



Eden Prairie Schools  
8100 School Road  
Eden Prairie, MN 55344  
Main Office: 952-975-7000  
Fax: 952-975-7020  
[www.edenpr.org](http://www.edenpr.org)

August 23, 2023

To: Dr. Josh Swanson, Superintendent  
From: Dr. Carlondrea Hines, Associate Superintendent  
Re: Student Handbook Revisions

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EPS School Administration recommends the following adds/revisions to the student handbook in response to Minnesota Legislative updates to school discipline. The revised handbooks will reflect language and practices that addresses nonexclusionary discipline, malicious and sadistic conduct, and removal from the classroom. In addition, both EPO Handbooks now address “15 day drop” practices.

These revisions are being made after receiving recommended policy language from the Minnesota School Board Association (MSBA), reviewing requirements, consulting with site administrators on practices that work within our schools, and speaking with our legal counsel. To be in compliance with statutory requirements, I propose the revised language be approved in all handbooks. This will also align our handbooks to required policy updates. Only the handbook sections presented will be updated. The rest of the handbooks will be unchanged as they were previously presented and approved by the school board.



**EDEN PRAIRIE SCHOOLS**

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# ELEMENTARY SCHOOL HANDBOOK



# 2023-2024

EDEN PRAIRIE SCHOOLS, ISD #272

8100 SCHOOL ROAD

EDEN PRAIRIE, MN 55344

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## Safe and Supportive Schools

### Student Behavior: Expectations of Adults and Students

#### Safe and Supportive Schools

Eden Prairie Schools believes each student, regardless of age, race, gender, ability level, religious beliefs, national origin, sexual orientation (actual or perceived), or physical attributes, deserves the right to be educated in an environment that does not interfere with their educational opportunities or ability to participate in school functions or activities or receive school benefits, services, or privileges.

According to the Minnesota Safe and Supportive Schools Act, bullying means any intimidating, threatening, abusive, or harming conduct that is objectively offensive in nature. Furthermore, there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior, and the conduct is **repeated or forms a pattern**. The act of cyber-bullying, which refers to bullying others by using technology or other electronic devices, or retaliation for asserting, alleging, reporting, or providing information about bullying or knowingly making a false report about bullying in any form are prohibited as well. Acts of bullying towards another student or groups of students will not be tolerated and will be dealt with in a swift and serious manner. **Bullying does not refer to a one-time argument or disagreement between students.**

Our intent is to create and maintain a safe and welcoming environment by taking a proactive rather than reactive approach. To prevent or stop bullying or cyberbullying behaviors, we will provide ongoing training around anti-bullying techniques and strategies for all staff and students.

If bullying occurs on any district property (i.e. school building, school grounds, bus stop, walking route to and from school, school bus, school related vehicles) or at any school-related function, school-sponsored activity, event, or trip, the incident should be reported to the building's designated primary contact person (principal, associate principal, or social worker) who will begin an investigation as soon as possible. If bullying/cyber-bullying takes place off of school property and impacts the educational process, it should be reported to the school. In the event an act of cyber-bullying has occurred the same protocol will be followed. Cyber-bullying may take place on or off school property.

#### Expectations of Adults and Students

Teachers and school personnel seek to co-create a positive learning environment with students in classrooms, and as a school community. This includes building trusting relationships with each student by getting to know individual strengths, interests, and culture. Schools will foster a learning environment that values multiple perspectives and articulates how our differences make us stronger.



Behavioral expectations specific to all areas of school, for example, classrooms, hallways, bathrooms, lunchroom, playground, and school buses, are taught at the beginning of the school year. Behavior expectations are re-taught and positively reinforced throughout the year to promote a safe, welcoming, and engaging learning environment for each child.

If students demonstrate inappropriate behavior at school, an adult will seek to understand what happened, support the child in reflecting on their behavior, and provide opportunities for restoring relationships, as applicable. In addition, specific consequences may be applied; parents may be contacted, depending on the nature of the behavior, frequency of the behavior, and severity of the specific incident.

Adults will:

1. Create a balanced approach for all learning.
2. Create a climate for learning that includes:
  - Providing opportunities for students to explore and construct their learning through student choices, practice, trial, error and reworking
  - Knowing the students culturally, and individually, by being fully cognizant of their individual strengths and interests
  - Co-creating classroom rituals that maximize learning bell-to-bell
  - Creating a climate that respects difference and allows for multiple perspectives without hurting others
  - Fostering opportunities for students to take responsibility for academic, social, and emotional expectations in monitoring their self-control
  - Responding to unexpected behaviors in restorative ways that support accountability and healing to rebuild the learning community
3. Provide Non-Exclusionary Disciplinary Practices (may include but are not limited to):
  - Positive Behavior Intervention Supports (PBIS)
  - Caring School Community Instruction
  - Multi Tiered System of Support Processes (MTSS)
  - Check In - Check Out
  - Small group direct and explicit teaching of social and emotional skills
  - Removal from classroom with academic and/or social/emotional instruction
  - Motor break
  - In class accommodations (seating, fidget, journaling, calming space, etc.)
  - Personal behavior/incentive chart
  - Parent email, TalkingPoints
  - Parent phone call

Students will:





1. Participate fully in the learning experience, including curricular, co-curricular and extracurricular activities, from the moment he/she is on the bus until s/he is returned home, at all district activities and events.
2. Participate actively in the learning experience by being fully engaged, fully prepared, raising engaging questions, and effectively and positively communicating with all students and staff.
3. Participate actively in the learning experience by sharing information about themselves—strengths, weakness, and culture to create common bonds in curricular, co-curricular and extracurricular activities.
4. Participate actively in the learning experience by respecting differences while asserting perhaps a divergent viewpoint, doing so without harm to the other students, staff, team, other leader, and property.
5. Demonstrate empathy (knowing others) to build fruitful relationships that create a cohesive learning opportunity for all and through self-control behave in an ethical manner from the moment he/she is on the bus until s/he is returned home.

**If a student is unable to demonstrate how to be Safe, Responsible, and Kind and disrupts the learning for other students, adults may:**

- Redirect and re-instruct to ensure that student fully understands the expectations
- Work in partnership with family, students, staff and other significant adults to restoratively determine additional strategies and/or consequences
- Refer to peer mediation, conflict resolution or other restorative processes
- Consider removal from class, possibly through suspension or expulsion

**Severe Behavior**

The Eden Prairie Schools' student management program is based on the foundation that students have a right to be educated in a safe and supportive learning environment. Teachers or adults in authority have the responsibility to require appropriate behaviors of all students so they can deliver instruction effectively. Behaviors which are considered "severe" will be met with a stricter set of consequences, depending on the severity of the behavior, the frequency of the occurrence, and the student's age. Severe behavior incidents include, but is not limited to:

- Fighting/assault/or causing physical harm to another
- Use/possession of controlled substances including tobacco
- Written or verbal threats
- Property damage
- Stealing
- Possession of a weapon or toy replica weapons
- Harassment of another individual, including hazing, sexual or racial harassment, or verbal abuse
- Attempting to access inappropriate websites when working on the computer



- Other behaviors that cause excessive disturbance to the school day

***These behaviors are subject to one or more of the following consequences:***

- Parent phone call and conference
- In-school or out-of-school suspension
- Restitution
- Referral to Eden Prairie Police Department
- Referral to outside agencies
- Recommendation for expulsion

The Pupil Fair Dismissal Act (Statutes 121A.40-121A.56) will be followed with reference to any out-of-school suspension.

### **Removal From Class**

***If a student's behavior results in removal, the following process will be followed:***

1. Staff contacts the office, and the response team responds to determine whether student removal is necessary. Administrator or designee will determine appropriate placement.
2. Every effort will be made to support students returning to class and will not exceed more than five hours. If a student is removed from class, access to instruction will be provided.
3. If a student is removed from class, an administrator or an administrator designee will supervise the student.
4. An administrator or designee will engage the student in a discussion of the incident including the reteaching of expectations.
5. A restorative conversation will occur between the student and those involved upon reentry.
6. Administrator or designee will notify parents of the situation and ensure consequences. Administrator or designee will record incident in the appropriate record keeping repository (ie. Campus).
7. A team meeting will be held for a student identified as having a disability or a perceived disability who is being removed from class in order to review if an assessment or further assessment is needed and if a review of the adequacy of the current Individualized Education Program (IEP) or if a referral for special education services is needed.
8. If a student is being removed from class due to suspected chemical abuse while on school premises, staff will immediately notify the school's administration and chemical abuse pre-assessment team member or staff member assigned to duties similar to those of such teams.



**EDEN PRAIRIE SCHOOLS**  
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# CENTRAL MIDDLE SCHOOL HANDBOOK



# 2023-2024

EDEN PRAIRIE SCHOOLS, ISD #272  
8100 SCHOOL ROAD  
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**Activity Bus:**

Students must demonstrate appropriate behaviors on the school activity bus.

Guidelines for Potential Consequences:

- a. **First Offense:** Dean Conference, parent/guardian contact.
- b. **Second Offense:** Dean conference, parent/guardian contact, possible bus suspension. Detention.
- c. **Third Offense:** Dean conference, parent/guardian meeting, bus suspension.
- d. Additional offenses will result in more lengthy bus suspension.

**Alcohol/Chemicals, Possession, Use or Under the Influence of:**

The possession, use, distribution, delivery, transfer, sale or purchase of any controlled substance at school is strictly prohibited.

Guidelines for Potential Consequences:

- a. **First Offense:** Up to 3-day suspension, confiscation, police referral, chemical health referral.
- b. **Second Offense:** Up to 5-day suspension, police referral.
- c. **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion. Police referral.

**Attendance/Unexcused:**

Students are expected to be in school and in each class unless otherwise excused by a staff member or parent/guardian. Refer to the [Attendance Section](#) below for more details as well as guidelines for potential consequences.

**Bullying/Cyberbullying:****\*\*\*Bullying defined:**

Intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

- There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or 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, service, or privileges.



**\*\*\*Cyberbullying defined:**

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. This includes use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts the school environment or interferes in a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.

**\*\*\*Malicious and sadistic conduct defined:**

Creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

**Guidelines for Potential Consequences:**

- a. **First Offense:** Possible Suspension or ISS. Restorative Practice/Mediation.
- b. **Second Offense:** Up to 3 day suspension. Restorative Practice/Mediation. Parent/guardian meeting with staff and student.
- c. **Third Offense:** Up to 5 day suspension. Parent/guardian meeting with staff and student. Possible referral for expulsion.



### Behavior Guidelines

*In order to maintain a safe and orderly learning environment, the following guidelines regarding student behavior will be followed. These are guidelines only and do not include all possible student offenses. See Eden Prairie School District Policy 506.7. The School District retains the right to suspend or expel a student or impose other disciplinary action at their discretion, based on the severity of behavior, the facts, circumstances, and nature of a student offense and the student's disciplinary record.*

#### **Abuse, Verbal or Written:**

The use of language or actions that are obscene, intimidating or that degrades other people or incites other people is prohibited.

Guidelines for Potential Consequences:

- a. **First Offense:** Expectations review. (unless sexual or racial abuse/threats--see #18 below), restorative mediation, parent/guardian contact.
- b. **Second Offense:** Expectations review and ISS, restorative mediation, parent/guardian meeting.
- c. **Third Offense:** Up to 5 day suspension. Parent/guardian meeting.

#### **Academic Integrity:**

Plagiarism and cheating are not allowed in our educational environment. Honesty and integrity are essential to excellence in education.

#### **Guidelines for Potential Consequences:**

- a. **First Offense:** Parent/guardian contacted by teacher. Loss of privileges. Plan for success developed in partnership with teacher.
- b. **Second Offense:** Parent/guardian contacted by teacher. Documentation. Loss of privileges.
- c. **Third Offense:** Administrative conference to determine next action.

#### **Activity Bus:**

Students must demonstrate appropriate behaviors on the school activity bus.

Guidelines for Potential Consequences:

- a. **First Offense:** Dean Conference, parent/guardian contact.
- b. **Second Offense:** Dean conference, parent/guardian contact, possible bus suspension. Detention.



- c. **Third Offense:** Dean conference, parent/guardian meeting, bus suspension.
- d. Additional offenses will result in more lengthy bus suspension.

**Alcohol/Chemicals, Possession, Use or Under the Influence of:**

The possession, use, distribution, delivery, transfer, sale or purchase of any controlled substance at school is strictly prohibited.

Guidelines for Potential Consequences:

- a. **First Offense:** Up to 3-day suspension, confiscation, police referral, chemical health referral.
- b. **Second Offense:** Up to 5-day suspension, police referral.
- c. **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion. Police referral.

**Attendance/Unexcused:**

Students are expected to be in school and in each class unless otherwise excused by a staff member or parent/guardian. Refer to the [Attendance Section](#) below for more details as well as guidelines for potential consequences.

**Bullying/Cyberbullying:**

**\*\*\*Bullying defined:**

Intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

- There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or 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, service, or privileges.

**\*\*\*Cyberbullying defined:**

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. This includes use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts the school environment or interferes in a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.

**\*\*\*Malicious and sadistic conduct defined:**



Creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

**Guidelines for Potential Consequences:**

- a. **First Offense:** Possible Suspension or ISS. Restorative Practice/Mediation.
- b. **Second Offense:** Up to 3 day suspension. Restorative Practice/Mediation. Parent/guardian meeting with staff and student.
- c. **Third Offense:** Up to 5 day suspension. Parent/guardian meeting with staff and student. Possible referral for expulsion.

**Cell Phones:**

Cell phone use during the school day is prohibited unless permission is otherwise granted by a staff member. If a message is to be relayed to a student during the school day, parents or guardians should contact the main office. The use of cell phones or other video recording devices in bathrooms and locker rooms is strictly prohibited.

**Guidelines for Potential Consequences:**

- a. **First Offense:** Conference with Dean, confiscation of phone.
- b. **Second Offense:** Phone to be picked up by parent/guardian.
- c. **Third Offense:** Phone to be picked up by parent/guardian, and parent/guardian meeting.

**Disruptive/Disorderly/Insubordination Behavior:**

Disruptive behavior at school locations or at school sponsored activities is prohibited.

Disruptive behavior means acts that disrupt, interfere or threaten to disrupt the educational process or school functions, including, but not limited to horseplay, disobedience, disrespectful behavior, inappropriate language, instigating a school disruption, discrimination or defiance of authority, or failure to report any of the aforementioned behaviors. Disruptive behavior includes insubordination. Insubordination is defined as: Deliberate refusal to follow an appropriate direction given by a staff member.

**Guidelines for Potential Consequences:**

- a. **First Offense:** Up to 1-day dismissal from class or activity, suspension, and mediation.
- b. **Second Offense:** Up to 3-day dismissal from class or activity, suspension, conference with teacher, parent/guardian meeting.
- c. **Third Offense:** Suspension, pending referral to MTSS team for additional support and intervention.



### **Dress and Grooming:**

Central Middle School encourages students to take pride in their attire as it relates to the school setting. Students should dress in a manner that, in addition to the following guidelines, takes into consideration the educational environment, safety, health and welfare of self and others. Students' clothing must not become a distraction to the educational environment. Below is a list of examples of things not allowed in school. This list is not all-inclusive. Final decisions on student dress code will be made by building administrators. Dress and/or grooming that is disruptive or potentially disruptive to the educational process is prohibited, including, but not limited to, the following:

- a. Wearing clothing that includes words or pictures which are obscene, vulgar, abusive, discriminatory, racist, sexist or otherwise degrading or sexually suggestive or which promote or advertise alcohol, chemicals, tobacco or any other product that is illegal for use by minors.
- b. Wearing clothing and other items or grooming in a manner that represents and/or promotes threat/hate groups or supremacist groups is prohibited.
- c. Wearing clothing that does not cover, chest, or buttocks. Clothing that does not cover undergarments, and undergarments that are worn as outer garments.
- d. Wearing see-through pants and shirts are prohibited.
- e. Wearing a costume face mask or wigs in school that would not allow the student to be identified is prohibited.

#### Guidelines for Potential Consequences:

- a. **First Offense:** Expectation review, If necessary, parents/guardians may be called to bring appropriate clothing to school.
- b. **Second Offense:** Detention, Parent/Guardian contacted.
- c. **Third Offense:** Possible ISS, Parent/Guardian meeting.

### **False Emergency Alarm:**

Intentionally giving a false alarm of a fire or tampering or interfering with any fire alarm is prohibited. False 911 reporting from any school phone is prohibited.

#### Guidelines for Potential Consequences:

- a. **First Offense:** Up to a 5 day suspension pending review by school & district administration for recommendation for expulsion, and police referral.

### **Fighting/Assault:**

Engaging in any form of fighting (regardless of who initiated the fight), assault, or inciting a fight/assault (including filming a fight or assault) is prohibited. Fighting/assault includes, but is not limited to, hitting, slapping, pulling hair, biting, shoving, pushing, kicking, scratching or



any other acts in which a student intentionally inflicts or attempts to inflict bodily harm on another person.

**Guidelines for Potential Consequences:**

- a. **First Offense:** Up to 3 day suspension. Referral to School Social Worker. Mediation. Possible police referral. When appropriate teacher notification pursuant MN statute 121A.64
- b. **Second Offense:** Up to 5 day suspension. Referral to School Social Worker. Mediation. Police referral. When appropriate teacher notification pursuant MN statute 121A.64
- c. **Third Offense:** Up to 10 day suspension and possible referral to district administration for expulsion.

**Roughhousing (Pushing, Shoving, Scuffling):**

Physical contact such as but not limited to pushing, shoving, or scuffling that is not defined as an assault or fighting is prohibited. This also includes other physically intimidating contact (such as “slap boxing” and “neck slapping”) aimed at another student. In the event that pushing, shoving or scuffling constitutes a fight or assault, consequences for those violations will be imposed.

**Guidelines for Potential Consequences:**

- a. **First Offense:** Up to 3 day suspension. Referral to School Social Worker. Mediation. Possible police referral. When appropriate teacher notification pursuant MN statute 121A.64
- b. **Second Offense:** Up to 5 day suspension. Referral to School Social Worker. Mediation. Police referral. When appropriate teacher notification pursuant MN statute 121A.64
- c. **Third Offense:** Up to 10 day suspension and possible referral to district administration for expulsion.

**Littering/Lunchroom:**

Out of respect to our maintenance staff, the school, and to each other, students are expected to clean up after themselves. Students are responsible for the mess at their tables and for leaving the table clean in the cafeteria.

Students are expected to deposit all trash in school-provided receptacles. This includes trash generated anywhere on the school campus. Students are responsible for cleaning any trash generated by themselves or by the members of their group.

**Guidelines for Potential Consequences:**

- a. **First Offense:** Dean conference, review of expectations
- b. **Second Offense:** Restitution, lunch detention, parent/guardian contact.
- c. **Third Offense:** Restitution, lunch detention, parent/guardian meeting.





### **Non-compliance/Refusal:**

Non-compliance/refusal is when a student does not act in accordance with classroom/school/teacher expectations. This can include, but is not limited to: walking out of class without teacher permission, using a pass for an extended amount of time without permission, refusing to walk in the halls, and being in an area of the building without the guidance of an adult.

Guidelines for Potential Consequences:

- a. **First Offense:** Up to 1-day dismissal from class or activity and mediation.
- b. **Second Offense:** Up to 3-day dismissal from class or activity, possible ISS, conference with teacher, parent/guardian meeting.
- c. **Third Offense:** Possible suspension, pending Referral to MTSS team for additional support and intervention.

### **Nuisance Objects:**

Possession, use or distribution of any object that causes distractions, such as wallet chains, squirt guns, games, dice, playing cards, laser pens, etc. is prohibited. Skateboards, in-line skates and scooters must be kept in the student's locker at all times.

Guidelines for Potential Consequences:

- a. **First Offense:** Confiscation.
- b. **Second Offense:** Detention, confiscation.
- c. **Third Offense:** Detention, confiscation, parent/guardian meeting.

### **Posting Disruptive Videos/Photos:**

Students must not make or disseminate (while on or off school property) recordings, photographs, or videos of anyone without their prior consent. Any making or dissemination of a recording must not disrupt the civil and respectful atmosphere toward teachers, other employees, and students alike. Recordings that are considered disruptive include, but are not limited to, recordings that are demeaning, derogatory, or sexually suggestive toward a student or employee. This policy applies to District-issued and personal devices that are used to make the recording. If recordings or photographs are made without approval or they substantially disrupt and interfere with school, the video must be removed and consequences provided.

Guidelines for Potential Consequences: (refer to i-Learn + personal devices)

- a. **First Offense:** Possible Suspension or ISS. Restorative Practice/Mediation.
- b. **Second Offense:** Up to 3 day suspension. Restorative Practice/Mediation. Parent/guardian meeting with staff and student.
- c. **Third Offense:** Up to 5 day suspension. Parent/guardian meeting with staff and student. Possible referral for expulsion.



**Selling Items for Profit:**

Students may only bring items that are necessary for their personal use during the school day. Students are not allowed to exchange any items for money or trade. Any items for sale or distribution will be confiscated.

**Guidelines for Potential Consequences:**

- a. **First Offense:** Confiscation, expectation review and phone call home.
- b. **Second Offense:** Restitution, detention, confiscation and phone call home.
- c. **Third Offense:** Confiscation and parent/guardian meeting

**Tardies:**

An unexcused tardy is failing to be in an assigned area at the designated time class period commences without a valid excuse.

**Guidelines for Potential Consequences:**

- a. **First Offense:** Expectation review, meeting with a Dean
- b. **Second Offense:** Meeting with Dean, phone call home
- c. **Third Offense:** Parent/Guardian meeting, detention, behavior plan

**Technology (School Issued) Misuse:**

(See [i-Learn Expectation Section](#) of Handbook)

**Guidelines for Potential Consequences:** Violations of these expectations could result in any of the following: removal of technology usage, disciplinary action (detention, legal action, police referral).

- a. **First Offense:** Expectations review
- b. **Second Offense:** iPad Restriction up to two weeks
- c. **Third Offense:** iPad Restriction up to nine weeks
- d. **Fourth Offense:** Permanent iPad restriction

**Theft, Receiving or Possessing Stolen Property:**

The unauthorized taking, using, transferring, hiding, or possessing of the property of another person without the consent of the owner, or the receiving of such property, is prohibited.

**Guidelines for Potential Consequences:**

- a. **First Offense:** Detention, up to 3-day suspension, possible police referral and restitution.
- b. **Second Offense:** Up to 5-day suspension, police referral and restitution.
- c. **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion, police referral and restitution



**Threats and Intimidation; Physical, Verbal or Written:**

Any language (oral or written) or gestures including the use of electronic devices or physical intimidation that are meant to threaten or cause fear of bodily harm or death is prohibited.

**Guidelines for Potential Consequences:**

- a. **Any Offense:** Suspension pending review by school & district administration for recommendation for expulsion, and police referral.

**Tobacco/Vaping Possession or Use:**

Central Middle School, in compliance with school district policy, is proud to encourage and support a tobacco-free environment. Smoking, vaping, chewing, possessing or using tobacco in any form including e-cigarettes at any time, at any school location including school vicinity, or at a school-sponsored activity is strictly prohibited.

**Guidelines for Potential Consequences:**

- a. **First Offense:** Suspension, police referral, confiscation, parent/guardian contact.
- b. **Second Offense:** Suspension, police referral, confiscation, parent/guardian meeting.
- c. **Third Offense:** Suspension, Restricted study, parent/guardian meeting, social work involvement to set up plans for success, chemical health referral.

**Transportation:**

Bus ridership is a privilege, not a right. Students are responsible for keeping their bus area clean. If students damage a bus, they will have to make restitution. If students do not follow the rules, they can lose their bus riding privileges. Any disruptive behavior, as defined under school policy, while riding a school bus is prohibited. This includes not remaining seated, throwing objects, disruptive behavior at a bus stop or to and from the bus stop, tampering with emergency or safety equipment, and lighting flammable devices, throwing objects or disruptive behavior at a bus stop or to and from the bus stop.

Secondary students who commit a fourth or fifth offense may be suspended from riding the bus for the remainder of the school year. Severe behavior will move the student immediately to a higher level of offense, based on the severity of the action and/or previous bus violations. In addition, school management guidelines will be enforced when appropriate.

**Guidelines for Potential Consequences:**

- a. **First Offense:** Warning given. Expectation review.
- b. **Second Offense:** Up to 3-day bus suspension.
- c. **Third Offense:** Up to 5-day bus suspension and conference with student, parent/guardian, transportation representative.



**Vandalism:**

Defacing, cutting or damaging property, technology or telecommunication equipment that belongs to the school district, other students, staff members or other individuals is prohibited.

**Guidelines for Potential Consequences:**

- a. **First Offense:** Detention, restitution/cleaning, possible police referral.
- b. **Second Offense:** Restitution/cleaning, possible suspension, and police referral.
- c. **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion, police referral and restitution.

**Weapons:**

In accordance with federal, state, and district policies, no weapons are permitted on school grounds. Anyone who has reason to believe a weapon is on a school site, bus, or at a school-sponsored activity has a duty to report that information to the site administrator, police officer, or any adult supervisor. Possession is defined as, but not limited to, having a weapon on one's person or in an area subject to one's control in a school environment. Definition: A "weapon" means any object, device, instrument, or substance designed as a weapon or through its use is capable of threatening or producing bodily harm, or which may be used to inflict self-injury, including, but not limited to:

- a. all firearms, loaded or unloaded, functional or non-functional, look-alike or facsimile of a real weapon, or any other device or instrument having the appearance of a weapon
- b. all knives
- c. objects designed to be worn over fists or knuckles
- d. blackjacks, clubs, Nunchaku ("nunchucks"), throwing stars
- e. explosives, incendiary devices, bombs, fireworks, or other similar devices which can cause an explosion
- f. bows and arrows, slingshots, razors
- g. poison chemicals including mace, pepper gas, or similar sprays, or chemical components and/or mixture which can cause an explosion
- h. firearm muffler, silencer, or ammunition
- i. any object modified to serve as a weapon
- j. articles designed for other purposes (pencils, scissors, etc.) but used to inflict bodily harm and/or intimidate others

**Guidelines for Potential Consequences:**

- a. **First Offense:** Confiscation of the weapon (if it can be done safely). 10-day suspension pending recommendation for expulsion from school for a period of not to exceed one year (365 days). Referral to police.



\*\*\*Students with disabilities who violate the weapons policy shall be disciplined in accordance with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.

\*\*\*A student who finds a weapon on the way to school or in a school location, or a student who discovers that they accidentally have a weapon in their possession and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if they immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.

#### **Unique Situations:**

Discipline situations that arise which are not covered by these guidelines will be handled on a case-by-case basis. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations may call for an adjustment in the discipline policies to meet the school and/or district's needs.

#### **Suspension Procedures**

**Any student who is being suspended from school for more than one day will be provided written notice containing: the grounds for suspension, facts giving rise to the dismissal, a description of the testimony, a readmission plan, and a copy of the Pupil Fair Dismissal Act. A copy of the notice will be personally served upon the student at or before the time the suspension is to take effect, unless the student will create an immediate and substantial danger to surrounding persons or property. The parents or guardians of the student shall be provided written notice of the suspension by mail within 48 hours of the informal conference. The parent or guardian's notice will include all the elements contained in the student's notice. The administration will make reasonable efforts to notify the student's parents or guardians of the suspension as soon as possible following suspension.**

- **Any suspension that exceeds five days in length will be accompanied by an explanation to the superintendent listing the reasons why the suspension exceeded five days in length.**
- **The student will be allowed to complete all schoolwork assigned during the period of suspension and receive full credit for satisfactorily completing all assignments.**





- Upon return from a suspension, the student and parent/guardian will meet with a school administrator for a reentry meeting. The reentry plan for the student will be visited during this meetings. Reentry plans may include an agreed upon behavior contract.

### Non Exclusionary Policies and Practices

Non Exclusionary disciplinary policies and practices means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services.

### Behavior Consequence Definitions

- **In-School Suspension (ISS)** – Students may be prohibited from attending a class or activity for a period of time not to exceed five days for each violation of school district rules, regulations or policies.
- **Mediation** - Bringing two parties involved in a conflict together to settle the dispute.
- **Restitution** - A student could choose to fix a problem or mistake, or to set things right. Restitution may be done instead of a consequence or along with a consequence.
- **Suspension** - An action taken by school administrators under the district's discipline policy, which prohibits a pupil from attending school for a period of no more than 10 school days. The suspension period may be extended by an additional five days with a parent conference. A re-entry conference must occur before the pupil returns to school. This conference will include the pupil and their parent/guardian and any school official deemed necessary.
- **Expulsion** - An action taken by the school board to prohibit an enrolled student from further attendance for a period up to 12 months from the date the student is expelled.
- **Exclusion** - An action taken by a school board to prevent enrollment or re-enrollment of a pupil for a period which will not extend beyond the school year.
- **Removal From Classroom**-Any actions taken by a teacher principal or other school district employee to prohibit a student from attending a class or activity for a period of time not to exceed (5) days.
- **Malicious and sadistic conduct**- Creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.



**Office Visits:**

When a dean meets with a student to discuss problem behavior, it is considered an office visit. Parents/guardians will be notified when a student is assigned a consequence.

**Structured Day:**

Students in violation of following school wide expectations will have an administrator enter their classroom to assist with issues that arise during the school day. Students will reflect on the incident that occurred and develop a plan to ensure success in the classroom or other designated area. Families will be notified of the occurrence and plan. If distractions continue, the student will be assigned a structured day(s), completing classroom assignments in a designated space. Negative behavior that persists after all proactive measures have been made could result in, but not limited to:

- Meeting with the student, parent/guardian, administrator and classroom teacher to develop a behavior contract that is agreed upon by all parties
- Parent will shadow their student for a school day
- Suspension

**Removal From Class:**

Any actions taken by a teacher, principal or other school district employee to prohibit a student from attending a class or activity for a period of time not to exceed (5) days. Removal from class is, but not limited to:

- Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
- Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
- Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
- Other conduct, which is at the discretion of the teacher or administration, requires removal of the student from class.

Procedures for Return to Class

- The student will return to class after a plan has been established and discussed with the appropriate staff member.
- Parents will be notified of students removal from class
- Parents of students with IEP's will be contacted by the child's case manager.

Procedures for notifying students and families of violation of the Rules of Conduct and of Resulting Disciplinary Actions

- Student will meet with a staff member
- Staff will notify parents regarding incident and assign appropriate consequence



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A team meeting will be held for a student identified as having a disability or a perceived disability, who is being removed from class, to review if an assessment or further assessment is needed and if a review of the adequacy of the current Individualized Education Program (IEP) or if a referral for special education services is needed.

If a student has been removed from class due to suspected chemical abuse while on school premises, staff will immediately notify the school's administration and a chemical abuse pre-assessment team member(s) or designated staff member.

Staff will provide support and interventions to students.



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# EDEN PRAIRIE HIGH SCHOOL HANDBOOK



# 2023-2024

EDEN PRAIRIE SCHOOLS, ISD #272  
8100 SCHOOL ROAD  
EDEN PRAIRIE, MN 55344

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The MSHSL rules governing activities and any additional amendment approved by the School Board shall apply to all co-curricular activities not under the control of the MSHSL, but these rules shall only apply when the students are under the supervision of the school district. Complete MSHSL rules are outlined in the Activity Eligibility Information Bulletin that is available in the Activities Directors Office or online at [www.mshsl.org](http://www.mshsl.org)

### **MSHSL Chemical Violations**

#### **A. Order of Penalties**

1. 2 games or 2 weeks whichever is greater.
2. 6 games or 3 weeks whichever is greater.
3. 12 games or 6 weeks whichever is greater.

iii. A student who becomes a participant in a treatment program may become eligible for participation after a minimum period of six weeks after entering treatment if all of the following conditions are met:

1. The student is assessed as chemically dependent
2. Enters treatment voluntarily, and
3. The director of the treatment center certifies that the student has successfully completed the treatment program.

B. Penalties will be enforced and applied beginning in 7th grade.

C. If violation occurs at the end of season, playoff games will be counted.

### **Student Management Guidelines**

In order to maintain a safe and orderly learning environment, the following guidelines regarding student behavior will be followed. These are guidelines only and do not include all possible student offenses. See Eden Prairie School District Policy 506.7. The School District retains the right to suspend or expel a student or impose other disciplinary action at their discretion, based on the severity of behavior, the facts, circumstances, and nature of a student offense and the student's disciplinary record.

### **Removal from Class Procedures**

#### **Grounds for removal from class shall include any of the following:**

1. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
2. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
3. Disruptive behavior. Disruptive behavior means acts that disrupt, interfere or threaten to disrupt the educational process or school functions, including, but not limited to horseplay, disobedience, disrespectful behavior, inappropriate language, instigating a school disruption, discrimination or defiance of authority, or failure to report any of the aforementioned behaviors.

Any student removed from class will have a conference with an administrator or designee. The administrator or designee will determine appropriate next steps. Dismissal from a class cannot





exceed 5 hours for a single violation. The guardian and student will be informed of the length of consequence and reentry expectations for the class.

Any student removed from class will have a conference with an administrator or designee. The administrator or designee will determine appropriate next steps. Dismissal from a class cannot exceed 5 hours for a single violation. The guardian and student will be informed of the length of consequence and reentry expectations for the class.

A team meeting will be held for a student identified as having a disability or a perceived disability, who is being removed from class, to review if an assessment or further assessment is needed and if a review of the adequacy of the current Individualized Education Program (IEP) or if a referral for special education services is needed.

### **Reentry Procedures after classroom removal**

Administrator or designee will develop a re-entry plan with input from the student and the teacher.

## **Suspension Procedures**

Any student who is being suspended from school for more than one day will be provided written notice containing: the grounds for suspension, facts giving rise to the dismissal, a description of the testimony, a readmission plan, and a copy of the Pupil Fair Dismissal Act. A copy of the notice will be personally served upon the student at or before the time the suspension is to take effect, unless the student will create an immediate and substantial danger to surrounding persons or property. The parents or guardians of the student shall be provided written notice of the suspension by mail within 48 hours of the informal conference. The parent or guardian's notice will include all the elements contained in the student's notice. The administration will make reasonable efforts to notify the student's parents or guardians of the suspension as soon as possible following suspension.

- Any suspension that exceeds five days in length will be accompanied by an explanation to the superintendent listing the reasons why the suspension exceeded five days in length.
- The student will be allowed to complete all schoolwork assigned during the period of suspension and receive full credit for satisfactorily completing all assignments.
- Upon return from a suspension, the student and parent/guardian will meet with a school administrator for a reentry meeting. The reentry plan for the student will be visited during this meetings. Reentry plans may include an agreed upon behavior contract.



## Non Exclusionary Policies and Practices

Non Exclusionary disciplinary policies and practices means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services.

## Administrative Oversight & Exceptions

Discipline situations that arise which are not covered by these guidelines will be handled on a case-by case basis. Behaviors that are willful and disruptive or potentially harmful are included. Unique or special situations may call for an adjustment in the discipline policies to meet the school and/or district's needs.

## Pupil Fair Dismissal Act \*\*\*\*\*

### 1. Abuse, Verbal or Written

The use of language or actions that are obscene, degrade other people or incite other people is prohibited.

#### Guidelines for Potential Consequences:

- **First Offense:** Up to a 3-day suspension, restorative mediation and parent or guardian contact
- **Second Offense:** Up to a 5-day suspension. Restorative mediation, and parent or guardian contact
- **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion

### 2. Academic Integrity

Plagiarism and cheating are not allowed in our educational environment. Honesty and integrity are essential to excellence in education.

#### Guidelines for Potential Consequences:

- **First Offense:** Parent/guardian contacted by teacher, documentation, Loss of privileges. \*\*If a planned, coordinated effort for cheating, suspension may occur.
- **Second Offense:** Parent/guardian contacted by teacher, documentation, consideration of suspension, Parent/Guardian Meeting, Loss of privileges.
- **Third Offense:** \*\*Administrative conference to determine next action.



## 8. Bomb Threat

Making, publishing or conveying in any manner a bomb threat pertaining to a school location, student or school staff member is prohibited.

### Guidelines for Potential Consequences:

- **First Offense:** Suspension pending review by school & district administration for recommendation for expulsion, and police referral.

## 9. Bullying/Cyberbullying

- **Bullying:** Intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
  - a) There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or
  - b) 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, service, or privileges.
- **Cyberbullying:** 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. This includes use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts the school environment or interferes in a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.
- **Malicious and Sadistic Conduct:** creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.

### Guidelines for Potential Consequences:

- **First Offense:** Up to 3-day suspension, referral to outside agency; intervention plan.
- **Second Offense:** Up to 5-day suspension, referral to outside agency, intervention plan.
- **Third Offense:** Suspension pending review by school & district administration for recommendation for expulsion.
- Refer to District Policy 514 for detailed description of the District's Bullying Prohibition Policy.

## 10. Burglary

Entering any school location without consent and with the intent to commit a crime (i.e. vandalism or theft) is prohibited.

### Guidelines for Potential Consequences:

- **First Offense:** Suspension pending review by school & district administration for recommendation for expulsion, and police referral.



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# EP ONLINE HANDBOOK



# 2023-2024

EDEN PRAIRIE SCHOOLS, ISD #272  
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EDEN PRAIRIE, MN 55344

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**TARDINESS:**

Students are expected to be in all assigned synchronous learning sessions at the start of and through the duration of each session. Failure to do so without a valid excuse (see list above) constitutes tardiness. If a student has a valid, recurring scheduling conflict with a regular synchronous learning session, a meeting between the student’s family, teacher, and principal will be held to develop a personalized asynchronous learning plan in lieu of tardiness.

**CONSEQUENCES OF UNEXCUSED ABSENCES OR TARDINESS:**

*School and district staff will work with the parent, student and the Hennepin County Attorney’s office be@school program and follow the three-day notification and six-day Parent Group Meeting process.*

- If unexcused absences continue after following be@school process, the appropriate local county officials will be notified to follow with necessary legal action to ensure attendance at school.
- ~~Minnesota statute section 126C.05, subdivision 8, requires any student who is absent for 15 consecutive school days to be dropped from the school’s roll and classified as withdrawn.~~
- Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56.
- Days during which a student is suspended from school shall not be counted in a student’s total accumulated unexcused absences.
- Along with following the Hennepin County Attorney’s be@school programs, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student’s absences and the prescribed discipline. The notification will state that the school strongly urges the student’s parent or guardian to request such a conference.

**MINNESOTA RESIDENCY REQUIREMENT:**

While our online learning model provides considerable flexibility to families regarding where and when students engage in their coursework, the state of Minnesota mandates that students need to physically reside within the state while accessing their education. Specifically, Minnesota statute section 126C.05, subdivision 8 requires that any student who has been out of the state for 15 consecutive school days must be withdrawn from the Minnesota Automated Reporting Student System (MARSS) and is no longer eligible for educational funding until he/she resumes physical residence in Minnesota again. Unfortunately, there currently are no exemptions to this rule for online education providers and EP Online staff is obligated to report this status if made aware of it.

If your student will be traveling outside of Minnesota on a trip that is less than 15 consecutive school days, your student is able to remain enrolled in EP Online without issue. Students in these circumstances are encouraged to continue to actively attend school during their travels if they are able to do so, and to request an excused absence for any days they are not able to participate either synchronously or asynchronously.

If your student will be traveling outside of Minnesota on a trip that is equal to or more than 15





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consecutive school days, your student will need pursue one of the following options:

- 1) Withdraw from EP Online at the time of departure until such time as the student will be physically residing within the state of Minnesota again.
- 2) Change your enrollment status in EP Online to a “non-resident of Minnesota” during the remainder of the time you will be gone in excess of 15 days and pay the EPS non-resident tuition rate for those additional dates. For more information about this arrangement, please reach out to the EPO Principal.

## Safe and Supportive Schools

*Eden Prairie Schools believes each student, regardless of age, race, gender, ability level, religious beliefs, national origin, sexual orientation (actual or perceived), or physical attributes, deserves the right to be educated in an environment that does not interfere with their educational opportunities or ability to participate in school functions or activities or receive school benefits, services, or privileges.*

### **BULLYING:**

According to the Minnesota Safe and Supportive Schools Act, **bullying** means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

- There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or
- 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, service, or privileges.

**Cyberbullying** is 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. This includes use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts the school environment or interferes in a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.

**Malicious / Sadistic conduct** is creating a hostile learning environment by acting with the intent to cause harm by intentionally injuring another without just cause, or engaging in extreme or excessive cruelty, or delighting in cruelty.

Acts of bullying towards another student or groups of students will not be tolerated and will be dealt with in a swift and serious manner. **Bullying does not refer to a one-time argument or disagreement between students.**

Our intent is to create and maintain a safe and welcoming environment by taking a proactive rather than reactive approach. To prevent or stop bullying or cyberbullying behaviors, we will provide ongoing training around anti-bullying techniques and strategies for all staff and students.

If bullying occurs at any school-related function, school-sponsored activity, event, or trip, the incident should be reported to the building's designated primary contact person (principal, associate principal, or social worker) who will begin an investigation as soon as possible. If bullying/cyber-bullying takes





place off of school property and impacts the educational process, it should be reported to the school. In the event an act of cyber-bullying has occurred the same protocol will be followed.

**DRESS CODE:**

Appropriate dress is a necessary component in providing an optimal learning environment. Students are responsible for dressing in such a manner that is not disruptive or likely to disrupt the learning environment, is not a health and safety hazard, is not obscene, is not sexually explicit, discriminatory or associated with threat/hate groups. Clothing, headwear, and accessories which display references to alcohol, chemicals, tobacco or other products which are illegal for use by minors is not permitted.

**EXPECTATIONS OF ADULTS & STUDENTS:**

Teachers and school personnel seek to co-create a positive learning environment with students in virtual classrooms and as a broader online school community. This includes building trusting relationships with each student by getting to know individual strengths, interests, and culture. Schools will foster a learning environment that values multiple perspectives and articulates how our differences make us stronger.

Behavioral expectations specific to all aspects of online schooling are taught at the beginning of the school year. Behavior expectations are re-taught and positively reinforced throughout the year to promote a safe, welcoming, and engaging learning environment for each child.

If students demonstrate inappropriate behavior while participating in EP Online, an adult will seek to understand what happened, support the child in reflecting on their behavior, and provide opportunities for restoring relationships, as applicable. In addition, specific consequences may be applied; parents may be contacted, depending on the nature of the behavior, frequency of the behavior, and severity of the specific incident.

Adults will:

1. Create a balanced approach for all learning.
2. Create a climate for learning that includes:
  - a. Providing opportunities for students to explore and construct their learning through student choices, practice, trial, error and reworking
  - b. Knowing the students culturally, and individually, by being fully cognizant of their individual strengths and interests
  - c. Co-creating classroom rituals that maximize learning through the duration of the session
  - d. Respecting difference and allowing for multiple perspectives without hurting others
  - e. Fostering opportunities for students to take responsibility for academic, social, and emotional expectations in monitoring their self-control
  - f. Responding to unexpected behaviors in restorative ways that support accountability and healing to rebuild the learning community
3. Provide Non-Exclusionary Disciplinary Practices (which may include but are not limited to):
  - a. Positive Behavior Intervention Supports (PBIS)



- b. Multi-Tiered System of Support Processes (MTSS)
- c. Check In - Check Out
- d. Small group direct and explicit teaching of social and emotional skills
- e. Removal from classroom with academic and/or social/emotional instruction
- f. In class accommodations (seating, fidget, journaling, calming space, etc.)
- g. Personal behavior/incentive chart
- h. Parent email, TalkingPoints, phone call

Students will:

1. Participate actively in the learning experience by being fully engaged, fully prepared, raising engaging questions, and effectively and positively communicating with all students and staff
2. Participate actively in the learning experience by sharing information about themselves—strengths, weaknesses, and culture to create common bonds in curricular, co-curricular and extracurricular activities
3. Participate actively in the learning experience by respecting differences while asserting perhaps a divergent viewpoint, doing so without harm to the other students, staff, team, other leader, and property
4. Demonstrate empathy (knowing others) to build fruitful relationships that create a cohesive learning opportunity for all and through self-control behave in an ethical manner from the moment he/she is on the bus until s/he is returned home

***If a student is unable to demonstrate how to be Safe, Responsible, and Kind and disrupts the learning for other students, adults may:***

- Redirect and re-instruct to ensure that student fully understands the expectations
- Work in partnership with family, students, staff and other significant adults to restoratively determine additional strategies and/or consequences
- Refer to Peer Mediation, Conflict Resolution or other restorative processes
- Consider removal from class, possibly through suspension or expulsion

**SEVERE BEHAVIOR:**

The Eden Prairie Schools’ student management program is based on the foundation that students have a right to be educated in a safe and supportive learning environment. Teachers or adults in authority have the responsibility to require appropriate behaviors of all students so they can deliver instruction effectively. Behaviors which are considered “severe” will be met with a stricter set of consequences, depending on the severity of the behavior, the frequency of the occurrence, and the student’s age. Severe behavior incidents include, but is not limited to:

- Fighting/assault/or causing physical harm to another
- Use/possession of controlled substances including tobacco
- Written or verbal threats
- Property damage
- Stealing
- Possession of a weapon or toy replica weapons



- Harassment of another individual, including hazing, sexual or racial harassment, or verbal abuse
- Attempting to access inappropriate websites when working on the computer
- Other behaviors that cause excessive disturbance to the school day

***These behaviors are subject to one or more of the following consequences:***

- Parent phone call and conference
- In-school or out-of-school suspension
- Restitution
- Referral to a local police department
- Referral to outside agencies
- Recommendation for expulsion

The Pupil Fair Dismissal Act (Statutes 121A.40-121A.56) will be followed with reference to any out-of-school suspension.

**REMOVAL FROM CLASS:**

A student's behavior during a synchronous online instructional period may result in the need for temporary removal from the virtual session. Grounds for removal shall include any of the following behaviors:

1. Willful violation of any school rules, regulations, policies or procedures outlined in this handbook.
2. Acts that disrupt, interfere or threaten to disrupt the educational process or school functions, including, but not limited to horseplay, disobedience, disrespectful behavior, inappropriate language, instigating a school disruption, discrimination or defiance of authority, or failure to report any of the aforementioned behaviors.

If a student's behavior during a synchronous online instructional period results in removal from the virtual session, the following process will occur:

1. Staff will contact school leadership in a timely fashion and the responding administrator will determine whether and the duration for which student removal needs to continue.
2. Every effort will be made to support students returning to synchronous virtual learning in a timely fashion; student removal from synchronous virtual learning sessions will not exceed more than five hours for a single violation and asynchronous access to instruction will continue during the removal period.
3. An administrator or designee will engage the student in a discussion of the incident including the reteaching of behavior expectations within a virtual space.
4. Upon reentry, a restorative conversation will occur between the student and those impacted by their behavior.



5. An administrator or designee will notify parents of the situation and any applicable consequences. An administrator or designee will record the incident in the appropriate record-keeping repository (i.e. Campus).
6. If the student removed from class is identified as having a disability or a perceived disability, a team meeting will be held in order to review the adequacy of the current Individualized Education Program (IEP) or to determine if additional assessment or referral for special education services is needed.

**CRISIS MANAGEMENT:**

Online students who end up navigating a crisis situation outside of EP Online’s staff synchronous support hours and who are in need of immediate emergency services should contact the appropriate state and/or county supports:

**National 911 Program** - Call or text 911 for any situation that requires immediate police, fire, or medical response to preserve life or property.

**Hennepin County Mobile Crisis Response**- The cope mobile crisis team will respond to urgent situations and help determine next steps and offer other types of support. 612-596-1223.

**Suicide and Crisis Hotline** - Call or text 988 to access trained crisis counselors who can help those experiencing suicidal thoughts, substance use, mental health crisis, and any other type of emotional distress.



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# EP ONLINE HANDBOOK



# 2023-2024

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### **CONSEQUENCES OF UNEXCUSED ABSENCES OR TARDINESS:**

*School and district staff will work with the parent, student and the Hennepin County Attorney's office be@school program and follow the three-day notification and six-day Parent Group Meeting process.*

- If unexcused absences continue after following be@school process, the appropriate local county officials will be notified to follow with necessary legal action to ensure attendance at school.
- ~~Minnesota statute section 126C.05, subdivision 8, requires any student who is absent for 15 consecutive school days to be dropped from the school's roll and classified as withdrawn.~~
- Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. 121A.40-121A.56.
- Days during which a student is suspended from school shall not be counted in a student's total accumulated unexcused absences.
- Along with following the Hennepin County Attorney's be@school programs, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.

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If your student will be traveling outside of Minnesota on a trip that is less than 15 consecutive school days, your student is able to remain enrolled in EP Online without issue. Students in these circumstances are encouraged to continue to actively attend school during their travels if they are able to do so, and to request an excused absence for any days they are not able to participate either synchronously or asynchronously.

If your student will be traveling outside of Minnesota on a trip that is equal to or more than 15 consecutive school days, your student will need pursue one of the following options:

- 1) Withdraw from EP Online at the time of departure until such time as the student will be physically residing within the state of Minnesota again.
- 2) Change your enrollment status in EP Online to a "non-resident of Minnesota" during the remainder of the time you will be gone in excess of 15 days and pay the EPS non-resident tuition rate for those additional dates. For more information about this arrangement, please reach out to the EPO Principal.



## Safe and Supportive Schools

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### **BULLYING:**

According to the Minnesota Safe and Supportive Schools Act, **bullying** means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

- There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; or
- 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, service, or privileges.

**Cyberbullying** is 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. This includes use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts the school environment or interferes in a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges.

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Acts of bullying towards another student or groups of students will not be tolerated and will be dealt with in a swift and serious manner. **Bullying does not refer to a one-time argument or disagreement between students.**

Our intent is to create and maintain a safe and welcoming environment by taking a proactive rather than reactive approach. To prevent or stop bullying or cyberbullying behaviors, we will provide ongoing training around anti-bullying techniques and strategies for all staff and students.

If bullying occurs at any school-related function, school-sponsored activity, event, or trip, the incident should be reported to the building's designated primary contact person (principal, associate principal, or social worker) who will begin an investigation as soon as possible. If bullying/cyber-bullying takes





place off of school property and impacts the educational process, it should be reported to the school. In the event an act of cyber-bullying has occurred the same protocol will be followed.

**DRESS CODE:**

Appropriate dress is a necessary component in providing an optimal learning environment. Students are responsible for dressing in such a manner that is not disruptive or likely to disrupt the learning environment, is not a health and safety hazard, is not obscene, is not sexually explicit, discriminatory or associated with threat/hate groups. Clothing, headwear, and accessories which display references to alcohol, chemicals, tobacco or other products which are illegal for use by minors is not permitted.

**EXPECTATIONS OF ADULTS & STUDENTS:**

Teachers and school personnel seek to co-create a positive learning environment with students in virtual classrooms and as a broader online school community. This includes building trusting relationships with each student by getting to know individual strengths, interests, and culture. Schools will foster a learning environment that values multiple perspectives and articulates how our differences make us stronger.

Behavioral expectations specific to all aspects of online schooling are taught at the beginning of the school year. Behavior expectations are re-taught and positively reinforced throughout the year to promote a safe, welcoming, and engaging learning environment for each child.

If students demonstrate inappropriate behavior while participating in EP Online, an adult will seek to understand what happened, support the child in reflecting on their behavior, and provide opportunities for restoring relationships, as applicable. In addition, specific consequences may be applied; parents may be contacted, depending on the nature of the behavior, frequency of the behavior, and severity of the specific incident.

Adults will:

1. Create a balanced approach for all learning.
2. Create a climate for learning that includes:
  - a. Providing opportunities for students to explore and construct their learning through student choices, practice, trial, error and reworking
  - b. Knowing the students culturally, and individually, by being fully cognizant of their individual strengths and interests
  - c. Co-creating classroom rituals that maximize learning through the duration of the session
  - d. Respecting difference and allowing for multiple perspectives without hurting others
  - e. Fostering opportunities for students to take responsibility for academic, social, and emotional expectations in monitoring their self-control
  - f. Responding to unexpected behaviors in restorative ways that support accountability and healing to rebuild the learning community
3. Provide Non-Exclusionary Disciplinary Practices (which may include but are not limited to):
  - a. Positive Behavior Intervention Supports (PBIS)



- b. Multi-Tiered System of Support Processes (MTSS)
- c. Check In - Check Out
- d. Small group direct and explicit teaching of social and emotional skills
- e. Removal from classroom with academic and/or social/emotional instruction
- f. In class accommodations (seating, fidget, journaling, calming space, etc.)
- g. Personal behavior/incentive chart
- h. Parent email, TalkingPoints, phone call

Students will:

1. Participate actively in the learning experience by being fully engaged, fully prepared, raising engaging questions, and effectively and positively communicating with all students and staff
2. Participate actively in the learning experience by sharing information about themselves—strengths, weaknesses, and culture to create common bonds in curricular, co-curricular and extracurricular activities
3. Participate actively in the learning experience by respecting differences while asserting perhaps a divergent viewpoint, doing so without harm to the other students, staff, team, other leader, and property
4. Demonstrate empathy (knowing others) to build fruitful relationships that create a cohesive learning opportunity for all and through self-control behave in an ethical manner from the moment he/she is on the bus until s/he is returned home

***If a student demonstrates a lack of responsibility, respect, empathy or self-control and disrupts the learning for other students, adults will:***

- Redirect and re-instruct to ensure that student fully understands the expectations
- Work in partnership with family, students, staff and other significant adults to restoratively determine additional strategies and/or consequences
- Refer to Peer Mediation, Conflict Resolution or other restorative processes
- Consider removal from class, possibly through suspension or expulsion

**SEVERE BEHAVIOR:**

The Eden Prairie Schools’ student management program is based on the foundation that students have a right to be educated in a safe and supportive learning environment. Teachers or adults in authority have the responsibility to require appropriate behaviors of all students so they can deliver instruction effectively. Behaviors which are considered “severe” will be met with a stricter set of consequences, depending on the severity of the behavior, the frequency of the occurrence, and the student’s age. Severe behavior incidents include, but is not limited to:

- Fighting/assault/or causing physical harm to another
- Use/possession of controlled substances including tobacco
- Written or verbal threats
- Property damage
- Stealing
- Possession of a weapon or toy replica weapons



- Harassment of another individual, including hazing, sexual or racial harassment, or verbal abuse
- Attempting to access inappropriate websites when working on the computer
- Other behaviors that cause excessive disturbance to the school day

***These behaviors are subject to one or more of the following consequences:***

- Parent phone call and conference
- In-school or out-of-school suspension
- Restitution
- Referral to a local police department
- Referral to outside agencies
- Recommendation for expulsion

The Pupil Fair Dismissal Act (Statutes 121A.40-121A.56) will be followed with reference to any out-of-school suspension.

### **REMOVAL FROM CLASS:**

A student's behavior during a synchronous online instructional period may result in the need for temporary removal from the virtual session. Grounds for removal shall include any of the following behaviors:

1. Willful violation of any school rules, regulations, policies or procedures outlined in this handbook.
2. Acts that disrupt, interfere or threaten to disrupt the educational process or school functions, including, but not limited to horseplay, disobedience, disrespectful behavior, inappropriate language, instigating a school disruption, discrimination or defiance of authority, or failure to report any of the aforementioned behaviors.

If a student's behavior during a synchronous online instructional period results in removal from the virtual session, the following process will occur:

1. Staff will contact school leadership in a timely fashion and the responding administrator will determine whether and the duration for which student removal needs to continue.
2. Every effort will be made to support students returning to synchronous virtual learning in a timely fashion; student removal from synchronous virtual learning sessions will not exceed more than five hours for a single violation and asynchronous access to instruction will continue during the removal period.
3. An administrator or designee will engage the student in a discussion of the incident including the reteaching of behavior expectations within a virtual space.
4. Upon reentry, a restorative conversation will occur between the student and those impacted by their behavior.



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5. An administrator or designee will notify parents of the situation and any applicable consequences. An administrator or designee will record the incident in the appropriate record-keeping repository (i.e. Campus).
6. If the student removed from class is identified as having a disability or a perceived disability, a team meeting will be held in order to review the adequacy of the current Individualized Education Program (IEP) or to determine if additional assessment or referral for special education services is needed.

**CRISIS MANAGEMENT:**

Online students who end up navigating a crisis situation outside of EP Online’s staff synchronous support hours and who are in need of immediate emergency services should contact the appropriate state and/or county supports:

**National 911 Program** - Call or text 911 for any situation that requires immediate police, fire, or medical response to preserve life or property.

**Hennepin County Mobile Crisis Response**- The cope mobile crisis team will respond to urgent situations and help determine next steps and offer other types of support. 612-596-1223.

**Suicide and Crisis Hotline** - Call or text 988 to access trained crisis counselors who can help those experiencing suicidal thoughts, substance use, mental health crisis, and any other type of emotional distress.