons include knives with blades under 2.5 inches, fake knives, look alike weapons, box cutters, ammunition, etc.) Zero tolerance applies for possession of other weapon with use or intent to use. (def. bodily harm, substantial bodily harm) see Minn. Stat. § 609.02 subds. 7, 7a, 9, and 17; Minn. Stat. § 609.713, subd. 3(b) (def. BB gun & replica firearm); and Minn. Stat. § 624.713 (ammunition). Board Policy 501.

Propellants – A compound/mixture that is sprayed including, but not limited to, "stink bombs."

Property Damage/Vandalism – Student participates in an activity that results in destruction or disfigurement of property.

Property Misuse – Student engages in minor/low-intensity misuse of property.

Property Violation – Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage or vandalism.

Pyrotechnic Devices, Possession and/or Detonation – A firework, firecracker or explosives of any kind.

Racial or Religious Harassment – Racial or religious harassment consists of physical or verbal conduct or communication relating to an individual's race or religion when the conduct: (1) has the purpose or effect of creating an intimidating, hostile, derogatory, or offensive employment, educational, or school district environment (2) has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education or (3) otherwise adversely affects an individual's employment, educational opportunities, or access to a benefit from the school district. Minn. Stat. § 121A.03, Board Policy 413.

Racial or Religious Violence – Racial or religious violence is a physical act of aggression or assault or the threat of aggression or assault upon another because of, or in a manner reasonably related to, race or religion. Such an act may also constitute a criminal law violation. Minn. Stat. § 121A.03, Board Policy 413.

Reckless or Careless Driving – Driving on school property in such a manner as to endanger persons or property.

Record and Identification Falsification – Falsifying or altering signature or data, refusing to give proper identification or giving false identification to staff.

Referral for Other or Outside Services – Chemical use assessment, social worker, mental health, etc.

Removal from Class - An action taken by a teacher, principal or other school district employee to prohibit a student from attending class for a period of time (must be less than half of a day). Minn. Stat. § 121A.60, subd. 1. Please note: More than half of a day becomes In School Suspension.

Repeated Misuse of District Technology Resources – Purposeful use of district technology resources in a way that violates district policy.

Continued...

Respect – Showing politeness or consideration for others.

Restitution – Repairing harm or replacing items that were stolen or damaged or providing fair market value by way of compensation or service. It requires a student to pay for or fix damages or misappropriation of property and may be imposed separately or in addition to other Sanctions.

Restorative Practices – Ways to invite students, families, community members and staff into relationship to build empathy, caring and communication skills. Restorative practices focus on building a sense of community and on the strengths and capacity of the participants. When restorative practices are successful, all feel safe in the school because deep and lasting relationships are built among stakeholders. Repairing harm circles, restorative chats, peer mediation and family group conferencing are examples of restorative practice strategies

Robbery/Extortion – Obtaining of property from another by force or a threat of force. If force or threat of force is not used, see Theft.

School Location – Includes a school building, school grounds, location of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the areas of entrance or departure from school premises or events and location of all school related functions.

School Lockers – Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker.

Section 504 – A provision of the Federal Rehabilitation Act, ensures access to a free and appropriate public education for individuals with a qualifying disability by prohibiting discrimination based on a disability. A student may qualify for a 504 plan if he or she has a mental or physical condition for which reasonable accommodations are necessary in order to make progress in school. Questions about Section 504 services may be directed to the building 504 contact or Special Services Director at 763.528.4540. https://www.ed.gov/laws-and-policy/individuals-disabilities/section-504

Sexual Behavior – Engaging in sexual behavior including, but not limited to, sexual intercourse or sexual penetration, sexual contact, indecent exposure or masturbation. See also "Intimate Parts," "Sexual Contact."

Sexual Contact – Includes the consensual and non-consensual touching of another person's intimate parts or forcing a person to touch any person's intimate parts, and committed with sexual or aggressive intent. Minn. Stat. § 609.341, subds. 5, 11. See "Intimate Parts."

Sexual Harassment – Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other physical or verbal conduct or communication of a sexual nature when: (1) that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment, educational, or school district environment (2) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education or a benefit from the school district or (3) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education or access to a benefit from the school district. Minn. Stat. § 121A.03, Board Policy 522.

Sexual Violence – Sexual violence is a physical act of aggression or force, or the threat of aggression or force, that involves the touching of another person's intimate parts (as well as the clothing covering the intimate parts), or forcing a person to touch any person's intimate parts. Minn. Stat. § 121A.03, Minn. Stat. § 609.341, Board Policy 522. Such an act may also constitute a criminal law violation. See "Assault," "Intimate Parts," "Sexual Behavior," "Sexual Contact" and "Criminal Sexual Conduct."

Skipping Class/Unauthorized Area – Student leaves or misses class without permission. Board Policy 503.

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Special Education – Students with disabilities who have been evaluated and found to be eligible for special education receive specialized instruction and supports based on their identified needs. Licensed special education teachers provide services that are identified in a student's Individual Education Program (IEP) plan including, when necessary, services from speech, occupational and physical therapists, nurses, school psychologists and school social workers. Prior to a referral for a special education evaluation by a general education teacher, at least two evidence based interventions are implemented to see if the student makes academic and/or behavioral progress. If a parent/ guardian believes their child has a disability that is interfering with progress in the general education classroom, they may request a special education evaluation by contacting the building principal. Minn. Stat. § MN 125A.02, Board Policy 608.

Student Assistance Team (SAT) – A general education initiative that provides support for teachers in meeting the unique learning and behavioral challenges of their students. The goal of the SAT is to assist those students needing differentiated instruction, behavioral supports, or other interventions to assure their success in the general education setting. (SAT) is also referred to as Teacher Assistance Team (TAT), Learner Supports Team (LST), Problem Solving Team (PST), or Student/Teacher Assistance Team (STAT).

Student Conference – Administrative discussion or communication with student to address student academic or behavioral issues. Board Policy 506.

Student Dress – Manner of dress or personal grooming that does not fit within the policies or guidelines practiced by the school or district. Board Policy 504.

Substantial Bodily Harm – Bodily injury that involves a temporary but substantial disfigurement, or that causes a temporary but substantial loss or impairment of the function of any bodily member or organ, or that causes a fracture of any bodily member. Minn. Stat. § 609.02, subd. 7a.

Suspension – An action taken by the school administration to prohibit a student from attending school for a period of no more than 10 school days. An additional five days may be added if exclusion or expulsion is being considered, or if the student's presence will create an immediate and substantial danger. Minn. Stat. § 121A.41, Board Policy 506.

Tardiness – Arriving late to school or to class. Board Policy 503.

Teasing and Name Calling – A single occurrence of teasing or name calling with or without the intent to injure, degrade, disgrace or intimidate other individuals. Board Policy 514.

Technology Misuse/Violation – Student engages in inappropriate use of technology including, but not limited to, iPad, mobile device, personal electronic device, camera, computer and/or other. Students are not permitted to access the Internet via personal Wi-Fi accounts, 3G/4G cards, anonymous proxy sites, or by any other manner while on Columbia Heights Public Schools property or at district functions. Student removal of a memory card or battery from a camera, phone, or mobile device while it is in the process of being confiscated is considered grounds for disciplinary action by school administration. Board Policy 524.

Technology, Unauthorized or Inappropriate Use of District Technology Resources – Any act that violates the Board of Education's Technology Usage and Safety Policy or constitutes an unacceptable or illegal use of the school district's computer facilities, systems, networks or software. This includes sending or posting harmful text or images using the Internet, wireless phones or other communications devices. This policy applies to student acts occurring on or off school property and during or after school hours using district technology resources. Student consequences include possible loss of technology access privileges, dismissal, police notification and/or restitution. Board Policy 524.

Theft (Major) – Unauthorized taking or possession of the property of another including, but not limited to, jackets, expensive electronics, etc.

Theft (Minor) – Unauthorized taking or possession of the property of another including, but not limited to, school supplies, food, etc.

Continued...

Threats – Any oral, written, or physical threat, sign, or act that conveys intent to cause harm or violence, even if made in jest. This includes threats related to race, religion or sexual violence. Board Policy 506.

Threats, Terroristic – Threatening directly or indirectly to commit any crime of violence with intent to terrorize another or to cause evacuation of a building, place of assembly, or vehicle or otherwise to cause serious public inconvenience, or in reckless disregard of the risk of causing such terror or inconvenience. Minn. Stat. § 609.713 (def. of terrorist threats). Board Policy 506.

Tobacco and Other Tobacco Related Devices, Possession/Use – Students are prohibited from having tobacco, lighters, matches, e-cigarettes and other tobacco related devices in their possession. Possession or use of any type of tobacco product by a student will be governed by Minnesota Statutes and Board of Education policy regarding Tobacco Free Environment. Three cumulative violations will result in a referral to Anoka County Attorney. Board Policy 506.

Transportation

Bus Safety Class – An alternative to a bus suspension that requires student and parent to attend an educational class on bus safety.

Bus Suspension – Temporary or long-term prohibition for a student to ride a school bus to school or other events involving riding a school bus.

Bus Violations – Any incidence of unacceptable student conduct on or near any school bus or bus stop. Weapons and other serious violations should be reported using the event type associated with the student's actions, even if they took place on the bus.

School Bus and Bus Stop Rules – The bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed: consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school office.

Rules at the Bus Stop

A. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
B. Respect the property of others while waiting at your bus stop.
C. Keep your arms, legs and belongings to yourself.
D. Use appropriate language.
E. Stay away from the street, road or highway when waiting for the bus. Wait until the bus stops before approaching the bus.
F. After getting off the bus, move away from the bus.
G. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
H. No fighting, harassment, intimidation or horseplay.

Rules on the Bus

A. Immediately follow the directions of the driver.
B. Sit in your seat facing forward.
C. Talk quietly and use appropriate language.
D. Keep all parts of your body inside the bus.
E. Keep your arms, legs and belongings to yourself.
F. No fighting, harassment, intimidation or horseplay.
G. Do not throw any object.
H. No eating, drinking or use of tobacco or drugs.
I. Do not bring any weapon or dangerous objects on the school bus.
J. Do not damage the school bus.

Board Policies 707, 708, 709, 710 and 711

Continued...

Trespassing – Being physically present on school property or at a school activity after being directed to leave by a school administrator or other person lawfully responsible for the control of the premises. Being on school grounds during a dismissal or suspension period is considered trespassing. Minn. Stat. § 609.605, subd. 4.

Truancy – Student receives an "unexcused absence" for ½ day or more.

Unauthorized Use of School Property – The unauthorized or illegal use of school property for non-school sponsored activities.

Unexcused – Unauthorized absence from school or class.

Unsafe Behavior and/or Unsafe Acts – Physical contact including, but not limited to pushing, shoving, tripping, biting, kicking, horseplay or behavior which creates an unsafe environment for others that is not otherwise defined as an assault or fighting is prohibited.

Use/Possession of Combustibles – Student is in possession of substances/objects capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid, etc.). Board Policy 501.

Violation – Doing something prohibited by policy, law or code of behavior.

Warning – An oral or written communication to stop a behavior that interferes with the learning environment or is unsafe.

Weapons – Violation of the District's Weapons Policy; using, possessing or distributing weapons or other dangerous objects including: ammunition, bullets, knives, guns or other projectiles (fireworks, snaps, or lighters) designed to be used in or as a weapon, explosives or any compound or mixture, the primary or common purpose of intended use of which is to function by explosion. Includes look alike weapons. Board Policy 501.

Withdrew – Student withdrew from school district in lieu of or in conjunction with other disciplinary resolutions.

Zero Tolerance – If a student has violated a rule to which zero tolerance applies, the building principal must refer the student for expulsion or exclusion.

Columbia Heights Public Schools
2026-2027 School Calendar – Board Approved March 24, 2026

July 2026

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

Su	M	Tu	W	Th	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18N	19N	20N	21	22
23	24PS	25I	26 I	27PS	28PS	29
30	31SQ ST					

September 2026

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27	28	29	30			

October 2026

Su	M	Tu	W	Th	F	S
				1	2	3
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026

Su	M	Tu	W	Th	F	S
1	2EQ	3 G/BI BI 6-8	4 SQ	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

Su	M	Tu	W	Th	F	S
		1	2	3ET	4 I G 6-8	5
6	7 ST	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

Su	M	Tu	W	Th	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22EQ	23
24	25G I 6-8	26 SQ	27	28	29	30
31						

February 2027

Su	M	Tu	W	Th	F	S
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14	15	16	17	18	19	20
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28						

March 2027

Su	M	Tu	W	Th	F	S
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7	8	9	10	11	12ET	13
14	15 I G 6-8	16 ST	17	18	19	20
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28	29	30	31			

April 2027

Su	M	Tu	W	Th	F	S
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11	12SQ	13	14	15	16	17
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May 2027

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23	24	25	26	27	28	29
30	31					

June 2027

Su	M	Tu	W	Th	F	S
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6	7	8	9	10 EQ ET	11G	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

No School
(FL) Flex Learning/Data Day
N New Teacher Induction
PS Pre-Service (all teachers)
G Grading Day
I District In-Service

SQ Start of Quarter
EQ End of Quarter
ST Start of Trimester
ET End of Trimester
BI Building In-service
G/BI ½ Day Grading/½ Day Building In-Service

Parent Information

Change in Address, Telephone or Student Status/Family Emergency Information

At the beginning of the school year, each student will receive a copy of the most current home address, telephone number and parent/guardian information, along with medical and emergency contact information that is presently on file at the high school. Parents/guardians are asked to review this information, make any necessary changes, sign the form (even if no changes are needed) and have the student return the form to school. Any changes in address, telephone numbers, medical or emergency information during the course of the school year are to be reported to the Attendance Office as soon as possible. It is important that the school is able to contact a student's parent/guardian by telephone in case of any emergency. The telephone number of another responsible adult should be provided to the school in cases where parents may be unavailable during an emergency.

Closing of School

If school is to start late, become an E-learning day, close early or be closed all day due to inclement weather, notifications will be made on radio stations WCCO-AM (830) and KSTP-AM (1500) and on television stations WCCO (Channel 4), KSTP (Channel 5), KMSP (Channel 9) and KARE (Channel 11). The district will also complete an all-call to all families and post to the district website, Facebook and Instagram. The first consideration is the health and safety of the child. It is the policy of the Columbia Heights Public Schools to recognize the right and responsibility of the parents in the matter of school attendance on extremely cold days.

Winter Weather Announcements

During the winter months in Minnesota, it is important for students to bundle up on their way to school, on their way home and during recess. If the temperature, including the wind chill is zero degrees or colder, then elementary students will not go outside for recess. Students in need of warm winter clothing can borrow them from the school for the whole winter season if needed including, jacket, hat, mittens, gloves or scarf.

Severe Heat Weather

If the heat index is forecast to be 105 degrees Fahrenheit or higher inside Valley View Elementary or Columbia Academy, then school for that day will shift from in-person to an e-learning schedule. The schools will communicate this status to their enrolled students and families. This is only for Valley View Elementary and Columbia Academy, as the other CHPS facilities have cooling equipment that moderates the indoor temperatures.

ParentVUE & StudentVUE

ParentVUE & StudentVUE allow access to further promote education excellence, enhance communication with parents and keep students engaged in their academics. ParentVUE & StudentVUE give parents and students web and mobile access to information such as attendance, schedule, grades, behavior, health records, transportation, homework assignments and report cards. For more information or to sign up, contact your school office.

Visitors and Security in CHPS Schools

All visitors (including those picking up students) are required to present either their driver's license, passport or state ID to get a visitor's badge at the school's reception window. A visitor must wear the visitor's badge at all times. Visitors must return the badge upon leaving the building. Non-authorized visitors in the school building will be asked to leave. Please give twenty-four (24) hour notice to the administration for a classroom visit or teacher conference during the school day. Parents/Guardians who have specific concerns about their child's safety are encouraged to talk with the principal about the guidelines.

There will be no student visitors during the school day unless approved by the school administration. Such approval must be granted at least two school days in advance of the student visitor attending the school. School Board, Superintendent, building principals and designees reserve the power to decline to give permission or to withdraw permission for parents/guardians, citizens, alumni, and other members of the public to visit the schools and grounds if conduct is unacceptable or if necessary to ensure the physical and emotional safety of the students of the District, or to prevent disruption of the District's educational program. For more information, view Board Policy 903.

Parking and Drop-Off/Pick-Up

The safety our all our students and staff is one of the highest priorities at CHPS. The start and end of the school day are very high traffic times at our schools and below is a list of some key safety items:

- Slow down and obey all traffic laws and speed limits, both in school zones and in neighborhoods, surrounding our schools. This includes not making U-turns in any school zone.

Continued...

- Always comply with our school drop-off and pick-up procedures. Do not double park or stop on crosswalks to let children out of the car. Do not load or unload children at locations across the street from our schools. This forces students to unnecessarily cross busy streets – often mid-block rather than at a crosswalk, which they should always use.
- Prepare to stop for a school bus when overhead yellow lights are flashing.
- Always stop for a school bus with its red overhead lights flashing, regardless of the direction from which the driver is approaching. Only proceed after the red lights stop flashing and no students are in traffic.
- Know, and apply, that pedestrians always have the right of way. Do not drive, park or stop, even momentarily, in bus drop-off/pick-up areas.
- Always follow the directions of our safety patrol or police officers.
- Watch for children walking or bicycling (both on the road and the sidewalk) in areas near our schools.
- Watch for children playing and gathering near bus stops.
- Watch for children arriving late for the bus, who may dart into the street without looking for traffic.
- Watch for children walking or biking to school when backing up (out of a driveway or leaving a garage).

Withdrawal or Transfer from School

Students planning to move from the school district must obtain a withdrawal form from your school's attendance office. This form must be completed and returned before student records can be forwarded to the new school.

Expectations for Students in Online Platforms

1. Online platform meetings will be recorded.
2. Turn your camera on when participating in a video meeting unless you made accommodations with the teacher.
3. Establish a learning space where you can be focused on learning.
4. Follow the established protocols for participating in online conversations.
5. Do not share meeting links and passwords with others.
6. Online platforms are an extension of the school setting. The technology contract and school conduct rules apply.

Consequences for Not Following Online Platform Expectations

Consequences will follow established classroom rules, which could include warnings, a break away from the class, or notification of family and school administration.

In an effort to break these expectations into actionable, easy-to-remember concepts, we have prescribed a set of student-facing norms. Our intention is to provide a Google Slide of these norms so it's easy for teachers to grab and use in slideshows, and online course platforms. The visual aid will show:

- Preparation: Find a space with limited distractions, be on time, have necessary materials
- Participation: Video on, mics off (unless speaking), follow expectations for conversation, focus
- Presentation: Dress appropriately, be aware of background, sit up in camera view

Electronic Communication Devices

The Columbia Heights Public Schools holds high expectations for student behavior, academic integrity and responsible use of personal electronic devices. The possession and use of personal electronic devices is a privileged part of the educational experience. Students who possess or use such devices at school must do so with the greatest respect for the educational environment and the rights and privacy of all individuals within the school community. The possession and use of personal electronic devices during the school day, and at school sponsored activities, is a privilege that must comply with school district guidelines.
Personal electronic devices are to be turned off and kept out of sight during instructional time, unless authorized by the teacher. In the case of medical necessity or emergency, a student should speak with a school principal to receive advanced permission for cell phone use during the school day.

Elementary Schools Cell Phone Policy - "*Off and Out of Sight*"

- Many families wish to have contact with their students before and after school via cell phone. If a student has a cell phone at school it must not become a distraction or disruption to the learning process; therefore, students' cell phones must be powered off and kept in their backpacks during the school day. Phones will be confiscated by a staff member if a student has the phone (on their person, is used, or in the classroom) during the school day. Parents/guardians must come to school to receive the phone if it is confiscated. Elementary Schools will not be responsible for lost or stolen items.

Columbia Academy Cell Phone Policy*

- Cell phones and personal digital devices, including earbuds and headphones will remain in the student's locker during the academic day from 8:30 a.m. to 3:15 p.m.

Continued...

- Students who need to be in contact with their family can ask permission from a staff member to use one of Columbia Academy's school phones. Parents are also welcome to contact our main office if there is a message that needs to be relayed to the student.
- Students assume the risk of damage, theft, or loss when choosing to bring a phone or other electronic device to school.
- Students may use their cell phones appropriately before and after school. That includes:
    - Checking in with or responding to family members
    - Sending and receiving appropriate communications with friends
    - Sharing school appropriate materials with friends
    - Translation support for classmates learning English
- Cell phone use of any kind is not permitted in locker rooms, bathrooms, or any other space where there is a reasonable expectation of privacy.
- Using cell phones to record or take photos of staff members is not allowed without permission.
- Using social media, apps, or any other function of a cell phone/device, such as recording or taking photos, to spread rumors, bully, harass, make fun of, exclude, create a disruption in school, on the bus, or during after-school activities that has a nexus to the school is not permitted.
- Sharing or asking classmates for inappropriate content is not permitted.

**Columbia Academy consequences for students out of compliance will be as follows:*

- 1st Offense: Device is confiscated and held in the Success Center for the remainder of the day.

- 2nd Offense: Device is confiscated and held in the Success Center for the remainder of the day. Student will meet with administrator, and the parent(s)/guardian(s) will be contacted.

- 3rd Offense: Device is held by administrator until it is picked up by parent/guardian. A cell phone plan will be created with student, parent/guardian, and administrator. Any further offenses will result in student being on a check-in/check-out plan with the office.

Columbia Heights High School Cell Phone Policy

- Included in Policy 524, Columbia Heights High School recognizes the importance of technology and the role it plays in students' lives. However, to maintain an effective learning environment, we have established guidelines for cell phone/headphones/earbuds. Students are permitted to use their cell phones and headphones/earbuds in designated areas and during non-instructional times, while use during instructional time is restricted.

- ***Designated Areas for Cell Phone Use:***
    - Lunchroom
    - Non-instructional time (for example, between classes and before/after school)
- ***Restricted Areas and Times:***
    - Classrooms, unless explicitly directed by the teacher for educational purposes.
- ***Expectations:***
    1. Hallways and Lunchroom:
        - Students may use their cell phones and headphones/earbuds in the hallways during passing time and in the lunchroom.
        - Students are expected to use their phones responsibly and respectfully.
    2. Classrooms:
        - Cell phones/earbuds/headphones must be powered off or silenced and put away during class time.
        - Ear buds and headphones are not to be used unless the teacher gives permission for educational purposes.
        - Students may use their phones during non-instructional times within the classroom if permitted by the teacher.
        - Students may not take cell phones into the halls or restrooms during class time.
- ***Consequences for Non-Compliance:***
    1. First Offense:
        - Verbal warning from the teacher.
        - The student will be asked to put away their phone or headphones.
    2. Second Offense:
        - The teacher will take the cell phone or headphones for the remainder of the class period.
        - The incident will be logged, and parents will be notified.
        - If a student refuses to relinquish the cell phone and/or headphones/earbuds, they will be sent to their grade level administrator and parents/guardians can pick up the devices after school.
    3. Third Offense:
        - The cell phone or headphones will be confiscated and turned in to the main office.

Continued...

- A parent or guardian will need to pick up the device from the office.

4. Fourth and Subsequent Offenses:
    - The student will lose the privilege of bringing their cell phone or headphones to school for a specified period (determined by administration).
    - A parent-teacher-administrator conference will be required.
    - Additional disciplinary actions may be taken, including suspension.

Note:

- In case of emergencies, parents/guardians can contact the main office, and messages will be relayed to students promptly.
- Students are encouraged to use their devices responsibly and to be aware of the impact their use can have on the learning environment.

By following these guidelines, Columbia Heights High School aims to balance the benefits of technology with the need for an effective and focused learning environment. We appreciate the cooperation of students and parents/guardians in upholding this policy.

The school district is not responsible for lost or stolen cell phones or any other electronic devices, its programs or its contents. Failure to follow school district guidelines for use of electronic devices may result in the loss of the student's privilege to possess them during the school day or on school property.

General Information:

Media Release Form

Throughout the school year, Columbia Heights Public Schools may wish to use video or audio recordings of students or student work for promotional and educational reasons, such as in publications, posters, brochures, newsletters and videos, on District and school Websites, on local cable television channels and more. There may also be times through the school year that the media may visit our school to cover special events. You can choose to withhold consent of release of audio or video recordings to non-CHPS media sources of your child through ParentVUE.

Technology Use and Guidelines

Each student at Columbia Heights Public Schools will be issued a username and password for logging on to the school's technology systems. The school computer system and its network enable students to access a variety of educational resources. Students can use computers and software to access, organize, and communicate information. Computer access is for limited educational purposes only. Students are not allowed to load any software on the school computers, should not change any settings on the computers or doing any printing without permission.

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals and objectives.

- Electronic information research skills are essential for success in school and life.
- The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

Rights to Privacy

Students shall not use cell phones, digital cameras or any other device to photograph or videotape other individuals at school or at school sponsored activities without their knowledge and consent. Students shall not email, post to the Internet, or otherwise electronically transmit images of other individuals taken at school without their expressed written consent.

The district will provide student and staff access to technology for educational purposes.

- Access to district technology devices and district internet is a privilege, not right.
- Unacceptable use of district technology and/or internet may result in disciplinary action.
- Refer to Policy 524: Technology and Internet Acceptable Use and Safety Policy for details regarding unacceptable use and potential responses by administration.
- Each user is responsible for monitoring the use of the school district computer assigned to or designated for that user.
- Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy (MSBA/MASA Model Policy 514).

Technology, Unauthorized or Inappropriate Use of District Technology Resources

Any act that violates the Board of Education's Technology Usage and Safety Policy or constitutes an unacceptable or illegal use of the school district's computer facilities, systems, networks or software. This includes sending or posting harmful text or images using the

Internet, wireless phones or other communications devices. This policy applies to student acts occurring on or off school property and during or after school hours using district technology resources. Student consequences include possible loss of technology access privileges, dismissal, police notification and/or restitution. Board Policy 524.

1-1 Student Devices

The Columbia Heights Public School district is pleased to provide 1-to-1 devices (one device to one student) for students in grades 1-12. Students in Pre-Kindergarten and Kindergarten will use Chrome Tablets throughout the year, and may be assigned a device to use at home based as necessary.

Student expections, device repair procedures and insurance information below:

1. The device is the property of the Columbia Heights Public Schools. We consider the students to be caretakers of district-owned devices. The device is only to be used in accordance with all district policies, including the district Technology and Internet Acceptable Use and Safety Policy. Any damage or loss may result in financial liability.
2. Parents/Guardians are responsible to monitor student activity on the device at home to ensure they are complying with district policies.
3. Parents/Guardians and students are responsible for making sure the device is kept in a safe place during home use.
4. The district device is only to be used by the student to whom it is assigned. Students are not allowed to let others use their district device.
5. Parents/Guardians are responsible to file a police report in the event that a device is stolen. If insurance has been purchased, the police report must be submitted to the insurance company.
6. In the event of damage or loss of a district-owned device, the parent/guardian and student are responsible to report it immediately to the school.
7. All apps and updates must be installed by the district Technology Department. Personal app accounts and use of the Play store are not allowed.
8. If applicable, students must keep the device in the district provided protective case at all times.
9. The device, charger, and any other provided accessories must be returned at the end of the school year or, if a student leaves the district, on the date of withdrawal.

Student Devices

- Damaged Screen or System Board: $200
- All other damage: $50
- Lost Devices or Accessories: Full cost

Grade	Device	Device Charger	Device Case
PreK and K	$235.00	$37.00	N/A
1st	$335.00	$27.00	N/A
2nd	$335.00	$27.00	N/A
3rd	$335.00	$27.00	N/A
4th	$335.00	$27.00	N/A
5th	$335.00	$27.00	N/A
6th	$335.00	$27.00	N/A
7th	$335.00	$27.00	N/A
8th	$335.00	$27.00	N/A
9th	$235.00	$27.00	$16.00
10th	$215.00	$27.00	$16.00
11th	$215.00	$27.00	$16.00
12th	$215.00	$27.00	$16.00

Personalized Learning

In Columbia Heights Public Schools, we believe that technology is a critical tool for excellence by engaging all students, families and staff in collaborative and innovative learning that is equitable, efficient and effective. With personalized learning in our district we focus on:

- Self-paced, differentiated instruction use of technology to individualize instruction student engagement through relevant, exciting learning.

- Equity by challenging and supporting all students with flexible tools and differentiated context.
- Increase rigor leading to college and career readiness for all students.

A personal device is issued to each student at a grade level involved in the personalized learning initiative. As with text books, the students are fully responsible for any damage to the devices they are issued or if it lost or stolen. We highly recommend getting insurance on the device for a low yearly fee. Information for insurance is provided at the start of each school year. The personalized learning initiative has expanded to grades 4-12. All student at CHPS that are in one of these grade levels are issued a personalized device at the start of the school year.

Field Trips

Field trips may be offered to supplement student learning. There will be a specific field trip approval form sent home to parents for any field trip their child may be attending during the school year. Field trips may be optional and, if so, students who participate may be charged. Parents will be notified in advance of all field trips.

Cafeteria Information

A nutritional school breakfast and lunch is offered to students. Students may bring a bag lunch to the cafeteria, but all students must stay on campus for all meals during the school day. Our district is Community Eligible Provision (CEP) for all meals.

Meals are provided at NO COST to the household. Eating lunch in the cafeteria is a privilege, not a right. Failure to comply with cafeteria expectations will result in appropriate disciplinary action. Students are to dispose of their own trays and eating utensils in the appropriate area. Students are asked to help keep the cafeteria neat and clean. Students have a responsibility to see that everyone at their table discards their trays. Failure to comply will result in loss of cafeteria privileges. Students are to remain in the cafeteria until the end of their lunch period. Students must remain in the building during the school day. Students not in the cafeteria during their assigned lunch will be recorded as unexcused from school. No full meals served in the cafeteria will leave.

Application for Educational Benefits

CHPS offers educational benefits to qualifying families, which can help both your family and your school! The State of Minnesota passed the Universal Meals Bill in March 2023 with an effective date of July 1, 2023 allowing schools to provide all meals to all students at no cost to families. Applications are not required to receive the free meal benefit, but families should still complete this application to receive other benefits, including:

- Reduced fees for activities, early childhood programming, college applications and more!
- Compensatory funds for the District to reduce class sizes, provide counseling and social work services and more.
- Title 1 funds for academic support and more!

Households must reapply for educational benefits every year. For families with children enrolled in multiple districts in Minnesota, an application must be filled out with each district. Benefits from the previous year expire mid-October without a new application being filled out.

CHPS encourages ALL families to fill out an application every year. SNAP and MFIP families automatically qualify for educational benefits and DO NOT need to complete the form if they have received a letter from the district that states they were **Directly Certified** through the Department of Health to receive school meal benefits. **APPLY NOW** at colheights.k12.mn.us/EdBenefits.

Unpaid Meal Charges

Every student has a meal account and previously allowed to charge meals. Families may bring in checks or cash to school or use the district web site to deposit money into their student's food service account. The school district will make reasonable efforts to collect unpaid meal charges when they become overdue. Any negative balances of more than $50 not paid by the end of the school year will be turned over to the Director of Finance & Operations or designee for collection. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court or any other legal method permitted by law. Board Policy 534. View the full policy or request a paper copy at colheights.k12.mn.us/district1/administrativedepartments/food-services.

Equal Opportunity Policy

It is the policy of Columbia Heights School District 13 not to discriminate against any person on the grounds of race, color, creed, religion, national origin, sex, marital status, with regard to public assistance, age, disability, sexual orientation, veteran status or family care leave status in its programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Language Access Plan

The Language Access Plan follows Minnesota Statute § 123B.32 and Title VI of the Civil Rights Act of 1964, which require school districts to provide processes and procedures that effectively assist students and adults who communicate in a language other than English. This plan provides information about the language access tools, processes, and resources available for students, families, and staff in Columbia Heights Public Schools.

To access the Language Access Plan visit https://www.colheights.k12.mn.us/families/language-services.

Fire/Tornado (Severe Weather) and Lockdown Drills

Columbia Heights Public Schools has developed a crisis plan in the event of a district or building emergency. During an emergency, staff and administration will instruct students on the procedure.

Fire drills are required by law and are important to all students' safety. When an alarm is sounded, students are to clear the building immediately and proceed to the designated safe area in a quiet, orderly manner using the route indicated in the classroom. Students are to wait for the "all clear" signal before leaving the designated safe area and returning to the classroom. Students are not to stand in the fire lanes or in the street.

Tornado drills are also important for student safety. When a tornado alarm sounds, students should immediately report to the area of the building indicated by the map in the classroom and quietly follow the directions given by staff members.

Lockdown drills are designed to prepare students and staff to remove themselves from the hallway and into the closest sheltered room as quickly as possible. Situations causing a lockdown may include an armed intruder or hazardous material located outside the building or any other reason raising concern for the safety of both students and staff within the high school.

In case of emergency students and staff will take action by following the Standard Response Protocol for safety and security. This includes procedures for Hold, Secure, Lockdown, Evacuate and Shelter.

See next page for the Standard Response Protocol Flyer that is posted around each CHPS building in English and Spanish

IN AN EMERGENCY
TAKE ACTION

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

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

ADULTS
Close and lock the door
Account for students and adults
Do business as usual

SECURE! Get inside. Lock outside doors.

STUDENTS
Return to inside of building
Do business as usual

ADULTS
Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual

LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend

EVACUATE! (A location may be specified)

STUDENTS
Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS
Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults

SHELTER! Hazard and safety strategy.

STUDENTS
Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS
Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

K12 2021 STANDARD RESPONSE PROTOCOL

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How to Complete the Application for Educational Benefits

Complete the Application for Educational Benefits form for school year 2026-27 if any of the following applies to your household:

- Any household member currently participates in the Minnesota Family Investment Program (MFIP), the Supplemental Nutrition Assistance Program (SNAP), or the Food Distribution Program on Indian Reservations (FDPIR) or
- The household includes one or more foster children (a welfare agency or court has legal responsibility for the child) or
- The total income of household members is within the guidelines shown below (**gross earnings before deductions**, not take-home pay). Do not include as income: foster care payments, federal education benefits, MFIP payments, or value of assistance received from SNAP, WIC, or FDPIR. Military: Do not include combat pay or assistance from the Military Privatized Housing Initiative. The income guidelines are effective from July 1, 2026, through June 30, 2027.

Maximum Total Income

Household size	$ Per Year	$ Per Month	$ Twice Per Month	$ Per 2 Weeks	$ Per Week
1	29,526	2,461	1,231	1,136	568
2	40,034	3,337	1,669	1,540	770
3	50,542	4,212	2,106	1,944	972
4	61,050	5,088	2,544	2,349	1,175
5	71,558	5,964	2,982	2,753	1,377
6	82,066	6,839	3,420	3,157	1,579
7	92,574	7,715	3,858	3,561	1,781
8	103,082	8,591	4,296	3,965	1,983
Add for each additional person	10,508	876	438	405	203

Step 1: Children

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

Step 2: Case Number

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

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

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

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

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

2026-27 Application for Educational Benefits

Mail or return completed form to: Columbia Heights Public Schools – 1440 49th Ave NE, Columbia Heights, MN 55421

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

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

Child's First Name (list all children in household)	MI	Child's Last Name	School	Grade	Birthdate	Foster Child (√)
						☐
						☐
						☐
						☐
						☐

STEP 2: Do Any Household Members (including you) currently participate in one or more of the following assistance programs: SNAP, MFIP or FDPIR? Medical assistance **does not** qualify. **If NO** > Go to STEP 3.
If YES >Enter SNAP, MFIP or FDPIR Case Number (between 4-9 digits, do not report EBT card number) ___ ___ ___ ___ ___ ___ ___ ___ ___ then go to STEP 4 (Do not complete STEP 3)

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

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

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

Total Income Received by All Children	Weekly	Bi-weekly	2x Month	Monthly
$	☐	☐	☐	☐

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

Names of All Adult Household Members (First and Last)	Gross Earnings from Working at Jobs					Are you Self-Employed or a Farmer?			Any Other Gross Income				
List all Household members not listed in STEP 1 (including yourself) even if they do not receive income. Include children who are temporarily away at school or in college.	Weekly	Bi-weekly	2x Month	Monthly	Report income **before deductions or taxes** in whole dollars (no cents).	Monthly	Yearly	**Net income** from Farm or Self-Employment. Do not duplicate elsewhere.	Weekly	Bi-weekly	2x Month	Monthly	SSI, Unemployment, Public Assistance, Child Support, and others on Page 2
	☐	☐	☐	☐	$	☐	☐	$	☐	☐	☐	☐	$
	☐	☐	☐	☐	$	☐	☐	$	☐	☐	☐	☐	$
	☐	☐	☐	☐	$	☐	☐	$	☐	☐	☐	☐	$
	☐	☐	☐	☐	$	☐	☐	$	☐	☐	☐	☐	$

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

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

Printed name of adult signing form Daytime Phone

Address (if available) Apt# City Zip

SIGN HERE: Signature of Household Adult Date

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

SAMPLE

OPTIONAL: Children's Racial and Ethnic Identities

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

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

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

INSTRUCTIONS: Sources of Income

Sources of Income for Children

Sources of Child Income	Examples
• Earnings from work • Social Security a. Disability payments b. Survivor's benefits • Income from person outside the household • Income from any other source	• A child has a regular full or part-time job where they earn a salary or wages • A child is blind or disabled and receives Social Security • A parent is disabled, retired, or deceased, and their child receives Social Security benefits • A friend or extended family member regularly gives a child spending money • A child receives regular income from a private pension fund, annuity, or trust

Sources of Income for Adults

Earnings from Work	Public Assistance / Alimony / Child Support	All Other Income
• Salary, wages, cash bonuses (before deductions or taxes) • Net income from self-employment (farm or business) • If you are in the U.S. Military: a. Basic pay and cash bonuses (do NOT include combat pay, FSSA or privatized housing allowances) b. Allowances for off-base housing, food and clothing	• Cash Assistance from State or local government • Supplemental Security Income • Unemployment benefits • Worker's compensation • Alimony payments • Child support payments • Veteran's benefits • Strike benefits	• Social Security • Disability benefits • Regular income from trusts or estates • Annuities • Investment income • Rental income • Regular cash payments from outside household

The Richard B. Russell National School Lunch Act requires that we use information from this application to see who qualifies for free or reduced-price meals. We can only approve complete forms. We may share your eligibility information with education, health, and nutrition programs to help them deliver program benefits to your household. Inspectors and law enforcement may also use your information to make sure that program rules are met.

Please be sure to provide the last four numbers of the Social Security number of the adult household member who signs the application. If the adult does not have one, 'Check if no Social Security Number.' Applications for a foster child do not need to list a Social Security number. Applications for children in households receiving Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) or Food Distribution Program on Indian Reservations (FDPIR) do not need to list a Social Security number. Some children qualify for free meals without an application. Please contact your school to get free meals for a foster child, and children who are homeless, migrant, or runaway.

At public school districts and charter schools, each student's eligibility status also is recorded on a statewide computer system used to report student data to MDE as required by state law.

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

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

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by: (1) **mail:** U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; or (2) **fax:** (833) 256-1665 or (202) 690-7442; or (3) **email:** program.intake@usda.gov

This institution is an equal opportunity provider.

SAMPLE

Health Services

If a student should become ill or need medical attention during the school day, they should report to the Health Service Office. Except for emergencies, the student needs to report to class first to obtain a pass to the health office. Students may not leave the building without checking out in the Attendance Office. A student needing to receive medication during the school day should contact the Health Service Office for a permission form. All medications, including any over-the-counter medications such as Tylenol, can only be administered at the school with a signed doctor and parent permission form on record in the Health Service Office. Parents can contact the Health Service Office at school or the district nurse at 763.528.4580.

Lockers

Students in most grades will be assigned a locker to use and will be expected to use the locker for storing school materials and personal items. Sharing lockers is prohibited in grades 6-12. Since both your property and the property of the school are kept in your locker, you are expected to keep it locked at all times and keep the combination to yourself. All lockers are issued in a clean condition. You must remove all stickers, posters, etc. before vacating the locker. Remember the locker is the property of the school, and may be inspected at any time with reasonable cause. Any damage to the locker is your responsibility and should be reported to the Attendance Office immediately. A separate locker and padlock is issued for physical education. It is extremely important that you never leave personal belongings unlocked in the gym area. The school is not responsible for lost or stolen items from any locker. The school reserves the right to remove illegal, dangerous and unauthorized items from all lockers.

Pledge of Allegiance

In compliance with Independent School District #13 Board Policy, the Pledge of Allegiance will be recited every week that students are enrolled in school. Students are encouraged to participate in the reciting of the Pledge of Allegiance. However, any student who chooses not to participate in reciting the Pledge of Allegiance for any reason may elect not to do so. Students must respect another person's right to make that choice.

Permission to Leave the Building

Students are not permitted to leave the building during the school day without permission from an administrator. Passes to leave the building are issued through the school's main office. If a student must leave school during school hours, the student must have a note from a parent/guardian requesting permission to leave and present it to the office in the morning.

Security Doors

Students are to enter the school through the main front doors upon their arrival to school in the morning. During the school day, any student leaving the building must also check out at the front door, unless supervised by a staff member. Entering through secured doors, propping open such doors or allowing unauthorized personnel to enter the school building, potentially endangering the safety of other students, is strictly prohibited. Consequences for such behavior may lead to suspension and/or recommendation for expulsion.

Title I Services

Parent and Family Engagement Policies for Title I Programs (Policy 612).

Statement of Purpose

Columbia Heights Public Schools is committed to the goal of providing quality education for every child in this district and to establishing partnerships with parents and with the community. Everyone gains if school and home work together to promote high achievement by all students. The district is committed to implementing and coordinating parent/guardian programs and building ties between parents/guardians and schools.

The goal of the Title I program is a school-home partnership that will help all students in the district to succeed. Parents/guardians have the right to information on their schools and programs. Parents/guardians may request information whether the student's teacher meets State licensing approval for the grade and subject being taught, is teaching with a waiver, has certification for the field being taught and/or the qualifications of any paraprofessional providing instruction. The district website provides information on the district and each individual school. A link from each school's page guides parents to the Minnesota Department of Education school report card.

Student achievement information is available to parents/guardians through the Annual Report which is shared with families in the each fall. Information on individual student achievement, such as the Minnesota Comprehensive Assessment III (MCA-III) will be communicated to parents/guardians during conferences.

Continued...

Statewide Assessments:
Parent/Guardian Participation Guide and Refusal Information

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

Assessments Connect to Standards

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

Minnesota Comprehensive Assessments (MCAs)
MCA and the alternate assessments (Minnesota Test of Academic Skills (MTAS)/Alternate MCA) are annual assessments in reading, mathematics, and science that provide a snapshot of student learning aligned to the Minnesota K-12 Academic Standards.

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

Statewide Assessments Help Families and Students

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

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

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

Taking Statewide Assessments Helps Your Student's School

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

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

Student Participation in Statewide Assessments

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

Updated March 2026

Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For WIDA ACCESS and WIDA Alternate ACCESS, the student will not have the opportunity to exit from EL services.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Certain statewide assessment calculations include all eligible students, including those who do not participate. Non-participation impacts accountability results, which may affect the school's ability to be identified for support or recognized for success.

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

Explore the Statewide Testing page for more information.

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

Additional Information

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

Statewide Assessments: Parent/Guardian Decision Not to Participate

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

First Name: _____ Middle Initial: ____ Last Name: _____

Date of Birth: _____ Current Grade in School: ____ Student ID Number (if known): _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal: _____

Please indicate the statewide assessment(s) your student will not participate in this school year:

☐ Reading MCA/Alternate MCA ☐ Science MCA/Alternate MCA

☐ Mathematics MCA/MTAS ☐ WIDA ACCESS/WIDA Alternate ACCESS

Contact your school or district for more information on participation decisions for local assessments.

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

Updated March 2026

Annual Meeting
Each year, an annual meeting will be held as part of Title I Family Engagement activities. Information from the meeting will be made available to parents/guardians who were not able to attend and/or an alternative meeting time will be scheduled. Topics for this meeting will include, but need not be limited to:

The State's academic content standards; the State and local academic assessments including alternate assessments; compacts between parent/guardian and school; the District's Title I programs; how parents/guardians can help prepare children for test success; how to monitor their child's progress; and ways to partner with educators.

Communication regarding the annual meeting will be translated into the most often occurring languages and phone calls with interpretive services as needed. Assistance to parents, including childcare and/or transportation, will be available as needed.

Opportunities for Parents
The District is committed to providing support and access to various resources for parents/guardians such as the use of interpretive services, meetings with translators, written communication translated into the most occurring languages and use of electronic programs to translate documents for families.

Activities to support parent/guardian involvement will be provided with available Title I funds. Literacy and Math sessions will be scheduled based on available funds, translation services will be available for other languages. English Learner (EL) parent nights are held each year to support EL parents and students.

Parents/guardians of incoming kindergarten students are supported through Early Childhood Screening, Early Childhood programs and PreK 4/Kindergarten Open Houses held in each building. Columbia Heights Public Schools offers Early Childhood programs to prepare students for school success. Please contact the Community Education Department to register for Early Childhood Family Education (ECFE) for children birth through 5 years old or for PreK 3 for 3-year-old students located at the Family Center.

All Voluntary PreK 4 students must qualify:
VPK students must be four years of age as of September 1 in the calendar year in which the school year commences and must meet one of the following criteria:

- A resident of Columbia Heights Public Schools district boundaries; Qualifies for Educational Benefits; Qualifies using state general financial eligibility requirements listed in MN State Statute; Is an English Language Learner; Is Native American; Has experienced homelessness in the last 24 months; Is identified through health and developmental screening with a potential risk factor that may influence learning; Is in foster care, kinship care, or needs child protective services; Has a parent who is a migrant or seasonal agricultural laborer; Has a parent who is incarcerated; and/or is defined as at risk by the school district.

Students who are new registrants are supported by the Placement Center, which provides access to social services for parents/guardians and students as needed.

Meetings for parents are scheduled at the district and building levels to discuss student academic and social growth. Communication to parents/guardians from teachers is provided in a timely manner and to the extent needed to support each individual's achievement. Parents are invited to visit their child's school or volunteer in the classroom.

Evaluation Process
Each year, parents/guardians, teachers, and a representative of the district will look at the existing parent/guardian involvement procedures and determine if there is a need to make changes. Once determined, finalized and approved by the Comprehensive Achievement and Civic Readiness (CACR), the Federal Title I procedures are be included in this handbook for each elementary school as a communication to parents/guardians.

Surveys regarding parental involvement activities will be conducted on an as needed basis. Phone calls and meeting with parents/guardians will will provide additional information regarding their needs. The district has provided and will continue to provide activities to support parents/guardians and children throughout the district.

District Commitment
Parents/guardians may voice their interest in parent involvement activities and/or their questions about these procedures at any time by calling the Teaching & Learning Department, at 763.528.4514.

Continued...

Attendance

General Attendance Information

When a student is absent, notification from the parent/guardian must be made by calling the school attendance line. If there is no telephone contact made, the student should bring a written note signed by the parent/guardian stating the reason for the absence.

1. All students, regardless of age, must have absences excused by a parent or guardian.
2. If a student needs to leave school prior to the end of the day, the student must obtain pass from the school's main office prior to leaving school.
3. Students arriving late to school should report to the school's main office.
4. Columbia Heights Public Schools have closed campuses. Students may not leave the school grounds during the school day without clearance through the school office. Students who leave the school grounds without a valid reason will be recorded as being unexcused/truant from school.

E-Learning/Online Learning Attendance Guidelines

Attendance must be taken and recorded at least once per day based on a teacher's direct interaction with the student. This interaction could be participation in a video class or chat; a phone call with the student, or for younger students, with the parent; posting completed coursework to the learning management system; turning in completed coursework on a given day along with a record of teacher contact, e.g., phone call, text message exchange, etc. Students for whom no teacher has direct interaction on a given day are reported as absent for that day. The school's distance learning plan must include a process to identify and follow-up with students experiencing frequent absences to assure that issues of equitable access or barriers to participating in instruction can be identified and resolved.

Parent/Guardian Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise. Parents should:

1. Encourage students to attend classes regularly.
2. Limit absences by scheduling appointments, vacations, college visits, etc. to non-school days and after school hours.
3. Notify the school's main office of an absence by calling the school stating the reason for the absence. A voicemail message can be left 24 hours a day.
4. Parents/guardians are encouraged to contact the school's main office if an automatic telephone call is received regarding their child's attendance at school.

Student Responsibilities

The student has the right to be in school. It is also the student's responsibility to attend all assigned classes every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class. It is the student's responsibility to request any missed assignments due to an excused absence. Students must:

1. Arrive to each class on time.
2. Make up all required work within three (3) school days from the date of return unless other arrangements have been made with your teacher(s).

Teacher Responsibilities

1. Take accurate attendance during the first 15 minutes of class.
2. Report any discrepancies in the daily attendance report to the Attendance Office.
3. Explain each course attendance policy to students.
4. Adopt classroom policies that provide incentives for regular attendance.
5. Contact the parent/guardian of students who have failing grade(s) due to attendance.

Classification of Absences and Tardies

All absences and tardies will be classified by the school administration as "excused" or "unexcused." All students MUST be in class on time. A secondary student who is not in class when the bell rings is considered tardy. If a student is more than fifteen (15) minutes late to class, the tardy will be considered an unexcused absence. If a student is detained by a teacher, he/she should get a valid pass to the next class from the teacher. Absences and tardies may be excused in the Attendance Office at the discretion of the building administration. If a student accumulates two tardies in a day, they may be subject to disciplinary action. The Columbia Heights Public Schools Superintendent may excuse a student's absence for the purpose of visiting with a parent or legal guardian who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting.

Excused Absences
In accordance to school district policy 503, excused absences include but are not limited to the following categories:

1. School related absences-i.e. sports, field trips, guidance visits.
2. Religion-related absences not to exceed three (3) hours per week.
3. Illness/medical related absences.
4. Court appearances - must have court subpoena or letter from lawyer and parent/guardian.
5. Out of school suspension.
6. Pre-approved college visits not to exceed three per year.
7. Family emergencies approved by school administration.

Medical and Dental Excuses
All medical or dental excuses must be cleared through the Attendance Office. If an appointment is scheduled during the school day, the student must check out and check back in through the Attendance Office.

Unexcused Absences
All unauthorized absences are unexcused. These include but are not limited to:
1. Truancy is defined as an absence that is not approved by the parent/guardian and/or the school district.
2. Any absence that the student's parents/guardian fail to report to the Attendance Office within 48 hours. (Overslept, car trouble, weather, missed bus, not immunized, etc.)
3. Work at home. (Needed at home for babysitting, caring for another sibling or parent ill.)
4. Work at a business, except under a school -sponsored program.
5. Any other absence not included under the attendance procedure set out by the school district's policy.
6, A student will not participate in any activity or program if they have an unexcused absence from any class during the day of that activity or program (absence due to illness, discipline or unexcused absence).

Consequences for Unexcused Absences
In the case of recurring unexcused absences, the administration may also request the county attorney in which the child live file a truancy petition which may result in child protective services involvement or juvenile court petition, pursuant to Minnesota Statutes. Students with unexcused absences shall be subject to interventions that follow. Parents will receive an automated phone call if the student is marked "unexcused" from one or more of their class periods.

Truancy
A child is considered truant if he or she is absent from class without a legal excuse for seven (7) days. A child will be considered truant if the child has not lawfully withdrawn from school with his or her parent's/guardian's permission. The school administrator will file truancy with the county in which the child lives after six (6) days of unexcused absences. A student who has missed 15 consecutive days for any reason must be dropped from enrollment and the student must re-enroll.

Medical Letters
Students who are absent more than ten (10) days per year will receive a letter notifying the parent/guardian of the excessive absences and requesting a doctor/clinic verification of any further illness. If no verification is provided as a result of the absence, each absence will be recorded as "unexcused". Exceptions to the fifteen (15) day limit may be made for extended illnesses or if the student has been sent home ill by the school health office.

Activities & Athletics
Athletics and student activities function as an integral part of the total school curriculum. These programs help students to problem solve and handle situations similar to those they will encounter later in life. Participation in these types of activities should provide students with the basis for personal values. Co-curricular activities should develop desirable social traits such as loyalty, determination, commitment, cooperation and team play. This type of participation also allows young people the opportunity to develop self-discipline and emotional maturity while learning to make decisions in pressure situations. Self-esteem and self-confidence are developed in students through positive experiences in co-curricular programs.

For information on CHPS Athletics & Activities, please visit hylanderactivities.com or call 763.528.4511.

OUR MISSION

Columbia Heights Public Schools

Creating worlds of opportunity for each and every learner

"All Belong, All Succeed"

Find Us Online

Website colheights.k12.mn.us

Facebook facebook.com/CHPSisd13

Instagram @CHPSisd13

Administrative Departments

Superintendent	763.528.4504
Communications	763.528.4515
Community Education	763.528.4515
Educational Services	763.528.4414
Finance & Operations	763.528.4520
Human Resources	763.528.4588
K-12 Activities & Athletics	763.528.4511
Special Services	763.528.4414
Teaching & Learning	763.528.4514
Technology, Security & Building Operations	763.528.4414

District Center
1440 49th Ave. NE
Columbia Heights, MN 55421
763.528.4500
Placement Center: 763.528.4426 *(Se habla Español)*

Highland Elementary School
1500 49th Ave. NE
Columbia Heights, MN 55421
763.528.4400
HL.colheights.k12.mn.us

North Park School for Innovation
5575 Fillmore St. NE
Fridley, MN 55432
763.528.4300
NPSfI.colheights.k12.mn.us

Valley View Elementary School
800 49th Ave. NE
Columbia Heights, MN 55421
763.528.4200
VV.colheights.k12.mn.us

Family Center
1460 49th Ave. NE
Columbia Heights, MN 55421
763.528.4517
FC.colheights.k12.mn.us

Columbia Academy
900 49th Ave. NE
Columbia Heights, MN 55421
763.528.4700
CA.colheights.k12.mn.us

Columbia Heights High School
1400 49th Ave. NE
Columbia Heights, MN 55421
763.528.4600
CHHS.colheights.k12.mn.us