

EAST GRAND FORKS SENIOR HIGH SCHOOL



GREEN WAVE GUIDE 2026-2027

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Student Cell Phone Policy

Student cell phone use during class time has become excessive. It is causing students to lose their focus in the classroom and causes disruptions in class and is inhibiting the educational process. Therefore, the following cell phone policy is in place at the Senior High School.

- There will be NO cell phone usage in any classroom during the class periods. Students will be expected to store their cell phones in an assigned area determined by the teacher such as in a calculator caddy. Students that refuse to put their cell phones in the assigned spot will not be allowed to leave the classroom to use the restroom.
- Students that are caught using their cell phones during class will receive a cell phone violation. The phone will be brought to the office and will remain there for a total of 8 class periods.
- Multiple violations will result in having the phone in the office for additional time. Other consequences will be detention time and/or in school suspension time.
- Refusing to give the cell phone to school personnel may result in a day of in school suspension.
- In addition, anyone involved in extra curricular activities receiving a cell phone violation will not be allowed to participate in their practice/game/activity on the date of their violation.
- Students are allowed to use their cell phones before or after school, during passing time and during lunch.
- If there is a family emergency and you need to contact your child, please call the office at 218-773-2405 and we will find your son or daughter.

Thank you for your cooperation in this matter!!!

Brian Loer, Principal

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Welcome

The East Grand Forks Senior High would like to welcome all of our students as well as their families to the start of another school year. We hope that the 2026-2027 school year brings you many positive experiences and memories that will last for years to come.

The purpose of this handbook is to make everyone fully aware of the many different opportunities, regulations, and policies that are in place here at the Senior High. The handbook also provides students and parents an outline of expectations and procedures that allow our school to operate smoothly and effectively. The handbook may be changed or amended during the school year. If changes are necessary, these changes will be posted on the school website and/or in the school newsletter. If you have questions about any provisions in the handbook, please feel free to contact me.

In order for education to be successful, students, parents, teachers, and administrators need to follow three basic ideals: commitment, cooperation, and communication. When everyone involved commits to education, cooperates with one another, and communicates openly with each other, the school's mission statement has been fulfilled.

As we go through the school year, keep in mind the three ideals of commitment, cooperation, and communication, and a positive educational experience for everyone is assured.

Thanks and have a great school year!!

Brian Loer
Principal

Independent School District 595 Mission Statement

"East Grand Forks Public Schools will engage and empower learners to contribute and succeed in a diverse and changing world."

Independent School District 595 Vision Statement

"EXCELLENCE – the expectation for every learner, every day!"

Accreditation

East Grand Forks Senior High School is accredited by the Minnesota State Department of Education. Credits earned in the high school are accepted without reservation by all colleges and universities in this country.

Administration - High School

BRIAN LOER	Principal
BRUCE NELSON	Assistant Principal
SCOTT KOBERINSKI	Activities Director

Administrative Assistants - High School

LISA HILL
HEATHER ZIMNY
KELLY USELDINGER

Counselors

LORI BECK
ERIN TERPSTRA

Registration Policy

When a new student requests registration at any Independent School District #595 school, a parent or official guardian must accompany them at the time of initial registration.

If a student requests to register and is not living with a parent or cannot provide an address within the district, he/she will be required to complete a residency verification form.

An emancipated minor must provide legal documentation of said emancipation at the time of initial registration.

If a student eighteen years old or older registers, proof of residency within the school district must be provided.

Fees

Public education in Minnesota is free to all students who are residents. However, fees may be charged to you under the following circumstances:

1. A project in art, F.A.C.S., industrial arts or some other course that is in excess of the material requirements of the minimum course outline, provided that the student elects to do such a project with the approval of the instructor. The student may elect to take such projects home, and costs of such projects must be paid, as the material of each project is needed with the approval of the instructor.
2. Cost of school materials and/or equipment destroyed or lost through carelessness will be paid for in the amount necessary to replace or restore the item.
3. Rental charges on school-owned music instruments.
4. Driver's education fee for students taking Behind-the-Wheel training.
5. All participation fees are listed on the website.
6. Costs of field trips, which are made available from time to time but are not required as a part of the course.
7. Costs of the yearbook or class rings should the student elect to order any of these items.
8. Admission fees for certain events such as tournaments or activities, which the student may attend at his/her option.

Students are required to furnish such things as their own calculators, paper, pencils, pens, notebooks, graph paper, sketch pads, gym clothes, tennis and athletic shoes, and other personal items.

Fees unpaid within 30 days of the end of the school year may be collected through action in a small claims court or other appropriate means.

(These procedures are in accordance with and governed by the Minnesota Public School Fee Law, MSA 120.71 - 120.76.)

Student I.D.

Students need to show their photo I.D. card for the following reasons:

1. To assist our ticket takers.
 - a. Many of our ticket takers are from other schools in the district and therefore do not know the Senior High students.
 - b. The size of our school makes it virtually impossible for our Senior High ticket takers to know all of the students.
 - c. Middle School students also have I.D. cards and are not known by the ticket takers.
2. Some students have not paid their registration fees.
3. Some students may have dropped out of school.
4. Students from other schools (Sacred Heart and Grand Forks) attend some of these contests.

Exceptions to showing their I.D. card are:

1. Band members with instruments.
2. Cheerleaders in uniform.
3. Participating athletes who are recognized by the ticket takers.

Health Services

Minnesota State Immunization Law (Minn. Stat. 121A.15) requires the following immunizations for all 7-12 students:

- 3 DPT (Diphtheria, Tetanus, Pertussis)
- 3 Polio
- 3 Hepatitis B
- 2 MMR (Measles, Mumps, Rubella)
- 2 Varicella (Chicken Pox) or documentation of having the disease
- 1 Tdap Booster (Tetanus, Diphtheria, Pertussis) entering 7th grade year
- 1 Meningococcal entering 7th grade year
- 1 Meningococcal booster entering 12th grade year

Immunizations can be waived for medical reasons, which requires a physician's signature, or conscientious held beliefs, which require a parent's signature and must be notarized. This form is available in the office and online.

A copy of the immunization record will be given to graduating seniors, as post-secondary schools require the record for registration.

Medications Procedure

Internal medication should be given only by or on order of a physician. The giving of aspirin or any other drug internally at school is not allowed, as this is the responsibility of the parent or the physician. Students who depend upon medication in order to stay in school must have a written order from a physician giving specific directions for taking medication.

Medication to be administered must be brought to school in a container appropriately labeled by a pharmacy or by the physician.

The school will designate a specific, locked, and limited access storage space within the school to store the medication.

Students are allowed to use inhalers that are properly labeled, provided the parent and physician have followed all of the necessary guidelines explained in this section.

The school will ensure that there is a copy of the "Physician's Written Order and Parent Authorization Form" in the student's medical records file and that a copy is available for immediate reference by the principal and/or teacher designated by the principal to administer the prescribed medication.

The school shall refuse to administer prescribed medication to any child whose parent or legal guardian has not fully completed the approved "Physician's Written Order and Parent Authorization Form."

Accident Insurance

State statutes declare that a school district has no liability in cases of accidental injuries in school activities. A school district cannot use public funds to purchase accident insurance covering its students. Public funds received through taxes can only be spent for the purposes for which they were levied.

High School Graduation Requirements

In order to walk across the stage on graduation day, all students MUST meet all the requirements listed below. Any student not meeting all of these requirements will NOT be allowed to participate in the graduation ceremony. Once all of the required credits are obtained, a diploma will be granted at that time.

Subject	Class of '25 & Beyond
English •9th grade: English 9A and B — 1 credit •10th grade: English 10A and B — 1 credit •11th grade: American Literature 1 — .5 credit •11th grade: American Literature 2 — .5 credit •12th grade: Senior Composition — .5 credit •12th grade: Senior Literature — .5 credit	4 credits
Science •9th grade: Earth and Space Science (Class of 2029 & beyond) — 1 credit — Origins of Science (Class of 2027 & 2028) •10th grade: Biology — 1 credit •11th grade: Chemistry OR Physics — 1 credit	3 credits
Social Studies •9th grade: World History — 1 credit •10th grade: Social Studies Elective — .5 credit AND Geography — .5 credit •11th grade: US History — 1 credit •12th grade: Economics — .5 credit •12th grade: Civics — .5 credit	4 credits
Math •9th grade: Intermediate Algebra 1 OR Geometry •10th grade: Geometry OR Algebra 2 •11th grade: Algebra 2 OR College Algebra and PreCalculus	3 credits
Physical Education and Health •9th grade: PE 9 — .5 credit required •10th - 12th grade: PE elective — .5 credit •10th grade: Health — .5 credit	1.5 credits
Personal Finance 11th or 12th grade	.5 credit
Fine Arts 9th - 12th grade	1 credit
Career Pathway Electives •9th grade: Freshman Seminar — 1 credit •10th grade: Pathway class — .5 credit •10th - 12th grade: Pathway electives — 2.5 credits	4 credits
Other Electives	7 credits
Total	28 credits

Green Wave Online School

Starting in the fall of 2026, East Grand Forks will offer online schooling for students grades 9-12. Students will have the option to attend Green Wave Online full time or ½ time. ½ time students will attend school in person either all morning or all afternoon. Online students will NOT be allowed to pick the individual hours they would like to attend school in person.

Green Wave Online students will still be allowed to take PSEO classes that meet the requirements for graduation.

Green Wave Online Schooling will allow students who have completed their required credits to graduate from East Grand Forks Senior High just like a student attending school in person.

Graduation Information

- 1) Seniors who plan on graduating at semester time must submit a written request signed by a parent or guardian to the school before September.
- 2) Full-time Senior High students who maintain a grade point average of 3.75 or above up to and including the first semester of their senior year will graduate with honors at the graduation ceremony.
- 3) Full-time students will receive a class ranking based on their cumulative GPA. Part-time students and students taking classes at the ILC (Independent Learning Center) will not be included in class rank.

Credit by Assessment

Students who feel they have met the requirements of a particular course through previous learning opportunities may apply for Credit by Assessment. A student at any level is able to test out of a high school course if they can demonstrate competencies in the skills and concepts of the course. The assessment may include such tools as written examinations, oral examinations, and/or product or performance exhibitions. When a student applies for credit by assessment, the specific requirements for awarding the credit will be established. Students are notified prior to beginning the assessment the competency level required for course credit. In most cases, students are expected to accomplish work that is judged as 80% or higher. Students who apply for this option agree to abide by the following procedures:

- A student who requests Credit by Assessment must be enrolled at the Senior High and maintain full-time status in accordance with district policy.
- A student may request Credit by Assessment only once for each course and may not test out of a course in which he/she has been previously enrolled. Applications must be received one full semester before beginning the course. A student must complete the assessment process within one semester of the onset of testing.
- A student initiates Credit by Assessment by discussing the appropriateness with the school counselor and by completing an application. It is assumed the student is ready to begin the assessment process when the application is completed. Parental request is required. The counselor forwards the application to the department for which the Credit by Assessment is requested.
- The Senior High is not obligated to provide instruction, curriculum or other teaching materials to the applicant. The completed assessment is scored by the classroom teacher for the particular course. If all work is judged satisfactory by the established standards (80% or higher), the student will receive the corresponding grade as established in the handbook under the Senior High Grading Scale.
- The student's application, assessment materials, record of results, and any other materials associated with the Credit by Assessment process are considered district property and are held in the student's file.
- Any grievances or complaints can be filed following the "Resolution of Complaints" (Policy 1900 in the District Policy Handbook).
- Assessments are developed for a particular course upon application. Up to 60 days may be required the first time an application for a course is submitted.

Grade Classifications

Cumulative credits earned each school year determine grade classification for the next school year.

9th Grade - 0-6.5 credits

11th Grade - 14.5 - 21.5 credits

10th Grade - 7-14 credits

12th Grade - 22+ credits

*We require our students to maintain full-time status. MN State HS League bylaws state that in order to maintain eligibility, a student must be fully enrolled and making satisfactory progress toward graduation. All 9th-11th grade students must register for 4.0 credits each semester. Seniors in good standing for graduation are required to register for at least 3.5 credits fall semester and 3.0 in the spring semester. A senior student is full-time when they are enrolled in 3 high school credits, which will be the equivalent of 12 college credits (4 college credits=1 HS credit; 3 college=.75 HS; 2 college=.5 HS; 1 college=.25 HS). If a student drops a college course after the college drop date, they will receive an F on their HS transcript per our Minnesota PSEO agreement.

Class Schedule Change Policy

Each spring, the counseling staff and administration meets with students regarding the following year's class offerings. Every effort will be made to accommodate student requests. Of course, some classes have higher demand than others and may become full. In that case, the order for selection will be seniors first, juniors second, sophomores third, and freshmen last.

While every effort is made to ensure that students are offered a daily schedule of courses that meet their needs, sometimes the fit is not always perfect, and changes are sought. We understand this. Therefore there will be a small window in which schedules may be altered. After schedules have been created, students may change their

schedule for an upcoming semester throughout the previous one (for example, change semester two schedule during semester one).

Students will receive hard copies of schedules at summer registration. Those wishing to view schedules earlier, may do so by accessing the family access area through the district's website. Log on I.D.'s and passwords are available in the main office.

After the semester begins, students have two days to change a schedule only if:

1. They have not satisfied a prerequisite to a class they are enrolled;
2. They have already taken and passed the course;
3. They have a learning lab and would prefer a class;
4. They have a class and would prefer a learning lab;
5. They need to replace an elective class with a required class;
6. They have a blank in their class that needs to be filled.

Please note that in some cases a requested change will not be honored due to schedule conflicts and/or classes that already have been filled, in some cases, or closed/eliminated, in others.

Class Drop/Withdrawal Policy

- Students choosing to drop a high school class after the first four school days will result in an "F" on the student's report card/transcript. It will also put the student on the ineligibility list for 2 weeks from that drop date. This means students will be unable to perform in any activity during this time period. Students will be placed in a study hall for the remainder of the semester.
- Students taking college classes (PSEO or CIHS) will follow all drop dates given by the college. If a student withdraws from a PSEO course with an F as their grade, the F will transfer to the student's high school transcript. Students' eligibility for sports will be determined by administration. The student may be placed into another course in order to stay at full-time status. The student's ability to continue taking college courses is determined by the college.

Senior High Grading Scale

All classes at the Senior High will use a uniform grading scale.

A	94-100	4.00
A-	90-93	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.00
D-	60-62	0.67
F	below 60%	0.00

East Grand Forks Senior High does not have weighted grades. All grades are equal. This includes our CIHS courses and PSEO classes taken at other colleges. Grades are calculated quarterly and also on a cumulative basis. Cumulative grades are based on final course grades. In the case of semester courses, grades and credit are awarded at the end of the semester. In the case of year-long classes (with exception of pre calculus), grades and credit are awarded at the end of the school year, and subsequently, are calculated into the cumulative grade point average at the year's end.

Report Cards

Report cards are issued in school four times a year. Report cards should mean a great deal to every student. Talk over your grades at home. If your parents or guardians have any questions about the grades or the meaning of the grades, invite them to request a conference with the teachers or principal. Report cards are available online at the end of each quarter.

END OF REPORT PERIODS:

- October 30, 2026
- January 15, 2027
- March 25, 2027
- May 27, 2027

HONOR ROLL

The Honor Roll will be completed as follows:

1. No student with a grade below a B in any subject will be on the "A" Honor Roll.
2. No student with a grade below a C in any subject will be on the "B" Honor Roll.
3. The Honor Roll will be listed in the newspapers as Straight A (4.0), A (3.5 to 3.999), or B (3.0 to 3.499).
4. The Honor Roll is based on Grade Point Average for the quarter.
5. Students must have a minimum of 2.0 credits per quarter at the Senior High to be included on the Honor Roll.

Rules for Students Missing Classes for School Activities

Participating in school activities is a valuable privilege for students, and these activities are an important part of high school life. However, academic work is top priority and it is very important to keep up with homework.

When a student participates in a school-sponsored activity, the student is assuming complete responsibility for completing school work. This holds true whether a student is absent from class due to such things as a college visit, athletic event, fine arts or music performance, student council meetings, field trips, and other such events.

As in the past, it is the responsibility of these students to consult with their teachers at least a day in advance so that arrangements can be made with regard to homework, quizzes, and exams.

NCAA Clearinghouse Information

If you are planning to enroll in college as a freshman and you wish to participate in Division I or Division II athletics, you must be certified by the NCAA Initial-Eligibility Clearinghouse. The Clearinghouse was established as a separate organization by the NCAA member institutions in January of 1993. The Clearinghouse ensures consistent interpretation of NCAA initial-eligibility requirements for all prospective student athletes at all member institutions.

Your responsibility as a prospective student athlete is to make sure the Clearinghouse has the documents it needs to certify you. These documents are:

- a. Your completed and signed Student Release Form and fee
- b. Your ACT or SAT scores
- c. Your official transcript from every high school you have attended

If you want to participate in Division I or Division II athletics, plan to start the certification process early (usually the end of your junior year in high school).

To be certified by the Clearinghouse you must:

1. Graduate from High School
2. Earn a grade-point average of at least 2.00 in a core curriculum of at least 13 academic courses taken during grades 9 through 12. Only courses that satisfy the NCAA definition of a core course are acceptable. These include English, Math, Science, Social Science, Foreign Language, Computer Science, Philosophy or non-doctrinal religion.
3. Earn a composite score of at least 17 on the ACT or a combined score of at least 820 on the SAT on a national test date. In Division I the grade point and test score vary according to an index; a GPA of 2.500 needs an ACT 17, and ACT of 21 needs just a GPA of 2.000.

Students may get necessary forms and more information from the, Senior High Counselor or Activities Director.

Directory Information

Independent School District 595 is permitted to release "directory information" regarding a student to educational agencies and the armed forces under Section 438 of the Federal General Educational Provisions Act (as amended - Section 513 of Public Law 93-380 and Section 2 of Public law 93-568). This "directory information"

could include the student's name, address, telephone number, date and place of birth, major field of study, participation in activities and sports, dates of attendance, degrees awarded, and similar information.

It is the intention of the high school to release this "directory information" on the request of qualified agencies. If you do not wish to have your son or daughter included on such "directory information lists" you may notify the Senior High principal's office.

"Directory information lists" at the Senior High include only student's names, addresses, and phone numbers.

Attendance Law

"Minnesota Law provides that every child between seven and seventeen years of age must attend a public school or a private school during the regular school term. Any student who is 18 years of age who seeks to withdraw from school must attend a meeting with school personnel to discuss the educational opportunities available to the student, including alternative educational opportunities. The student and parent/guardian must sign a written election to withdraw from school. (Minnesota Statute 120A.22, 1999).

Attendance Regulations

The faculty of the Senior High School expects and demands regular and punctual attendance. Regular attendance and promptness are desirable habits to cultivate and should be encouraged by parents. Learning can take place effectively only when the attendance rate is high. Students should take the same attitude toward tardiness or absence from school. Oversleeping, giving plasma, tanning, hair appointments, etc., are not acceptable reasons for missing classes. Detention may be assigned for any attendance violation.

The only valid reasons for which it is permissible to be absent from school are:

1. Serious family emergencies such as funerals and serious illnesses.
2. Illness of student or member of the family.
3. Absences due to participation in school-sponsored activities occurring during school time.
4. Situations where absenteeism is foreseen and satisfactory arrangements are made by a parent or guardian.

Whenever it is necessary to be absent from school, it is essential that the principal's office be notified. If a student will be absent in the morning, please call the principal's office at 773-2405 before 8:30 a.m.

Students that receive an Unexcused Absence could be declared ineligible from participating that day or a later date.

If students leave the building during the day, they must personally inform the principal's office of this intended absence. If full credit for make-up work is to be expected, please cooperate with the high school staff according to the following procedure:

After an absence, the student must bring a written explanation for the absence, signed by a parent or guardian. Students will also be required to return to the principal's office written confirmation of all doctor and dental appointments before being readmitted into class. Confirmation of other appointments may be asked for if a parent or guardian has not made arrangements beforehand. Failure to do so may result in an unexcused absence and make-up time issued in detention. The principal's office will then issue an admit slip that must be presented to each teacher on the day after the absence.

If a student misses school because of a school activity, it is the student's responsibility to prearrange with teachers to make sure all work is turned in and made up. Participation in an activity is not an excuse for turning in late work. **In addition, students must be in school on the day of an activity by 9:00 a.m. and must stay in school the entire day. Failure to follow this will result in students missing the next scheduled event or practice.** Doctor's appointments and funerals are exceptions to this rule.

Senior High students wishing to arrange trips during the school year should be accompanied by their parents. We support family trips, but also stress the importance of attendance and its relationship to good grades in school. Please use discretion and good judgment when considering student trips during the school year.

All students who have been absent from school are responsible for making up all work missed. Students will be given a reasonable time to make up their work. For an absence of one day, we expect the work to be made up the next day; a two-day absence should be made up within the next two days. An absence of greater length may require that you make special arrangements with your teacher. Make-up work is a student's responsibility.

Passes to leave the school building during school hours are issued only by the Principal, Assistant Principal, or a designee. Students failing to check out of the main office when leaving may be reprimanded.

Students who are repeatedly tardy to any class without a valid excuse will be referred to the principal's office and placed on detention. If an instructor detains a student so that he or she is late for their next class, it is the student's responsibility to secure an admit slip from that instructor.

Situations where absenteeism is foreseen should be prearranged. Excuse slips must be picked up in the office.

Excessive Absenteeism

The School District reserves the rights to reasonably determine which absences are either excused or unexcused. The following reasons generally will be recognized as excused absences.

1. Illness of student or member of the family.
2. Serious family emergencies, such as funerals and serious illnesses.
3. Absences due to participation in school sponsored activities occurring during school time.
4. Situations where absenteeism is foreseen and satisfactory arrangements are made personally by a parent or guardian.

All unauthorized and unexcused absences for reasons other than those listed above are considered to be truant absences. Detention will be assigned and the parents or legal guardian of the student will be informed of the truancy. Continued truancy could result in a failing grade for the quarter as explained previously.

Student Discipline Policy 506

Independent School District 595, East Grand Forks, Minnesota

I. STATEMENT OF PHILOSOPHY

The School Board finds that learning takes place in an orderly and safe environment, where students learn responsibility and respect. This policy states acceptable rules of conduct to students in order to foster a positive and safe learning environment.

II. CODE OF CONDUCT

Disciplinary action may be taken as a result of behavior, which violates the code of conduct. The following acts are specific behaviors, which violate the code of conduct and are subject to disciplinary action.

Unspecified misconduct is also prohibited as provided in paragraph II.F.

A. Violations Against Persons

1. Fighting:

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

2. Harassment:

Participating in, or conspiring with others to engage in acts that injure, victimize, degrade, or disgrace other individuals, including, but not limited to conduct directed at individuals because of their race, religion, sex, color, creed, gender, national origin, age, marital status, status with regard to public assistance, sexual orientation, or disability. School District Policy 5708, Harassment and Violence, will be enforced in cases of religious, racial or sexual harassment, violence or reprisal.

3. Bullying (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 school district 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 school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district 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 school district 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 on school premises, on school district 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 the school district 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 school district property and/or with or without the use of school district resources.

- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. 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 school district's policies and procedures, including the school district's discipline policy. The school district 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 school district 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 school district, 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 school district property and events.

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

III. 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, as defined in this policy.

- 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 other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- 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:
- E. 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;
- F. 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
- G. 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.
- H. “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district 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 school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district 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 school district does not represent that it will provide supervision or assume liability at these locations and events.
- I. “Prohibited conduct” means bullying, cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- J. “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.

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

IV. 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 school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district 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 school district 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 school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district 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 school district 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. School district 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 school district 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 school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

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

- B. The building report taker or other appropriate school district 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 school district 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. School district 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 school district policies; and applicable regulations.
- E. The school district 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 school district. 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 school district 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.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district 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.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy.

The school district shall 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 school district. The school district 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 school district 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 school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district 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 school district 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 school district 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 school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be distributed to each school employee and independent contractor.
- D. 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.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 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 (Definition of Public School)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
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.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 124D.10 (Charter School)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District 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)

4. Abusive Language:

- (a) Disrespectful language to others.
- (b) Threatening language to others.

5. Interference/Obstruction:

Any intentional action taken attempting to prevent a staff member from exercising his/her lawfully assigned duties.

6. Possession of Weapon:

It is a violation of District Policy 501 for an individual to knowingly or voluntarily possess, store, handle, transmit, or use any instrument that is considered a weapon or destructive device in school, on school grounds, at school activities, at bus stops or school vehicles, or entering upon or departing from school premises, property, or events. According to Policy 501, weapons include, but are not limited to: firearms, whether loaded or unloaded or incapable of being used; knives; clubs; metal knuckles; numchuks; throwing stars; explosives; stunt guns; ammunition; mace; chains; pellet guns; starter guns; cross bows; bows and arrows; look-alike weapons; and other non-functioning guns or weapons that could be used to threaten others.

7. Assault:

Doing an act with intent to cause fear in another. Immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another.

8. Aggravated Assault:

Committing an assault upon another person with a weapon or an assault which inflicts great bodily harm upon another person. In cases of an aggravated assault with a weapon School District Policy 501 (Weapons Policy) will be enforced.

9. Hazing (Policy 526):

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

- a. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
- b. 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.
- c. 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.
- d. 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.
- e. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of School District policies or regulations.

No student, or School District staff member (including School Board members, teachers, administrators, volunteers, contractors, agents or other employees) of the School District shall plan, direct, encourage, aid or engage in hazing. No staff member of the School District shall permit, condone or tolerate hazing. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

This policy applies to behavior that occurs on or off school property and during and after school hours. 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.

The School District will act to investigate all complaints of hazing and will discipline or take appropriate action against any student or staff member who is found to have violated this policy.

B. Examples of Violations Against Property

1. Unauthorized Use of School Property

The unauthorized/illegal use of school property for non-school sponsored activities.

2. Willful Damage of School Property

3. Willful Damage to Property of Staff Members and Others

4. Theft

The unauthorized taking of the property of another.

5. Robbery/Extortion

The obtaining of property from another where his/her consent was induced by a use of force or a threat of force.

6. Tampering with Food or Beverages

Adding or attempting to add foreign substances to food or beverages.

C. Examples of Violations Against Traffic Regulations

1. Parking

The Senior High Parking Policy has become necessary for the purpose of maintaining order and discipline in the parking lot and to protect the health, safety, and welfare of students and school personnel. Students are permitted to park in the assigned locations as a matter of privilege, not of right. Students are not allowed to park vehicles in driveways, designated handicapped areas, on the grass, double park, or in the areas designated for use by staff and administration. Students should abide by all posted traffic signs and markings in the

school parking lot. Students failing to follow parking lot rules and regulations will receive two warnings prior to being towed. The third violation will result in the vehicle being towed at the owner/operator's expense without notification. Any damage incurred as a result of the towing will be the student's responsibility. A disciplinary referral will be mailed to the parents and student following each violation.

2. Reckless or Careless Driving

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

D. Examples of Violations Against School Administrative Procedures

1. Disobedience

Refusal to follow school rules and regulations.

2. Disruptive Behavior

Actions which interfere with effective operations of the school.

3. Defiance of Authority

Willful refusal to follow a legal directive/order given by a staff member.

4. Record and Identification Falsification

(i) Falsifying signatures or data on official record.

(ii) Refusal to give correct identification or giving false identification when requested to do so by a staff member.

5. Unauthorized Distribution

The unauthorized distribution of literature defamatory, obscene, harassing, advocates violence or illegal conduct, constitutes fighting words, or presents a clear and present likelihood that the order and discipline of the school will be materially and substantially disrupted.

6. Leaving School Grounds

Leaving school grounds during school hours without proper permission.

7. Chronic and Unexcused Absenteeism

8. Habitual Truancy

Habitual truancy is defined by Minnesota Statute 260.015, subd. 19 as "a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school or high school, or a child who is under 18 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days and who has not lawfully withdrawn from school under Minnesota Statute 120A.22, subd. 8.

9. Chronic and Unexcused Tardiness

10. Student Attire

Manner of dress or personal grooming which presents a clear danger to the student's health and safety, causes an interference with the educational process, or creates classroom or school disorder.

11. Trespassing

Physically present on a school campus or at a school activity after being requested to leave by the school principal or other person lawfully responsible for the control of said premises.

12. Violation of School District Policies

The violation of a School District policy contained in the Student Handbook constitutes a violation of the code of conduct.

E. Examples of Other Violations

1. Gambling

The playing of a game of chance for stakes.

2. Disorderly Conduct

Engaging in offensive, obscene, or abusive language or in boisterous and noisy conduct.

3. Use or Possession of Tobacco and/or Tobacco Products

The use of and/or possession of any type of tobacco product by any student at school, on school property, in school vehicles, or at school sponsored events is prohibited. Students who participate in athletics and activities are also subject to School District policy 506.

4. Use, Possession, Distribution, or Sale of Alcohol or other Drugs

Students are prohibited from using, possessing, distributing, selling or being under the influence of illegal or illicit drugs or alcohol at school, on school grounds, in school vehicles or at school sponsored events. In addition to disciplinary action, a violation of this nature shall result in referral to the police and to the School District's chemical abuse pre-assessment team, pursuant to School District Policy 506. Students who participate in athletics and activities are also subject to School District policy 506.

5. Fire Alarms

The sounding of false fire alarms.

6. Terroristic Threats

Making a bomb threat or otherwise threatening a crime of violence. Notification of law enforcement may result from a violation of this nature, in addition to disciplinary action by the School District.

F. Unspecified Misconduct

The above list of code violations does not prohibit the School District from imposing discipline upon students for misconduct that does not fit into any of the listed categories of misconduct. The School District reserves unto itself the full powers it has to discipline students for unspecified misconduct. The law permits the School District to discipline students for willful conduct that materially and substantially disrupts the rights of others to an education and for willful conduct that endangers the student or other students, or surrounding persons, or the property of the school.

III. CORRECTIVE MEASURES

Corrective measures used will depend upon the nature and frequency of the behavior, as well as the degree to which the student is willing to try to correct undesirable behavior. Corrective measures may include but are not limited to the following: conferences with teacher, counselor, or principal; detention; loss of school privileges; parent conference with school staff; modified school program; school transfer; dismissal for one day; suspension; superintendent referral; expulsion; police referral; court referral and home instruction.

A. Examples of Student Conference

Conferences will be conducted with students regarding disciplinary matters to ensure due process. (Conferences by school administrators may be required for disciplinary action involving the removal of a student from class.) Each student facing the imposition of disciplinary action under this policy must be informed, orally or in writing, of the facts and the nature of the conduct which has been challenged and be given an opportunity to explain his or her version of the facts or conduct which has been challenged prior to the imposition of discipline.

B. Parent Contact

Depending on the violation and the seriousness of the action, a student's parent may be contacted by telephone or mail, in addition to a student conference. The intent of the contact is to inform the parent of the violation and the student's attitude during the conference and to elicit parent support for correcting the unacceptable behavior.

C. Parent Conference

The principal, assistant principal, counselor, or teacher may request a parent conference, with or without the student present, to ensure parent understanding of the student's academic and/or behavior problem and to facilitate a cooperative effort to correct a particular issue.

D. Detention

Every effort will be made to ensure that students will be doing schoolwork during this time.

E. Suspension/Expulsion

Suspension and expulsion are governed by the School District Policy 506 and the Minnesota Pupil Fair Dismissal Act, Minnesota Statute 121A.40-121A.56.

IV. REMOVAL OF STUDENTS FROM CLASS

A. Definitions

1. Removal from Class

"Removal from class" means prohibiting a student from attending class for at least one class period. Removal beyond one hour requires administrative involvement.

2. Class Period

“Class period” means instruction given for a period of time for a given course of study. While Senior High does offer classes in two consecutive fifty minute increments (i.e. some vocational classes and a ninth-grade transition program), the majority of classes meet daily for one fifty minute class period.

B. Rules of Governing Student Conduct

1. Student Code of Conduct

The rules governing student conduct are contained in this policy.

2. Notice to Students

Notice of this policy will be contained in the student handbooks each school year.

C. Grounds for Removal from Class

1. Disrupting the Rights of Others

A student may be removed from class for willful conduct which materially and substantially disrupts the rights of others to an education.

2. Dangerous Conduct

A student may be removed from class for willful conduct which endangers school district employees, the student, or other students, or the property of the school.

3. Violation of Code of Conduct

A student may be removed from class for willful violation of any rule of conduct specified in this policy.

D. Procedures for Removing Students, Parent Notification, Responsibility for Student Removed and Period of Time of Removal

1. Procedure for Removal from Class

When a student is removed from class, he/she must be given the reason for removal and given an opportunity to respond. The student will be referred directly to the office. The teacher must follow up with written documentation.

2. Parent Notification

When the situation warrants, parents will be notified. In extreme or severe cases, parents must be notified.

3. Responsibility for Students Removed

Once a student arrives in the office, the custody of and responsibility for that student during the time of removal from class will rest with the building principal/assistant principal. The principal or assistant principal will designate a supervised area to which the student is to report and remain during each period of removal from class. If the length of removal from class is for more than one class period, the classroom teacher or supervisor will submit assignments for the student. The assignments are to be submitted to the principal/assistant principal or his/her designee, prior to the start of the second consecutive class period of removal from class.

4. Length of Time of Removal

If the length of removal time exceeds one day, this automatically triggers the Pupil Fair Dismissal Act, Minnesota Statute 121A.40-121A.56.

E. Procedures for Return of Students to Class

Re-admittance to class requires an informal conference between student and teacher. If the removal was for more than one class period, there will be a conference involving the student, teacher, and building principal or the assistant principal.

Caps, Electronic Devices, Wheeled Vehicles, and Beverages

1. No hats or other head wear such as bandanas, stocking caps, or hoods are to be worn in the building from 7:00am to 3:22pm.

2. Students will not use I-Pods, radios, or other electronic devices in the classroom. These items should be stored in the student's locker or backpack during class time.
3. Skateboards, rollerblades or other wheeled vehicles will not be allowed in the Senior High School.
4. Students will not be allowed to bring pop or other types of beverages or food into the classroom (water is an exception, however).

Extracurricular Conduct

Extracurricular activities, and bus rides to/from (if applicable) are an extension of the school day. As such, students that attend and/or participate in extracurricular activities are subject to the Student Code of Conduct, and any disciplinary action that may result from violating it.

Detention Rules

Detention will be held Monday thru Thursday from 3:22 p.m. to 4:00 p.m. Occasionally there may be detention scheduled on Saturday from 9:00 a.m. to 12:00 noon in the cafeteria.

Detention Rules and Regulations:

1. Students doing detention time must bring some type of schoolwork with them.
2. Students in detention must be absolutely silent.
3. Food or drink will not be allowed in the detention room.
4. Detention time must be made up within a reasonable amount of time after the infraction.
5. Failure to make up detention time after the arrangements have been made could result in an in-school suspension the next school day.
6. If a student violates a rule and is asked to leave the detention room by the supervising teacher, the student may be suspended until the parents accompany the student back to school. The time missed by the student must be made up the next detention period. If other rules are violated repeatedly, stronger measures will be taken.

Lost or Found Items

If at anytime during the school year you should lose personal property, check with the principal's office to see if your lost articles have been found.

If you find any article that someone else has lost or misplaced, bring the found article to the principal's office so that the owner can claim it.

Locker Assignments

There are hallway and gymnasium lockers for all Senior High students. The assignment of lockers to all students will be made on registration day after the registration fees are paid.

All lockers have been inspected during the summer. If at any time they begin to show signs of wear, please inform the principal. Any lockers that are damaged by unnecessary rough usage will be repaired and the student charged accordingly.

Do not leave valuables in your locker. Carry them with you or leave them in the principal's office. The school cannot be responsible for your missing property.

It is the policy of Independent School District 595 that school lockers are the property of the School District. School lockers are provided for the convenience of students to be used to store textbooks, school materials, coats, boots or other outdoor garments.

Please note that school authorities may conduct periodic general inspection of lockers at any time, without notice, without student consent, and without a search warrant. No lock is to be placed on your locker unless it is obtained from the school.

(Note: Unauthorized locks may be removed by the school. In this event, the school or its officials are not liable for the cost of that lock.)

Locker Room Information

Cameras, cell phones or any other electronic equipment that is capable of taking pictures is not allowed in any School District #595 locker rooms.

Pledge of Allegiance

Minnesota law directs that all public schools shall lead students in the recitation of the Pledge of Allegiance, including the phrase “under God,” at least once a week (Minnesota Statute 121A.11, subd. 3)

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reason must be allowed to make that choice and that students must respect another person’s right to make that choice.

Student Visitors

Students not enrolled at Senior High are not permitted to engage in daily activities normally reserved for enrolled students unless they receive permission from the high school administration at least one school day in advance and should provide a rationale for the request (i.e. to be a guest speaker germane to an instructor’s current unit of study). In addition, student visitors need to check in at the Principals office upon arrival.

Learning Lab Regulations

Learning Lab is exactly as the name implies. The class period is intended for good, hard concentrated study. The teachers who are in charge of Learning Labs are concerned particularly with the habits which students are forming while studying. Students may ask questions about their work to the teacher in charge, who may give suggestions as to how to best complete the assignment. In short, the Learning Lab is a place where students learn habits of application and concentration. There should be no visiting, unnecessary walking around or card playing.

If a student wants to leave the Learning Lab to work with a teacher or to do special study elsewhere, he/she must secure a pass from the teacher you are going to work with before Learning Lab begins. Learning Lab teachers will not issue passes for you to see other teachers.

Learning Lab rules are few and simple. With students’ full cooperation, it will not be necessary for principals and teachers to make more rules than the few outlined.

Learn to make Learning Labs count. If students waste one study hour each day, they are actually wasting five hours a week, or almost one full school day each week. Teachers can insist on students’ cooperation in Learning Lab, but whether students make good use of their time or not depends on each student.

Co-Curricular and Extra-curricular Activities

Regular classroom work must always receive prime consideration in the planning of each school program. However, modern education recognizes the value of co-curricular and extra-curricular participation. Co-curricular and extra-curricular opportunities in the Senior High School are wide and varied enough so that almost every student should be able to participate in at least one activity. Students may choose from the following: chorus, band, school paper, school yearbook, speech, drama, football, hockey, basketball, skating, wrestling, tennis, track, golf, volleyball, and a large number of clubs and societies.

In order to be eligible to participate in any co-curricular and/or extra-curricular activities, under rules adopted by the East Grand Forks School District and the rules set forth by the Minnesota State High School League, a student must:

1. Present a certificate of physical fitness before participation in athletics.
2. Be less than 20 years of age.
3. Be carrying a minimum of four (4) one-half credit courses.
4. Be a bona fide student in a public high school.
5. Carry the number of credit courses for graduation.
6. Be in regular attendance. Must have enrolled two weeks before participating or from the beginning of the semester.
7. Be a resident of the high school district or of the transportation area assigned that high school.

Students who participate in extra-curricular activities must be present by 9:00 a.m. on the day of the activity or they shall not be allowed to participate or practice. This pertains to athletics, plays, musicals, dances, etc. Advisors and coaches shall be responsible to see that this is enforced.

Library Use

All public and private libraries must have definite rules regarding the conduct of their users. There can be absolutely no deviation from these rules, and students who disregard the regulations will promptly be denied library privileges.

Our library is to be used for study and research only. Quiet will prevail at all times. Except in certain circumstances where the media specialist has granted permission to a group with a common mission, there will be absolutely no talking.

The library subscribes to magazines for high school reading and has a good collection of basic reference books, data on CD, and connection to the Internet which will be valuable in doing research work.

There is also a good selection of fiction and nonfiction books. Please note, however, that fees will be charged for damaged, destroyed, lost or non-returned books.

Internet-Acceptable Use Policy

Use of East Grand Forks Public Schools Internet

The School Board, administration, and staff recognize the need for its staff and students to have access to a global information network. Part of the district's responsibility in preparing students for the 21st Century is to provide them access to the tools they will be using as adults. We believe that responsible use of this global information network is important.

Accordingly, the East Grand Forks Public Schools shall operate an information network to enhance and expand its educational mission. The Information network is defined as information systems owned by the district as well as other information systems to which the district provides intentional or unintentional access. The district is not responsible for information available from third parties. The use of this system shall be consistent with the district's educational mission, district policy, state, and federal laws.

Acceptable Use

The district's information network shall be used for educational purposes consistent with the district's educational mission and district policy, as well as state and federal laws. Use of the information network is a privilege. The privilege may be revoked or restricted. The following guidelines are the minimum taught to all district students:

- Be polite. Do not get abusive in e-mail messages to others. School rules regarding harassment apply to electronic communication.
- Use appropriate language.
- Do not reveal your personal address or the phone numbers of students or colleagues to unknown Internet users.
- Be aware that e-mail is not guaranteed to be private. People who operate the system do have access to mail if there is probable cause to see it. Messages relating to or in support of illegal activities will be reported to the authorities.

Student use of the district's information network requires staff permission. Staff may not allow a student access to the Internet unless the student is properly supervised. The district reserves the right to inspect folders and files to assure compliance with the Information Network Acceptable Use Policy.

Prohibited Use

The following activities are prohibited:

- Private or commercial business use.
- Any illegal activity.
- Using the system to submit, obtain, publish, store or display objectionable or inaccurate information including:
 - a. Information to encourage the use of tobacco, alcohol or controlled substances or otherwise promote any other activity prohibited by district policy, state or federal laws.
 - b. Information encouraging the toleration or promotion of discrimination towards individuals or groups of individuals based on race, sex, religion, age or national origin.
 - c. Information or software that is pornographic or sexually explicit.
- Subscribing to any service which results in membership or line charges. System users and parents of system users assume full responsibility for any charges incurred. Students will not join a mailing list unless directed by a teacher as a part of an assignment.
- Using the network in ways that violate school policies and behavior standards.
- Using the network for financial or commercial gain.
- Degrading or disrupting equipment or system performance.
- Invading the privacy of other individuals by accessing and/or vandalizing their computerized data.
- Wasting technology resources, including bandwidth, file space and printers.
- Gaining unauthorized access to resources or entities.
- Using an account owned by another user, with or without their permission.
- Posting personal communications without the author's consent.

- District hardware may not be used to pirate copyrighted materials.

Any items produced by the students will not be posted to the Internet without their permission. If permission is granted, items will be considered available to the public.

Security

Any action by the user that results in the compromise of the system's security is expressly prohibited. Any user identifying a security problem on the district's system must immediately notify the teacher or technology coordinator.

- Attempts to log on to the district's system as a system administrator or access any portion of the system, folders or files for which the user does not have access privileges shall result in cancellation of user privileges and may result in disciplinary action up to and including expulsion.
- Users will keep all accounts and passwords confidential.
- Users will not improperly access, alter, or delete the files, data or other information of others.

E-Mail

Electronic mail is provided for the purpose of exchanging information consistent with the mission of the East Grand Forks School District.

- Forgery of electronic mail messages is prohibited as is any attempt to read, delete, copy or modify the e-mail of other system users.
- E-mail should be deleted regularly from the mail server to conserve file space.
- Do not give out your home phone number or address on the Internet.

System Vandalism

System vandalism will result in cancellation of system use privileges. Fines or restitution will be imposed for acts of vandalism. Vandalism is defined as any malicious attempt to harm or destroy district equipment, materials or data. Vandalism also includes the uploading or creating of computer viruses.

Violations

Violations of any provision or condition of this policy may be cause for disciplinary action. When applicable, law enforcement agencies may be involved.

Disclaimer

The East Grand Forks School District provides the Internet on an "as is, as available" basis. The network is not warranted to be error free or uninterrupted. The district assumes no liability for loss of data or service.

The user is solely responsible for evaluating the accuracy or suitability of any information obtained through a local or global network.

A signed Acceptable Use Agreement will be required for student access to the information network. Nothing contained in this document supersedes district-wide policy.

Personal Appearance

Because appearance is so important in making friends, getting a job, and in all human relationships involved in daily living, students are expected to dress neatly and appropriately. Clothing need not be expensive to be neat and in good taste.

Dress Code for the Academic Day

The following guidelines indicate what types of dress will not be permitted in our school.

- T-shirts or other types of clothing with profanity, inappropriate language, suggestive messages or potential gang affiliation.
- Clothing with large tears in the material.
- Garments advertising tobacco/alcohol products.
- Body piercings that could be deemed gang related will not be tolerated.
- Pants worn below the belt line.
- No exposed midriff or stomach area.

Failure to follow the dress code will result in students calling parents to bring new clothes.

School Food Service

Senior High offers USDA-approved breakfast and lunch meals every day. The accounting of meal payments is now computerized. Every family has a food service account for your meal money. Families deposit the money in the school principal's office. One payment will cover all siblings in all schools. However, each student in a family will receive a separate number, and each student must use his/her own number. Using a sibling's number could result in a higher second lunch charge.

For your convenience, our school district uses Pay School. Pay School is a system where all student activity fees, lunch balances, and other fees can be paid online. There is a link to this from our school website (www.egf.k12.mn.us). With this service, you will be able to go to the pay school web site and pay registration fees, senior dues, sports fees, and put money in your lunch account. This will save you having to write a check and have your son/daughter bring it in to the office.

The Senior High cafeteria has a deli area that sells USDA-approved meals, as well as ala carte or individual items. The meals are referred to as "combo meals" and will be charged according to the student's payment status. Ala carte items sell at the same price to everyone.

The "free," "reduced," and "regular" payment categories still apply. When a student makes a meal purchase, the automated accounting system subtracts the appropriate amount. The privacy-of-meal payment status is better protected this way. Anyone who qualifies for free or reduced lunch programs are urged to apply in the principal's office.

Although meals also may be purchased through the deli, this lunch line operates more like a restaurant, and subsequently orders placed in this line could cause an individual's purchase to exceed these amounts.

Cash is accepted in the Deli, but not at any of the other lines.

There will always be meal choices such as: 1) Daily menu entree; 2) salad bar; 3) Deli Daily Special. Students should watch the posters at school for other offerings.

With the automated accounting system, every student (and staff member) has their own 4 digit ID number.

STUDENTS ARE NOT TO SHARE THEIR PIN NUMBER WITH ANYONE. A student retains the same pin number until graduation. The student enters his/her number into a keypad after making the meal selection. The cashier will enter the purchase to that number.

Parents who wish to put limitations on their student's purchases need to contact Heather Zimny in the principal's office. The "limit message" will come up on the cashier's screen when the student comes by. Students and parents can ask for a printed statement of purchases and deposits at the principal's office anytime or check online at www.egf.k12.mn.us. A user ID and password are available in the main office.

In accordance with federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

To file a complaint, write USDA Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington DC 20250-9410. USDA is an equal opportunity provider and employer.

Please contact Karen Pickett, Food Service Director, at 773-3494 if you have any questions regarding the lunch program.

Cafeteria

It has been a tradition at the Senior High School that faculty members or guests are served first, and students on a first-come, first-served basis. Once inside the serving area, students can divide into separate lines depending on their preferences.

Students are expected to:

1. Pay for their lunch - no credit.
2. Stand in line and wait their turn.
3. Eat in the cafeteria.
4. Keep the table areas clean.
5. Return trays and refuse to designated areas.
6. Use good table and eating manners.
7. Put chairs back in place.

Students who leave to eat lunch are expected to be back on time for classes. Disciplinary action will result if this rule is not followed.

Telephone

There is one telephone located in the counseling office for students to make local calls.

Students should limit calls to two minutes.

Unless there is an emergency, classes will not be interrupted for students to receive phone calls.

Telephones in the classrooms are **not** for student use without the teacher's permission. Students are not to answer the classroom telephones.

The telephones in the administrative offices must be kept available for school matters and permission to use these telephones will be granted only as a matter of necessity or urgency.

Student Purchases

All clubs, classes and organizations are required to handle all their financial affairs through the student activity fund. This is handled through the Principals office.

All organizations wishing to make purchases for any reason whatsoever must first have their treasurer secure an approval purchase requisition form signed by the principal and the organization advisor, which will serve as authorization to make a purchase. When the purchase has been completed, the requisition form along with a sales slip must be returned to the Superintendent's office or Principal's office.

It is absolutely necessary that each student understands the procedure clearly as the high school principal cannot accept full responsibility for payment of any bill not properly requisitioned. **STUDENTS WHO MAKE UNAUTHORIZED PURCHASES WILL BE HELD PERSONALLY RESPONSIBLE FOR PAYMENT OF SUCH PURCHASES.**

Auditorium/Gymnasium

Bleachers/rows are to be filled from the top down using aisles only for walking.

1. Find your seat as quickly as possible and be seated.
2. Refrain from talking while the program is in progress.
3. Keep in mind that your conduct expresses your appreciation of the assembly.
4. Applaud generously, but not conspicuously. Booing, whistling, and stamping of feet are out of place. At pep assemblies, your participation is necessary if cheering and singing are going to have any value in building good school spirit.

School Counseling Program

The school counseling program can help students in many different areas, such as choosing classes for their career journey, encouraging and supporting mental wellbeing, discussing and planning academic goals, promoting all types of post-secondary plans, and much more.

Whenever you want to talk with someone about anything that troubles or bothers you, a school counselor is available to help you try and find an answer to your questions. Your contacts with the counselor will be private and matters which warrant confidentiality will be treated as such.

The EGF School Counselors also work with the Building Principal to plan testing opportunities for the PSAT, ASVAB, PreACT, and the ACT. These elective testing sessions happen throughout the year and EGF notifies students/parents/guardians when the testing will occur. Participation in a testing session is voluntary. The testing results are held in the school counseling office and can be requested by students and families. School Counselors may use the testing results to guide students in academic and career planning.

School Counselors are available from 7:45 am-3:45 pm for walk-ins and appointments from students and/or their parents and guardians. Each student should feel free to request a conference with a counselor whenever he wishes to discuss any matter. Links to schedule an appointment with your counselor are also available on the EGF High School Counseling website. In an emergency, appointments are not necessary.

Please see EGF High School Counseling Website for more information about the School Counseling program. There is also information about Graduation Requirements, College Entrance Exams, Career Academies, Mental Health Resources, Scholarships, Class Registration Information, Post-Secondary Enrollment Options (PSEO), and more.

Emergency

In case of a National Emergency upon the receipt of Evacuation Orders from Polk County Civil Defense Headquarters, the school will be closed and non-bus students will be dismissed to go directly home. Bus students will report to their bus station upon direction from the principal's office. Roll will be taken to establish the presence of whereabouts of all bus students. The buses will then proceed to their established bus routes. If the situation is such that we cannot evacuate, we will keep the students in town under our emergency housing program.

ALCOHOL, TOBACCO AND DRUG POLICIES

CATEGORY I - ALL ATHLETIC ACTIVITIES (includes cheerleaders)

CHEMICAL USE RULE:

During the CALENDAR year, regardless of the quantity, a student shall not use, possess*, or be in the presence** of others who are consuming or are possessing* a beverage containing alcohol; use or have possession* of tobacco; or use or consume, have in possession, buy, sell, or give away marijuana or any other substance defined by law as a drug; or be in the presence** of others who are using or possessing marijuana or any substance defined by law as a drug. It is not a violation for a student to be in possession of a legally defined drug prescribed for the student's own use by her/his doctor.

* Possession is defined as a student knowingly and willingly remaining in the presence of others who are consuming alcohol or having drugs or tobacco on the student's person.

** In the presence of is defined as a student knowingly and willingly remaining in the presence of others who are consuming or using alcohol, marijuana, or drugs. This shall include BUT not be limited to the following situations: marijuana, drugs, liquor, or beer in an automobile, at a private gathering of students, attending a party, at a bar, tavern, nightclub, etc.

Provided that a student who is lawfully on the premises of an establishment which is licensed to serve both alcohol and food, is not consuming alcohol, and is accompanied by his or her parent or guardian, or who is actively employed, shall not be deemed to have violated this rule.

Students at East Grand Forks Senior High and Central Middle Schools are given the PRIVILEGE of participating in activity programs and cheerleading. THIS PRIVILEGE IS EXTENDED TO THOSE STUDENTS willing to abide by the standards and regulations of the MSHSL and EGF school district. Parents or guardians and students must understand that, if a student chooses to violate any of these rules, he/she has withdrawn him/herself from activities involving the high school for a period of time and the conditions specified.

PENALTIES

A. Alcohol, Drugs, and Marijuana

1. First violation: After confirmation of the first violation, the student shall lose eligibility for the next two (2) consecutive interscholastic events or two (2) weeks of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.
2. Second violation:* After confirmation of the second violation, the student shall lose eligibility for the next nine (9) (six (6) for tobacco) consecutive interscholastic events or nine (9) (six (6) for tobacco) weeks of a season in which the student is a participant, whichever is greater.
3. Third and Subsequent Violations: After confirmation of the third or subsequent violations, the student shall lose eligibility for the next eighteen (18) (12 for tobacco) weeks of a session in which the student is a participant, whichever is greater.

Note: If after the third or subsequent violations, the student on her/his own volition becomes a participant in a chemical dependency program or treatment program, the student may be certified for reinstatement in MSHSL activities after a minimum of six (6) events or six (6) weeks, whichever is greater.

4. Penalties shall be accumulative beginning with and throughout the student's participation on a varsity, junior varsity, sophomore, or freshman team.

*"Possession" under the Alcohol and Tobacco Sections is interpreted to mean "Possession with the intent to use."

CATEGORY II - ALL ACTIVITIES (other than Athletics and Cheerleading) that perform before the Student Body or in Public.

CHEMICAL USE RULE:

During the CALENDAR year, regardless of the quantity, a student shall not use, possess*, or be in the presence** of others who are consuming or are possessing* a beverage containing alcohol; use or have possession* of tobacco; or use or consume, have in possession, buy, sell, or give away marijuana or any other substance defined by law as a drug, or be in the presence** of others who are using or possessing marijuana or any substance defined by law as a drug. It is not a violation for a student to be in possession of a legally defined drug

prescribed for the student's own use by her/his doctor.

- * Possession is defined as a student knowingly and willingly possessing a beverage containing alcohol or having drugs or tobacco on the student's person.
- ** In the presence of is defined as a student knowingly and willingly remaining in the presence of others who are consuming or using alcohol, marijuana, Electronic Cigs, or drugs. This shall include BUT not be limited to the following situations: marijuana, drugs, liquor, or beer in an automobile, at a private gathering of students, attending a party, at a bar, tavern, nightclub, etc.

Provided that a student who is lawfully on the premises of an establishment which is licensed to serve both alcohol and food, is not consuming alcohol, and is accompanied by his or her parent or guardian, or who is actively employed, shall not be deemed to have violated this rule.

Students at East Grand Forks Senior High and Central Middle Schools are given the PRIVILEGE of participating in activity programs and cheerleading. THIS PRIVILEGE IS EXTENDED TO THOSE STUDENTS willing to abide by the standards and regulations of the MSHSL and EGF school district. Parents or guardians and students must understand that, if a student chooses to violate any of these rules, he/she has withdrawn him/herself from activities involving the high school for a period of time and the conditions specified.

PENALTIES

A. Alcohol, Drugs and Marijuana

1. First violation: After confirmation of the first violation, the student shall lose eligibility for the next one (1) event or two (2) weeks of an activity, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.
2. Second Violation.* After confirmation of a second violation, the student shall lose eligibility for the next three (3) (two (2) for tobacco) events or nine (9) weeks (six (6) for tobacco) of an activity, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.
3. Third Violation* After confirmation of a third violation, the student shall lose eligibility for the next six (6) events (3 for tobacco) or eighteen (18) weeks (12 for tobacco) of an activity, whichever is greater.
Note: If after the third or subsequent violations, the student on her/his own volition becomes a participant in a chemical dependency program or treatment program, the student may be certified for reinstatement in MSHSL activities for a minimum of three (3) events or six (6) weeks, whichever is greater.
4. Penalties shall be accumulative beginning with and throughout the student's participation on a varsity, junior varsity, sophomore, or freshman team.

B. Tobacco

1. First violation
 - a. After confirmation of a first violation, the student shall lose eligibility for the next one (1) event or two (2) weeks of an activity, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.
2. Second Violation
 - a. After confirmation of the second violation, the student shall lose eligibility for the next two (2) events or six (6) weeks of an activity, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.
3. Third and Subsequent Violations
 - a. After confirmation of the third violation, the student shall lose eligibility for the next three (3) events or twelve (12) weeks of an activity, whichever is greater.
4. Penalties shall be accumulative beginning with and throughout the student's participation in a high school activity.

**"Possession" under the Alcohol and Tobacco Sections is interpreted to mean "Possession with the intent to use."

Denial Disqualification:

A student shall be disqualified from all interscholastic athletics for nine (9) additional weeks beyond the student's original period of ineligibility when the student denies violation of the rule, is allowed to participate and then is subsequently found guilty of the violation.

Due Process: Student Eligibility

Students declared ineligible by the school shall have the right to Due Process.

A student may appeal a school's decision regarding eligibility as follows:

- a. Within ten (10) days of the school's decision, direct a request for hearing in writing to the principal.
- b. The principal shall convene a hearing panel from three (3) to five (5) members within ten (10) days after receipt of written notice.
- c. The panel will review evidence and supporting documentation.
- d. Within two (2) days of hearing, the panel will prepare written findings of fact and conclusions and send copies to the student and the MSHSL.

A student may appeal the School Hearing Panel's decision as follows:

- a. Within ten (10) days of school panel decision, direct a written request including findings of fact and conclusion from school panel hearing, plus a \$250 check, to the League.
- b. The League will schedule a hearing with an independent Hearing Officer within 10 (ten) days.
- c. The hearing officer shall forward a recommendation to the Board of Directors four (4) days following the hearing.
- d. The decision of the Board of the Directors shall be delivered within five (5) days after receipt from the hearing officer.
- e. The decision of the Board shall be final.

Memorandum of Understanding

The Memorandum of Understanding law has been passed by the Minnesota Legislature requiring schools to report all drug and alcohol violations that occur on school property to the police. It also requires the police to inform the school if they arrest any student who is selling, using, or in possession of alcohol or drugs. The purpose of the law is not to arrest students, but to assist schools in the prevention and treatment of drug and alcohol abuse. All schools in Polk County have signed the same Memorandum of Understanding so that all students in Polk County will be treated equally.

Civil Rights

East Grand Forks Senior High does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The Superintendent has been designated to handle inquiries regarding discrimination policies.

Teacher Qualifications

Parents have the right to access information on the professional qualifications of the student's classroom teachers and paraprofessionals:

- Whether the teacher is licensed to teach the grades/subjects assigned;
- Whether the teacher is teaching with a waiver;
- The academic preparation of the teacher; and
- To be notified when students have been taught for four or more consecutive weeks by a teacher who is not highly qualified.

Academic Eligibility

In the event that a student is failing one or more classes on any of the specified dates below, the student will become ineligible to participate in any MSHSL sponsored or school sponsored event for a minimum of one week (Monday through Saturday).

After that week period is over, the student must be passing the courses he/she failed. If the student is still failing classes, the student needs to pick up a form in the office from the administration. This form allows the teachers to notify the administration when the student's grades are passing. The administrator will then inform the coach/advisor that the student is passing. The student becomes eligible to participate immediately after the coach/advisor is informed. In the case of multiple failing course grades, the same principle applies until all grades become passing.

If a student is ineligible two AE dates in a row, interventions between student, parent, teacher, and administration will begin.

Grades will be taken directly from the teacher's quarter grade report on the dates listed below at 3:15pm. Teachers must have a minimum of three (3) grades recorded for Academic Eligibility to go into effect. When the academic eligibility check happens at the end of the semester, the final grade for the class will be used.

Academic Eligibility Dates

September 18	Deficiencies September 30
October 2	
October 14	
October 30	
November 20	Deficiencies December 2
December 4	
December 18	
January 15	
February 5	Deficiencies February 17
February 19	
March 5	
March 25	
April 15	Deficiencies April 28
April 30	
May 14	
May 27	
Last Day of School	

Attn: PSEO Students

The secondary credits granted to a student must be counted toward the graduation requirements of the district. Evidence of successful completion of each course and secondary credits granted must be included in the student's secondary school record. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this section, **including interim or nonfinal grades earned during the academic term.**

Upon the request of a student, the student's secondary school record must also include evidence of successful completion and credits granted for a course taken for postsecondary credit. In either case, the record must indicate that the credits were earned at a postsecondary institution. This will be used to determine whether or not a student is eligible to participate in activities during the school year. Failure to provide these grades will automatically cause the student to become academically ineligible.

School Records

The school has on file your grades, attendance, standardized test scores, and discipline record that have resulted from your work since you started school. If you have attended several different schools, these records have all followed you to this school and are on file here.

You and/or your parent or guardian may see the contents of these records by making an appointment with the principal or counselor. You may have copies made of anything in your school records, at a cost to you, but you are not permitted to take the original record out of the office. You or your parent or guardian may place any statements or items in your records that you wish to, if it pertains to your school work.

You may also request that items be removed from your file. In the event that you or your parent or guardian makes such a request, the person in charge of the record may or may not grant the request. In the event the request is denied, you may appeal the decision to the next highest school official, and ultimately to the school board.

Your records, or any part thereof, cannot be transferred in writing or orally to any other place without the written consent from you and your parent or guardian, with the exception of another public school in the state in which you have already enrolled after transferring from this school.

This means that the school will not and cannot by law, without first receiving written consent from you and your parent or guardian:

- A) Send a transcript of your school record to a college, vocational school or university.
- B) Give information from your school record to a prospective employer.

Written consent can be given by using a form available in the office of the principal or counselor, or by writing a letter to the office requesting the transfer of such records.

Students who are 18 years of age or older need consent of their parents or guardian to exercise their rights of access or control of transfer of their records.

All student records will be treated in accordance with the provisions of Public Law 93-380, passed by Congress in 1874, and Chapter 479 of the 1974 session Laws of the State of Minnesota.

These laws and resulting procedures described here apply to the records of all students of this high school.

School Bus Safety Code Violations

Any student referred for a safety code violation shall be counseled by the principal (or designee) regarding the nature of the violation and its safety implications. Due process will be followed in all disciplinary proceedings.

Consequences:

1st offense	Warning
2nd offense	5-day suspension from riding bus
3rd offense	10-day suspension from riding bus
4th offense	20-day suspension from riding the bus/meeting with parent
5th offense	Suspended from riding bus for the remainder of the school year.

Only the building principal or designee is authorized to remove a student's bus riding privilege for safety code violations. Prior to implementation of such removal, the building principal (or designee) shall notify the student's parents or guardian of such action. Students missing school due to suspension of bus riding privileges are truant and will be unexcused from school for the day. Students who consistently abuse the bus riding privilege may be subject to School District action permanently removing bus-riding privilege.

All schools (K-12) Failure to have bus pass or school ID

Consequences:

1st offense	Warning
2nd offense	1 school-day suspension from riding bus
3rd offense	3 school-day suspension from riding bus
4th offense	5 school-day suspension from riding bus
5th offense	Student may be suspended from the bus for the remainder of the quarter of the year

Pep Buses

Riding a pep bus is a privilege. If a Senior High student is failing a class they will not be allowed to ride a pep bus.

Student Appeal Procedure

If a problem develops between a student and the school, the problem should FIRST be discussed with the teacher, advisor or the coach involved. If the issue is not resolved it may be referred to the Activities Director, and/or Principal with parents advised by WRITTEN notice of the situation at this stage. If the issue is still not resolved and the student still feels that his or her rights or privileges have been violated, he or she may then make a formal WRITTEN appeal through the Superintendent to the School Board. During the period of appeal to the School Board, the student must abide by the decision of the principal. The School Board shall make the final decision.

Post-Secondary Visitations

All requests by seniors to visit post-secondary institutions must be made through the counselor's office. The parents requesting the school to excuse the absence must fill out a written request. In this request there should also be a statement by the parents that they will assume all responsibility and liability for the trip. Most students who plan to attend schools in the area should limit their trips to one day.

The following procedure should be followed:

1. All classroom work must be completed in advance.
2. Parents should, if possible, accompany students when visiting colleges or vocational schools.
3. When colleges arrange and pay for transportation for a student to visit their campus, parents must work with the counselor to set up this visit. If more than one request is made, approval must be granted by the principal.
4. Students will not be counted absent on these days.

Post-Secondary Enrollment Act (PSEO)

The Post-Secondary Enrollment Options (PSEO) Act was signed into law as part of the 1985 Omnibus Education Aids Bill. The purpose of the law is to allow high school students to attend a college or technical college on a full or part time basis at no cost to the student. The intent of the law is to provide a wide variety of options for students and to promote rigorous educational pursuits.

The following statements summarize the main points of the Post-Secondary Enrollment Options Act:

1. Any 10th*, 11th, or 12th-grade public school students are eligible. *Eligible 10th grade students can take one Career and Technical Education (CTE) course the first semester, and if earned a "C" courses the following semester.
2. Most Minnesota post-secondary institutions are eligible.
3. A student may apply to enroll in one or more classes. You may not attend high school full-time and participate in the program.
4. A student may choose to take post-secondary courses for high school or postsecondary credit. Discuss this option with your high school counselor.
5. Students need to notify their intent to participate in the PSEO by May 30th for the coming school year. The required "Notice of Intent to Participate in PSEO" is available in the Counseling Office and on the school website.
6. Visit with your high school counselor to discuss the post-secondary courses you intend to take and how they fit into the high school requirements.
7. If you are under 18 years of age, your parent or guardian's signature is required before you enroll.
8. Prospective students must meet the admissions staff from the post-secondary institution. They determine whether or not you are accepted. A student's decision about participation should not be based on this information alone. Additional information and counseling are necessary to assure that students are making the best choice for them and their educational futures.

(The preceding information was obtained from the Minnesota Department of Education Postsecondary Enrollment Options Act.)

Online Learning

Per Minnesota Department of Education, online learning is available to high school students.

Full-time option:

- A student may apply for full-time enrollment in an approved online learning program which is chosen by the student and their family.
- A student age 17 or younger must have the written consent of a parent or guardian to apply.
- In order to enroll in online learning, the student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted.

Part-time student:

- The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online course or program.
- A student may enroll in a supplemental online learning course up to the midpoint of the enrolling district's term. The midpoint is prior to the start of the second quarter of the current semester. The enrolling district may waive this requirement for special circumstances and with the agreement of the online provider.
- An online learning provider must make available the supplemental online course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements.

- An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then:
 - ◇ (1) the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online provider; and
 - ◇ (2) the online provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.
 - ◇ (c) An online learning provider must notify the commissioner that it is delivering online learning and report the number of online learning students it accepts and the online learning courses and programs it delivers.
 - ◇ (d) An online learning provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications.
 - ◇ (e) An enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.
 - ◇ (f) The online provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the commissioner unless the enrolling district and the online provider agree to a different form of notice and notify the commissioner. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits towards graduation.
- An online learning student may:
 - ◇ enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year and the student may exceed the supplemental online learning registration limit if the enrolling district permits supplemental online learning enrollment above the limit, or if the enrolling district and the online learning provider agree to the instructional services;
 - ◇ complete course work at a grade level that is different from the student's current grade level; and
 - ◇ enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees. EGF School Counselors will help students make sure the classes meet graduation requirements. Students and families will need to find an online learning program on their own accord. The MN Department of Education has many online learning providers listed on their website. Participation in school sponsored activities may be affected if students are less than 50% time at EGF Senior High School.

Final and Midterm Exams

Seniors who maintain an "A" average in class and have no grade below a "B" in that class may be excused from taking that final exam at the discretion of the teacher. All underclassmen and juniors will take final exams.

Driver's Education

The 30 hours classroom instruction and the 6 hours behind the wheel training will be given. The only exceptions will be farm students who will be 15 years old by September 1 of that year, and then only if the parent gives a written statement to the school on real need for the student in farm work.

Class Funds

All classes must expend all of their monies by the end of their senior year. In order to facilitate this, the principal is to notify the senior class officers, after the fall election, that the class funds must be expended by the end of the year. The notice should be in writing and the entire class should be notified. The class should act on the disposition of said funds by May 1st of Senior year.

Homecoming

Homecoming is one of the big fall events at the Senior High School. The Queen, King, and their attendants are honored at a coronation ceremony. The main event, the football game, is followed by a dance, attended by the 9th through 12th grade students.

Junior-Senior Prom

The annual Junior-Senior Prom is given by the juniors for the senior class. It is held in the spring in the cafeteria that is decorated in accordance with the chosen theme. Music is provided to play for the grand march and dance. Guest attendance at the Prom is restricted to individuals who are enrolled in the 9th grade or older. Ninth or tenth graders must be invited by juniors or seniors.

Snoball

Snoball is a Student Council sponsored activity and includes a "Spirit Week" culminating with a semiformal dance that encourages the girls to invite their favorite beau to the dance.

Dance Rules

1. All out-of-school guests must be signed up in the office by the Thursday preceding the dance.
2. Doors will be locked one hour after the dance begins. Anyone coming later MUST secure, in advance, a slip for admittance from an advisor. Legitimate excuses, such as work, are reasons for late slips.
3. When a student leaves the school dance he/she cannot return for any reason.
4. Students must use door 2 for entrance.
5. Attendance at all school dances is restricted to individuals who are enrolled in the 9th grade or under the age of 21.

Student Organizations

Business Professionals of America

BPA is a vocational club for business students. Members have an opportunity to participate in state and national competition where they gain confidence, recognition, and become competent in many areas of business. Any student enrolled in a business class is invited to join BPA.

Family Career Community Leaders of America

FCCLA is a vocational organization focusing on Youth, Peer Education and Family. FCCLA is an organization available to any student who is taking or has taken a course in Personal Family Life Science either at the Middle School or Senior High. FCCLA members plan projects to improve personal, family, and community living. Meetings are held the second and fourth Wednesday of the month.

Knowledge Bowl

Knowledge Bowl is a series of interdisciplinary academic competitions. During the competitions, teams of five students compete in written and oral rounds by answering questions related to all areas of learning typical of secondary educational programs. Questions test students' recall, problem solving and critical thinking skills. Students from grades 9-12 participate in Senior High Knowledge Bowl competitions.

National Honor Society

The National Honor Society is an organization to create an enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership and to develop character in the students of secondary schools throughout the country.

Selection Process for National Honor Society:

1. The selection procedure shall be consistent with the rules and regulations of the National Honor Society. Selection to the National Honor Society is an honor accorded by the faculty. Students who are eligible scholastically must complete the Student Activity Information Form for consideration for selection to the National Honor Society. These forms are not applications for membership and do not guarantee selection.
2. Only those students who have been in the school equivalent of one semester may be considered for membership.
3. Selection is made by the faculty committee, which consists of five members, appointed by the principal plus the National Honor Society advisor who serves as an ex-officio member.
4. Selection is based on four criteria: scholarship, leadership, service, and character. Scholarship is the most important of the four criteria.
5. Scholastic eligibility is based on a cumulative scholastic average of 3.5 based on a 4.0 grading system for sophomores, juniors and seniors.

6. In evaluating potential members for leadership, service and character, the faculty council will follow procedures outlined in the National Honor Society Handbook and Constitution of the National Honor Society. All judgment must be free of hearsay and rumor and be fair, nondiscriminatory and consistently applied.
7. Students who receive a majority vote of the faculty council will be invited to be members of the National Honor Society.
8. The principal has the final say in the selection for membership in the National Honor Society. The courts have required only that all must have a fair and equal opportunity to be considered, not be chosen. Students or their parents contesting non-selection are not entitled to a hearing or to an explanation of the non selection, as due process does not apply in such cases. Students or their parents will be given an opportunity to present their complaints to the principal. The principal may reconvene the faculty council if warranted by a procedural error such as a name being inadvertently left off a list or a mistake in averaging.

Robotics

The VEX Robotics Competition, presented by the Robotics Education & Competition Foundation, is the ultimate STEM activity for girls and boys. Each year, an engineering challenge is presented in the form of a game. Students, with guidance from their teachers and mentors, use the VEX Robotics Design System to build innovative robots designed to score the most points possible in qualification matches, elimination matches and Skills Challenges. In addition to having a great time and building amazing robots, through their participation in the VEX Robotics Competition and their work within their team, students will learn many academic and life skills.

Student Council

The Senior High Student Council is designed to give students the opportunity to practice democratic procedures as representatives of the student body. They also serve as a connecting link to bring about a close relationship between the students and the administration of the school. Any item which a student would like to have discussed by the student council should be brought to the attention of his or her class representative.

Trap Team

The East Grand Forks Trap Team is open to students in grades six through twelve who have completed their state sponsored hunter safety course. The season consists of ten weeks of shooting, a championship meet in Alexandria and the state tournament in Prior Lake. A student can letter in Trap Shooting if they meet the requirements.

Activities

Students in Senior High School are encouraged to take part in some form of co-curricular or extra-curricular activity. Since education is made up of all of one's experiences, students who are successful in both curricular and co-curricular/extra-curricular work will be educated to an even greater degree.

There are many reasons why you should engage in activities, other than classroom activities during middle school and senior high school days. Of chief importance is your personal enjoyment and satisfaction of working and associating with students of similar interests.

Employers of business and industry have made personnel studies to learn the qualities of a good worker. They have found that those who participate in school activities tend to be more successful because of their interest and ability in working with other people. While engaging in an activity, you may develop certain skills, but more important, you are learning to work with others and concentrate your efforts toward the completion of a particular task.

Athletic Activities

Opportunities are broad enough for every physically able student to find a place in the skills that can continue into adult life. Health, character and citizenship are all products of these activities. Those participants who place on either the "A" or "B" teams in various sports will have a full schedule of interscholastic competition.

Basketball (Boys/Girls)	Soccer (Boys/Girls)
Cross Country (Boys/Girls)	Softball (Girls)
Football (Boys)	Swimming (Boys/Girls)
Golf (Boys/Girls)	Tennis (Boys/Girls)
Gymnastics (Girls)	Track (Boys/Girls)
Hockey (Boys/Girls)	Volleyball (Girls)
Precision Skating (Girls)	Wrestling (Boys)
	Baseball (Boys)

Cheerleading

Each spring, tryouts are held to choose cheerleaders for the following school year. Anyone in the Senior High School is eligible to try out for cheerleading. Selections are made by the cheerleading advisors, past cheerleaders and other staff members on the basis of voice, appearance, and dependability, plus other qualifications. The cheerleaders lead the student body at pep rallies and athletic events. They have the task of stimulating spirit and enthusiasm among the students.

Music Activities

Many students find pleasure, beauty, inspiration and emotional satisfaction in music. Within the great diversity of forms in the field of music, all students can find many opportunities which provide lasting value and satisfaction. Music groups in Senior High School are frequently called upon to perform at school functions and programs outside the school. The music groups available at Senior High are:

Concert Band - Open to grades 10-12.

Varsity Band - Open to grades 9-12.

Concert Choir - Open to Senior High students in grades 10-12.

Varsity Choir - Open to students in grade 9.

Pop Singers, Jazz Band, Ensembles - Opportunity is given for the development of smaller musical groups in both vocal and instrumental music.

Speech

The speech team competes in invitational meets, plus subsection, section, and state tournaments. There are thirteen different categories, so team members can find the area of speech best suited to individual talents. Categories include extemporaneous speaking, oral interpretation of both serious and humorous literature, original oratory, informative speaking, storytelling, and discussion. The season for competition is February through April.

Theater

The theater program at the Senior High provides students with opportunities to create and express while learning to appreciate the discipline and cooperation needed to participate in a theatrical production. Numerous theater activities and productions are available for Senior High students:

- Children's Theater - A presentation by 9th-graders to appeal to elementary students and their families.
- Drama Club - This organization allows students to communicate with others involved in dramatic activities, to support other theater programs, and to seek out additional performance and educational opportunities in theater.
- Musical - A large-cast popular production presented in the fall, combining the talents of the instrumental music, vocal music, and theater programs.
- One-Act Plays - Performed in January, they include a competitive one-act entered in state high school league competition.

Sportsmanship Code

THE SPECTATOR SHALL:

1. Realize that he/she represents the school just as definitely as does the member of the team, and therefore, has an obligation to be a true sportsman, encouraging through this behavior the practice of good sportsmanship by others.
2. Recognize that good sportsmanship is more important than victory by approving and applauding good team play, individual skill and outstanding examples of sportsmanship and fair play exhibited by either team.
3. Recognize that, since the primary purpose of interscholastic athletics is to promote the physical, mental, moral, social, and emotional well being of the player through the medium of contests, victory or defeat is in reality of secondary importance.
4. Treat visiting team and officials as guests, extending to them every courtesy.
5. Be modest in victory and gracious in defeat.
6. Respect the judgment and integrity of officials, realizing that their decisions are based upon game conditions as they observe them.

AVOIDING PLAGIARISM

Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. In every sense, a plagiarist is a thief. You must put others' words in quotation marks and cite your source and must give citations when using others' ideas, even if those ideas are paraphrased in your own words. Plagiarism can result in a zero on the assignment and a disciplinary referral.

MAKING REFERENCE TO WORKS OF OTHERS IN YOUR TEXT

Referring to the works of others in your text is done in two ways. When you make reference to someone else's idea, either through paraphrasing or quoting them directly, you:

- provide the author's name (or the title of the work, if no author is available) and the page (or paragraph) number of the work in a parenthetical citation and
- provide full citation information for the work in your Works Cited list.

Parenthetical Citations

MLA format follows the author-page method of citation. The author's name may appear either in the sentence itself or in parentheses following the quotation or paraphrase, but the page number(s) should always appear in the parentheses, not in the text of your sentence.

For example:

Wordsworth stated that Romantic poetry was marked by a "spontaneous overflow of powerful feelings" (263).

Romantic poetry is characterized by the "spontaneous overflow of powerful feelings" (Wordsworth 263).

Wordsworth extensively explored the role of emotion in the creative process (263).

If the work you are making reference to has no author, use an abbreviated version of the work's title.

For example:

An anonymous Wordsworth critic once argued that his poems were too emotional ("Wordsworth Is A Loser" 100).

Quotations

Use **quotation marks** and a citation when you use another writer's exact words **even when using only a short phrase**. You must make clear to the reader when words are your own and when they are another writer's. For direct quotations, citations alone are NOT sufficient.

Paraphrases

Paraphrasing is the rewriting of an author's idea in your own words. When you paraphrase, **you must cite the source**. You also must **fully rewrite** the original language and original sentence structure. A common mistake is partial paraphrasing. If you retain even a short phrase or a distinctive word, **use quotation marks**.

Incorrect and correct examples of paraphrasing:

Here's the **ORIGINAL** text, from page 1 of *Lizzie Borden: A Case Book of Family and Crime in the 1890's* by Joyce Williams, et al.:

The rise of industry, the growth of cities, and the expansion of the population were the three great developments of late nineteenth century American history. As new, larger, steam- powered factories became a feature of the American landscape in the East, they transformed farm hands into industrial laborers, and provided jobs for a rising tide of immigrants. With industry came urbanization--the growth of large cities (like Fall River, Massachusetts, where the Bordens lived) which became the centers of production as well as of commerce and trade.

Here's an **UNACCEPTABLE** paraphrase of this passage that is plagiarism:

The increase of industry, the growth of cities, and the explosion of the population were three large factors of nineteenth century America. As steam-driven companies became more visible in the eastern part of the country, they changed farm hands into factory workers and provided jobs for the large wave of immigrants. With industry came the growth of large cities like Fall River where the Bordens lived which turned into centers of commerce and trade as well as production.

The preceding passage is considered plagiarism for two reasons:

1. the writer only changed around a few words and phrases, or changed the order of the original's sentences;
2. the writer failed to cite a source for any of the ideas or facts.

If you do either or both of these things, you are plagiarizing.

[NOTE: This paragraph is also problematic because it changes the sense of several sentences (for example, "steam-driven companies" in sentence two misses the original's emphasis on factories).]

Here's an **ACCEPTABLE** paraphrase:

Fall river, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. Steam-powered production had shifted labor from agriculture to manufacturing, and as immigrants arrived in the US, they found work in these new factories. As a result, populations grew, and large urban areas arose. Fall River was one of these manufacturing and commercial centers (Williams 1).

This is acceptable paraphrasing because:

1. the writer accurately relays the information in the original;
2. uses her own words; and
3. lets her reader know the source of her information.

Here's an example of quotation and paraphrase used together, which is also **ACCEPTABLE**:

Fall River, where the Borden family lived, was typical of northeastern industrial cities of the nineteenth century. As steam-powered production shifted labor from agriculture to manufacturing, the demand for workers "changed farm hands into factory workers": and created jobs for immigrants. In turn, growing populations increased the size of urban areas. Fall River was one of these manufacturing hubs that were also "centers of commerce and trade" (Williams 1).

This is an acceptable paraphrase because the writer:

1. records the information in the original passage accurately;
2. indicates which part is taken directly from her source by putting the passage in quotation marks and citing the page number.

These examples of incorrect and correct paraphrasing can be found at <http://www.aug.edu/sociology/plagiarism.htm>!

MATH STUDY SKILLS

Active Study vs. Passive Study

Be **actively** involved in managing the learning process, the mathematics and your study time:

Take responsibility for studying, recognizing what you do and don't know, and knowing how to get your teacher to help you with what you don't know.

Attend class every day, take complete notes and do all in-class practice problems. Test questions are based on these materials as well as on problems in the homework.

Be an active participant in the classroom. Make educated guesses and ask questions in class! There are usually other students wanting to know the answers to the same questions you have.

Get help when needed before or after school. The teacher will be happy to answer your questions and will be pleased to see that you are actively helping yourself.

Good study habits throughout the semester make it easier to study for tests.

Study Math is Different from Studying Other Subjects

Math is learned by **doing** problems. Do the homework. The problems help you learn the formulas and techniques you need to know, as well as improve your problem-solving prowess.

A word of warning. Each class builds on the previous ones, all year long. You must keep up with the teacher, attend class, and do the homework every day. Falling a day behind puts you at a disadvantage. Falling a week behind puts you in deep trouble.

A word of encouragement: Each class builds on the previous ones, all year long. You're always reviewing previous material as you do new material. Many of the ideas hang together. Identifying and learning key concepts means you don't have to memorize as much.

GETTING ASSISTANCE

When

Get help as **soon** as you need it. Don't wait until a test is near. The new material builds on the previous sections, so anything you don't understand now will make future material difficult to understand.

Use the Resources You Have Available

Ask questions in class. You get help **and** stay actively involved in the class.

Come in before or after school. Teachers like to see students who want to help themselves.

Ask friends, classmates, or anyone else who can help.

Find a private tutor if you can't get enough help from other sources.

Asking Questions

Don't be afraid to ask questions. **Any** question is better than no question at all. But a **good question** will allow your helper to quickly identify exactly what you don't understand.

Not too helpful comment: *"I don't understand this chapter."* The best you can expect in reply to such a remark is a brief review of the chapter, and this will likely overlook the particular things you don't understand.

Good comment: *"I don't understand why $(a + b)$ doesn't equal $a + b$."* This is a very specific remark that will get a very specific response.

Good question: *"How can you tell the difference between the equation of a circle and the equation of a line?"*

Okay question: *"How do you do #17?"*

Better question: *"Can you show me how to set up #17?"* (the teacher can let you try to finish the problem on your own), or *"This is how I tried to do #17. What went wrong?"* The focus of attention is on **your** thought process.

Right after you get help with the problem, work another similar problem by yourself.

STUDYING FOR A MATH TEST

Everyday Study is a Big Part of Test Preparation

Good study habits throughout the year make it easier to study for tests.

Do the homework when it is assigned. You cannot hope to cram 3 or 4 weeks worth of learning into a couple of days of study.

On tests you have to solve problems; homework problems are the only way to get practice. As you do homework, make lists of formulas and techniques to use later when you study for tests.

Ask your teacher questions as they arise; don't wait until a day or two before a test. The questions you ask right before a test should be to clear up minor details.

Studying for a Test

Start by going over each section, reviewing your notes and checking that you can still do the homework problems (actually work the problems again!). Use the worked examples in the textbook and notes - cover up the solutions and work the problems yourself. Check your work against the solutions given.

You're not ready yet! In the book each problem appears at the end of the section in which you learned how to do that problem; on a test the problems from different sections are all together.

Step back and ask yourself what kind of problems you have learned how to solve, what techniques of solution you have learned, and how to tell what techniques go with which problems.

Try to explain out loud, in your own words, how each solution strategy is used. If you get confused during a test, you can mentally return to your verbal "capsule instructions".

Put yourself in a test-like situation: work problems from review sections at the end of chapters. It's important to keep working problems the whole time you're studying.

TAKING A MATH TEST

Test-Taking Strategy Matters

Just as it is important to think about how to spend your study time, it is important to think about what strategies you will use when you take a test. Good test-taking strategies can make a **big difference** to your grade!

Taking a Test

First **look over** the entire test. You'll get a sense of its length. Try to identify those problems you definitely know how to do right away, and those you expect to have to think about.

Do the problems in the order that suits **you!** Start with the problems that you know for sure you can do. This builds confidence and means you don't miss any sure points just because you run out of time. Then try the problems you think you can figure out; then finally try the ones you are least sure about.

Time is of the essence - work as **quickly** and **continuously** as you can while still writing legibly and showing all your work. If you get stuck on a problem, move on to another one - you can come back later.

Show all your work: make it as easy as possible for the teacher to see how much you **do** know. Try to write a well-reasoned solution. If your answer is incorrect, you may still get partial credit based on the work you show.

Never waste time erasing! Just draw a line through the work you want ignored and move on. Not only does erasing waste precious time, but you may discover later that you erased something useful (and/or maybe worth partial credit if you cannot complete the problem).

Don't give up on a several-part problem just because you can't do the first part. Attempt the other parts - if the actual solution depends on the first part, at least explain how you **would** do it.

Make sure you **read** the questions **carefully**, and do **all parts** of each problem.

Verify your answers - does each answer make sense given the context of the problem?

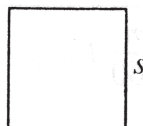
If you finish early, **check** every problem (that means **rework** everything from scratch).

FORMULA SHEET

Formulas you may need to work questions on this test are found here.

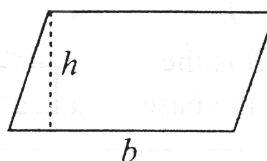
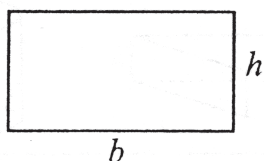
Area of a Square

$$A = s^2$$



Area of a Rectangle or a Parallelogram

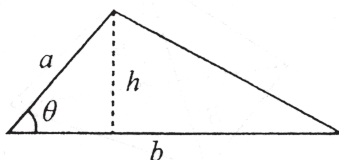
$$A = b \cdot h$$



Area of a Triangle

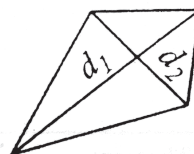
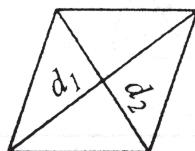
$$A = \frac{1}{2} b \cdot h$$

$$A = \frac{1}{2} b \cdot h \cdot \sin \theta$$



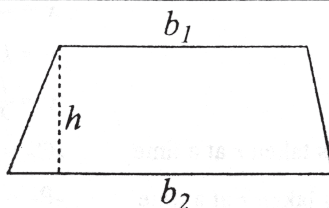
Area of a Rhombus or a Kite

$$A = \frac{1}{2} d_1 \cdot d_2$$



Area of a Trapezoid

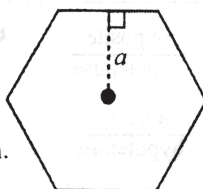
$$A = \frac{1}{2} h (b_1 + b_2)$$



Area of a Regular Polygon

$$A = \frac{1}{2} P \cdot a$$

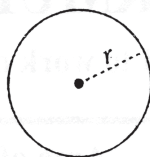
where P is the perimeter and a is the apothem.



Area of a Circle, Circumference of a Circle

$$A = \pi r^2$$

$$C = 2\pi r$$



Length of an Arc of a Circle, Area of a Sector of a Circle

$$s = \frac{m}{360} C$$

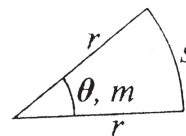
$$s = r \cdot \theta$$

$$A_{\text{sector}} = \frac{m}{360} A_{\text{circle}}$$

$$A = \frac{1}{2} r^2 \cdot \theta$$

m = degrees

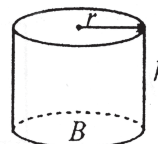
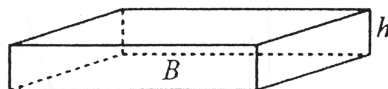
θ = radians



Volume of a Prism or a Cylinder

$$V = B \cdot h$$

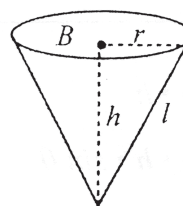
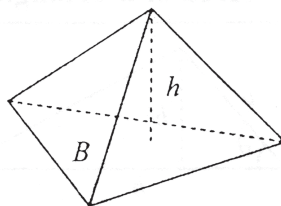
where B is the area of the base



Volume of a Pyramid or a Cone

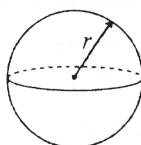
$$V = \frac{1}{3} B \cdot h$$

where B is the area of the base



Volume of a Sphere

$$V = \frac{4}{3} \pi r^3$$



Pythagorean Theorem

distance formula

quadratic formula

direct variation

indirect variation

combination of n things taken r at a time

permutation of n things taken r at a time

$$a^2 + b^2 = c^2$$

$$d = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

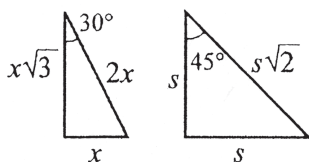
$$y = kx$$

$$y = \frac{k}{x}$$

$${}_nC_r = \frac{n!}{r!(n-r)!} = \frac{n(n-1)(n-2)\dots}{r!(n-r)!}$$

$${}_nP_r = \frac{n!}{(n-r)!}$$

Special Triangles



Trigonometric Relations

$$\sin \theta = \frac{\text{opposite}}{\text{hypotenuse}}$$

$$\cos \theta = \frac{\text{adjacent}}{\text{hypotenuse}}$$

$$\tan \theta = \frac{\text{opposite}}{\text{adjacent}}$$

$$\cot \theta = \frac{\cos \theta}{\sin \theta}$$

$$\sin^2 \theta + \cos^2 \theta = 1$$

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

Parent/Guardian Refusal for Student Participation in Statewide Assessments

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

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

Date _____ (This form is **only** applicable for the 20____ to 20____ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

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

_____ I received information on statewide assessments and choose to opt my student out. MDE provides a *Parent/Guardian Guide to Statewide Testing* on the [MDE website](#) (Students and Families > Statewide Testing).

Reason for refusal:

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

_____ MCA/MTAS Reading

_____ MCA/MTAS Science

_____ MCA/MTAS Mathematics

_____ ACCESS or Alternate ACCESS for ELLs

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

I understand that by signing this form, my student will receive a score of "not proficient" and waives the opportunity to receive a college-ready score that could save him/her time and money by not having to take remedial, non-credit courses at a Minnesota State college or university. My school and I may lose valuable information about how well my student is progressing academically. In addition, opting out may impact the school, district, and state's efforts to equitably distribute resources and support student learning.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only.

Student ID or MARSS Number _____

2026-2027



DAILY PLANNING

AUGUST 31 - SEPTEMBER 4, 2025

31 — MONDAY				
1 — TUESDAY				
2 — WEDNESDAY				
3 — THURSDAY				
4 — FRIDAY				



					7 — MONDAY
					8 — TUESDAY
					9 — WEDNESDAY
					10 — THURSDAY
					11 — FRIDAY

SEPTEMBER 14 - SEPTEMBER 18, 2025

14 — M O N D A Y				
15 — T U E S D A Y				
16 — W E D N E S D A Y				
17 — T H U R S D A Y				
18 — F R I D A Y				





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SEPTEMBER 28 - OCTOBER 2, 2025

28 — MONDAY				
29 — TUESDAY				
30 — WEDNESDAY				
1 — THURSDAY				
2 — FRIDAY				



OCTOBER 5 - OCTOBER 9, 2025

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MONDAY

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TUESDAY

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WEDNESDAY

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THURSDAY

9
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FRIDAY

OCTOBER 12 - OCTOBER 15, 2025

12 — MONDAY				
13 — TUESDAY				
14 — WEDNESDAY				
15 — THURSDAY				
16 — FRIDAY				



OCTOBER 19 - OCTOBER 23, 2025

19
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MONDAY

20
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TUESDAY

21
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WEDNESDAY

22
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THURSDAY

23
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FRIDAY

OCTOBER 26 - OCTOBER 30, 2025

26 — MONDAY				
27 — TUESDAY				
28 — WEDNESDAY				
29 — THURSDAY				
30 — FRIDAY				



NOVEMBER 2 - NOVEMBER 6, 2025

2
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MONDAY

3
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TUESDAY

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WEDNESDAY

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THURSDAY

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FRIDAY

NOVEMBER 9 - NOVEMBER 13, 2025

9 — MONDAY				
10 — TUESDAY				
11 — WEDNESDAY				
12 — THURSDAY				
13 — FRIDAY				



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NOVEMBER 23 - NOVEMBER 27, 2025

23 — MONDAY				
24 — TUESDAY				
25 — WEDNESDAY				
26 — THURSDAY				
27 — FRIDAY				





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DECEMBER 7 - DECEMBER 11, 2025

7 — MONDAY						
8 — TUESDAY						
9 — WEDNESDAY						
10 — THURSDAY						
11 — FRIDAY						

DECEMBER 14 - DECEMBER 18, 2025

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MONDAY

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TUESDAY

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WEDNESDAY

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THURSDAY

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FRIDAY

DECEMBER 21 - DECEMBER 25, 2025

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— MONDAY

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TUESDAY

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WEDNESDAY

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DECEMBER 28 - JANUARY 1, 2026

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MONDAY

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TUESDAY

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WEDNESDAY

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THURSDAY

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FRIDAY

JANUARY 4 - JANUARY 8, 2026

4 — MONDAY				
5 — TUESDAY				
6 — WEDNESDAY				
7 — THURSDAY				
8 — FRIDAY				



JANUARY 11 - JANUARY 15, 2026

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TUESDAY

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WEDNESDAY

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THURSDAY

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FRIDAY

JANUARY 18 - JANUARY 22, 2026

18 — MONDAY				
19 — TUESDAY				
20 — WEDNESDAY				
21 — THURSDAY				
22 — FRIDAY				



JANUARY 25 - JANUARY 29, 2026

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MONDAY

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TUESDAY

27
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WEDNESDAY

28
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THURSDAY

29
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FRIDAY

FEBRUARY 1 - FEBRUARY 5, 2026

1 - MONDAY

2-TUESDAY

3 — WEDNESDAY

4-THURSDAY

5 — FRIDAY

FEBRUARY 8 - FEBRUARY 12, 2026

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FEBRUARY 15 - FEBRUARY 19, 2026

15 — MONDAY					
16 — TUESDAY					
17 — WEDNESDAY					
18 — THURSDAY					
19 — FRIDAY					

FEBRUARY 22 - FEBRUARY 26, 2026

22
— MONDAY

23
— TUESDAY

24
— WEDNESDAY

25
— THURSDAY

26
— FRIDAY

MARCH 1 - MARCH 5, 2026

1 — MONDAY				
2 — TUESDAY				
3 — WEDNESDAY				
4 — THURSDAY				
5 — FRIDAY				



MARCH 8 - MARCH 12, 2026

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WEDNESDAY

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THURSDAY

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FRIDAY

MARCH 15 - MARCH 19, 2026

15 — M O N D A Y					
16 — T U E S D A Y					
17 — W E D N E S D A Y					
18 — T H U R S D A Y					
19 — F R I D A Y					

MARCH 22 - MARCH 26, 2026

22
— MONDAY

23
— TUESDAY

24
— WEDNESDAY

25
— THURSDAY

26
— FRIDAY

MARCH 29 - APRIL 2, 2026

29 — MONDAY					
30 — TUESDAY					
31 — WEDNESDAY					
1 — THURSDAY					
2 — FRIDAY					

APRIL 5 - APRIL 9, 2026

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MONDAY

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TUESDAY

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WEDNESDAY

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THURSDAY

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FRIDAY

APRIL 12 - APRIL 16, 2026

12 — M O N D A Y				
13 — T U E S D A Y				
14 — W E D N E S D A Y				
15 — T H U R S D A Y				
16 — F R I D A Y				



APRIL 19 - APRIL 23, 2026

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APRIL 26 - APRIL 30, 2026

26 — MONDAY				
27 — TUESDAY				
28 — WEDNESDAY				
29 — THURSDAY				
30 — FRIDAY				



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WEDNESDAY

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THURSDAY

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FRIDAY

MAY 10 - MAY 14, 2026

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MONDAY

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TUESDAY

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WEDNESDAY

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THURSDAY

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FRIDAY

MAY 24 - MAY 28, 2026

24

— MONDAY

25

— TUESDAY

26

— WEDNESDAY

27

— THURSDAY

28

— FRIDAY



[illegible]

DESTINATION CODES: N=Nurse R=Restroom L=Locker O=Officer C=Counselor M=Media Center

HALL PASS



Senior High Daily Schedule 2026-2027

Mondays, Tuesdays, Fridays

Period	Start Time	End Time
1	8:30	9:15
2	9:18	10:03
3	10:06	10:51
4	10:54	11:39
1st Lunch	10:52	11:22
4	11:25	12:10
2nd Lunch	11:40	12:10
5	12:13	12:58
6	1:01	1:46
7	1:49	2:34
8	2:37	3:22

Wednesday 8's

***Sept. 2, Oct. 14, Nov. 25,
Jan. 13, Feb. 10**

Period	Start Time	End Time
1	8:30	9:05
2	9:08	9:43
3	9:46	10:21
4	11:02	11:39
1st Lunch	11:02	11:39
4	11:42	12:19
2nd Lunch	11:42	12:19
6	12:22	12:57
7	1:00	1:36
8	1:39	2:15

Wednesday Blocks

Period	Start Time	End Time
1	8:30	9:45
2	9:48	11:03
Lunch	11:03	11:39
5	11:42	12:57
6	1:00	2:15

Thursday Blocks

Period	Start Time	End Time
3	8:30	9:51
4	9:54	11:14
FLEX	11:19	12:01
Lunch	12:03	12:33
7	12:36	1:57
8	2:00	3:22

EAST GRAND FORKS SENIOR HIGH SCHOOL

SCHOOL SONG

HAIL TO OUR EASTSIDE HIGH
CHEER THEM ALONG THE WAY
ONWARD TO VICTORY
MAY WE WIN AGAIN TODAY
WE'LL GIVE A CHEER TO OUR EASTSIDE HIGH
LONG MAY THEY REIGN SUPREME
SHOUT!
TILL THE ECHOES RING
FOR THE GLORY OF THE TEAM
RAH, RAH, RAH (REPEAT)

