



EXCELLENCE, PERSEVERANCE, CHARACTER

STUDENT/PARENT HANDBOOK 2026-2027

Our Mission:

Twin Cities International Schools will prepare all students for future success in both school and life. With a rigorous standards-based curriculum that challenges every student, we hold our community to high expectations in the pursuit of excellence. We help our students persevere and overcome obstacles that may get in their way. Through involvement in the community, our students develop the character traits needed to become active and engaged citizens who will be ready to meet dynamic global challenges.

Students and parents or guardians should review this information together to become familiar with the policies and procedures at Twin Cities International Schools.

¹ Approved by the TCIS Board May 28, 2026

Twin Cities International Schools

2026-2027

July 2026						
Su	M	Tu	W	Th	F	Sa
			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						
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30	31					

September 2026						
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October 2026						
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25	26	27	28	29	30	31

November 2026						
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29	30					

December 2026						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

IMPORTANT DATES

8/11	Primary Election Day - MN
8/17	NEW STAFF PD
8/18-8/27	ALL STAFF PD
8/26	PD 8-11 AM OPEN HOUSE 12-3 PM
8/28	NO SCHOOL
8/31	1ST DAY FOR STUDENTS
9/7	NO SCHOOL
9/12	BACK TO SCHOOL KICK-OFF EVENT 12-4 PM
9/21	EARLY RELEASE 12:30 PM DISMISSAL STAFF PD 1-3:34 PM
10/1	EARLY RELEASE 12:30 PM DISMISSAL CONFERENCES 2-8 PM
10/2	NO SCHOOL FOR STUDENTS CONFERENCES 9-1 PM
10/14	EARLY RELEASE 12:30 PM DISMISSAL STAFF PD 1-4 PM
10/15 & 10/16	NO SCHOOL - FALL BREAK #1
10/22	6-8 CURRICULUM NIGHT 5-8 PM
11/3	NO SCHOOL FOR STUDENTS STAFF PD/GRADING 8-1 PM End Qtr 1 - 42 Days
11/5	K-5 CURRICULUM NIGHT 5-8 PM
11/25	EARLY RELEASE 12:30 PM DISMISSAL
11/26 & 11/27	NO SCHOOL - FALL BREAK #2
12/21-12/31	WINTER BREAK
1/1	WINTER BREAK
1/18	NO SCHOOL
1/22	NO SCHOOL FOR STUDENTS STAFF PD/GRADING 8-1 PM End Qtr 2 - 44 Days
2/4	EARLY RELEASE 12:30 PM DISMISSAL CONFERENCES 2-8 PM
2/6	LATE START (3HR) - STAFF ARRIVE 9:30 AM STUDENT START TIME 10:00 AM
2/15	NO SCHOOL
3/1-3/8	LATE START (3HR) - STAFF ARRIVE 9:30 AM STUDENT START TIME 10:00 AM
3/4-3/10	SPRING BREAK #1
3/26	End Qtr 3 - 38 Days
3/29-4/2	SPRING BREAK #2
4/23	NO SCHOOL FOR STUDENTS STAFF PD 8-1 PM
4/24	ART & SCIENCE FAIR
5/6	EARLY RELEASE 12:30 PM DISMISSAL STAFF PD 1-3 PM
5/7	NO SCHOOL
5/8	EAST AFRICAN BOOK FAIR & LITERACY EVENT
5/17	NO SCHOOL
5/31	NO SCHOOL
6/10	LAST DAY OF SCHOOL FOR STUDENTS EARLY RELEASE 12:30 PM DISMISSAL End Qtr 4 - 46 Days STAFF PD 1-3 PM
6/11	LAST DAY FOR STAFF

	STAF PD - NO STUDENTS
	EARLY RELEASE 12:30 PM DISMISSAL
	LATE START - 10:00 AM (3 HOURS)
	NO SCHOOL

January 2027						
Su	M	Tu	W	Th	F	Sa
					1	2
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10	11	12	13	14	15	16
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24	25	26	27	28	29	30
31						

February 2027						
Su	M	Tu	W	Th	F	Sa
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28						

March 2027						
Su	M	Tu	W	Th	F	Sa
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21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Su	M	Tu	W	Th	F	Sa
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May 2027						
Su	M	Tu	W	Th	F	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
Su	M	Tu	W	Th	F	Sa
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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			

New Staff Days	184
Staff Days	183
Student Days	170
Instructional Hours	1128



"Preparing all students for future success in both school and life. Utilizing a rigorous standards based curriculum that challenges every student, we hold out community to high expectations in the pursuit of excellence. We help our students preserve and overcome obstacles. Through involvement in the community, our students develop the character traits needed to become active and engaged citizens who will be ready to meet dynamic global challenges."

Contact Us:

277 12th Ave N
Minneapolis, MN

Phone: 612-821-6470
Fax: 612-821-6477

Board Approved 4/16/2026

Welcome to Twin Cities International Schools!

Thank you for choosing Twin Cities International Schools District 4078. We are proud of our outstanding staff and high academic standards, and we look forward to working with you to provide your child with an exceptional educational experience.

We believe each student's potential is best realized within a safe, supportive, and positive learning environment. We recognize that the rights of all students must be respected. We believe that along with these rights, there is a corresponding responsibility for students to follow behavioral expectations.

We acknowledge the right of parents/guardians to be responsible for their children – to guide and encourage them so they will conduct themselves in a respectful and appropriate manner at school. We invite parents/guardians to become active members in our school community. This handbook is designed to provide important information to you and your students and provide standards for our students and school community.

Our school is committed to preparing students for successful and productive lives as United States citizens while supporting them to retain their unique cultural heritage. The school has a centralized administration led by School Executive Director Abdirashid Warsame and a School Board composed of teachers and community members.



TCIS – District #4078
277 12th Ave. N
Minneapolis, MN 55401
Phone: 612.821.6470
Fax: 612.821.6477

Website: <https://www.twincitiesinternationalschool.org/>

While Twin Cities International Schools (TCIS) will make every effort to keep your family handbook current, the information and policies described/referenced in this handbook may be changed in any way at any time at the sole discretion of the TCIS Board of Directors and/or Administration. Your family is responsible for complying with current TCIS policy at all times. These policies apply to all students enrolled at TCIS.

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GENERAL INFORMATION



SCHOOL HOURS

The school hours for both the elementary school and middle school are:

Monday – Thursday ~ 7:15am-2:45pm

Friday ~ 7:15am - 12:30pm

Instruction begins at 7:35am for all grades (K-8) at TCIS. Students are expected to be prepared for instruction to begin at this time.

Parents/guardians will be assigned a family number/QR code for pick up.

Parents/guardians will wait in their vehicles in the parking lot or assigned curb-side location. TCIS uses a dashboard that will notify students in their classrooms when their vehicle is present and waiting. K & 1st gr students wait in the 1st fl library close to the exit doors.

DISMISSAL SCHEDULE

<u>Monday - Thursday</u>		<u>Friday & Early Release</u>	
2:35pm	Pick Up Begins	12:20pm	Pick Up Begins
2: 38pm	Grades K-5 Bus	12:25pm	Grades 1-5 Bus
2:45pm	Grades 6-8 Bus	12:30pm	Grades 6-8 Bus
2:50pm	Buses Depart	12:35pm	Buses Depart

EMERGENCY AND HEALTH FORMS

Parents will receive Emergency and Health Forms to be filled out and returned to the school office by the first day of school. It is very important that the emergency contact information is accurate and up to date. If the information changes, please notify Fardos Jama, Office Manager, as soon as possible by emailing fardosj@iecmail.net or calling 612-821-6470.

CHANGE OF ADDRESS/PHONE NUMBERS

Parents/guardians should notify the school office or update contact information in SYNERGY as soon as possible concerning any changes in phone numbers (home or work) and/or address.

PARENT/GUARDIAN ABSENCE

If parent/guardian will be away from home and the student will be under the supervision of another person, parents/guardians are asked to call the office giving the dates they will be away, the name of the person with whom the student will be staying, along with telephone numbers where this person may be reached during the school day.



SCHOOL VISITORS

Visitors are welcome! TCIS desires a partnership between teachers, students, parents, and the community. When arriving at school, all visitors must check in at the school office by signing in and receiving a visitor sticker or lanyard. The sticker/lanyard must be worn at **all** times. *Student siblings, even over 18 years of age, are welcome to visit and volunteer with prior approval from the administration.*

EVENT VISITOR POLICY

Only TCIS and the visiting team's enrolled students will be permitted at TCIS basketball games. All students (with the exception of team rostered players) must be accompanied by an adult (age 18 or older) who will remain with them for the duration of the game(s). Siblings of TCIS or the visiting team are welcome to attend with an adult present. The adult must remain at TCIS for the duration of the game(s).

TCIS students who wish to attend any home basketball games **MUST** go home after school and return with an adult who will remain with them during the game. Backpacks will not be allowed in the gymnasium with the exception of player gear and team equipment.

VISITOR CONDUCT CODE

Unruly behavior will not be tolerated and, in some cases, may be deemed grounds for dismissal from the school grounds. These cases include, but are not limited to: Behavior that is unruly, disruptive, or illegal in nature, including foul or abusive language or obscene gestures. Any conduct deemed inappropriate or dangerous to fans, participants, or team members.

VOLUNTEERS AND BACKGROUND CHECKS



Twin Cities International Schools' authorizer is Pillsbury United Communities (PUC-OPCS). Both PUC and TCIS strive for family and community involvement. Children value their educational experience more when they see that their parents and other community members support the school. If a parent/guardian or other community member is interested in becoming a volunteer, he/she will be required to fill out a **Volunteer Application Form** which can be found in the main office.

Prospective volunteers will also be required to fill out a background check form and receive clearance before being allowed to work with students in the school.

SYNERGY

SYNERGY is an important form of communication between teachers, students, and parents/guardians. Please download the app **ParentVUE** and/or bookmark the link for quick, easy access. This service helps parents/guardians stay informed on current student grades and academic progress. It is important to utilize this service throughout the year in order to avoid any surprises at report card time. Student attendance information can also be found on SYNERGY.



ParentVUE

TCIS offers parents/guardians access to ParentVUE, an online service that is easy to access and will enhance teacher/ parent communication. ParentVUE provides parents with the opportunity to go online and find information about their child's academic performance, schedule, attendance, and transportation information. Users are able to view current academic progress reports and unofficial transcripts. It also allows you to subscribe to an email alert system that will automatically send an email when your child is absent. In addition, parents may use ParentVUE to update their phone numbers and e-mail address.

In order to take advantage of ParentVUE, you are invited to pick up the registration materials and access key with the school social worker. A parent or legal guardian must present one of the following forms of personal identification: a valid driver's license; a valid State identification card; or a valid passport. *When you pick up your ParentVUE registration materials, you will be asked to sign and date an Acceptable Use Policy before receiving your ParentVUE access key.* This access key allows you to set up your ParentVUE account so you can gain access to your child's academic information. Once you activate your account, you will have 24-hour access to attendance, current term schedule and academic performance. You will also have access to academic progress reports for your child. Due to data privacy, we are unable to mail your secure access key via mail.

To add another school district to your ParentVUE app, please do the following:

1. Open the "Settings" icon in the bottom left corner of the ParentVUE Login screen.
2. Tap "Add another district URL." This will open the District Search screen. Then enter the Zipcode of your school's location and tap search.

StudentVUE

Middle School students have access to StudentVUE too! Within the first two weeks of the start of the school year, 6-8 students will be given access to their attendance, schedule, transcript and grade book information online. Students will be expected to review their academic progress weekly via StudentVUE online grading software, accessible from any Internet-connected computer or iPad. This will give our students the opportunity to stay on top of their own attendance and classroom assignments. It is the responsibility of the student to maintain the security of his or her user name and password information. Attempts to tamper with other students' accounts will result in discipline following the TCIS Internet Acceptable Use and Safety policy.

FEES

Certain Fees will be collected throughout the school year in addition to the Device Repair or Replacement Cost sheet found on page 27. Families not able to pay these fees because of financial hardship should contact the building principal, assistant director, social worker, or school counselor.

Fees are to be paid prior to issue.

- K-5 Student Materials Pack.....\$25.00
- 6-8 Student Materials Pack.....\$50.00
- Yearbook.....\$20.00
- Lost Library Book.....\$5.00

Families may also have the opportunity to purchase TCIS clothing or other TCIS merchandise throughout the school year.

EARLY CHILDHOOD SCREENING

According to Minnesota Statute 121A.17, Subd.2 it states that a parent or guardian of a child entering a public school Kindergarten program must provide proof that the student received developmental screening (Preschool Screening). The parent/guardian has no more than 30 days from the first day of school to submit this information.

SCHOOL CLOSING ANNOUNCEMENTS

Canceling school due to extreme winter weather is a difficult decision that is not taken lightly. We understand the stability that school offers students including meals and the hardship that finding childcare can cause for some families. However, the safety and well-being of the students and staff of Twin Cities International Schools is our top priority.



We will continually monitor the forecast from the National Weather Service and consult with our transportation company to make the best decision. We will make every effort to finalize a decision the night before and will notify families and staff as soon as that decision is reached. However, there may be a rare instance when a decision may need to be made in the morning. If that occurs, a notification will be sent out prior to 6:00am.

When severe weather approaches, you may tune into local TV stations (i.e. WCCO, KSTP 5, Kare 11, etc.) and listen for closings for the Twin Cities International Schools. You may also call the school at **612-821-6470** and listen to the message.

Note: If Minneapolis Public Schools close, TCIS will close too.

Winter Weather Guidelines



<u>Cold Weather Cancellation Guidelines</u>	<u>Snow Day Cancellation Guidelines</u>	<u>Early Dismissal Guidelines</u>
Feels Like temp is -30 degrees or lower* (*At this temperature the decision to close will be <u>considered and discussed</u> with all parties)	● Heavy Snow and/or icy conditions make it difficult for school buses to travel routes safely ● Blowing snow approaches blizzard-like criteria	● Heavy Snow and/or icy conditions make it difficult for school buses to travel routes safely ● Blowing snow approaches blizzard-like criteria

Due to weather changes that may occur during the day, sometimes students will be dismissed early so buses do not run late to other schools. **In those cases, we will activate the school phone tree to notify parents.** Please listen to your message before calling the school back.

DISTANCE LEARNING

Due to the ever changing global health concerns and events, there is a possibility that a class, grade level, or school, could be asked to change instructional models into a distance learning model for a designated or undesignated timeframe during the school year.



In the event that a TCIS classroom, grade level(s), or TCIS as a whole, must move into a remote learning environment due to health and safety concerns, students and staff will use Google Classroom and online learning tools to continue with instruction. Students will learn how to use these tools during the first two weeks of school and throughout the academic year.

SCHOOL EMERGENCY AND DRILL INFORMATION



Our students' safety is our top priority. School routines can be affected by weather related events, national events and local or on-site emergencies. Twin Cities International Schools utilizes the school phone tree system to communicate to parents via phone call and/or email/text in the event of an emergency.

Parents/guardians need to keep their contact information current and notify the school if there are any changes. The nature of the emergency dictates what sort of response protocol school officials will put in place to help ensure the safety and wellbeing of students, staff and visitors. TCIS uses the Standard Response Protocol.



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

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

Adults and staff are trained to:

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



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

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



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

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

Adults and staff are trained to:

- 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

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

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

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE

"Get Inside. Lock outside doors"



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.

WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

"Locks, Lights, Out of Sight"



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the "Muscle Memory" associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.





STUDENT ATTENDANCE POLICY

[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 17 years old whether it be public, private, charter, online, or at home. Parents/guardians are legally responsible for making sure their children attend school every day the school is in session. School staff are mandated reporters and directed by state statute to report students who are chronically absent.

Please respect a child's learning and growth that goes on each day by scheduling vacations, medical appointments, and dental exams outside of school hours or during school breaks whenever possible. Excessive absences will affect a student's overall performance and will be reflected on his/her record. If there is limited space available, any student who is absent for more than **15 days** due to family travel plans may be subject to losing their enrollment privileges. Notification of travel must be given to the school in advance.

CLASSIFICATION OF ABSENCES

Each absence is classified as either "excused" or "unexcused."

EXCUSED ABSENCES

If a child is going to miss school for any reason, parents/guardians must notify the school of the absence as soon as possible. To be considered an excused absence, a written explanation signed by a parent or guardian for the absence must be submitted to, and approved by, the school administration. Children are not allowed to miss school without legal excuse.

The only legal reasons (**excused absences**) to miss school are ([Minnesota Statute 120A.22 subdivision 12](#)):

- Illness of student
- Student medical, dental, or mental health appointments (Doctor's note required after 3 days in a row or excessive absences due to illness or appointments)
- Family emergencies including funerals or extenuating circumstances facing the family including weather
- Religious Observance
- The child has a condition that requires ongoing treatment for a mental health diagnosis

Students are considered absent for ½ day if:

- They miss more than 3 periods of a school day
- Arrive at school after 11am
- Are picked up early from school anytime after 11am

Please note: *Parental request places no obligation on the school to excuse students from school. Maintaining good attendance in school is best fostered when parents support the school and require their children to attend regularly.

UNEXCUSED ABSENCES

Absences that are not caused by reasons listed above will be considered unexcused. Attendance will be reviewed periodically by administration and communicated to parents to determine the reasons for excessive absences. Upon the conclusion of this review, appropriate action will be taken.

Some examples of unexcused absences are:

- Truancy
- Missed bus/oversleeping
- Unauthorized family trips
- Babysitting
- Any absence in which the student failed to comply with any reporting requirements

The school is the ultimate arbitrator of what is an excused or unexcused absence.

LATE AND TARDY DEFINITIONS

The term **"Late"** is used to define any student who arrives at school **after 7:45am**.

A student will be marked "Late" either excused or unexcused to school beginning at 7:45am by the Welcome Desk Receptionist for all K-8 students. Any student received in class after 7:45am **MUST** have a "Late Pass" from the welcome desk or office.

The term **"Tardy"** is used at TCIS to describe 6-8 students who are "Tardy" to a class period within the school day. A student will be marked "Tardy" to a class if they arrive more than 2 minutes late to the class. Tardies are sometimes excused and students will have a pass if they are taking care of school business with another adult member of the faculty. Tardies are unexcused if a student does not have a pass. Students may be assigned lunch, after school or Saturday school detention if student tardiness becomes a habit.

A child is legally considered to be a "**continuing truant**"

- if they have 3 unexcused absences in **elementary school**
- If they miss 3 or more class periods on 3 days in **middle and high school**

A child is legally considered to be a "**habitual truant**"

- if they have 7 unexcused absences in **elementary school**
- If they miss 1 or more class periods on 7 days in **middle and high school**

EXTENDED ABSENCES

If you elect to take a vacation during the school year, students are required to catch up on missed work when they return. You may also arrange with your student's teachers for class assignments or project work to be completed while the student is absent.

Students should be in school every day, every class. Absent students must be reported to the attendance office or main office on the same day of the absence. When the student returns, a note should be sent by the parent/guardian confirming the absence to the school and classroom teachers.

MAKE UP MISSED WORK

It is the student's responsibility to make up all class work missed during a time of absence. Students should make arrangements with their teachers to get the missed assignments. The social worker will collect assignments for students who are going to be absent because of an extended illness/medical treatment (more than 5 days) and will work with the Principal & Enrollment Coordinator to set up Homebound Services if needed.

EXCUSING EARLY FROM SCHOOL

For the security of our students, please follow these guidelines when you need to have your child excused early from school. These same safety measures apply if a student will be leaving school at the end of the day by means other than their usual method.

1. The school will accept a phone call (with verification of identity and no later than 2:00pm M-Th and 12pm F), a note from home, or the parent coming in when the need arises to excuse a student early from school.
2. In all cases, the student must be signed out in the office by the person picking up the child.
3. The person requesting the student to be excused early will need to show a valid I.D.
4. Students must be picked up from the office and not from the classroom except under special circumstances.
5. All students will need written or verbal permission from the parent/guardian if the child is to be picked up by someone other than their parent or legal guardian (unless this information is documented on the dismissal form).

HENNEPIN COUNTY BE @ SCHOOL PROGRAM

TCIS is required to notify the Hennepin County Truancy Program called "be@school" when a student is absent for 7 full or unexcused absences as this is considered truancy. State law requires that parents compel their children to attend school.

At the end of each month, enrollment coordinator, social worker, and school principal will meet to audit the month's student attendance and take action to comply with the Hennepin County Attendance procedure.

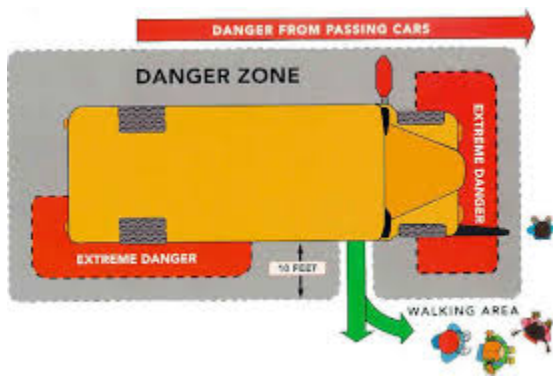
To learn more, please visit the Hennepin County [be@schoolprogram](#).

WITHDRAWALS/TRANSFERS

Parents/Guardians of students transferring to another school are asked to notify the office in writing at least five days prior to the student's last day of attendance. The student must return any textbooks, library books, Chromebooks, chargers, or other school property. The parent/guardian is financially responsible for any damaged books or property.

STUDENT TRANSPORTATION

No student is allowed to ride a bus other than the bus to which he/she is assigned. Students can only be dropped off at their designated spot on the bus route. Parents/Guardians are not allowed to pick students up at the shuttle transfer site.



BE CAREFUL GETTING ON AND OFF THE BUS!

Students who cross the street after exiting the bus must wait for a signal from the bus driver. Walking 10 feet in front of the bus bumper will keep kids out of the danger zone surrounding the bus.

The bus driver needs to be able to see students at all times!

PARENTS AND GUARDIANS: WE NEED YOUR HELP!

Help your students understand the important role they play in making each day's school bus rides friendly and safe. Spend time talking with them about the rules, and encourage them to ask questions about anything they may not understand. Keep in mind that parents and guardians share responsibility for their children's conduct when they are on the bus or at bus stops. Students involved in serious or repeated incidents will not be permitted to ride the bus.

Bus Expectations		
Be Safe	Be Responsible	Be Respectful
Hands inside the bus at all times.	Keep the middle aisle open.	Listen to your bus driver.
Stay seated when the bus is moving.	Get to your bus stop on time.	Use kind and polite words to everyone.
Make your voice quiet so the driver can focus on the road.	Take all of your things off the bus.	Keep hands, feet, & objects to yourself.

BUS BEHAVIOR CONSEQUENCES:

To be determined by Transportation Coordinator, but generally follow this process:

1st Offense: Warning, possible parent notification or loss of privileges

2nd Offense: Parent Notification, possibly 2-day bus suspension

3rd Offense: Parent conference with transportation department, possible 10-day bus suspension

4th Offense: Parent conference, possible permanent bus suspension

EATING AT SCHOOL



Breakfast, Lunch, Snacks

TCIS provides breakfast and lunch to all students. As most students qualify for free or reduced lunch, the school provides the remaining students with the same meals at no charge.

All food served at the school complies with Halal or Kosher meal guidelines. Parents/Guardians are welcome to send lunch from home with their students. Please be advised that TCIS cannot refrigerate or heat up any food brought to school for this purpose. Students must also have a meal that is adequate in nutritional value and may not include soda. Students/Parents should inform the teacher each morning when a meal is brought from home so we may accurately account for prepared meals.

Breakfast and Lunch Expectations		
Be Safe	Be Responsible	Be Respectful
Carry your plate with two hands.	Keep your food on your plate.	Chew with your mouth closed.
Walk to your seat.	Eat your breakfast.	Use a quiet voice.
Stay sitting while you eat.	Clean up after yourself.	Raise your hand if you need help.

No gum is allowed for anyone. Any food brought to school by students/parents must be store purchased. It is the policy of TCIS (see the [Wellness Policy #533](#) located on the school's website) that unhealthy foods such as candy, potato chips, soda pop, foods high in sugars (junk foods), and bakery items will not be served to students for rewards, snacks, or celebrations. Please do not bring these items to school for birthdays, graduations, or other celebrations.

Kindergarten students will receive a healthy snack and milk in the afternoons due to full-day Kindergarten programming. Students in Grades 1-8, participating in the After-School Program, may also be provided a snack prior to the commencement of the afternoon program.



As a Food Allergy Aware School, TCIS prohibits foods with peanut and tree nuts (walnuts, almonds, hazelnuts, pecans, cashews, pistachios, Brazil nuts, pine nuts, and macadamias) listed as ingredients throughout the school and at all school events.

Students with food allergies must bring written notice from a doctor and the school will provide them with appropriate food.

ACADEMICS

STUDENT DAILY MATERIALS/SCHOOL SUPPLIES

TCIS students are asked to purchase a TCIS School Supplies Pack which contains notebooks, folders and basic school supplies to get a student started for the school year. 6-8 students are required to have a portfolio or zipper binder to hold all materials as they move from class to class. 6-8 students will need to be prepared for learning each day including bringing all materials necessary to complete given work.



Additional or replacement student materials such as pencils, erasers, folders and notebooks may be necessary as the year moves on. Supplies for projects such as science fair materials may also be requested. All students should have a backpack with which to bring homework and other school materials to and from home and school.

Families have the option to send school supplies with their child to be given to the classroom teacher at the start of the school year.

TCIS PHILOSOPHY ON HOMEWORK



Homework should be used as an opportunity for our students to practice the skills they have learned in class. Thus, the student should be able to work on the assignment independently. While homework assignments may be challenging for a student's academic level, it should not be frustrating. Due to confounding variables such as working conditions, and degree of scaffolding at home, homework should not be used as an assessment tool. It is expected that specific homework assignments will be posted on Google Classroom for grades 4-8.

K-5 Homework Expectations

K-5 Nightly Homework Expectations

- Read and Respond or Book Club reading
- Math practice task (Envisions reteach page)
- Spelling List (10 word min) - nightly practice task (Grades 2-5)
- Handwriting Practice - nightly practice (Grades K & 1) (*optional gr 2-5*)
- **Optional:** IXL, Cover sheet (may include: news, notes, upcoming dates, behavior information, etc.), Newsletter (once per week/month)

K- 5 Homework Incentive Plan: Homework is not only a chance for our students to practice the skills they are learning in class, it is also an opportunity to help teach responsibility. This plan is not a punishment, but rather an opportunity to support the student. Therefore, students who have work to complete on Friday “work or play” days should be allowed to join a “play” room when they are finished.

6-8 Homework Expectations

Nightly Expectations: It is expected that students have nightly homework. This is also the expectation of our parents/guardians. Estimated time to complete all homework should be approximately 60-90 min. Homework may be assigned via google classroom and on paper. Students should be able to complete homework on their own and complete assignments to the best of their ability. Weekends should be reserved for missing work, IXL, and independent reading.



Nightly homework should include:

- **Math** - students will be assigned a minimum of five problems each night
- **ELA** - Read and Respond Sheets - Book Club book, Spelling/Vocabulary work
- **Science** - once per week, students should receive a nonfiction article with literacy tasks associated
- **Social Studies** - once per week, students should receive a nonfiction article with literacy tasks associated

6-8 missing work: Students should be encouraged to submit missing homework assignments. These assignments are used for practice and to provide feedback, and they also count towards their final grade. If a student is missing an assignment it is critical that they submit it prior to the end of the quarter. During Foundations students will check their StudentVue to track their progress.

ASSESSMENT INFORMATION

TCIS students participate in a number of Federal, State and Local assessments throughout the school year such as the MCAs, Literacy Screeners, Benchmark Assessments, and ACCESS for ELs.

The Minnesota Comprehensive Assessments (MCAs) and alternate assessment, Minnesota Test of Academic Skills (MTAS), are the statewide tests that help districts measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Students in grades 3-8 participate in both MCA Math and MCA Reading assessments. Students in grades 5 & 8 take the Science MCA.

FastBridge aReading & aMath are computer-adaptive assessments designed to measure students' reading & math skills. By taking aReading several times a year, teachers can better understand each child's development and tailor support to help them succeed as confident, capable readers.

Students in K-3rd grades participate in state required literacy screeners three times a year as part of the READ Act (Minnesota Statutes 2023, section 120B.12). These screeners (Fastbridge Early Literacy) measure foundational reading skills such as phonemic awareness, phonics, decoding, fluency, oral language and characteristics of dyslexia.

Students in Grades 4-8 participate in state required literacy screeners three times a year as part of the READ Act (Minnesota Statutes 2023, section 120B.12). These screeners (Capti ReadBasix) assess students for reading difficulties, including characteristics of dyslexia.

The ACCESS for ELs and Alternate ACCESS for ELs are the assessments developed by the WIDA consortium and administered to English learners in order to measure progress toward meeting Minnesota's standards for English language development, developed by the WIDA consortium.

Certain State and Federal assessments may have a parent opt-out option. The form to opt out of these assessments is located in the Appendix of this handbook. Additional information about these assessments, usage, parent information and opt-out information including school notification deadlines of opt-out decisions is available on the TCIS website in the ["Assessments"](#) section.

Semester final assessments during designated Finals Week. Final assessments may be administered as a traditional written exam or as a culminating project, at the discretion of the teacher and administration. Final assessments are intended to measure student mastery of the semester's learning objectives.

TCIS PHILOSOPHY ON GRADING

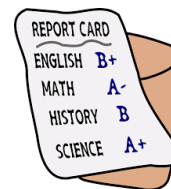
TCIS uses a **Traditional Grading** policy. Students will be assessed based on their ability to perform at grade level on the Minnesota State Standards across all grade levels and subjects.

TCIS GRADING SCALE

Our grading system uses a **Traditional Grading Scale** and **Weighted Categories** to measure student progress. Students are assessed on their ability to meet **Minnesota State Standards** at their grade level across all subjects.

K–5 Grading Policies

- Grades are based on academic performance only.
- Homework and attendance are not part of final grades.
- Grades may improve if students show new learning or skills.



6–8 Grading Policies

- **Missing work** is recorded in Synergy as a **0** until it is submitted.
Students may submit missing assignments and assessments **up until the start of Finals Week** at the end of each semester.
- **Late work** is reduced by **10%** of the earned score.
- Any submitted work scoring below **49%** (except for missing work) will be entered as **50%** in Synergy.
 - Category weights are applied automatically in Synergy.
 - The 50% minimum score must be entered by teachers manually.
- **Pass/Fail courses:** Any student at risk of failing must be discussed during a grade-level meeting with the 6–8 counselor and/or dean of students. Teachers must keep records of interventions, including parent communication.

Grading Scale	Weighted Categories
A = 90-100%	50% Assessments & Finals
B = 80-89%	50% Assignments
C = 70-79%	
D = 60-69%	
F = 59% and below	

ACADEMIC CONDUCT CODE

TCIS students are expected to maintain high academic, ethical, and professional standards of conduct, which requires honesty in all academic matters. Cheating and plagiarism are forms of academic dishonesty.

Cheating is using dishonest means in an attempt to obtain credit for academic work. This includes the use or attempted use of unauthorized materials, information, or study aids, as well as unauthorized copying or collaboration.

Examples include, but are not limited to:

- Copying another student's homework without specific permission from the assigned teacher.
- Using a cheat sheet, concealed answers, or non-verbal signals in a quiz or assessment.
- Using answers from another person's paper during an exam.
- Representing material prepared by another as one's own work (also fits definition of "plagiarism").
- Using aids like Spark Notes or AI generated summaries in place of reading the original text.
- Allowing other students to copy assignments or test answers.
- Telling other students the specific content of tests or quizzes before they have taken them.
- Taking photos of test pages.

- Use of artificial intelligence tools to generate or outline content in place of or alongside your original writing.
- Using/providing notes, documents, answers, aids, or helping another student on any assessment (i.e. test, quiz, exam, etc.) or assignment unless expressly permitted by the teacher.
- Utilizing communication/electronic devices to send or obtain unauthorized information.
- Taking any assessment in the place of another student, or allowing someone else to take an assessment in one's place.
- Looking at another student's paper, talking during an assessment, or violating any other expressed directions given by the teacher.
- Tampering with teacher materials and/or student records.

Plagiarism is the use of another's words, ideas, data, or product without appropriate acknowledgement; presenting some else's opinion as one's own. This includes the use of content produced by an AI tool.

Examples include, but are not limited to:

- Copying and pasting from an online source and submitting it as your own work.
- Using a direct quotation from a source without quotation marks, even if the source has been cited correctly.
- Substituting a word or phrase in a sentence, but using the same sentence structure.
- Using graphics, experimental data, on-line foreign language translations, video, or audio without permission of the author or acknowledgement of the source. This includes content produced by an AI tool generating text, images, audio, or other content.
- Correctly citing a specific passage, but then borrowing other ideas from the same source without proper attribution.
- Buying or downloading a paper from an internet site and turning it in as your own.
- Paraphrasing or copying any source without giving proper credit to the author.
- Not using a reference citation when citing sources.
- Turning in any assignment which is not based on one's own research and writing.
- Turning in previously submitted work from another class.

Consequences for Cheating:

Consequences for Cheating will be progressive and student discipline records will be updated students are referred to the dean for cheating offenses.

1st offense

- The student will be allowed to redo the assignment/assessment
- Phone call home from the teacher
- Teachers will conference with students about academic dishonesty
- Assistant Director notification for documentation

2nd Offense

- The student will receive a 0% on the assignment/assessment and are unable to make up the work.
- The teacher will call home and the student will meet with their teacher & Assistant Director to sign a behavior contract, effective for the remainder of the school year.
- The teacher will note “academic dishonesty” in the public note section of the gradebook & Assistant Director will record offense.

3rd Offense

- The student will receive a 0% on the assignment/assessment on which they cheated and are unable to make up the work
- Teacher will note “academic dishonesty” in the Gradebook by assignment
- Parent, teacher, Administrator, & student in-person conference.
- The student will receive 1 day In-School Suspension

4+ Offenses

Further consequences for each offense will be determined in a case-by-case manner by the administrator. The goal in every situation is to ensure that the student is learning from his/her mistakes to maintain an environment that fosters growth and academic integrity.

SCHOOL EXPECTATIONS

PERSONAL BELONGINGS/LOST AND FOUND

TCIS strongly discourages students from bringing valuables to school. **TCIS is not responsible for replacing or compensating families for lost, stolen or damaged personal valuables or other personal property.**



Securing valuable items in the school setting is difficult. Coats, hats, and other clothing or items that are left in classrooms, hallways, or the gym, will be collected and placed in a convenient spot where students can pick them up on their way to buses. Student glasses are kept at the welcome desk or in the main office. Lost and found items are available for parents at any time during school hours and family events. Following each Parent-Teacher Conference and at the end of the school year, any unclaimed items will be donated to a local charity.

In addition, students are not permitted to order food or other items to be delivered to the school. Any items will be confiscated at the office and parents called to retrieve them. If items are not claimed within one week they will be disposed of by Administration.

TCIS CELL PHONE AND ELECTRONIC EXPECTATIONS FOR STUDENTS



TCIS students are not allowed to use personal cell phones or other electronic devices during school hours (7:15am - 2:43pm). Students may bring cell phones, electronic devices, and accessories to school at their own risk, however, students must abide by the following expectations.

CELL PHONES ARE OFF + AWAY AT TCIS!

Q. Why don't we allow cell phones in class/lunch/bathrooms/halls during the school day?

1. **We prioritize real human interaction.** We believe that learning the skills of in-person communication and collaboration are much more important. This generation has grown up with computers and cell phones. Students are already good at using electronics -- they do not need social media practice or gaming practice at school. One of the most important skills our students will learn at TCIS is how to get along and work well, face-to-face, with a variety of people.

2. **Electronics are disruptive.** Cell phones ringing and buzzing disrupt both the student and the class. We want students focused on the lesson, not who's calling or texting them.
3. **They cause drama.** Students tend to say things online that they would never say out loud. We don't need extra drama at school.
4. **They get stolen.** Unfortunately, as wonderful as our TCIS students are, phones are stolen. They are attractive items. *Leaving them in a locked locker is best if they can't stay at home. While we try to help students problem-solve, the school is not responsible for lost or stolen items.*
5. **They are addicting.** This generation of students is struggling to learn to think and stay busy with just their own thoughts. Managing boredom without tools or toys is an important life skill that we have little opportunity to practice when the phone is always present. We want our students to be fully present and experience all that school has to offer.
6. **Students don't need them.** Every student at TCIS is given a chromebook for academic use. In the event of an emergency, parents/guardians can call the main office and we will get a message to their student as soon as possible. If a student needs to contact a parent, they can ask for a pass to use the phone in the office.

I. Student Expectation:

1. Cell phones and related items like smart watches should be turned off and put away in their locker from arrival at school until 2:43pm.
2. Cell phone use is never permitted in the restrooms.
3. Cell phone usage in the learning spaces, cafeteria, and hallways is not allowed.
4. Using a cell phone to record, photograph or videotape staff/students is not allowed without permission given in advance by the individual(s).
5. Social media usage is not allowed at school. Using any function of a cell phone/device to spread rumors, bully, make fun of, exclude, put down or create a hostile environment interfering with educational opportunities will result in disciplinary action.

II. Consequences:

1st Offense:

- Collected by staff member, given to Dean of Students for documentation and safe keeping
- Parent notified by phone
- Student can pick up device at the end of 6th period from Dean of Students

2nd Offense:

- Collected by staff member, given to Dean of Students for documentation and safe keeping
- Parent Contacted by phone & discussion
- Student can pick up device at the end of 6th period from Dean of Students

3rd Offense:

- Collected by staff member, given to Dean of Students for documentation and safe keeping
- Parent Contacted by phone at the Dean's convenience
- **Parent** can pick up device from **Dean's Office with conference**

4th Offense:

- Collected by staff member, given to Dean of Students for documentation and safe keeping, transferred to Principal
- Parent contacted at Principal's convenience and held for at least 24 hours
- **Parent** can pick up device from **Principal's Office with conference**

5th Offense:

- Collected by staff member, given to Dean of Students for documentation and safe keeping, transferred to Principal
- Parent Contacted at Principal's convenience & Notified of next step by Principal
- The device will be placed in the "June Box" (lock box that holds electronics until the final day of school) and returned on the last day of school*.

***Automatic June Box violation if you are caught with your cell phone during MCA, ACCESS, MTAS, or Fastbridge testing.

**A parent/guardian may contact the Principal or executive director and make an appointment to collect their child's cell phone/electronic device at any time.*

III. Student Violation Procedures for School Staff

Since all personal electronic devices should be stored in the student's locker, any violation of this policy should be addressed. This does not need to be in conjunction with a behavior referral. The staff member may confiscate the device and bring it to the Dean during passing time or prep/lunch break time. Please make sure to put the student first and last name and grade on a post-it note (ID number if possible).

Please note that we do not want to escalate minor situations of device violations. If a student is uncooperative, you may then use the behavior referral process starting with your grade level student support EA and then leveling-up to the Dean's referral if no resolution is found.



LOCKS ON LOCKERS

TCIS encourages students in grades 6-8 to use school lockers. Each student in these grades will be issued a school owned lock on the first day of school which is the only lock they will be allowed to use on their lockers.

Lockers may only be used during the permitted times:

- (Daily) before school 7:00-7:44am
- during passing times
- over the lunch period with permission from supervisors

Locker Expectations		
Be Safe	Be Responsible	Be Respectful
Look around when opening your locker.	Only go to your locker when given permission.	Do not go into the locker of another student.
Do not throw materials out of your locker.	Keep your locker clean.	Wait your turn if someone is in a locker next to you.
Walk to and from your locker.	Only use one trip to get your materials.	Use quiet voices in the hallway.

All food and drinks must be entirely removed by the end of each school day.

Items stored in a locker without a lock or in a locker other than the student's assigned locker are not the responsibility of TCIS. (Applies to 6-8 grades only)

Students will be expected to return the locks at the end of the school year.

There is a \$5 lock replacement fee for any lock replacement due to misuse or sharing of combination or willful damage.

For elementary students, lockers are managed by the classroom teacher and locks are not to be used on these lockers. Lockers will be assigned on the first day of school.

A student's rights to privacy for their school locker will be maintained. However, the locks and lockers are the property of the school, and the administration reserves the right to inspect any school locker when necessary to maintain the safety and security of the school environment. It is a student's responsibility to keep their locker clean. For more information, please visit the school office or refer to policy [502 – Search of Student Lockers, Desks, Personal Possessions and Student's Person](#).

DEVICE MANAGEMENT



TCIS provides Chromebook usage to students on devices at TCIS. The device may be reviewed by district personnel or have access revoked at any time when misuse occurs in violation of our acceptable use agreement. Students may be assessed damage repair costs for certain damages to the student's Chromebook. Students will not be denied access to educational services or curriculum due to outstanding charges or the revocation of their Chromebook access. Certain situations may require full payment of the device cost. School devices are monitored and inappropriate content to school or children is restricted.

Although the device is issued to a student, the device is and remains the property of TCIS. The device may be reviewed by District Personnel, or have access revoked at any time. The student should have NO expectation of privacy regarding content on the device. The device is specifically assigned to a student and can only be activated with a valid TCIS username and password.

Students will be assessed damage repair costs for certain damages to the student's assigned device. While students may be required to keep their assigned device at school until payment has been received or a payment plan has been established, students will not be denied access to educational services or curriculum because of outstanding charges.

Certain situations may require the full payment of the device cost. These include:

- Device is damaged beyond repair
- Device is stolen or lost due to negligence
- Intentional or reckless damage
- Tampering with the device or operating system

Any incidents of damage, theft, or loss of a device must be reported to the student's foundation teacher, assistant director, principal or technology coordinator immediately (no more than 1 school day following the incident unless the incident occurs over a weekend/school break, in which case it must be made when a student returns to school). This includes cracked screens, even if the device is still usable.

The district will track damages in its asset management system by the technology coordinator and technology department. Students who have had three damages with their assigned device will be required to have a meeting with the building administrator. At four damages, a parent meeting will take place with the building administration.

If a device is damaged to the extent that it cannot be repaired (as determined by the repair vendor) and requires the replacement of the entire device, the family will be required to pay the entire cost of the device. A parent meeting will take place with the building administration.

In the event of theft or loss due to negligence, families will be responsible for the entire cost of the device. If a device is stored in good faith and is stolen, the family will be asked to make a police report and provide the case # to the building administration.

In the event the device is tampered with, damaged intentionally or recklessly, or repaired by a non-authorized vendor, families will be responsible for the entire cost of the device.

Spare devices will be provided to a student on a per-case basis as determined by the technology team and building administration. Students who have tampered with or intentionally or recklessly damaged the device will not be issued a spare. Spare devices are assigned to the student and will follow the same damage charge process as the assigned device.

Device Charges

Repair/Replacement Costs

ASUS C214MA – Full Replacement damage or loss	\$380.00
ASUS C214MA – Battery	\$45.00
ASUS C214MA – Keyboard	\$20.00
ASUS C214MA – Screen	\$80.00
ASUS C214MA – Top Cover	\$30.00
ASUS C214MA – Bottom Cover	\$15.00
ASUS C214MA – Charger	\$30.00
ASUS C214MA – Audio Port Obstruction	\$25.00
Metal Asset Security Tag	\$10.00

FIELD TRIPS

During the school year, students may take one or more field trips.

Parents can expect:

- To be notified in advance.
- To receive a permission slip which a parent will need to sign indicating their consent to have their child participate.
- No student will be denied access to a field trip experience because of an inability to pay.
- Teachers and staff will determine parent volunteers and chaperones on an as-needed basis. (See information regarding volunteers and background checks above.)
- Accommodations will be made to the best of our abilities if a student has special needs.
- **That all TCIS rules and policies will be enforced.**



*Please note: If there are concerns with a student attending a field trip, the Dean of Students will contact the child's parents/guardians to ask them to attend as a chaperone with their student.

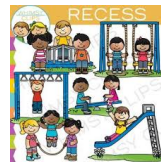
MOVIES



At times, movies are educationally beneficial. In order to show a video with a "PG or PG-13" rating to students, parents/guardians will be notified prior to the students viewing it.

PG-13 videos may only be shown based on educational needs and to students in the middle school aged 13+. Any child excluded due to parent objection will have an alternate education plan for that time period.

OUTDOOR RECESS



Attire

Students in grades K-5 will go outside for recess in suitable weather above 0 degrees (including windchill). Students in grades 6-8 do not have recess time.

Boots, scarves, jackets, mittens, and other appropriate seasonal clothing may be needed. Children who do not have suitable weather dress may need to remain indoors for recess. **Please mark your child's outerwear with their name for identification purposes.**

Cold Weather Guidelines for Students Staying Indoors

Windchill=0 (Students Stay Indoors)

Temperature = 0 (Students Stay Indoors)

"Feels Like" Temperature = 0 (Students Stay Indoors)

Behavior

To ensure a safe and enjoyable recess for all students, certain conduct will not be tolerated:

- Disrespect to other students, parent volunteers, staff or TCIS equipment.
- Verbal abuse which includes statements made directly or indirectly to other students or staff that are obscene, degrading, or meant to intimidate, embarrass, or humiliate.
- Physical abuse is an assault. Each student attending TCIS is entitled to feel personally safe at school. Personal safety concerns will be addressed and investigated by school personnel, local police, and/or social service agencies.

Health Issues

Recess is an important part of each student's day. There are many positive benefits of physical activity for children. If a student is unable to participate in recess due to health concerns, a physician's note needs to be kept on file with the health clerk.

Recess Supervision

No child will be allowed outside during the regular school day without an adult supervision by school personnel or qualified volunteer staff.

Playground Expectations		
Be Safe	Be Responsible	Be Respectful
Stay in your designated play area.	Bring inside what you took outside.	Use appropriate school language.
Use all equipment the right way.	Dress appropriately.	Include others.
Keep your body to yourself.	Line up calmly and quietly when directed.	Share and take care of equipment..

TCIS DRESS CODE FOR STUDENTS

Please review Twin Cities International Schools' [Student Dress and Appearance Policy #504](#) for the full policy. This document contains an abridged version and is similar to the Parent/Student Handbook information.

I. Student Rights/Opportunities

Students have the right to choose their manner of dress and personal grooming **unless:**

- It presents a clear danger to the student's health or safety
- It causes an interference with school or work
- It creates a classroom or school disorder

II. Student Responsibilities *(in concert with parents for elementary aged students)*

Students are responsible for wearing clothes that are appropriate for school and the weather. To maintain a safe learning environment, student dress cannot be a health and/or safety hazard, obscene, sexually explicit, or discriminatory.

The following are **not permitted** in the classrooms or hallways:

- Clothing that shows intimate parts including pajama pants.
- Clothing bearing a message that is lewd, vulgar, or obscene.
- Apparel promoting products or activities that are illegal for use by minors.
- Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals.
- Hats and hoods are not to be worn in the building or on school sponsored activities unless for medical or religious reasons or on designated days by the school administration. Winter headwear may be worn for outdoor activities such as recess, arrival or dismissal duty.
- Any apparel or footwear that would damage school property or is inappropriate to the school environment such as slippers.
- Masks, face paint (costumes), sunglasses, hoods, or clothing that limits or prevents identification of a student.
- Wearing clothing in a manner that displays undergarments.
- Blankets, coats, gloves or other outerwear.
- Hats such as, but not limited to, baseball hats and stocking hats, unless for religious observance, medical reasons, or on designated days by the school administration.
- Earbuds or headphones unless needed for the academic task and cleared by the classroom teacher or school staff member at the time.



It is not the intention of this policy to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated.

Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane or do not advocate violence or harassment against others.

III. Violation Procedures

When, in the judgment of the administration, a student's appearance, grooming, or mode of health or safety of the student or others, the student will be directed to make modifications through one of the following manners:

- Change clothes into clothing provided by TCIS or if student has other clothing
- Borrow clothes
- Call home for a change of clothes

If the student refuses to change clothing, the student will not be sent back to the learning environment, which may include being sent home for the day. Parents/Guardians will be notified.

IV. Other Notes

A. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.

B. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval. This includes "Spirit Week" or other designated days.



HEALTH

INFORMATION

TCIS wishes to maintain a healthy environment for our students and staff. When you know your child is sick, you should call the school as soon as possible, preferably between 7:15am and 7:30am before the start of classes. If no one answers, you may leave a message on our voicemail. You should keep your child at home whenever you feel he/she is too sick to come to school.

In general, a child returning to school should be well enough to participate in school (e.g., can adequately manage improving cough and congestion on own, not overly fatigued), and care of the For the general symptoms described in the stay at home when sick section of this guidance, policies can allow return to the school setting when:

- The child has not had a fever (and is not using fever-reducing medicine) for at least 24 hours.
- Fever with a new rash has been evaluated by a healthcare provider and fever has resolved.
- Uncovered skin sores are crusting, and the child is under treatment from a provider.
- Vomiting has resolved overnight and the child can hold down food / liquids in the morning.
- Diarrhea has improved, the child is no longer having accidents or is having bowel movements no more than 2 above normal per 24-hour period for the child. Bloody diarrhea should be evaluated by a healthcare provider prior to return.
- Respiratory virus symptoms are getting [better overall](#) for at least 24 hours. Students and staff returning after a respiratory illness can consider [additional actions](#) to reduce spread.

The administration will consider an exception if the attending physician provides written permission to return to school. There may be instances when schools adjust illness exclusion procedures due to community disease spread (e.g., during an outbreak or pandemic or a time of excessive absences due to respiratory or gastrointestinal illness).

REPORTING ILLNESSES

The following conditions must be reported to the school immediately upon diagnosis (EVEN WHEN SCHOOL IS NOT IN SESSION): COVID-19 (Coronavirus), lice, strep infection, bronchitis, pneumonia, tuberculosis, pertussis (whooping cough), diarrhea, pinworm, ringworm, staph infection, mumps, measles, chicken pox, smallpox, rubella, tetanus, any foodborne illness, meningitis, lead poisoning, Reye's Syndrome, viral hepatitis, or any contagious disease determined by a medical professional. **Please call the school and leave a message on the voicemail if school is not in session.**

The administration and school nurse or health aid have the right to determine if any child is too sick to attend school. If your child becomes sick at school, you will be notified as soon as possible. You will be required to pick up your child immediately or make arrangements for someone else to do so.

Mental Health and Suicide Prevention Contact Information:

Anyone who may need emotional or mental health support, or is worried about someone else, should call or text 988 or visit [988 Lifeline](#) to speak with a trained specialist. If you, or someone else, is in

need of immediate medical help, call 911. More information is available online on the [Minnesota Department of Health](#) website.

Concussion Protocol:

As a part of our health services, TCIS staff will screen and inform parents to the best of their ability regarding possible concussions for students. If a student hits their head or claims to have hit their head, an adult will immediately escort them to the Health Office. For more information, please visit the school office or refer to policy [516 – Student Medication](#).

MEDICATION POLICY FOR STUDENTS

**Parents are also required to provide physician documentation to the school regarding any serious medical condition that may require emergency care for their child (i.e. allergies, asthma, diabetes, heart condition, or seizures).*

Any medications administered to your student during the school day will require:

- A current school year written physician order and written parent/guardian permission.
- Written parent/guardian permission for any over-the-counter or non-prescription medications including cough drops.
- All prescription medication must be brought to school in its original bottle or container with student demographic information, dosage, name of medication and physician printed on the label. Upon request, any pharmacy will divide the medication in two bottles – one for home and one for school.
- Parents must notify the school health aid when a medication is discontinued or the dosage or time has changed. A new written physician order and written parent/guardian permission will be required at that time.
- Over-the-counter or non-prescription medications including cough drops must be brought to the health office. They may not be used in class, at student discretion.
- Medication is kept in a locked cabinet in the health office and can be administered by the health aid, administration, teachers or office staff.
- If a student is medically required to carry and self-administer medication, such as an inhaler or Epi-pen, a written physician order and written parent/guardian permission will be required.
- It is the responsibility of classroom teachers to notify the school health aid a day prior to any field trips to get a travel pack and instructions for any students in their class.

Forms for “Administration of Medication” and “Self-Administration of Medication” can be obtained for students or families in the Health Office.

STUDENT CONDUCT



TCIS CAMEL CODE: Be Safe, Be Respectful, and Be Responsible

Our school community, including students, parents, teachers, administration, and others, work together to create and maintain a safe and supportive environment that promotes teaching and learning. Students at TCIS are expected to follow the Camel Code.

Cody the Camel serves as the school's mascot and students are recognized both weekly and quarterly for showing examples of implementing the camel code. Positive Behavior Supports and Tiered Behavior Management Intervention Strategies (*pictured below*) are the foundation for providing a welcoming and conducive learning environment. Students who do not comply with the rules and regulations will face appropriate consequences for their behavior. These consequences may range from a simple reminder to expulsion or exclusion.

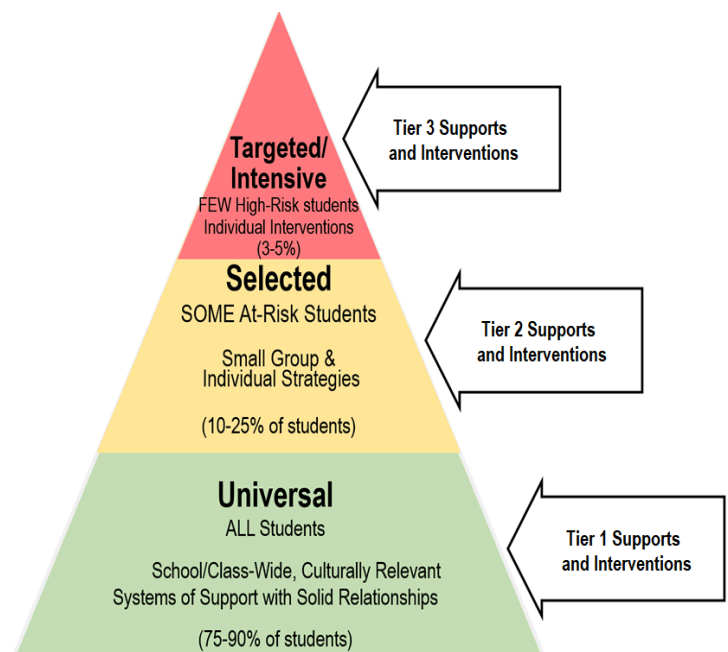
Tiered Behavior Management Intervention Strategies

Students in grades 4-8 who do not meet minimum expectations for academic participation and behavior, including tardies, may not be able to participate in additional school activities or privileges such as field trips without parents being present, assemblies, or extra-curricular events. Data will be pulled two weeks prior to any event for participation decisions and parent notification. Any change in data between the date pulled and event may result in eligibility status for the event being revoked.

K-3: If there is a Synergy documented safety/behavior concern-- parent or guardian must attend--if parent cannot attend, student will be assigned a different placement for that day.

4-8: (*can't be over in any category*)

- 8 Missing Assignments
- 1 ISS
- 0 OSS
- 4 Referrals
- 12 Tardies (6-8 ONLY)



CLASSIFICATION OF MISBEHAVIORS AND CONSEQUENCES

Minor Offenses are a failure to demonstrate universally defined expectations or social skills. Consequences range from but not limited to staff redirection to changing location of the student within the classroom, buddy room time, Grade Level EA conference and parent contact.

Chronic Minor Offenses are misbehaviors that persist despite the application of environmental modifications and interventions. Identifying a behavior as “chronic” alerts administration and support staff that additional observations, feedback, and assistance is required to address the misbehavior. These behaviors may sometimes result in a behavior referral to the Dean of Students if so determined by the Grade Level EA.

K-5 Definition: Minor offenses become chronic after 5 incidents of the minor behavior with a single school day or over 3+ days.

6-8 Definition: Minor offenses become chronic after 5 minor incidents in a 2 week period.

List of Chronic Minor Offenses:

1. Disruption
2. Defiance
 - a. Disagreeing Inappropriately
 - b. Failure to Work With Peers
 - c. Failure to Follow Directions
3. Failure to Stay on Task
4. Refusal to Accept No For An Answer
5. Property Misuse/Technology Misuse
6. Inappropriate Language/Teasing
7. Refusal to Stay With Class
8. Mild Disruptive Behavior
9. Excessive Tardies/Skipping Class
10. Inappropriate Hallway Behavior
11. Locker Violation
12. Play Fighting/Physical Behavior Toward Another Student

Consequences for Chronic Minor Offenses:

- Referral to Dean of Students
- Parent Phone Call and Discussion
- Alternative Learning Environment
- In School Suspension
- Saturday Boot Camp/Detention
- Loss of privilege
- Restorative Practices/Restitution Dishonesty (Academic or Otherwise)

Major Offenses are serious safety violations which include: physical injury, possession of weapons, sale or possession of controlled substances, robbery, extortion, assault/battery, and sexual assault.

Major infractions are addressed by administrators and result in immediate referrals to the Grade Level EA and often the Dean of Students.

List of Major Offenses and Consequences

Abbreviations:

OSS - Out of School Suspension

ISS - In School Suspension

ALE - Alternative Learning Environment

Major Offense	Consequence
Fighting/Play Fighting beyond minor offense	Minimum 3 Days OSS
Physical Violence Towards Student(s)	Minimum 1 Day ISS
Physical Violence Towards Staff	Minimum 3 Days OSS - Pending Expulsion
Failure to Report Planned Event that Violates the TCIS Camel Code	Minimum 1 Day OSS
Direct Participation in Facilitation of Fight or Event that Violates TCIS Camel Code	Minimum 1 Day ISS
Violation of Technology Acceptable Use Policy	Minimum 1 Day ISS - If connected to video of a fight then minimum 1 day OSS
Behaving in a Manner that Does Not Represent the TCIS Camel Code When Away from the Building on a School Sponsored Activity, Sporting Event, or Field Trip	Minimum 1 Day ISS
Profanity Directed About Staff	Minimum 1 Day OSS
Threatening a Staff Member	Minimum 3 Days OSS
Destruction of School Property	Minimum 1 Day ISS
Committing an Obscene Act	Minimum 1 Day ISS
Bullying/Cyberbullying	Minimum 3 Day ISS
Harassment	Minimum 1 Days ISS
Weapon Possession	Minimum 5 Days OSS - Pending Expulsion
Controlled Substance Possession	Minimum 1 Day ISS

Leaving School Property Without Permission	Determined by administrative staff and Dean of Students
Skippping (3rd time+)	Minimum 1 Day ISS

Conduct in the Hallways

For the safety of everyone, please observe the TCIS Camel Code as well as the following expectations in the hallways:

1. WALK – Running is dangerous.
2. NEVER push or shove anyone. “Horsing and/or goofing” around can cause injury to students.

Parents, please support the school in lessening the occurrence of excessive physicalness. This behavior will not be tolerated.

For more information, please review the information regarding the Student Discipline Policy (#506) located in the Appendix of this handbook. You may also visit the school office or refer to the policy on the school’s website: [506 – Student Discipline](#).

UPDATING SCHOOL POLICIES

The Executive Director, with the TCIS Board of Directors' approval, has the right to change policies and procedures at any time without giving notice. To view the complete list of the current TCIS policies or the full policy versions, please refer to the [School Board](#) section on the school's website.

#102 EQUAL EDUCATIONAL OPPORTUNITY POLICY

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of TCIS. Please refer to the complete policy by visiting the school office or refer to policy [102 – Equal Educational Opportunity](#).

#413 HARASSMENT AND VIOLENCE POLICY

The policy of TCIS is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other district personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the school district.)

A violation of this policy occurs when any student, teacher, administrator, or other school district personnel of the school district inflicts, threatens to inflict, attempts to inflict violence or in fact does inflict upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

TCIS will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who is found to have violated this policy. For more information, please read the full version of this policy located in the Appendix section of this handbook. You may also visit the school office or refer to policy [413 – Harassment and Violence](#).

#414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

It is the requirement of TCIS to fully comply with Minnesota statute requiring school personnel to report suspected child neglect or physical or sexual abuse. It shall be a violation for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years. “Mandated Reporters” means any school personnel must report if he/she knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years. For more information, please visit the school office or refer to policy [414 – Mandated Reporting of Child Neglect or Physical or Sexual Abuse](#).

#417 CHEMICAL USE/POSSESSION POLICY

TCIS will not allow the use, possession, or distribution of illegal drugs, over-the-counter medications, and alcohol by students as it jeopardizes personal safety and interferes with the learning process. A written and signed permission slip for some over-the-counter medications that are deemed necessary for the students to remain in school may be turned into the health clerk. All over-the-counter medications must be kept in the health clerk’s office. For more information, please visit the school office or refer to policy [417 – Chemical Use and Abuse](#).

#419 TOBACCO-FREE ENVIRONMENT POLICY

The purpose of this policy is to maintain a learning and working environment that is tobacco free. A violation of this policy occurs when any student, teacher, administrator, other school personnel of TCIS, or person smokes or uses tobacco, tobacco-related devices, or electronic cigarettes in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for school purposes, during hours of school operation, and if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by TCIS.

The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, devices or electronic cigarettes. The school district will not promote or allow promotion of tobacco products or e-cigarettes on school property or school-sponsored events. For more information, please visit the school office or refer to policy [419 – Tobacco-Free Environment](#).

#501 SCHOOL WEAPONS POLICY

TCIS takes a firm “Zero Tolerance” position on the possession, use, or distribution of weapons by students, and a similar position with regard to nonstudents. Please refer to the complete policy by visiting the school office or refer to policy [501 – School Weapons Policy](#).

#502 SEARCH OF STUDENT DESKS, PERSONAL POSSESSIONS, AND STUDENT’S PERSON POLICY

The purpose of this policy is to provide for a safe and healthy educational environment by enforcing TCIS’ policies against contraband. The school has the right to search a student’s lockers, desks, personal possessions or person if TCIS officials have a reasonable suspicion that the search will uncover a violation of law or school rules. Please refer to the complete policy by visiting the school office or refer to policy [502 – Search of Student Desks, Personal Possessions and Student’s Person](#).

#505 DISTRIBUTION OF NONSCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES POLICY

To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of TCIS, the TCIS Board of Directors adopts regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities. Please refer to the complete policy by visiting the school office or refer to policy [505 – Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees](#).

#506 STUDENT DISCIPLINE POLICY

TCIS recognizes that individual responsibility and mutual respect are essential components of the educational process. All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Our Dean of Students and administrative team handle student discipline when necessary.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of TCIS is that a fair and equitable district-wide student discipline policy will contribute to the quality of each student’s educational experience. Teachers will model appropriate school behavior and provide students with expectations and examples of acceptable and unacceptable behaviors. For more information, please visit the school office or refer to policy [506 – Student Discipline](#).

#514 BULLYING AND CYBERBULLYING PROHIBITION POLICY

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student’s ability to learn and/or a teacher’s ability to educate students in a safe

environment. TCIS cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of TCIS and the rights and welfare of its students, and is within the control of the school during normal operations, TCIS intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline any acts of bullying which have not been successfully prevented. The purpose of this policy is to assist TCIS in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on TCIS property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of TCIS, or the safety or welfare of the student or other students, or 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. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off TCIS property and/or with or without the use of TCIS resources.

No teacher, administrator, volunteer, contractor, or other employee of TCIS shall permit, condone, or tolerate bullying.

Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

Retaliation against a victim, good faith reporter, or witness of bullying is prohibited.

False accusations or reports of bullying against another student are prohibited.

A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the policies and procedures at TCIS, including the school's discipline policy. TCIS may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidents or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions to disciplinary actions up to and including suspension and/or expulsion. TCIS shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout TCIS, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but are not limited to, exclusion from TICS property and events.

TCIS will act to investigate all complaints of bullying reported to the school and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of TCIS who is found to have violated this policy. For more information, please read the full version of this policy located in the Appendix section of this handbook. You may also visit the school office or refer to policy [514 – Bullying Prohibition](#).

#515 PROTECTION AND PRIVACY OF PUPIL RECORDS POLICY

The purpose of this policy is to provide due process and privacy rights of individuals under the law. Please refer to the complete policy by visiting the school office or refer to policy [515 – Protection and Privacy of Pupil Records](#).

#521 STUDENT DISABILITY NONDISCRIMINATION POLICY

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need services, accommodations, or programs in order that such learners may receive a free appropriate public education. Please refer to the complete policy by visiting the school office or refer to policy [521 – Student Disability Nondiscrimination](#).

#522 STUDENT SEX NONDISCRIMINATION POLICY

Students are protected from discrimination on the basis of sex pursuant to the Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex. Please refer to the complete policy by visiting the school office or refer to policy [522 – Student Sex Nondiscrimination](#).

#524 INTERNET ACCEPTABLE USE AND SAFETY POLICY

TCIS provides its students with access to computers and technology for the purpose of learning.

To ensure students utilize the school technology system appropriately, including internet access, every student **and** parent is required to sign the Student Technology Acceptable Use Agreement Form.

Improper use of equipment or the school technology system, including the internet, will result in disciplinary measures including, but not limited to, detention, suspension, and expulsion from the school.

TCIS may conduct periodic monitoring of student electronic communications through the school technology system, such as email and instant messages, as well as any information that is stored on the district system. For more information, please visit the school office or refer to policy [524 – Internet Acceptable Use and Safety](#).

#526 HAZING PROHIBITION POLICY

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school and are prohibited at all times.

General Statement of Policy:

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school who is found to have violated this policy.

TCIS will act to investigate all complaints of hazing reported to the school and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of TCIS who is found to have violated this policy. For more information, please read the full version of this policy located in the Appendix section of this handbook. You may also visit the school office or refer to policy [526 – Hazing Prohibition Policy](#).

#531 THE PLEDGE OF ALLEGIANCE

The school board recognizes the need to annually address the issue of whether or not the Pledge of Allegiance will be recited at our schools.

- A. In accordance with Minn. Stat. 121A.11, Subd. 3 (d) students shall not be required to recite the Pledge of Allegiance at this school.

- B. Students will learn about the Pledge of Allegiance and its historical significance through the school's social studies curriculum.
- C. Students will be instructed in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises as part of the social studies curriculum.

Please refer to the complete policy by visiting the school office or refer to policy [531 – The Pledge of Allegiance](#).

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. According to the [U.S. Department of Education](#), "The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents/guardians certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level."

SECTION 504 SERVICES FOR STUDENTS

All school districts must provide a free appropriate public education to eligible students.

"Appropriate" means an education comparable to the education provided to students who do not have a disability, but which may require reasonable accommodations. Section 504 of the Federal Rehabilitation Act of 1973 directs districts to provide these special accommodations or related services in the regular setting to identified students who do not qualify for special education services (Individuals with Disabilities Act – IDEA). As stated on the website for the [U.S. Department of Education](#), "Section 504 covers qualified students with disabilities who attend schools receiving Federal financial assistance."

To be protected under Section 504, a student must be determined to:

- (1) have a physical or mental impairment that substantially limits one or more major life activities; or
- (2) have a record of such an impairment; or
- (3) be regarded as having such an impairment

Section 504 requires that school districts provide a free appropriate public education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities." Parents who wish to have their child identified, evaluated, and/or placed for 504 services should contact the school's main office.

PESTICIDE RIGHT-TO-KNOW

Janet B. Johnson, Parents Right-To-Know Act, August 2003

A Minnesota state law went into effect in the year 2000 that requires schools to inform school employees and parents if they apply pesticides on school property.

Specifically, this law requires schools that apply these pesticides to maintain an estimated schedule of pesticide applications and to make the schedule available to employees and parents for review or copying at each school's office. Although not required by the law, schools may choose to include a copy of the estimated schedule of pesticide applications with this general notice. The prospective dates for application are in early spring, mid-summer and late fall.

Pesticides and non-chemical treatments may be used in combination in and around the school for a variety of reasons, including the control of pests which have the potential to bite, sting, spread disease, cause asthma, and/or trigger an allergic reaction. Pesticides may also be used to prevent or control damage to materials within the school building or to the school building itself, or to control pests or weeds that are a nuisance.

State law also requires that you be told that the long-term health effects on children from the application of such pesticides or the class of chemicals to which they belong may not be fully understood.

If you have any questions or concerns, please contact the main office for more information.

LEAD IN SCHOOL DRINKING WATER

The MDE (Minnesota Department of Education) Commissioner's model LEAD (Lead in Drinking Water) plan is a guidance document for schools and childcare programs to identify and reduce lead in drinking water.

The plan includes:

1. Lead Testing: Test drinking water sources (faucets, fountains, etc.) for lead.
2. Identify Lead Sources: Determine if lead is coming from fixtures, pipes, or other sources.
3. Take Action: Remove or replace lead-containing fixtures, install filters, or use alternative water sources.
4. Communicate: Inform parents, staff, and students about lead testing and mitigation efforts.
5. Monitor and Maintain: Regularly test and maintain lead-free drinking water sources.
6. Training and Education: Provide training on lead safety and awareness for staff and students.
7. Record Keeping: Maintain records of testing, mitigation, and communication efforts.

The goal of the LEAD plan is to ensure safe drinking water for students and staff and to minimize lead exposure in schools and childcare programs.

Twin Cities International Schools' (TCIS) plan regarding the management of lead in its water specifies that all drinking and cooking water tap locations be tested for the presence of lead at a minimum of every five (5) years.

All results are reviewed and action is taken on any fixture that is found to have the presence of more than 2 ppb (parts per billion) of lead as recommended by the Minnesota Department of Health and the Minnesota Department of Education.

Anyone interested in more information regarding TCIS' plan for managing the lead in its water is encouraged to contact the school director and/or visit the website links below:

<https://www.health.state.mn.us/communities/environment/water/contaminants/lead.html>

<https://www.health.state.mn.us/communities/environment/water/schools/mngrant.html>

<https://www.minneapolismn.gov/media/-www-content-assets/documents/Lead-and-Minneapolis-water.pdf>

<https://www.minneapolismn.gov/government/programs-initiatives/lead-testing/#:~:text=Lead%20in%20drinking%20water,can%20cause%20serious%20health%20problems.>

APPENDIX

Adopted: March 2004

Reviewed: January 15, 2026

Twin Cities International Schools

HARASSMENT AND VIOLENCE POLICY (413)

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability (Protected Class).

II. GENERAL STATEMENT OF POLICY

- A. The policy of the charter school is to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The charter school prohibits any form of harassment or violence on the basis of Protected Class.
- B. A violation of this policy occurs when any student, teacher, administrator, or other charter school personnel harasses a student, teacher, administrator, or other charter school personnel or group of students, teachers, administrators, or other charter school personnel through conduct or communication based on a person's Protected Class, as defined by this policy. (For purposes of this policy, charter school personnel include school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the charter school.)
- C. A violation of this policy occurs when any student, teacher, administrator, or other charter school personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other

charter school personnel or group of students, teachers, administrators, or other charter school personnel based on a person's Protected Class.

- A. The charter school will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator, or other charter school personnel found to have violated this policy.

II. DEFINITIONS

A. "Assault" is:

1. an act done with intent to cause fear in another of immediate bodily harm or death;
2. the intentional infliction of or attempt to inflict bodily harm upon another; or
3. the threat to do bodily harm to another with present ability to carry out the threat.

B. "Harassment" prohibited by this policy consists of 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:

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

C. “Immediately” means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications; Definitions

1. “Disability” means, with respect to an individual who:
 - a. has a physical sensory or mental impairment that materially limits one or more major life activities of such individual;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
 - d. has an impairment that is episodic or in remission and would materially limit a major life activity when active.
2. “Familial status” means the condition of one or more minors having legal status or custody with:
 - e. the minor’s parent or parents or the minor’s legal guardian or guardians; or
 - f. the designee of the parent or parents or guardian or guardians with the written permission of the parent or parents or guardian or guardians. Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential requirements for physical health, safety, or self-care because the individual or individuals are unable to receive and evaluate information or make or communicate decisions. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in

employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
 5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 6. “Sexual orientation” means to whom someone is, or is perceived of as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities.
 7. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. “Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.
- F. Sexual Harassment; Definition
1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or

- b. 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
 - c. that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
- 2. Sexual harassment may include, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other charter school personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

- 1. Sexual violence is a physical act of aggression or force or the threat thereof which that involves the touching of another's intimate parts

or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes, §section 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.

2. Sexual violence may include, but is not limited to:

- a. touching, patting, grabbing, or pinching another person's intimate parts,
- b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
- c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to an individual's Protected Class.

III. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of Protected Class by a student, teacher, administrator, or other charter school personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other charter school personnel or group of students, teachers, administrators, or other charter school personnel should report the alleged acts immediately to an appropriate charter school

official designated by this policy. A person may report conduct which that may constitute harassment or violence anonymously. However, the charter school may not rely solely on an anonymous report to determine discipline or other remedial responses.

- B. The charter school encourages the reporting party or complainant to use the report form available from the executive director, principal, or building supervisor or available from the charter school office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a charter school human rights officer or to the executive director. If the complaint involves the building report taker, the complaint shall be made or filed directly with the executive director or the school human rights officer by the reporting party or complainant.

D. In Each School Building

The executive director, building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult charter school personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the executive director or the charter school human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall

inform the building report taker immediately. Charter school personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

F. Upon receipt of a report, the building report taker must notify the charter school human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.

G. In the Charter School

The school board hereby designates the executive director, or his or her designee, as the charter school human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the school board chair.

H. The charter school shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

L. The charter school will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the charter school's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.

N. False accusations or reports of violence or harassment against another person are prohibited.

O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the charter school's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from charter school property and events and/or termination of services and/or contracts.

IV. INVESTIGATION

- A. By authority of the charter school, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence

prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by charter school officials or by a third party designated by the charter school.

- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the charter school should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the charter school may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other charter school personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The charter school human rights officer shall make a written report to the school board chair upon completion of the investigation. If the complaint involves the executive director, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

V. CHARTER SCHOOL ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the charter school will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable charter school policies and regulations.
- B. The charter school is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the charter school. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the charter school shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VI. RETALIATION OR REPRISAL

The charter school will discipline or take appropriate action against any student, teacher, administrator, or other charter school personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists,

or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights or another state or federal agency, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

VIII. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes, Chapter. 260E may be applicable.
- B. Nothing in this policy will prohibit the charter school from taking immediate action to protect victims of alleged harassment, violence, or abuse.

IX. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each charter school employee and independent contractor who regularly interacts with students at the time of initial employment with the charter school.
- C. This policy shall appear in the student handbook.
- D. The charter school will develop a method of discussing this policy with students and employees.

- E. The charter school may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References:

Minn. Stat. §120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education) Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy) Minn. Stat. Ch. 363A (Minnesota Human Rights Act) Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § Ch. 260E (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972) 29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973) 42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act) 42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References:

MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of Charter school Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedures and Process Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

*MSBA/MASA Model Policy
413 Orig. 2002 (as Charter Policy)
Rev. 02/21/2025*

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Twin Cities International Schools

BULLYING PROHIBITION POLICY (514)

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The charter school cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the charter school and the rights and welfare of its students and is within the control of the charter school in its normal operations, the charter school intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the charter school in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:

1. on school premises, on charter school property, at school functions or activities, or on school transportation.
2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on the school transportation, or on the school computers, networks, forums, and mailing lists; or
3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.

B. A school-aged child who voluntarily participates in a charter school activity, such as a cocurricular or extracurricular activity, is subject to the policy provisions applicable to the charter school students participating in the activity.

C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the charter school or the safety or welfare of the student or other students, or 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. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off charter school property and/or with or without the use of charter school resources. This policy also applies to sexual exploitation.

D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, and sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel. No teacher, administrator, volunteer, contractor, or other employee of the charter school shall permit, condone, or tolerate bullying.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

H. False accusations or reports of bullying against another student are prohibited.

A. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the charter school's policies and procedures, including the charter school's discipline policy. The charter school may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The charter school shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the charter school, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from charter school property and events.

B. The charter school will act to investigate all complaints of bullying reported to the charter school and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the charter school who is found to have violated this policy.

I. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, 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.

The term, "bullying," specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

B. "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 another electronic device. The term applies to prohibited conduct which occurs on school premises, on charter school 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.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with

regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

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

F. “On school premises, on charter school property, at school functions or activities, or on school transportation” means all charter school buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for charter school purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. Charter school property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the charter school does not represent that it will provide supervision or assume liability at these locations and events.

G. “Prohibited conduct” means bullying, cyberbullying, malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.

H. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

I. “Student” means a student enrolled in a public school or a charter school.

II. REPORTING PROCEDURE

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate charter school official designated by this policy. A person may report bullying anonymously. However, the charter school may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The charter school encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the charter school office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a charter school human rights officer or the executive director. If the complaint involves the building report taker, the complaint shall be made or filed directly with the executive director or the charter school human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the charter school shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. Charter school personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

G. The charter school will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the charter school's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

III. CHARTER SCHOOL ACTION

A. Within three school days of the receipt of a complaint or report of bullying or other prohibited conduct, the charter school shall undertake or authorize an investigation by the building report taker or a third party designated by the charter school.

B. The building report taker or other appropriate charter school officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the charter school will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. Charter school action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy and other applicable charter school policies; and applicable regulations.

E. The charter school is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the charter school. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the charter school shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

IV. RETALIATION OR REPRISAL

The charter school will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the charter school who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

V. TRAINING AND EDUCATION

A. Consistent with its applicable policies and practices, the charter school must discuss this policy with students, school personnel and volunteers and provide appropriate training for all charter school personnel to prevent, identify, and respond to prohibited conduct. The charter school must establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within

the first year of their employment with the charter school. The charter school or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

B. The charter school shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
4. The incidence and nature of cyberbullying; and
5. Internet safety and cyberbullying.

C. The charter school annually will provide education and information to students regarding bullying, including information regarding this charter school policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the charter school is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems,

managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
5. Teach students to advocate for themselves and others;
6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The charter school may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

G. The charter school shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or

completeness of the data. The charter school may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy in the student handbook.

VI. NOTICE

A. The charter school will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. Article II, paragraph D, regarding malicious and sadistic conduct must be conspicuously posted throughout each school building

C. This policy shall be conspicuously posted in the administrative offices of the charter school in summary form.

D. This policy must be distributed to each school employee and independent contractor, if the contractor regularly interacts with students, at the time of initial employment with the charter school.

E. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.

F. This policy shall be available to all parents and other school community members in an electronic format in the languages appearing on the charter school's website, consistent with district policies and practices.

G. The charter school shall provide an electronic copy of its most recently amended policy to the Minnesota Commissioner of Education.

VII. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other charter school policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)

Minn. Stat. § 120B.232 (Character Development Education)

Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of Charter school Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

MSBA/MASA Model Policy 514
Orig. 2003
Rev. 05/06/2024

Adopted: December 12, 2011
Reviewed: June 6, 2024

Twin Cities International Schools

HAZING PROHIBITION (526)

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the charter school and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

A. No student, teacher, administrator, volunteer, contractor, or other employee of the charter school shall plan, direct, encourage, aid, or engage in hazing.

B. No teacher, administrator, volunteer, contractor, or other employee of the charter school shall permit, condone, or tolerate hazing.

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

D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.

E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.

F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the charter school's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of hazing may include, but not be limited to, exclusion from charter school property and events and/or termination of services and/or contracts.

G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.

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

I. The charter school will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the charter school who is found to have violated this policy.

II. DEFINITIONS

A. “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. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of charter school policies or regulations.

B. “Immediately” means as soon as possible but in no event longer than 24 hours.

C. “On school premises or charter school property, or at school functions or activities, or on school transportation” means all charter school buildings, school

grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for charter school purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. Charter school property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the charter school does not represent that it will provide supervision or assume liability at these locations and events.

D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.

E. "Student" means a student enrolled in a public school or charter school.

F. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

III. REPORTING PROCEDURES

A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school official designated by this policy. A person may report hazing anonymously. However, the charter school may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The charter school encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the charter school office, but oral reports shall be considered complaints as well.

The school director, director's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult charter school personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to the executive director. If the complaint involves the building report taker, the complaint shall be made or filed directly with the executive director by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

C. A teacher, administrator, volunteer, contractor, and other school employees of the school shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall inform the building report taker immediately. Charter school personnel who fail to inform the building report taker of conduct that may constitute hazing in a timely manner may be subject to disciplinary action.

D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.

E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.

F. The school will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the charter school's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

IV. CHARTER SCHOOL ACTION

A. Within three (3) days of the receipt of a complaint or report of hazing, the charter school shall undertake or authorize an investigation by charter school officials or a third party designated by the charter school.

B. The building report taker or other appropriate charter school officials may take immediate steps, at its discretion, to protect the target or victim of hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.

C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of the investigation that determines hazing occurred, the charter school will take appropriate action. Such action may include, but is not

limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. Charter school action taken for violation of this policy will be consistent with the requirements of applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and charter school policies and regulations.

E. The charter school is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the charter school. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported or confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the charter school shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

V. REPRISAL

The charter school will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the charter school who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, who provides information about hazing, who testifies, assists, or participates in an investigation of alleged hazing, or who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VI. DISSEMINATION OF POLICY

A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.

B. The school will develop a method of discussing this policy with students and employees.

Legal References:

Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of Charter School Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence) MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

MSBA/MASA Model Policy 526
Orig. 1997
Rev. 09/28/2022

Minnesota Statutes 2023 121A.11

PLEDGE OF ALLEGIANCE LAW

121A.11 UNITED STATES FLAG.

Subdivision 1. **Displayed by schools.** Every public school in Minnesota must display an appropriate United States flag when in session. The flag shall be displayed upon the school grounds or outside the school building, on a proper staff, on every legal holiday occurring during the school term and at

such other times as the board of the district may direct. The flag must be displayed within the principal rooms of the school building at all other times while school is in session.

Subd. 2. **School boards to provide flags and staffs.** The board must provide the flag for each of the school buildings in their districts, together with a suitable staff to display the flag outside of the school building and proper arrangement to display the flag in the building, and a suitable receptacle for the safekeeping of the flag when not in use.

Subd. 3. **Pledge of Allegiance.** (a) All public and charter school students shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

(1) by each individual classroom teacher or the teacher's surrogate; or

(2) over a school intercom system by a person designated by the school principal or other person having administrative control over the school.

A local school board or a charter school board of directors may annually, by majority vote, waive this requirement.

(b) Any student or teacher may decline to participate in recitation of the pledge.

(c) A school district or charter school that has a student handbook or school policy guide must include a statement that anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so and that students must respect another person's right to make that choice.

(d) A local school board or a charter school board of directors that waives the requirement to recite the Pledge of Allegiance under paragraph (a) may adopt a district or school policy regarding the reciting of the Pledge of Allegiance. [Please refer to TCIS policy 531 - Pledge of Allegiance.](#)

Subd. 4. **Instruction.** Unless the requirement in subdivision 3 is waived by a majority vote of the school board, a school district must instruct students in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.

Official Publication of the State of Minnesota Revisor of Statutes

LANGUAGE ACCESS INFORMATION

TCIS views multilingualism as a strength and strives to employ staff members who speak the languages that are most spoken by our student population. TCIS is committed to employing at least one member of each grade level or educational department team as well as several key school support personnel who speak the languages that are most spoken by our student population to ensure immediate communication services are available to families as needed in the building at all times.

FEDERAL REQUIREMENTS

Title VI of the Civil Rights Act of 1964 was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color, and national origin in programs and activities receiving federal financial assistance.

Equal Educational Opportunity Act (EEOA) requires states and school districts to provide equal educational opportunity to students learning English by taking appropriate actions to overcome language barriers.

Individuals with Disabilities Education Act (IDEA) upholds language access rights for bilingual families by requiring that students be tested in their home language and Individual Educational Plans (IEP) be written in the appropriate home language. IEP meetings must be conducted in the family's home language using a highly trained and qualified interpreter.

MINNESOTA STATE REQUIREMENTS

Starting in the 2025-2026 school year, during a regularly scheduled public board hearing, a school board must adopt a language access plan that specifies the district's process and procedures to render effective language assistance to students and adults who communicate in a language other than English. The language access plan must be available to the public and included in the school's handbook.

Plan requirements: The language access plan must include how the district and its schools will use trained or certified spoken language interpreters for communication related to academic outcomes, progress, determinations, and placement of students in specialized programs and services; and how families and communities will be notified of their rights under this plan.

Regular review: The board must review the plan every two years and update the plan as appropriate.

Minnesota Learning for English Academic Proficiency (LEAPS) Act of 2014, Chapter 272, H.F. No. 2397, Article 1. The law has three principal goals for all English Learner (EL) students: 1) academic English proficiency; 2) grade-level content knowledge; and 3) multilingual skills development.

LANGUAGE ACCESS RIGHTS

If you are a parent or guardian of a student in public schools and your dominant language is not English, you have the following rights established by federal law:

- School districts must have a process for identifying your language needs.
- Schools must provide information in a language you understand.
- School districts must provide effective language assistance to you, such as by offering translated materials or a language interpreter.

- Schools must provide you with language assistance even if your child is proficient in English or you have some English proficiency.
- Schools must provide translation or interpretation from appropriate and competent individuals and may not rely on or ask students, siblings, friends, or untrained school staff to translate or interpret for you.
- Language assistance must be free to you.

LANGUAGE IDENTIFICATION PROCEDURES

TCIS will determine parent/guardian language needs through the following procedures:

1. Enrollment Survey: Upon registration, parents/guardians will identify their preferred language and method of communication. This survey is translated into the following language(s), common in our community:

- Somali
- English

Enrollment staff are trained in procedures for accessing qualified interpreters to help parents complete enrollment paperwork if needed.

2. Student Information System: The preferred language and method of communication of parents/guardians is available to all staff in Synergy, the Twin Cities International Schools Student Information System.
3. Teacher Communication: Teachers are encouraged to inquire about communication preferences during “Back to School” open house and in their own communication with families.

DISTRICT CONTACT

If you have any questions about the Language Access Plan, please contact us via email at kelliw@iecmail.net

For questions regarding the language needs of specific students or families, contact your child’s teacher/staff member or the school's main office.



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. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to 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 (MCA)

MCA and the alternate assessments (Minnesota Test of Academic Skills (MTAS)/Alternate MCA) are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of 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 can use MCA results for:

- Postsecondary Enrollment Options (PSEO) 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 English learner programs.

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 form on the following page. Contact your student's school to learn more about locally required assessments.

Updated March 2025

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 their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This 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 the 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) you are opting your student out of 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 how to opt out of local assessments.

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

Updated March 2025

Acknowledgement for the Receipt of the TCIS 2026-2027 Student/Parent Handbook

Our family has received and read the TCIS Student/Parent Handbook 2026-2027. We understand the rights, responsibilities and guidelines pertaining to students at TCIS. We agree to abide by the rules, guidelines, procedures and policies of the school so that a safe learning environment is possible.

Parent/Guardian Acknowledgement:

Date: _____

Parent/Guardian **print** name: _____

Parent/Guardian **sign** name: _____

Student/s of TCIS Acknowledgement:

_____ Grade Level	_____ Student Print Name	_____ Student Sign Name
_____ Grade Level	_____ Student Print Name	_____ Student Sign Name
_____ Grade Level	_____ Student Print Name	_____ Student Sign Name
_____ Grade Level	_____ Student Print Name	_____ Student Sign Name
_____ Grade Level	_____ Student Print Name	_____ Student Sign Name

Please return this signed form to your child's homeroom teacher (elementary school), homebase teacher (middle school), or the school office during distanced learning.

Thank you!