MINNEAPOLIS
PUBLIC SCHOOLS

Student Rights & Responsibilities Handbook

CONTENTS

Superintendent Letter

Background

District, School and Educator Responsibilities: Creating the Conditions for All Students to Succeed

Responding to Student Behavior

- Exclusionary Practices and Non-Exclusionary Disciplinary Interventions
- Students with Disabilities
- Behavior Levels Summary
- Behavior Incident Types and Response Guidance

Expulsions and Administrative Transfers

Alternative Educational Service Procedures

Appropriate Physical Interventions

Guidelines for Bus Safety

- Bus Safety Rules
- Student Bus Behavior Report

Discipline Complaint Procedure

Related Policies and Procedures

- Attendance
- Digital Devices
- Health Services
- Families Experiencing Homelessness
- Statewide Testing

Resources & Assistance

- Pupil Fair Dismissal Act
- National Suicide Prevention Lifeline
- Cope: Hennepin County Mobile Crisis Services
- Office of the Ombudsperson

Mental Health Support Services

School Board Policies

- Bullying & Hazing Prohibition
- Harassment & Violence Prohibition

Superintendent Letter

Dear MPS Students:

Thank you for being a part of the MPS Community. It is our hope to create a safe and welcoming environment for you and your peers in the classroom, hallways and in every single space across the district. This is a critical part of our work to provide a high-quality education to every MPS student.

As you come to school, we want you to feel cared for, valued and supported. This handbook will provide you and your family with all the information you need about our commitment to you, our expectations, not just you, but all staff and the consequences that can be expected when we don't show up as our best selves. Please know that we are here for you, we are rooting for you and we look forward to working with you and your caregivers so that you can be successful and accomplish your goals and dreams.

Sincerely,

Dr. Lisa Sayles-Adams
Superintendent

Background

This handbook is Minneapolis Public Schools' guide to student behavior. Minneapolis Public Schools' School Board creates and adopts policies to guide the actions of everyone in the district. The goal of Minneapolis Public Schools is to provide students with a safe environment conducive to learning. Minneapolis Public Schools also recognizes that removal from instruction can work against academic achievement and should be avoided whenever possible. The guidelines and regulations regarding student behavior and discipline in this handbook fulfill Regulation 5200A.

District, School and Educator Responsibilities: Creating the Conditions for All Students to Succeed

Every educator in Minneapolis Public Schools is responsible for creating the conditions necessary for students to succeed academically, socially and behaviorally. At the core of our philosophy for supporting students is our belief in holding students to high expectations and our commitment to providing them with a high level of support.

One strategy for providing this high level of support is our district's commitment to broadly implementing proactive classroom strategies that are rooted in Social Emotional Learning. These strategies are especially important for educators when supporting students through minor behavior incidents in the classroom.

For more information on proactive classroom strategies for improving student discipline, please visit this guide from the Social Emotional Learning team.

In addition to proactive classroom strategies, Minneapolis Public Schools is committed to providing resources, supports and opportunities to support the *whole* student. To achieve this, Minneapolis Public Schools has several departments that are dedicated to improving educational outcomes for Black, Indigenous, Latine and LGBTQIA students. If you are interested in learning more about these departments and how they partner with schools to proactively support student engagement, specifically for students of historically marginalized identities, please reach out to:

- American Indian Education Department
- Equity and School Climate Department
- Office of Black Student Achievement
- Office of Latine Achievement

Responding to Student Behavior

Minneapolis Public Schools believes in having high expectations for student behavior while providing high levels of support for all students. We expect that all educators- teachers, administrators, student support staff, ESPs, hourly employees and every employee in the district- holistically support students through teaching and reteaching expectations around behavior, especially for minor level behavioral incidents of minimal harm and impact. For those incidents that have greater levels of

impact on the school community, schools may choose to utilize targeted interventions.

Exclusionary Practices and Non-Exclusionary Disciplinary Interventions

When responding to student behavior, schools must attempt non-exclusionary disciplinary interventions before engaging in exclusionary practices. *Non-exclusionary disciplinary interventions* are supports that are restorative, skills-based and are intended to support students through engagement opportunities within the learning environment. *Exclusionary practices* are interventions that remove the student from the instructional environment and sometimes from the entire school environment. Below are some relevant pieces of information related to exclusionary practices:

- Schools may utilize either in-school or out of school exclusionary practices when responding to student behavior, depending on the incident (for more information please see Incident Types and Response Guidance). For in-school removals, schools may place the student in a different classroom for the day (*Alternative Instructional Room*) or may have the student spend the day in a dedicated space outside of the classroom (*In-School Suspension*)
- For general education students, removals from school of less than 1.0 school days are known as *Administrative Removals* (different from a suspension). Any removal from school that is 1.0 days or more is known as an *Out of School Suspension*
- Minnesota state law prohibits Out of School Suspensions (1.0 days or more) for all students enrolled in preschool through 3rd grade. Any out of school removal for general education students in preschool through 3rd grade must be limited to less than 1.0 school days (*Administrative Removal)* unless the student is being recommended for administrative transfer or expulsion
- Students receiving special education services in preschool through 3rd grade cannot be removed from school for any amount of time unless the student is being recommended for administrative transfer or expulsion

- A written notice containing the grounds for suspension must be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within 48 hours of the conference. The district must make reasonable efforts to notify the parents of the suspension by telephone as soon as possible following suspension. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice must be served upon the student and the student's parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing. For more information on the required steps that schools must complete before initiating a suspension, see MPS Suspension Procedures (Pupil Fair Dismissal Act) 2026-27.
- Return to Learning Meetings are required following any suspension or removal from school. Student's caregiver must be invited to attend these meetings. If the caregiver is unable to attend the student is still allowed to attend the meeting without them and return to the instructional environment.

Students with Disabilities

Students with disabilities include students who are determined to meet IDEA criteria and need special education services (Special Education) along with those who have a record of a physical or mental impairment that substantially limits one or more major life activities (Section 504). Students with disabilities may be disciplined for violations of school district discipline policies and procedures; however, students with IEPs and 504 plans have additional protections.

A manifestation determination must happen before initiating an expulsion or exclusion of a student with a disability or following any decision to change the placement of a student with a disability because of a violation of a code of student conduct. A change of placement occurs if the removal is for more than 10 consecutive school days or if the student has been subjected to a series of removals that constitute a pattern. A change in placement cannot happen without following the IEP process and gaining consent using a prior written notice. The student's IEP must be followed to adhere to school discipline policy and/or if the behavior is manifestation of their disability. If the behavior is due to manifestation of the student's disability, students may not be administratively transferred or expelled.

For students with an IEP, an administrative dismissal for one school day or less is considered a day of suspension if the student does not receive regular or special education instruction during the removal period.

Please contact the Special Education Department for more information or for guidance related to discipline for students with disabilities.

Behavior Levels Summary

Minneapolis Public Schools utilizes a behavior levels system to categorize student behavior incidents and their responses. The lowest level (level 1) is for minor incidents, and the highest level (level 4) is reserved for the most extreme incidents.

Behavior Level	Incident Summary	Potential Responses
1	Level 1 behaviors are behaviors toward another student, staff, volunteer or visitor or repeated, chronic or significant classroom managed incidents	In addition to the suggested interventions for classroom managed behaviors, interventions may involve support from other educators (Deans, Restorative Advocates, social workers, counselors or administrators). Students are to miss no more than 15 minutes of instructional time for Level 1 incidents
2	Level 2 behaviors are behaviors that target others, cause minor harm to others and/or interfere with the learning environment beyond what is developmentally appropriate or expected for students	If further intervention is needed after attempting non-exclusionary interventions, in-school removals from instruction are the preferred response for Level 2 incidents. Administrative Removals (removal less than 1.0 days) may be utilized in response to Level 2 behaviors.

3	Level 3 behaviors create safety concerns for the student and/or others and/or cause significant disruptions to the learning environment	When in-school removals are not safe for the student or others, out of school suspensions may be used for students older than 3rd grade. Out of school suspensions may be between 1.0 and 4.0 days. The maximum number of days a student may be suspended depends on the student's grade level and the incident type. For more information, please see specific incident type information below
4	Level 4 behaviors are extreme behaviors that create significant safety concerns for the student or others and/or extreme school-wide disruptions to the learning environment	If it is determined that an incident meets Level 4 criteria, the administration **must** contact the Expulsions and Transfers Office (ETO) and their Associate Superintendent regarding next steps and possible recommendations for administrative transfer, recommendation for expulsion and/or knife/weapon letters. Due to the state of Minnesota suspension moratorium, Pre K-3rd grade students cannot be suspended even if they are being referred for expulsion or administrative transfer

Behavior Incident Types and Response Guidance

The following guide is to be used by school staff to determine which, if any, behavior incident type is appropriate and which response(s) are allowed. Many incident types may be applicable for multiple behavior levels- school staff must carefully assess the intent[1], impact and severity of harm and the individual students' needs when deciding which behavior level and response is appropriate for each incident. If you need support determining which incident type best fits an incident, please reach out to the Office of the Associate Superintendents.

Academic Dishonesty			
Intentional behavior including, but not limited to, plagiarism, copying another's work, cheating, or altering records.			
Level 1	Level 2	Level 3	Level 4
Non-exclusionary, classroom-based interventions	In-school suspensions, removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days*	N/A
Grades PK-12	Grades 6-12	Grades 9-12	N/A

*Less severe interventions (non-exclusionary practices, school-based removals, etc.) may be implemented, this is the most severe intervention that may be utilized for Academic Dishonesty incidents

Alcohol, Possession or Use

[1] "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.

Use or possession of alcohol during school or school activity.			
For students with multiple substance use incidents, school must refer the student to the Licensed Alcohol and Drug Counselor.			
Level 1	Level 2	Level 3	Level 4
Proactive substance use education resources	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-2.0 days*	N/A
Grades PK-12	Grades PK-12	Grades 6-12 May only be used on a 3rd or subsequent event with documented interventions	N/A

* Proactive substance use education interventions may be utilized instead of exclusionary practices, this is the most severe intervention that may be utilized for Alcohol, Possession or Use incidents

Alcohol, Distribution or Sale			
Distribution or use of alcohol during school or school activity.			
Level 1	Level 2	Level 3	Level 4
N/A	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0 and 4 days	Administration **must** contact the Expulsions and Transfers Office (ETO) regarding next steps

N/A	Grades PK-3	Grades 4-12	Grades 4-12, must consult with EMSS & ETO

Arson			
Intentional destruction of, or damage to, property by means of fire or explosives.			
When determining the appropriate level and response staff must take into consideration the student's age and the extent, if any, of damage to property. Arson incidents involving minimal damage should be considered level 1 or 2, especially for elementary aged students. Level 3 is applicable to arson incidents involving significant damage and level 4 is to be reserved for arson incidents involving or intending severe damage			
Level 1	Level 2	Level 3	Level 4
Non-exclusionary interventions, skill-building with support staff	In-school removals and out of school removals of less than 1.0 days	Out of school suspensions between 1.0 and 4.0 days	Out of school suspension between 5-10 days, must consult with EMSSS and ETO
Grades PK-12	Grades PK-12	Grades 4-12	Grades 4-12

Assault
Intentional touching or striking of another individual intended to inflict bodily harm. ("Bodily harm" means physical pain or injury, illness, or any impairment of physical condition.") Does not include passive, minor physical

Assault

contact
(this can be categorized as Physical Contact with No Bodily Harm).

When determining the appropriate behavior level and response, staff must take into consideration the student's age and the harm/injury to the victim. Incidents involving minor bodily harm should be considered level 1 or 2, depending on the student's age and context of the incident. Level 3 only applies to students in grades 4-12 and should be reserved for incidents involving bodily harm to the victim. Level 4 only applies to incidents involving serious bodily injury. ("Serious bodily injury" means bodily injury that involves a substantial risk of death, unconsciousness, extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or mental faculty, or other bodily harm that is serious enough to require immediate medical attention. *Note*: professional medical attention is not required to meet this standard and objective facts must support the seriousness of the bodily harm.)

If you need help determining which level is appropriate, please contact the Office of the Associate Superintendents. If you are considering it a level 4 incident you must consult with the Office of the Associate Superintendents. District staff are required to report any instances of sexual harassment, which includes sexual assault to the District's Title IX Coordinator

Level 1	Level 2	Level 3	Level 4
N/A	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days	Out of school suspension between 5.0-10.0 days, student must be referred to Expulsions and Transfers Office (ETO)

Assault			
N/A	Grades PK-12	Grades 4-12	Grades 4-12, must consult with EMSS & ETO

Attendance/ Out of Area/ Roaming			
Skipping, persistent and ongoing classroom avoidance (hallway walking, wandering the building).			
Before engaging in exclusionary practices (i.e. administrative removal or in school removals from instruction) schools must document previous interventions attempted to improve student attendance such as consulting with school social worker/counselor, caregiver meeting and/or other proactive strengths-based strategies. Previous incidents of roaming, with interventions, must be documented in Infinite Campus before engaging in any out of school removals for roaming. Caregiver contact must also be logged in the Infinite Campus contact log. Exclusionary interventions are limited to removals of less than 1.0 days.			
Level 1	Level 2	Level 3	Level 4
Non-exclusionary interventions, skill-building, collaborating with caregivers	In-school removals and out of school removals less than 1.0 days*	N/A	N/A
Grades PK-12	Grades PK-12	N/A	N/A

*Less severe interventions (in-school removals, non-exclusionary practices, restorative practices, etc.) may be implemented. This is the most severe intervention that may be utilized for Attendance/ Out of Area/ Roaming incidents

Bomb			
Use of an incendiary or explosive device that intends to or leads to malicious destruction of property or personal harm.			
All incidents involving a bomb must be considered a Level 4 incident. EMSS and ETO must be immediately consulted.			
Level 1	Level 2	Level 3	Level 4
N/A	N/A	N/A	Out of school suspension between 5.0-10.0 days, student must be referred to Expulsions and Transfers Office (ETO)
N/A	N/A	N/A	Grades 4-12, must consult with EMSS & ETO

Bomb Threat				
Verbal, electronic or written threat to detonate an incendiary or explosive device to cause property damage or injuries, whether or not such a device actually exists.				
Level 1	Level 2		Level 3	Level 4
N/A	N/A		N/A	Out of school suspension between 5.0-10.0 days,

				student must be referred to Expulsions and Transfers Office (ETO)
N/A	N/A		Grades 4-12	Grades PK-12, must consult with EMSS & ETO (No suspensions PK-3)

Bullying

"Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
(1) There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or
(2) 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.

Bullying is not a simple conflict between students or isolated incidents of harmful language or physical altercations. For an incident to be considered bullying there must be an established pattern of behavior with thorough documentation of the full pattern of behavior.
Bullying incidents may involve a referral to the Office of Equality and Civil Rights. For more information on investigating Bullying see Policy 5201 on Bullying and Hazing Prohibition or contact your school administrator.

Level 1	Level 2	Level 3	Level 4
N/A	Social work and/or counselor support, in-school removals or out of school	Social work and/or counselor support, out of school suspensions	Out of school suspension between 5.0-10.0 days, student must be referred to

	removals less than 1.0 days	between 1.0 and 4.0 days	Expulsions and Transfers Office (ETO)
N/A	Grades PK-12	Grades 4-12	Grades PK-12, must consult with EMSS & ETO (no suspensions PK-3)

Cannabis, Possession or Use

Possession or use of cannabis/marijuana/THC products (includes vaping cannabis/THC) on school grounds or in proximity to school grounds during school or at a school sponsored activity.

For students with multiple substance use incidents, school must refer the student to the Licensed Alcohol and Drug Counselor.

Level 1	Level 2	Level 3	Level 4
Proactive substance use education resources	In-school removals, removals less than 1.0 days	Out of school suspensions between 1.0-2.0 days*	N/A
Grades PK-12	Grades PK-12	Grades 4-12 May only be used on a 3rd or subsequent event with documented interventions	N/A

* Proactive substance use education interventions may be utilized instead of exclusionary practices, this is the most severe intervention that may be utilized for Cannabis incidents

Cannabis, Distribution or Sale

Distribution or sale of cannabis/ marijuana/THC products on school grounds or in proximity to school grounds.			
Level 1	Level 2	Level 3	Level 4
N/A	In-school removals, out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days	Out of school suspension between 5.0-10.0 days, student must be referred to the Office of the Associate Superintendents
N/A	Grades PK-3	Grades 4-12	Grades 6-12, must consult with the Office of the Associate Superintendents

Controlled Substances (prescription medications), Possession or Use			
Use or possession of a prescription medication/controlled substance on school property or a school sponsored activity. This only applies to prescription medications, not illegal drugs			
School response must focus on providing students with substance use support. Consult with the Licensed Alcohol and Drug Counselor.			
Level 1	Level 2	Level 3	Level 4
Proactive substance use education resources	In-school removals and out of school	Out of school suspensions	N/A

	removals less than 1.0 days	between 1.0-2.0 days*	
Grades PK-12	Grades PK-12	Grades 4-12 May only be used on a 3rd or subsequent event with documented interventions for previous incidents	N/A

*Proactive substance use education interventions may be utilized instead of exclusionary practices, this is the most severe intervention that may be utilized for Controlled Substances incidents

Controlled Substances, Distribution or Sale			
Distribution or sale of a prescription medication/controlled substance on school property or at a school sponsored activity. This only applies to prescription medications, not illegal drugs			
Level 1	Level 2	Level 3	Level 4
N/A	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0 and 4.0 days	Out of school suspension between 5.0-10.0 days, student must be referred to Expulsions and Transfers Office (ETO)
Grades PK-12	Grades PK-12	Grades 4-12	Grades 6-12, must consult with EMSS & ETO

Cyber Bullying

Cyberbullying, bullying, or harassment 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 the extent that it 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.			
Level 1	Level 2	Level 3	Level 4
N/A	Social work and/or counselor support, in-school removals or out of school removals less than 1.0 days	Social work and/or counselor support, out of school suspensions between 1.0 and 4.0 days	Out of school suspension between 5.0-10.0 days, student must be referred to Expulsions and Transfers Office (ETO)
N/A	Grades PK-12	Grades 4-12	Grades PK-12, must consult with EMSS & ETO (no suspensions PK-3)

Extortion
Obtaining money, property or services from another person through coercion, intimidation or through oral, electronic or written threats of physical or reputational harm

Level 1	Level 2	Level 3	Level 4
N/A	In-school suspensions, out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days	Out of school suspension between 5.0-10.0 days, student must be referred to Expulsions and Transfers Office (ETO)
N/A	Grades 6-12	Grades 6-12	Grades 6-12, must consult with EMSS & ETO

Fighting, Mutual

Two persons mutually participate in the use of force or physical violence that may require intervention to end the altercation, physical restraint, or results in injury. Fighting does not include roughhousing or play fighting. This is a physical altercation with no students considered victim(s).

Level 1	Level 2	Level 3	Level 4
Non-exclusionary, skill-building, restorative practices interventions	In-school suspensions, out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days*	N/A
Grades PK-3	Grades PK-12	Grades 4-12	N/A

*Less severe interventions (non-exclusionary practices, school-based removals, etc.) may be implemented, this is the most severe intervention that may be utilized for Fighting, Mutual

Fighting, Mutual Group

Students who willingly engage in a physical altercation with several willing participants. This is a physical altercation with no students considered victim(s)			
Level 1	Level 2	Level 3	Level 4
Non-exclusionary, skill-building, restorative practices interventions	In-school suspensions, out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days	Out of school suspension between 5.0-10.0 days, student must be referred to Expulsions and Transfers Office (ETO)
Grades PK-12	Grades PK-12	Grades 4-12	Grades 6-12, must consult with EMSS & ETO

Gambling			
Playing of a game of chance for stakes			
Level 1	Level 2	Level 3	Level 4
Non-exclusionary, skill-building, classroom-based interventions	In-school suspensions, out of school removals less than 1.0 days*	N/A	N/A
Grades PK-12	Grades PK-12	N/A	N/A

*Less severe interventions (non-exclusionary practices, school-based removals, etc.) may be implemented, this is the most severe intervention that may be utilized for Gambling incidents

Gun/Firearm

Possession, use, distribution or transfer of any firearm while in a school location, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm including home-made or objects which modified from original intent can cause harm.
The term firearm means:

any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
the frame or receiver of any such weapon;
any firearm muffler or firearm silencer; or
any destructive device.

Level 1	Level 2	Level 3	Level 4
N/A	N/A	N/A	Immediate referral to the Office of Associate Superintendents. Out of school suspension of 10.0 days.
N/A	N/A	N/A	Grades PK-12, must consult with EMSS & ETO (no suspensions PK-3)

Harassment

Harassment is unwelcome conduct that is based on race, color, religion, gender identity, sexual orientation, national origin, disability, and/or another protected class. Harassing conduct can take many forms, including verbal acts and name-calling, as well as non-verbal behavior such as graphic and written statements or conduct that is physically threatening, harmful, or humiliating. Harassing conduct is distinct from verbal abuse because harassment is based on the victim's protected class, as opposed to generally offensive statements unrelated to a student's identity. The conduct is severe or pervasive enough to create an environment that a reasonable person would consider intimidating, hostile, or abusive.

Harassment based on protected class and identity-based harm can also be reported to the Office of Equality and Civil Rights.

District staff are required to report any instances of sexual harassment, which includes sexual assault, domestic violence, dating violence, and stalking, to the District's Title IX Coordinator.

Level 1	Level 2	Level 3	Level 4
Non-exclusionary skill-building interventions, social emotional supports	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days	Out of school suspension between 5.0-10.0 days, student must be referred to Expulsions and Transfers Office (ETO)
Grades PK-3	Grades PK-12	Grades 4-12	Grades PK-12, must consult with EMSS & ETO (no suspensions PK-3)

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 even if the targeted student agrees to participate.			
Level 1	Level 2	Level 3	Level 4
N/A	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days	Out of school suspension between 5.0-10.0 days, student must be referred to Expulsions and Transfers Office (ETO)
N/A	Grades PK-12	Grades 4-12	Grades 4-12, must consult with EMSS & ETO

Illegal Drugs, Possession or Use			
Use or possession of an illegal drug on school property or a school sponsored activity. Does not apply to use or possession of cannabis, vaping or OTC medications (separate incident categories).			
For students with multiple substance use incidents, school must refer the student to the Licensed Alcohol and Drug Counselor.			
Level 1	Level 2	Level 3	Level 4
Proactive substance use education resources	In-school removals and out of school	Out of school suspensions between 1.0-2.0 days*	N/A

	removals less than 1.0 days		
Grades PK-12	Grades PK-12	Grades 6-12 May only be used on a 3rd or subsequent event. Schools must document interventions for previous incidents	N/A

*Proactive substance use education interventions may be utilized instead of exclusionary practices, this is the most severe intervention that may be utilized for Illegal Drugs possession/use incidents

Illegal Drugs, Distribution or Sale			
Distribution or sale of an illegal drug on school property or during a school sponsored activity. Does not apply to sale or distribution of cannabis, vaporizers or OTC medications (separate incident categories)			
Level 1	Level 2	Level 3	Level 4
N/A	In-school suspensions, out of school removals less than 1.0 days	N/A	Out of school suspension between 5.0-10.0 days, student must be referred to Expulsions and Transfers Office (ETO)
N/A	Grades PK-3	N/A	Grades 4-12, must consult with EMSS & ETO

Knife

Knife possession on school grounds must be referred to ETO for consultation and documentation support.			
Level 1	Level 2	Level 3	Level 4
Non-exclusionary skill-building interventions, social emotional supports	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days	Out of school suspension between 5.0-10.0 days, student must be referred to Expulsions and Transfers Office (ETO)
Grades PK-12	Grades PK-12	Grades 4-12	Grades PK-12, must consult with EMSS & ETO (no suspensions PK-3)

Leaving the Building Without Permission			
Leaving the building without caregiver permission. Staff should respond to elementary-aged students who leave the building without permission with interventions such as: caregiver meetings, safety plans, strength-based skill building			
Level 1	Level 2	Level 3	Level 4
Non-exclusionary, skill-building interventions, social-emotional supports	In-school suspensions, out of school removals less than 1.0 days*	N/A	N/A

Grades PK-12	Grades PK-12	N/A	N/A

*Less severe interventions (non-exclusionary practices, school-based removals, etc.) may be implemented, this is the most severe intervention that may be utilized for Leaving the Building Without Permission incidents

Letting a Non-Student Into the Building Without Permission

Letting a person who is not a student at the school into the building without following typical visitor protocols and procedures. Student may be responsible for the conduct of the non-student who was let into the building.

Level 1	Level 2	Level 3	Level 4
Non-exclusionary skill-building interventions	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days	Out of school suspension between 5.0-10.0 days, student must be referred to Expulsions and Transfers Office (ETO)
Grades PK-12	Grades PK-12	Grades 6-12	Grades 6-12, must consult with EMSS & ETO

Minor Disruption

Actions that slightly impede the learning of others but have minimal impact on the greater learning environment. Examples include: talking out of turn, making noises during instructional time, banging on lockers/doors/windows. ***Incidents of minor disruption cannot result in any exclusionary practices for students of any age.***			
Level 1	Level 2	Level 3	Level 4
Non-exclusionary, classroom-based interventions	N/A	N/A	N/A
Grades PK-12	N/A	N/A	N/A

On School Property without Permission			
Being on school property without permission, including while suspended or expelled; includes breaking and entering.			
Level 1	Level 2	Level 3	Level 4
Non-exclusionary skill-building interventions	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days*	N/A
Grades PK-12	Grades PK-12	Grades 6-12	N/A

*Less severe interventions (non-exclusionary practices, school-based removals, etc.) may be implemented, this is the most severe intervention that may be utilized for On-School Property Without Permission incidents

Other Item Used as Weapon

Level of severity should be determined by taking into account the student's age, the surrounding context of the incident and the extent, if any, of injury to the person who was harmed.

Level 1	Level 2	Level 3	Level 4
Non-exclusionary, restorative, skill building interventions	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days	Out of school suspension between 5.0-10.0 days, student must be referred to Expulsions and Transfers Office (ETO)
Grades PK-12	Grades PK-12	Grades 4-12	Grades 4-12, must consult with EMSS & ETO

Other Weapon

Possession or use of an object that intentionally causes physical harm. May include but not limited to:

Mace/noxious substance
Blunt object
Sharp object
Taser/Stun Gun

Level of severity should be determined by taking into account the student's age, the surrounding context of the incident and the extent, if any, of injury to the person who was harmed.

Level 1	Level 2	Level 3	Level 4
Non-exclusionary, restorative, skill building interventions	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days	Out of school suspension between 5.0-10.0 days, student must be referred to Expulsions and Transfers Office (ETO)
Grades PK-12	Grades PK-12	Grades 4-12	Grades 4-12, must consult with EMSS & ETO

Other Prohibited Items

Examples may include (but are not limited to): ammunition, combustibles, lighters, handcuffs, tools, and any other toys or objects (to include toy guns that do not meet the definition of a replica firearm, toy knives, toy swords, etc.) that would not be identified as a weapon but may cause significant disruption.

This is only for possession of these items.

Level 1	Level 2	Level 3	Level 4
Non-exclusionary, restorative, skill building interventions	In-school removals and out of school removals less than 1.0 days*	N/A	N/A
Grades PK-12	Grades PK-12	N/A	N/A

*Less severe interventions (non-exclusionary practices, school-based removals, etc.) may be implemented, this is the most severe intervention that may be utilized for Other Prohibited Items incidents

Over-the-Counter Meds Against Policy

Over the counter (OTC) medications against school policy –consult with site LSN to confirm self-carry rules/procedures for OTC pain medications; this may be used in situations where OTC abuse is of concern such as ingesting large quantities of cough/cold preparations to produce hallucinations (e.g. Robitussin cough syrup).

School response must focus on providing students with substance use support. Consult with the district Licensed Alcohol and Drug Counselor.

Level 1	Level 2	Level 3	Level 4
Proactive substance use education resources	In school suspensions, out of school removals less than 1.0 days*	N/A	N/A
Grades PK-12	Grades PK-12	N/A	N/A

* Proactive substance use education interventions may be utilized instead of exclusionary practices, this is the most severe intervention that may be utilized for Over-the-Counter Meds Against Policy incidents

Physical Contact with No Bodily Harm

Intentional physical contact between a student and another individual(s) that is not age appropriate and involves no bodily harm. Examples: non-age appropriate pushing/shoving, hitting, knocking other individuals over, play fighting). This is distinct from actual fighting.

Before engaging in exclusionary practices for Physical Contact with No Bodily Harm, schools must first teach and reteach expectations around touching, pushing/shoving or play fighting and document previous caregiver contact.			
Level 1	Level 2	Level 3	Level 4
Non-exclusionary, restorative, skill building interventions	In-school removals and out of school removals less than 1.0 days*	N/A	N/A
Grades PK-12	Grades PK-12	N/A	N/A

*Less severe interventions (non-exclusionary, school-based removals, etc.) may be implemented. This is the most severe intervention that may be utilized for Physical Contact with No Bodily Harm incidents

Physical Contact with Staff			
Intentional physical contact between a student and a staff that does not result in bodily harm.			
Level 1	Level 2	Level 3	Level 4
Non-exclusionary, restorative, skill building interventions	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days*	N/A
Grades PK-12	Grades PK-12	Grades 6-12	N/A

*Less severe interventions (non-exclusionary, school-based removals, etc.) may be implemented. This is the most severe intervention that may be utilized for Physical Contact with Staff incidents

Pyrotechnics

Possession or use of pyrotechnic devices on school property. Include devices such as all fireworks and smoke or stink bombs

Level 1	Level 2	Level 3	Level 4
Non-exclusionary, restorative, skill building interventions	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days	Out of school suspension between 5.0-10.0 days, student must be referred to Expulsions and Transfers Office (ETO)
Grades PK-12	Grades PK-12	Grades 4-12	Grades PK-12 (No suspensions PK-3)

Replica Firearm

Possessing, displaying, exhibiting, brandishing, or otherwise employing a replica firearm or a BB gun on school grounds must be referred to ETO for consultation and documentation support.

Behavior level should be determined by taking into account the student's age, the surrounding context of the incident and the extent, if any, of harm to others. If considered a Level 4 incident, consultation with the associate superintendent must take place.

"BB gun" means a device that fires or ejects a shot measuring .18 of an inch or less in diameter.

"Replica firearm" means a device or object that is not defined as a dangerous weapon, and that is a facsimile or toy version of, and reasonably appears to be a pistol, revolver, shotgun, sawed-off shotgun, rifle, machine gun, rocket launcher, or any other firearm. The term replica firearm includes, but is not limited to, devices or objects that are designed to fire only blanks.

Level 1	Level 2	Level 3	Level 4
N/A	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days	Out of school suspension between 5.0-10.0 days, student must be referred to Expulsions and Transfers Office (ETO)
N/A	Grades PK-12	Grades 4-12	Grades PK-12 (no suspensions PK-3)

Robbery (using force)

The act of theft using force or the threat of force.

Level of severity should be determined by taking into account the student's age, the surrounding context of the incident and the extent, if any, of injury to the person who was harmed. If considered a Level 4 incident, consultation with the associate superintendent must take place.

Level 1	Level 2	Level 3	Level 4

Non-exclusionary, restorative, skill building interventions	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days	Out of school suspension between 5.0-10.0 days, student must be referred to Expulsions and Transfers Office (ETO)
Grades PK-12	Grades PK-12	Grades 4-12	Grades PK-12 (no suspensions PK-3)

Severe Disruption			
Actions that significantly interfere with the learning of others. Examples include: pulling a fire alarm, throwing chairs or classroom items, causing a classroom to be evacuated.			
Level 1	Level 2	Level 3	Level 4
Non-exclusionary, classroom-based interventions	In-school suspensions, out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days*	N/A
Grades PK-12	Grades PK-12	Grades 4-12	N/A

*Less severe interventions (non-exclusionary practices, school-based removals, etc.) may be implemented, this is the most severe intervention that may be utilized for Severe Disruption incidents

Technology Violation

Unacceptable or illegal use of the school district's technology facilities, systems, networks or software, and other violations of the school district's technology policy including acceptable use of personal technology equipment.			
Level 1	Level 2	Level 3	Level 4
Non-exclusionary, restorative, skill building interventions	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days	Out of school suspension between 5.0-10.0 days, student must be referred to Expulsions and Transfers Office (ETO)
Grades PK-12	Grades PK-12	Grades 4-12	Grades PK-12 (no suspensions PK-3)

Theft			
Intentional use, without permission or rightful claim, of another's property			
Level 1	Level 2	Level 3	Level 4
Non-exclusionary, restorative, skill building interventions	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days*	N/A

Grades PK-12	Grades PK-12	Grades 4-12	N/A

*Less severe interventions (non-exclusionary, school-based removals, etc.) may be implemented. This is the most severe intervention that may be utilized for Theft incidents

Threat, Verbal, Visual or Written			
Direct or indirect threat to commit any act of violence against a person or their property with intent to harm.			
Administrators should carefully evaluate the intent of the student making the expression. If considered a Level 4 incident, consultation with the associate superintendent must take place.			
Level 1	Level 2	Level 3	Level 4
Non-exclusionary, restorative, skill building interventions	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days	Out of school suspension between 5.0-10.0 days, student must be referred to Expulsions and Transfers Office (ETO)
Grades PK-12	Grades PK-12	Grades 4-12	Grades PK-12 (no suspensions PK-3)

Tobacco, Use or Possession
Use or possession of tobacco or tobacco products.

For students with multiple substance use incidents, school must refer the student to the Licensed Alcohol and Drug Counselor.			
Level 1	Level 2	Level 3	Level 4
Proactive substance use education resources	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-2.0 days*	N/A
Grades PK-12	Grades PK-12	Grades 6-12 May only be used on a 3rd or subsequent event with documented interventions	N/A

*Less severe interventions (non-exclusionary, school-based removals, etc.) may be implemented. This is the most severe intervention that may be utilized for Tobacco, Use or Possession incidents

Tobacco, Distribution or Sale			
Sale or distribution of tobacco or tobacco products			
Level 1	Level 2	Level 3	Level 4
Non-exclusionary, restorative, skill building interventions	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days*	N/A
Grades PK-12	Grades PK-12	Grades 4-12	N/A

*Less severe interventions (non-exclusionary, school-based removals, etc.) may be implemented. This is the most severe intervention that may be utilized for Tobacco, Distribution or Sale incidents

Vandalism			
Willful or malicious destruction, injury, disfigurement or defacement of school or personal property, including school owned tech devices, on school grounds.			
Level 1	Level 2	Level 3	Level 4
Non-exclusionary, restorative, skill building interventions	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days*	N/A
Grades PK-12	Grades PK-12	Grades 4-12	N/A

*Less severe interventions (non-exclusionary, school-based removals, etc.) may be implemented. This is the most severe intervention that may be utilized for Vandalism incidents

Vaping, Use or Possession			
Use or possession of any vaping tool or paraphernalia. This category is used for unknown substances. Tobacco & THC vaping should be classified under those categories. For students with multiple substance use incidents, school must refer the student to the Licensed Alcohol and Drug Counselor.			
Level 1	Level 2	Level 3	Level 4
Proactive substance use	In-school removals and out of school	Out of school suspensions	N/A

education resources	removals less than 1.0 days	between 1.0-2.0 days*	
Grades PK-12	Grades PK-12	Grades 4-12 May only be used on a 3rd or subsequent event. Schools must document interventions for previous incidents	N/A

* Proactive substance use education interventions may be utilized instead of exclusionary practices, this is the most severe intervention that may be utilized for Vaping, Possession or Use incidents

Vaping, Distribution or Sale			
Distribution or sale of any vaping tool or paraphernalia. This category is used for unknown substances. Tobacco & cannabis vaping should be classified under those categories.			
Level 1	Level 2	Level 3	Level 4
Substance use education, non-exclusionary, restorative, skill building interventions	In-school removals and out of school removals less than 1.0 days	Out of school suspensions between 1.0-4.0 days*	N/A
Grades PK-12	Grades PK-12	Grades 4-12	N/A

* Proactive substance use education interventions may be utilized instead of exclusionary practices, this is the most severe intervention that may be utilized for Vaping, Distribution or Sale incidents

Verbal Abuse (Repeated Profane Language or Gestures)

Repeated use of profane language (curse words, derogatory remarks, profane gestures) towards another school community member (student, staff or visitor).			
The first response to a student using profane language or gestures towards others should be restorative in nature with a focus on repairing harm. If the profane language continues after restorative interventions, schools may explore exclusionary practices (out of school removal for less than one day). Before engaging in exclusionary practices schools must document previous incidents and corresponding interventions and caregiver communication in Infinite Campus contact log.			
Level 1	Level 2	Level 3	Level 4
Non-exclusionary, skill building, restorative interventions	In-school suspensions and out of school removals less than 1.0 days*	N/A	N/A
Grades PK-12	Grades PK-12	N/A	N/A

*Less severe interventions (non-exclusionary, school-based removals, etc.) may be implemented. This is the most severe intervention that may be utilized for Verbal Abuse incidents

Expulsions and Administrative Transfers

Expulsions and administrative transfers may be used for level 4 behaviors after consultation with the Expulsion & Transfer Office. Expulsions and administrative transfers are reserved for the most significant behavioral concerns.

Administrative transfer may be requested only when there is a significant safety issue involving students and/or staff that cannot be addressed in the current setting.

A request for expulsion may occur for behaviors such as:

- Assault resulting in serious bodily harm or injury
- Distributing, selling, or possessing with intent to distribute alcohol, illegal drugs, or controlled substances (does not apply to vaping, tobacco)
- Possessing, using or distributing a firearm, other weapon (including knives with a blade that is 2.5 inches or longer), or other item used as a weapon with intent to harm
- Fire setting, arson or using or possessing a bomb or incendiary device
- Sexual assault
- Significant, persistent or long-term, documented harassment based on protected class that has not responded to interventions
- Robbery and/or extortion
- Threats that intend to or do cause fear or terror or that result in the evacuation or lockdown of a building and/or cause serious disruption to the learning environment (typically supported by a threat assessment)

Students and caregivers of students referred for administrative transfer or expulsion have due process rights. Please contact Minnesota Department of Education free or low-cost legal resources.

Alternative Educational Service Procedures

If a student is suspended for more than five consecutive school days, the student is entitled to alternative education services that will allow the student to continue to make academic progress. School administration must allow a suspended student the opportunity to complete all schoolwork assigned during the period of the student's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or their designee will work with the student's teachers to allow a suspended student to receive timely course materials and other information, and complete daily and weekly assignments and receive teachers' feedback. Caregivers must pick up classroom work and homework from the school administrator or designee or arrange to have it mailed home. Caregivers who are

concerned about the school's compliance with these procedures should contact the school principal or the associate superintendent assigned to the school.

Appropriate Physical Interventions

Minneapolis Public Schools is committed to maintaining a safe and supportive learning environment and the use of positive behavioral interventions and supports that reduce and prevent the need for the use of physical interventions. School personnel may only use physical interventions to prevent imminent bodily harm or death to the student or to another. School personnel are prohibited from using any prone restraint, meaning any restraint that involves placing a student in a face down position.

All physical interventions must be reported in Infinite Campus including caregiver notification.

Guidelines for Bus Safety

The Transportation Department has established rules and regulations designed to protect students while on MPS-provided transportation. Every student, regardless of age, is responsible for following these rules.

Bus Safety Rules

1. Stay out of the "Danger Zones" outside the bus
2. Follow driver's instructions
3. Be at the assigned bus stop on time
4. Always sit down
5. Be courteous. No fighting, swearing or yelling
6. No eating or drinking
7. Keep your bus clean. Do not damage the bus.
8. Keep your head and arms inside the bus windows
9. No pets or dangerous objects

Parents and caregivers are asked to help their students recognize that misconduct can cause serious injury to themselves or other passengers. Disturbances also

impact the driver's ability to perform the bus route, causing unnecessary delay. Parents and caregivers share the responsibility with their student for their conduct while on the school bus and in the school bus loading and unloading areas.

Student Bus Behavior Report

When there is an issue on or around the school bus, drivers complete a Student Bus Behavior Conduct report. The driver turns in the report to their dispatch staff. Dispatch staff are responsible for scanning and emailing the report to the school and Transportation Manager. The driver keeps a copy of the report in their drivers' box. If the student has repeated issues or a serious incident has occurred, the driver will inform the transportation manager for that school for more detailed follow-up. Transportation managers work with schools to determine the appropriate discipline.

There may be times when an incident occurs on the bus that has not been reported by the driver. If the incident is reported to the school, school staff should contact their transportation manager to share that information and determine next steps.

For situations that require immediate assistance, drivers are instructed to contact their transportation manager or dispatch for support and direction.

Generally, riding the bus is considered a privilege, not a right, and can be revoked if a student violates school bus safety or conduct policies. Most bus suspensions do not count as official suspensions under the Pupil Fair Dismissal Act; however, if a student's IEP or 504 Plan includes special transportation, suspending bus privileges counts as a day of suspension and must be recorded unless alternative transportation is provided.

Discipline Complaint Procedure

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

Related Policies and Procedures

Attendance

The goal of the MPS Attendance Policy is to promote student attendance and assure that absences are effectively addressed and learning resumes as soon as possible. Minnesota law states that all students are required to attend school from age 7, or when they enroll in kindergarten (whichever comes first) until they are 18 years old. School staff are mandated reporters and directed by state statute and MPS policy to provide interventions in response to chronic absenteeism and report students who are chronically absent without excuse. It is our goal to work with students and families to promote daily attendance and engage students in learning. MPS has set 95% attendance as the minimum standard.

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

1. Student academic achievement is the primary goal of Minneapolis Public Schools. Although learning occurs in a variety of settings, time in class is essential to learning so that students can receive instruction and contribute as members of the community of learners.
2. School staff, students, families, and the community share responsibility for student attendance.
    a. Families have the responsibility for making decisions about their children's schooling.
    b. School staff have the responsibility for communicating with families about student attendance.
3. All students receive equitable opportunity and treatment. Students have individual needs that must be considered.

Rights:

- Absence of students for reasons considered to be excused will be recorded as such at the written or verbal request of the parent/guardian or students 18

years of age or over. For more details see Board Policy 5100 https://mps.municipalcodeonline.com and Minn. Stat. 120A.22

Responsibilities:

- Students are expected to be in attendance and in class every day, every period, on time, and ready to learn.
- Students are responsible for obtaining a pass from a staff member when being out of a classroom is necessary.
- Parents/guardians or students 18 years of age or older are responsible to notify the school by phone or email on the date of an absence or with a written note upon return. Students are responsible to turn notes into the attendance office.
- Students and parents/guardians are responsible for notifying the school in advance for family vacations and appointments that require a student to leave during the school day.
- Students are responsible for obtaining and completing schoolwork missed due to absences.

Digital Devices

iPads and Chromebooks are the property of Minneapolis Public Schools. MPS provides students with iPads and Chromebooks to support learning and to create equitable access to technology. Students must read the Student Device Handbook and sign the MPS Technology Use Pledge, in order to receive and use an MPS IPAD or Chromebook for the school year. Please visit MPS Technology Student Handbook for more information.

Health Services

The mission of Health Services is to create and sustain a school environment that promotes student achievement and well-being. Research shows academic outcomes improve when health needs are met. School health staff also identify and address system barriers that impact safe, healthy, and equitable school environments.

Contact the school health office to plan for student medical concerns, allergies, medication, health accommodations, or any other health needs.

One important way to support student health is through immunization compliance. Minnesota school immunization law and MPS Regulation 5630A: Student Immunization state in order for a student to enroll in child care, early education programs, or school, a parent/guardian must show they have received school required immunizations or an exemption. Students who are homeless, in foster care, or waiting to be placed in foster care are allowed to enroll without showing immunization records per Federal policy. School staff provide ongoing public health outreach and support for immunization compliance.

To learn more about current school immunization requirements, exemptions, and special circumstances go to the Minnesota Department of Health Vaccines for Infants, Children, and Adolescents website or contact the school health office.

Families Experiencing Homelessness

"Students Experiencing Homelessness" means a child or youth age 24 or younger, whether accompanied by an adult or unaccompanied, who lacks a fixed, regular, and adequate nighttime residence and includes:

- Children and youth who share the housing of other persons due to loss of housing, economic or other hardship; are living in motels, hotels, trailer parks, or campgrounds due to the lack of adequate alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are runaways or turned away by their parents or legal guardians;
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children and youth who are living in circumstances similar to (a) through (c).

The McKinney Vento Homeless Assistance Act is a federal law that ensures students have equal access to education. Students experiencing homelessness may be disciplined for violations of school district discipline policies and procedures; however, considerations should be made by school staff to ensure the safety of the student, remove barriers to participating in the process and include factors related to the trauma of homelessness in assessing the intent of the behavior.

Some specific examples of this include:

- Consider where the student is currently staying before enforcing an out-of-school suspension. Are they allowed to be there during the day? If not, are there alternative places they can be during the day?
- Offer a cab or bus token for the Return to Learning meeting or for picking up classroom work if transportation poses a challenge to these steps.
- In determining the level of discipline, consider if the student's current living situation could have played a role in the choice of behavior.
- Unaccompanied students may not have a parent/guardian who can participate, refer to the Unaccompanied Youth Rights guide for direction.

Please contact the Homeless/Highly Mobile Department for more information and/or resources.

Statewide Testing

Statewide assessments are given to students each spring and include:

- The Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS) which are the annual assessments in reading, mathematics, and science that measure student learning of the Minnesota K-12 Academic Standards.
- The ACCESS and Alternate ACCESS which are the annual assessments for English Learners that provide information about their progress in learning academic English.

Refer to the MDE 2024-25 Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information document for additional guidance.

Resources & Assistance

- **Pupil Fair Dismissal Act**
- **National Suicide Prevention Lifeline**
- **Hennepin County Emergency Health Response**

Office of the Ombudsperson

The Office of the Ombudsperson works with families, community members, and MPS to clarify and resolve questions and address concerns in an impartial and timely manner.

We are an objective third party whose goal is to work with those who have a problem within MPS to find a solution. We listen and gather information on complaints or concerns within the organization. We can assist families, community members and MPS stakeholders who have questions, concerns or complaints against MPS schools, programs, offices or staff. The services of the ombudsperson are free.

The ombudsperson can assist if you:

- Cannot get a response from a teacher, principal, or an employee of MPS
- Strongly disagree with a decision—such as grades, discipline or policies—made by a teacher, principal or employee
- Have requests for information that go unanswered
- Cannot get a fair resolution to your problem
- Do not know who else to turn to for answers or help

We can make suggestions for solutions to concerns but they cannot discipline in any manner, nor can we enforce the outcome of concern brought to our attention.
For more information, please email mps.ombudsperson@mpls.k12.mn.us.

Mental Health Support Services

Mental health support is readily available for students and families throughout the year. Our team includes Mental Health Support Specialists, School Social Workers, School Counselors, School Psychologists, and School Nurses. Additionally, Licensed Drug & Alcohol Counselors offer substance use support to students.

For those requiring more intensive assistance, MPS mental health staff provide small group sessions, one-on-one meetings, check-ins, and other brief interventions. If students need focused mental health interventions, they can be referred to our community school-based mental health therapists. These services are accessible in most MPS schools, and referrals to other community therapists are also available.

To arrange a meeting with a school-based mental health therapist or MPS mental health staff, please reach out to your school's social worker or another member of the mental health team directly. For more information on additional services, visit our website: Mental Health Support Services.

School Board Policies

- **Bullying & Hazing Prohibition**
- **Harassment & Violence Prohibition**