From the South High Staff

August 2019

Welcome to the 2019-2020 school year. We hope it will be your best year yet. South High School has a tradition of excellence in academic, artistic, and athletic achievement. We take pride in the many accomplishments of our students. Past graduates support our commitment to excellence through our alumni foundation. We welcome the opportunity to add your unique talent to our learning community.

Some helpful hints:

- Start with a positive attitude.
- Seek help from staff when you have a problem.
- Choose an activity and get involved.
- Come to school every day.
- Go to every class on time.
- Make time for homework routine.

In the pages that follow, you will find information that will help you to move successfully through the school year. Please take the time to become familiar with the guidelines offered in this handbook.
TIGER PRIDE
Expectations

Promptness
Respect
Integrity
Discipline
Effort
BELL SCHEDULES
A warning bell will ring two (2) minutes before students are expected in class.

**REGULAR SCHEDULE**

| Period 0: | 7:15 am – 8:05 am |
| Breakfast | 7:55 – 8:15 |
| Period 1: | 8:20 am – 9:10 am |
| Period 2: | 9:14 am – 10:04 am |
| Period 3: | 10:08 am – 10:58 am |
| Period 4: | 11:02 am – 12:28 pm |

1st lunch 10:58 – 11:28
2nd lunch 11:28 – 11:58
3rd lunch 11:58 – 12:28

| Period 5: | 12:32 pm – 1:22 pm |
| Period 6: | 1:26 pm – 2:16 pm |
| Period 7: | 2:20 pm – 3:10 pm |

**PEP FEST SCHEDULE**

| Period 0: | 7:15 am – 8:05 am |
| Breakfast | 7:55 – 8:15 |
| Period 1: | 8:20 am – 9:10 am |
| Period 2: | 9:14 am – 10:04 am |
| Period 3: | 10:08 am – 10:58 am |
| Period 4: | 11:02 am – 12:28 pm |

1st lunch 10:58 – 11:28
2nd lunch 11:28 – 11:58
3rd lunch 11:58 – 12:28

| Period 5: | 12:32 pm – 1:22 pm |
| Period 6: | 1:26 pm – 2:16 pm |
| Period 7: | 2:20 pm – 3:50 pm |
| Pep Fest in Gym | 2:50 – 3:10 |

**AUDITORIUM SCHEDULE**

| Period 0: | 7:15 am – 8:05 am |
| Breakfast | 7:55 – 8:15 |
| Period 1: | 8:20 am – 9:10 am |
| Period 2: | 9:14 am – 10:04 am |
| Period 3: | 10:08 am – 10:58 am |
| Period 4: | 11:02 am – 12:28 pm |

1st Auditorium 9:39 – 10:19
2nd Auditorium 10:21 – 11:01
3rd Auditorium 11:03 – 11:43

| Period 4: | 11:43 am – 1:13 pm |
| 1st lunch | 11:43 – 12:13 |
| 2nd lunch | 12:13 – 12:43 |
| 3rd lunch | 12:43 – 1:13 |

| Period 5: | 1:17 pm – 1:52 pm |
| Period 6: | 1:56 pm – 2:31 pm |
| Period 7: | 2:35 pm – 3:10 pm |

**9/5/19 and 9/6/19 SCHEDULE**

| Period 0: | 7:15 am – 8:05 am |
| Breakfast | 7:55 – 8:15 |
| Period 1: | 8:20 am – 9:10 am |
| Period 2: | 9:09 am – 9:54 am |
|  Extended | 9:54 – 10:20 am |
| Period 3: | 10:24 am – 11:09 am |
| Period 4: | 11:13 am – 12:43 pm |

1st lunch 11:13 – 11:43
2nd lunch 11:43 – 12:13
3rd lunch 12:13 – 12:43

| Period 5: | 12:47 pm – 1:32 pm |
| Period 6: | 1:36 pm – 2:21 pm |
| Period 7: | 2:25 pm – 3:10 pm |
PROFILE

SCHOOL NAME: South High School

LOCATION: 3131 - 19th Avenue South
Minneapolis, MN  55407
(612) 668-4300

PROGRAMS: All Nations
Liberal Arts
Open

SPECIAL PROGRAMS: Autism
AVID
DCD
English Language Learners (ELL)
Life Skills
Partnership
Resource
TPS (Teen Parent Services)

ENROLLMENT: Approximately 1,900 students
MASCOT: Tiger
SCHOOL COLORS: Orange and Black
ROUSER: “All hail, you gallant tigers, we’ll do for old South all we can. Our hearts are always with you. You will bring to South High a victory so grand. All South is here to greet you, and cheer you on triumphantly. So FIGHT, FIGHT TIGERS: FIGHT, FIGHT TIGERS, Charge and fight your way to victory.”

SCHOOL NEWSPAPER: Southerner
YEARBOOK: Tiger
BUILDING STAFF: Approximately 210

OUR VISION
We support students as they develop their critical thinking skills through a range of challenging courses that integrate inquiry, reading, research, problem solving, writing, and technology. We foster student confidence and motivation by encouraging students to discover their passion and curiosity about the world around them, while being able to understand multiple cultures, and multiple points of view.

OUR MISSION
To educate each student to be committed and responsible lifelong learners, who possess the necessary critical thinking skills for success in a culturally diverse, technology driven, and global society.
### ADMINISTRATION

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Ed Graff</td>
<td>668-0200</td>
</tr>
<tr>
<td>Principal</td>
<td>Brett Stringer</td>
<td>668-4302</td>
</tr>
<tr>
<td>Associate Principal</td>
<td>Stephen Simondet</td>
<td>668-4377</td>
</tr>
<tr>
<td>Associate Principal</td>
<td>Mercedes Walker</td>
<td>668-4347</td>
</tr>
<tr>
<td>Associate Principal</td>
<td>Isabel Rodriguez</td>
<td>668-4306</td>
</tr>
</tbody>
</table>

### COUNSELORS

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor (last name A-Car)</td>
<td>Marsha Gaulke</td>
<td>668-4374</td>
</tr>
<tr>
<td>Counselor (last name Cas-Ha)</td>
<td>Kelsey Clark</td>
<td>668-4482</td>
</tr>
<tr>
<td>Counselor (last name He-Ma)</td>
<td>Christopher Yohe</td>
<td>668-4368</td>
</tr>
<tr>
<td>Counselor (last name Mc-Ri)</td>
<td>Don Dilla</td>
<td>668-4369</td>
</tr>
<tr>
<td>Counselor (last name Ro-Z)</td>
<td>Lauren Walker Young</td>
<td>668-4482</td>
</tr>
<tr>
<td>GEAR UP Counselor (classes of 2020 and 2021)</td>
<td>Raqiya Mohamed</td>
<td>668-4375</td>
</tr>
</tbody>
</table>

### PROGRAM MENTORS

<table>
<thead>
<tr>
<th>Program</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Nations</td>
<td>David Butler</td>
<td>692-1288</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>Delainia Haug</td>
<td>668-8480</td>
</tr>
<tr>
<td>Open</td>
<td>Josh Fisher</td>
<td>668-9074</td>
</tr>
</tbody>
</table>

### SUPPORT SERVICES

<table>
<thead>
<tr>
<th>Service</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bilingual Aides (Somali)</td>
<td>Osob Hassan and Sharmarke Lodon</td>
<td>668-4358</td>
</tr>
<tr>
<td>Bilingual Aides (Spanish)</td>
<td>Edgar Ullaguari, Heather Hinrichsen, and Tracy Bernabe</td>
<td>668-4402</td>
</tr>
<tr>
<td>Career &amp; College Ctr.</td>
<td>Katie Hanson and Kelsey Massey</td>
<td>668-4363</td>
</tr>
<tr>
<td>Check &amp; Connect</td>
<td>Lucas Kauzlarz, Melissa Butler, and TBN</td>
<td>668-4376</td>
</tr>
<tr>
<td>Community Education</td>
<td>TBN</td>
<td>668-4326</td>
</tr>
<tr>
<td>ELL</td>
<td>Sara Spring</td>
<td>692-0292</td>
</tr>
<tr>
<td>Equity &amp; Diversity</td>
<td>Alex Endeshaw</td>
<td>668-4389</td>
</tr>
<tr>
<td>GEAR UP</td>
<td>Ellie Marran and Ali Osman</td>
<td>668-4315</td>
</tr>
<tr>
<td>Link Crew/PSWE</td>
<td>Mercedes Reynolds</td>
<td>668-4347</td>
</tr>
<tr>
<td>Parent/Family Liaisons</td>
<td>Mohamed Bulhan and Esmeralda Duran-Silvan</td>
<td>668-4357/668-4381</td>
</tr>
<tr>
<td>Restorative Practices</td>
<td>Alex Endeshaw</td>
<td>668-4389</td>
</tr>
<tr>
<td>School Based Clinic</td>
<td>Mary Tkadlec</td>
<td>668-4333</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Jim Johnston</td>
<td>668-4311</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>Liz Rudrud</td>
<td>668-4346</td>
</tr>
<tr>
<td>School Resource Officer</td>
<td>Adam Chard</td>
<td>668-4348</td>
</tr>
<tr>
<td>School Social Worker</td>
<td>Katie Fritz</td>
<td>668-4343</td>
</tr>
<tr>
<td>School Social Worker</td>
<td>Sheri Harris</td>
<td>668-4320</td>
</tr>
<tr>
<td>School Social Worker</td>
<td>Salma Hussein</td>
<td>668-4382</td>
</tr>
<tr>
<td>School Social Worker</td>
<td>Becky Wood</td>
<td>668-4308</td>
</tr>
<tr>
<td>Special Education</td>
<td>Mercedes Walker</td>
<td>668-4347</td>
</tr>
<tr>
<td>TPS</td>
<td>Elizabeth Hullberg</td>
<td>668-4332</td>
</tr>
<tr>
<td>Tutoring / Volunteers</td>
<td>Stephen Simondet</td>
<td>668-4377</td>
</tr>
<tr>
<td>Upward Bound</td>
<td>Sarah Yang</td>
<td>625-3031</td>
</tr>
<tr>
<td>Upward Bound Vision Quest</td>
<td>Samantha Hanson</td>
<td>668-4364</td>
</tr>
</tbody>
</table>
ACADEMICS

Credits:
- Upon successful completion of each quarter-long class, a student earns .25 credits toward the minimum 21.5 credits required to graduate.
- Taking the usual full course load of 7 classes, a student can earn 1.75 credits each quarter and 7 credits per year.
- In order to earn credit, a student must receive a passing grade, which includes earning a “D-” or higher or a “CR.”

Incomplete (I):
- Incomplete classes should be made up within three weeks of the end of the grading period in which the “I” was issued or else the grade converts to an “F.”
- Incomplete grades average as an “F” in the G.P.A. once they convert.

Credit/No Credit (CR/NC):
- Credit or No Credit (CR/NC) grades do not affect G.P.A.
- Students may take one CR/NC class per semester, with teacher, parent and counselor approval.
- Students must continue to meet Minneapolis District Attendance Policy.
- Students must also complete all homework assignments and tests or the grade will convert to a fail.
- Students cannot take more than 20% of their high school credits as CR/NC.
- CR/NC requests need to be made during the first 10 days of the first quarter and within the first five days of any subsequent quarter. Forms must be on file in the counselor’s office.

Grade Changes
- Changes in the final grade issued by a teacher must be done by e-mailing the program clerk and copying the student’s counselor.
- Teachers may only change a grade for a class they have taught.

Credit Recovery (Credit Make-up)
- Make-up credits earned do not replace previous courses failed. The grade you earn, whether an “A” or an “F”, remains on your transcript. Make-up credits, however, help to complete the requirements for graduation.
- Options for credit recovery include:
  - South’s after school (ALC) program
  - Summer School
  - Minneapolis Public Schools Spring Break Academy
  - South High Partnership Program in English and Social Studies (11th and 12th grade students only)
  - Minneapolis Contract Alternative Schools
  - Other schools, in consultation with your school counselor

GRADE POINT AVERAGE (G.P.A.)
- G.P.A. calculation will be based on all credits attempted in grades 9 through 12.
- Your G.P.A. is calculated for you at the end of every quarter. You receive honor points as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Honor Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

- Your honor points are added up and divided by the number of credits you have attempted and for which you have received a letter grade. This is your grade point average.
- Credits and G.P.A. are unweighted at South.

Academic Lettering
- Students in all grade levels are eligible to receive an Academic Letter
- Recipients must achieve a minimum G. P. A. of 3.70 in each of the first three quarters (September through March) of the school year in order to receive an Academic Letter.
### Requirements for the Honors Diploma
- Completion of the requirements for the regular diploma.
- Honor point average is based on credits earned in grades 9 through the third quarter of 12th grade. **NO EXCEPTIONS.**
- Recognition as Highest Honor graduates will be awarded to those seniors earning a 3.70 G.P.A. and above (G.P.A.s are not rounded).
- Honors recognition will be awarded to seniors earning 3.2-3.699 G.P.A. G.P.A.s are NOT rounded.
- Graduation honors, including valedictorians, are determined after 3rd quarter grades are submitted. However, the G.P.A. on your final transcript includes ALL courses taken through the very end of your senior year. Colleges reserve the right to withdraw offers of acceptance for students who do not continue to perform well throughout their senior year.

### GRADUATION REQUIREMENTS
Counselors will team with students/families to develop successful and appropriate programs of study; however, students are responsible for keeping accurate records of all requirements and to report any discrepancies that could affect their graduation.

Students themselves are ultimately responsible for completing all graduation requirements.
- All students must maintain a full class schedule with a minimum enrollment of seven (7) courses per quarter.
- Seniors with a minimum of 18 credits earned at the beginning of their senior year and are on track to graduate may have up to 2 release hours per quarter with parent and counselor permission, but an "open hour(s)" may only be 1st or 7th hour or 1st/2nd or 6th/7th.

### South High Graduation Requirements and Recommended Course Sequencing
(Important Note: This is a sample sequence as district/state graduation requirements and course offerings may change)

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Social Studies</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years required</td>
<td>3 1/2 years required</td>
<td>3 years required (min.)</td>
<td>3 years required (min.)</td>
</tr>
<tr>
<td>LA</td>
<td>OP</td>
<td>AN</td>
<td>LA</td>
</tr>
<tr>
<td>9</td>
<td>Humanities I - English</td>
<td>English 9</td>
<td>Humanities I - English</td>
</tr>
<tr>
<td>10</td>
<td>Humanities II - English</td>
<td>English 10</td>
<td>Humanities II - English</td>
</tr>
</tbody>
</table>

**Samples:**
- AP English
- College In Schools
- CIS UMN Writing 1302
- CIS UMN Literature 1001
- College Prep Writing
- Contemporary Literature
- Creative Writing
- English 11
- Literature of Genre
- Mass Media
- Multicultural Literature
- Communications & Global Topics: VOICES
- Communication & Community Arts: H-ART

**11th grade:** Choose at least 2 of the following classes: Government (1 semester), Economics (1 semester), and AP Human Geography (1 semester).

**12th Grade:** Must have the required classes done: Government (1 semester), Economics (1 semester), and AP Human Geography (1 semester). May choose 1 or more of the following Social Studies electives classes.

**Samples:**
- African American History/Culture
- Chicano/Latino History
- Economic Topic: Stock Market
- World History Topic: HI-Art
- World History Topic: Religions
- World History Topic: VOICES
- World History Topic: WW II

Choose from social studies electives; note that not all courses will be offered each year.

**Must complete a minimum of 3 1/2 years.**
It is recommended that students choose a 4th year of social studies as most four year colleges & universities prefer this.

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Social Studies</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years required</td>
<td>3 1/2 years required</td>
<td>3 years required (min.)</td>
<td>3 years required (min.)</td>
</tr>
<tr>
<td>LA</td>
<td>OP</td>
<td>AN</td>
<td>LA</td>
</tr>
<tr>
<td>11 &amp; 12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choose from these or other English electives to equal 4 full years. Not all courses may be offered each year.

For classes graduating through 2018:
- 9th – Biology I
- Physics 1
- 10th – Chemistry or Honors Chemistry
- 11th – Biology II
- Physics II

(PLTW – Principles of Engineering may earn 1 year of Physics)

Preferred South High Science sequencing for classes graduating 2019 and beyond:
- 9th – Physical Science
- 10th – Biology
- 11th – Chemistry or Physics
- 12th – Electives in Science

**Sample electives in Sciences:**
- AP Biology
- AP Physics
- AP Environmental
- AP Chemistry
- CIS Physics
- Minnesota Ecology
- Forensic Science
- Astronomy

**Must complete a minimum of three full years.**
It is recommended that students choose a 4th year as most four year colleges & universities prefer this.
Criteria for Participation in Graduation
- In order to participate in the graduation ceremony, a student must be within .75 credits of their total requirements needed to graduate by the end of the school year, not just total credits.
- If the student is in a post-secondary program where the grades will not be received until after graduation, the student may participate in the graduation ceremony; however, s/he may not receive a diploma until the high school receives the final grades from the post-secondary institution.
- Students who have passed at least one of the graduation standards tests may participate in the graduation ceremony if they are not more than .75 credits from meeting all their other requirements.
- Exchange students may participate in graduation activities and will receive an honorary diploma.
- District requirements will supersede above requirements.

COURSE CHANGES
Courses selected should be final. Course changes may be made only with counselor approval. No changes will be made at the beginning of quarters 2 and 4. The only reasons a student would be allowed to change classes are as follows:
- Student doesn’t have pre-requisite.
- Student needs a class for graduation - Seniors only.
- Student failed a course in a sequence - examples are science and/or math.
- Student is misplaced and has either a teacher or counselor recommendation for change.
- Student participation in Post Secondary Options (PSEO) Program.
- Student has a schedule mistake such as an empty hour or duplicate hours in the schedule.

REPORT CARDS and PROGRESS REPORTS
- Report cards will be mailed home from the district office.
- Progress reports will be mailed home during the course of the term to inform students and families of progress in each class. This is done to provide a chance to improve your grade if necessary. We also encourage parents to keep up-to-date on student progress by accessing the Parent Portal.
- Please keep the school informed of current mailing addresses and phone numbers so that the mailings reach you in a timely manner.
ACADEMIC HONESTY POLICY
South High School emphasizes honesty in academics. The following acts of dishonesty are not tolerated:
- **Cheating**: This includes but is not limited to copying someone else's work or allowing your work to be copied, talking or texting during a quiz or test, working with unauthorized assistance, representing the work of others as your own, or turning in work generated from the Internet as your own.
- **Plagiarism**: This is the act of presenting another writer's ideas or words as if they were your own without acknowledging the source.

The classroom teacher will handle incidents of academic dishonesty. The teacher may also refer the student to an assistant principal for further disciplinary action.

PLANS FOR AFTER HIGH SCHOOL: ARE YOU READY?
We believe that all students must be prepared for some kind of training or education after high school. There are many resources at South that give students personal help with preparing for post-secondary education and career options. South High wants students, parents, and staff to access these resources frequently!

South High School Counselors assist students with personal/social issues, academic concerns, exploring careers, developing decision-making skills, and increasing their understanding of themselves and others. Among the tasks with which they help students are choosing classes, identifying interests, selecting a post-secondary educational institution, and applying for financial aid. Counselors are available to students and families by appointment and at many family and community events through the year.

South High Career and College Center (Room 246) is open to assist students with plans for after high school, including exploring careers, college applications, financial aid and scholarships, and summer job and educational opportunities. **Contact Katie Hanson and Kelsey Massey at 612-668-4363 with questions.**

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a nation-wide, federally funded grant initiative offered through the U.S. Department of Education. It aims to start the college culture early on from middle school. GEAR UP is available to the Class of 2020 and Class of 2021 at South High School. GEAR UP aims to:
- Increase students' academic performance and preparation for post-secondary education.
- Increase students' rate of high school graduation and post-secondary enrollment.
- Increase students' and families' knowledge of post-secondary education options, preparation and financing.
- Increase percentage of GEAR UP students who enroll and succeed in post-secondary education.
- Increase the preparation of teachers and staff to teach and serve GEAR UP students.

The GEAR UP staff is here to help you obtain your educational goals and would be happy to meet with you.

Project SUCCESS staff is available after school on Thursdays in the Career and College Center, room 246, to help any student research and plan for their futures. Local college tours are offered during MEA weekend and spring break. **www.projectsuccess.org**

South High Contacts: Rachel - rachell@projectsuccess.org; Kosey - koseym@projectsuccess.org; Sam - samk@projectsuccess.org.

Upward Bound accepts 9th and 10th grade applicants with at least a 2.5 average, then works intensively with them throughout high school to help them develop skills for success in post-secondary education. The Upward Bound Program includes skill-building activities, a summer residential academic program, tutoring, advising, counseling, help with college applications, and workshops for students and parents. **Contact person:** Sarah Yang - yang2873@umn.edu or 612-625-3031

Upward Bound Vision Quest is an Upward Bound program that has a Native American focus but is open to all students. It accepts a few 9th grade applicants. **Contact person:** Samantha Hanson - hans5113@umn.edu or 612-668-4364 (office)/763-438-0777 (cell)

Naviance/Family Connection
This web-based tool is used to help students plan their high school and post-secondary experiences. Counselors and other building staff will assist students in working on their "My Life Plan."

Completion of "My Life Plan" is required for graduation. Please explore this service!

Logging in: This resource is available through the website http://connection.naviance.com/shsmn. Students and families may see someone in the counseling office or Career and College Center for Naviance login help. We suggest students change their login to an email address that they use.

Features include:
- College search.
- Scholarship search.
Students Handbook 2019/2020

- Learning styles inventory, career interest inventory, resume builder, recommendation requests.
- Access to individual student’s test data and G.P.A.
- Communications tailored to students and parents based on expressed interest from the Counseling Department and the College and Career Center about colleges, scholarships, and other opportunities.
- So much more!

Students should use all four of their high school years to get ready for post-secondary education or training. Staff and families can encourage students to do the following:

Freshmen and sophomores:
- Take challenging courses.
- Develop good study habits.
- Explore new interests.
- Identify their ideas and dreams about the future.
- Use Naviance regularly to prepare for life beyond high school.
- Participate in college tours.
- Attend the Freshman Activity Fair

Juniors:
- Continue taking challenging courses to meet graduation requirements.
- Talk with their counselor about post-secondary plans and career alternatives through classroom and Career Center visits.
- Take the PSAT early in the fall.
- Attend the early-fall college fair at the Minneapolis Convention Center.
- Start visiting colleges that interest them.
- Meet with college representatives who visit the Career Center (list of representatives and dates in Naviance).
- Attend the College Planning Night.
- Attend the College Conference on Saturday, October 14th.
- Attend the South High Career Fair in April.
- Take the ACT or SAT near the end of the year.

Seniors:
- Make an appointment with their counselor early in the fall to discuss plans.
- Take or re-take the SAT and ACT in the fall.
- Attend the early-fall College Planning Night with their families.
- Apply to colleges early in the fall (goal – by Thanksgiving break).
- Attend the fall college fair and continue talking to college reps and visiting colleges.
- Attend the College Conference on Saturday, October 14th.
- Get feedback on their college application essays from teachers and others.
- Give staff several weeks before application dates to fill out forms and write letters of recommendation.
- Meet colleges' requests for additional information.
- Meet application deadlines for honors programs, financial aid, housing, etc.
- Start applying early for financial aid, then attend the Financial Aid Information Night in December with their families. The FAFSA (Free Application for Federal Student Aid, www.fafsa.ed.gov) is available January 1st.
- See their counselor for help if they are nearing the end of high school without post-secondary plans, so they can identify options still open to them.
- Check the scholarship list on the Naviance site frequently.
**PROGRAMS**

**All Nations American Indian Program** - The All Nations American Indian program is a unique program specifically designed for American Indian students and those who are seriously interested in learning from an Indigenous perspective for all four years at South High. The All Nations team holds high expectations for its students and provides innovative classroom scheduling and strategies to ensure that students meet these expectations. Through interdisciplinary core classes, Ojibwe language, Native Arts, Phy Ed and Health teachers give students opportunities to cultivate and share their gifts. All Nations is known for integrating various resources from the American Indian community to not only help our students graduate in four years, but to do so with a clear vision of who they are and what they have to offer beyond high school. All Nations is a dynamic program that offers American Indian youth a challenging and nurturing high school experience. Students from anywhere in the district may apply to this program.

**Liberal Arts** - The Liberal Arts program at South offers students a challenging and relevant college prep education in the broad range of subjects that make up the liberal arts: literature, history, mathematics, science, social studies, world languages, the arts, and independent study. Students make connections among these areas in interdisciplinary Humanities courses where they study ancient to contemporary ideas from a variety of cultural perspectives. Through their participation in the Liberal Arts program, students learn to think creatively, critically, and analytically; to communicate effectively; and to actively participate in the larger community.

**Open** - The philosophy of the South Open program is founded in Progressive Education and centers on students having a voice in their educational experience. Students are expected to take responsibility for their learning, to initiate activities, and to manage their time and their learning well. Open teachers use many different approaches to learning, mentoring, and guiding students to find answers to their own questions while preparing them for post-secondary opportunities. The classes in the Open program emphasize an interdisciplinary, investigative, research/discussion-based approach where critical thinking is valued. The Open Program capstone component focuses on social justice issues in our world.

**English Learners (EL)** - The multi-leveled English Learner (EL) program is for students who are learning to speak English as an additional language. The EL Programs ensures students are acquiring social and academic English in order to be successful in their content courses. Depending on their level of proficiency which is determined by the yearly WIDA Access 2.0 assessment tool, students will be placed in the appropriate courses. The primary goal of the program is to prepare students to function proficiently in all subjects using English as the primary language of instruction. In addition, it also aims to integrate students with American culture, both socially and academically, in order to understand all aspects of their education and to teach literacy and life skills to any students who come unprepared to deal with the strains and pressures that living in the U.S. can cause. Students in the EL Program are initially enrolled in our Newcomer program. Our Newcomer program teaches students the basics of reading, writing, and speaking in English so that they can begin to participate in an American school setting. The intensive, all-day programming also teaches math, science, and social studies content to students to help them engage in all aspects of our learning community experiences. All EL students will be assessed and placed in classes upon arrival and, at the conclusion of each semester, EL teachers will then determine their progress through the five levels of the program. Students at or above the third level will have a selection of courses (sheltered and/or co-taught) designed to accommodate their needs as new speakers of English, while continuing to master new content and academic language structures. Students are gradually immersed in the mainstream program as the gain English language proficiency.

**Partnership** - The Partnership Program exists as a special place and program for 11th and 12th graders seeking a fresh opportunity in their pursuit of graduation. Many are behind in credits, particularly in English and Social Studies. Many seek out the supportive environment found in Partnership. The Partnership Program offers single credit classes, contract classes in which students can earn up to 2 quarter credits (.5) per semester, per subject, continuous progress option, many community-building events and activities, and their own special graduation event at the end of the year. To enter the program, students need to interview with the Coordinator; agree with the program policy of monitoring attendance, grades and credits; align with the program goals of breaking old patterns of previous lack of success; and make a commitment to make progress towards graduation.

**Special Education** - Minneapolis Public Schools offers a wide-range of Special Education programs and services. To receive special education services, a student must first be evaluated and meet state criteria. Once qualified, an Individual Education Plan (IEP) is developed for the student. Programs and services are provided to students and their families beginning at birth through age 21 or completion of a secondary education program. Special education is also available for students who live in Minneapolis that attend nonpublic schools.

**Learning Resource Center Programs**

The South High School Learning Center is designed to provide both direct instruction and support to students with disabilities. These students may be enrolled in any of South’s Programs—Liberal Arts, Open, or All Nations.

The Learning Center provides cross-categorical service to students who have disabilities that interfere with their school success. The Learning Center Program incorporates the following citywide programs: Autism Program, Life Skills Program, and Physically Handicapped and Other Health Impaired (POHI) Program. The Resource program provides special education services to students with IEPs who are not in any citywide program.

The district special education office determines placement in a citywide program.
Autism Program
This program provides individualized programming and support for students with Autism Spectrum and/or other neuro-biological disorders. The goal is to utilize best practices, research-supported interventions, and a multidisciplinary approach to address behavioral, cognitive, social-emotional, and sensory difficulties associated with neurobiological disorders. The program has a high staff-to-student ratio as recommended by federal guidelines for Autism Spectrum Disorders. Students are provided with specialized instruction including communication therapy, occupational therapy, adaptive physical education, and services from a school psychologist based on individual needs. Each student is provided such instruction in the least restrictive environment, ranging from full inclusion in the mainstream educational setting to skill development in a self-contained setting, addressing all five transition areas: post-secondary education and training, employment, community participation, recreation/leisure, and home living/daily living skills with emphasis on social skills, functional communication, and independence. A focus of this program is to teach and encourage school and community independence.

Life Skills Program
The Life Skills program is a district-wide program for students that require special education service for the majority of the school day. Students are provided a functional curriculum that emphasizes academic and social skill building in the transition areas of independent living, employment, and post-secondary education and training. Students will be exposed to career exploration, curriculum-based work experiences, and other on the job training experiences. The Life Skills program is staffed by two special education teachers and 4 special education assistants. Students have access to classroom assistants throughout their school day in both special education and career exploration, curriculum adaptations, consultation with regular education teachers, team teaching, and curriculum modifications; weekly monitoring of academic progress, attendance, and behavior systems to help ensure student success; development of behavior plans, behavior interventions, and support systems to help ensure student success; individual case management of students with Individual Education Plans and continued communication with parent/guardian.

Developmental Cognitive Disability (DCD) Program
The DCD program is a support program designed for students with Developmental Cognitive Disabilities (DCD). The students are enrolled in any of South’s SLCs and receive support services based on the Individual Education Plan. DCD students are assigned a case manager who works with the student and family for four years providing academic and transition services. The emphasis of the program is developing independent and effective learners with access to vocational and transition services both during and after high school. The DCD program is staffed with one DCD teacher, Speech and Language Pathologists, Adapted Physical Education teachers, Physical Therapists, Occupational Therapists, a Licensed Practical Nurse, and Special Education Assistants. The staff works closely with the general education teachers to address the academic, social, and behavioral needs of students. Students are encouraged to become active participants in a variety of South High activities. The DCD program offers three adapted sports teams (soccer, floor hockey, and softball), and vocational training opportunities.

Resource Program
South High School provides specially designed instruction based on students identified special education needs, which are specified on Individual Education Plans (IEP) in the areas of reading, math, and other areas. The five transition areas are also included with the IEP to develop independent living skills. Specific services available to these students are: direct instruction classes in English, social studies, study skills, math, and other classes depending on the needs of individual students; prevocational and vocational readiness classes, assessment, guidance and programming, and independent living skills; transition planning, post-high school support, and follow-up involving other agencies (Hennepin County Rehabilitation Services, LDA, support services within the community college or technical college systems); curriculum adaptations, consultation with regular education teachers, team teaching, and curriculum modifications; weekly monitoring of academic progress, attendance, and behavior systems to help ensure student success; development of behavior plans, behavior interventions, and support systems to help ensure student success; individual case management of students with Individual Education Plans and continued communication with parent/guardian.

Teen Parent Services - The TPS Program offers both academic and supportive services to South High pregnant teens, teen mothers, teen fathers, their children, and their families. The South High TPS Program is part of Minneapolis School District network of TPS Programs.
ATHLETICS and CO-CURRICULAR ACTIVITIES

Academic Requirements for Eligibility
The Minneapolis Public School’s requirements for students to be able to participate in extracurricular and co-curricular activities (athletic and non-athletic) include the following:

A student who wishes to participate must achieve at least a 2.0 G.P.A. on the last report card prior to the season or activity period. If a report card is issued during a season or activity period, a student must remain eligible in order to participate. Because winter and spring activities, in most cases, begin prior to the end of the grading period which determines eligibility for the major part of the season, an individual will be allowed to try out and practice, but not participate in games or other competitions until grades are available for the grading period in question. Students who then become ineligible will not be allowed to continue to practice/participate. Transfer students will be required to meet the Minneapolis eligibility requirements during their first quarter in the Minneapolis Public Schools.

MINIMUM CREDIT REQUIREMENTS
2.0 G. P. A. previous grading period.
3.75 credits two quarters in a row to regain eligibility (if behind).

<table>
<thead>
<tr>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>Minimum Credits (4th Quarter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>1.0</td>
<td>2.5</td>
<td>3.75</td>
</tr>
<tr>
<td>10th</td>
<td>6.25</td>
<td>7.5</td>
<td>8.75</td>
</tr>
<tr>
<td>11th</td>
<td>11.25</td>
<td>12.5</td>
<td>13.75</td>
</tr>
<tr>
<td>12th</td>
<td>16.25</td>
<td>17.5</td>
<td>18.75</td>
</tr>
</tbody>
</table>

A student must retain eligibility by meeting the district attendance policy.

“**A student may not participate in any co-curricular or extra-curricular activity or program if she/he has an unexcused absence from any class during the day.**”  

Student Policy 5100A – Attendance

START DATES

<table>
<thead>
<tr>
<th>FALL 2019 (August)</th>
<th>WINTER 2019/20</th>
<th>SPRING 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Country Running</td>
<td>August 12</td>
<td>Basketball – Boys</td>
</tr>
<tr>
<td>Football</td>
<td>August 12</td>
<td>Basketball – Girls</td>
</tr>
<tr>
<td>Soccer – Adapted</td>
<td>September 2</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>Soccer</td>
<td>August 12</td>
<td>Hockey – Adapted</td>
</tr>
<tr>
<td>Swimming – Girls</td>
<td>August 12</td>
<td>Hockey – Boys*</td>
</tr>
<tr>
<td>Tennis – Girls</td>
<td>August 12</td>
<td>Hockey – Girls*</td>
</tr>
<tr>
<td>Volleyball</td>
<td>August 12</td>
<td>Alpine &amp; Nordic Skiing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Swimming &amp; Diving – Boys</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wrestling</td>
</tr>
</tbody>
</table>

* Boy’s and Girl’s Hockey are District teams based out of Parade Ice Arena.

Check schedules and school events at [http://www.mplspublicschools.org](http://www.mplspublicschools.org), Minneapolis Public Schools Spectator Requirements – All adult spectators must present a valid driver’s license or state ID to enter any event. All students must present a current student ID to enter any event. Ticket prices are $2.00 for South home events and $4.00 for any Minneapolis city conference away events.
SPECTATOR EXPECTATIONS
To preserve the quality of the field and provide a healthy and clean environment, please observe the following rules:

Expectation
- Climbing the fence is prohibited.
- Fields may be closed at any time for safety concerns.
- Use of the PA/lights and field are reserved through Community Education and approved through the Athletic Department.
- Faculty/Staff/Students may be required to show proof of school ID to utilize Barnard Field. Anyone without proper ID may be asked to leave the Barnard Complex.
- Motor vehicles are not allowed on the field. Other sport equipment must be lifted when moved. No dragging of equipment is allowed.
- The following activities or items are NOT allowed anywhere on Barnard Field complex:
  - Water only on sidelines/fields
  - No food on sidelines/fields
  - No animals (except to assist persons or disability)
  - No bicycles, skateboards, rollerblades, or scooters
  - No glass containers
  - No tobacco products/vaping devices
  - No fireworks or any open flame
  - No painting, chalking, tape or other adhesive material without prior approval
  - No facility usage without prior field reservation
  - Objects may not be thrown from the stands
  - No gang style behavior including clothing, posturing, hand signs, handshakes, and speech
  - No signs or offensive noises
  - Treat other teams with respect and equality (race, gender, religion, appearance, etc.).
- Accept the decisions of the officials.
- Use appropriate language and cheers.

Consequence
Failure to comply with these rules will result in users being asked to leave and/or immediate cancellation of reservation. South High School staff reserves the right to refuse service to any participant and/or spectator who violates any policy/procedure or engages in any verbal and/or physical abuse of the Barnard Field Complex or South High School staff.

WE ASK THAT ALL PEOPLE WHO ATTEND MINNEAPOLIS CITY CONFERENCE EVENTS
- Recognize the abilities of the participants and not expect professional levels of performance.
- Encourage and support participants without trying to be coaches.
- Exhibit a high level of self-control towards officials, coaches, and other participants.
- Come to events chemical-free.
- Respect the tobacco-free/drugs/alcohol/vaping products policy of the Minneapolis City Conference schools.
- Behave in an appropriate manner.
- Show respect for the parents of other school’s participants.
- Be a role model.
- Discourage the inappropriate behavior of others.

Students whose behavior is not acceptable at South High events (home or away) can expect consequences. Students who use or possess alcohol/drugs/vaping products or whose behavior is out of compliance with the MPS discipline policy and South High behavior expectations will not be allowed to attend any South High events for 9 weeks commencing with the date of the infraction. Depending on the severity of the infraction, a student may not be able to attend South events for the remainder of the year or longer.

The South High School Athletic Director, Amy Cardarelle, may be contacted at (612) 668-4324; Assistant Athletic Director, Tony Stewart, at (612) 668-4356; or the Minneapolis Public Schools Department of Athletics and Student Activities at (612) 668-0600 to answer any questions.
We sing the “Rouser” at Pep Fests, athletic events and other school activities to show our pride in our school. The words are included here so you can learn the song and show school spirit and pride by singing it at school events.

### SOUTH HIGH SCHOOL ROUSER

“All hail, you gallant tigers, we’ll do for old South all we can. Our hearts are always with you. You will bring to South High a victory so grand. All South is here to greet you, and cheer you on triumphantly. So FIGHT, FIGHT TIGERS; FIGHT, FIGHT TIGERS, Charge and fight your way to victory.”

### CO-CURRICULAR ACTIVITIES

Students must be in good standing to participate. This means passing classes and maintaining good attendance.

**All Nations Lacrosse** — Open to all students. Traditional games.

**Asian Student Association (ASA)** — The Asian Student Association (ASA) exists to provide a support group for students of Asian descent and to encourage interaction with all the students and staff at South High School. ASA is open to all students at South High, both Asian and non-Asian. Students gain a sense of belonging, meet new people, work together towards a goal, participate in school and ASA activities, and often reconnect with their own ethnic heritage. ASA serves as a vehicle for developing student leadership skills. Student officers conduct meetings and plan activities such as dances and fundraising events for the year. ASA's May Production has become a favorite school-wide event, featuring traditional ethnic dancing, modern dance, poetry, songs, and skits.

**Book Club** — The Book Club meets biweekly during lunch to discuss the latest books that members have been reading. Book club kits are borrowed from local libraries so all members can read the same books. No one is required to read a book they do not like. Snacks are provided. Advisors are Ms. Snell and Ms. Lanik.

**Cheerleading** — Gabby Stickney, advisor. Gabrielle.Stickney@mpls.k12.mn.us.

**Dare 2 Be Real** — A safe place to discuss race.

**Debate** — Any and all students are encouraged and eligible to join the debate team where they will learn skills and compete in the policy debate format. Debate practices afford students the opportunity to hone research, critical thinking, communication, organization, and teamwork skills. Students will be encouraged to formulate and express their thoughts on a variety of issues posed by each year's new resolution for debate. As the saying goes, you get out of debate what you put in. For those debaters who wish to exert extra effort, tournaments across the nation with high levels of competition are made available. For debaters with less involvement, a plethora of local tournaments provide plenty of competition and opportunity to bring home trophies. The debate season lasts from mid September through January and practices are held up to three times a week. Debaters are encouraged to attend as many practices as possible, but there are absolutely no requirements to be on the team. All students with interest in debate will be included in the activity regardless of time commitments.

**Gender Equity Group** — Student led group that investigates gender issues in society and raises awareness.
German Club – The South High German Club is a co-curricular extension of the German Program. The club meets weekly for tutoring support, planning field trip events, screening German films, and liaison activities with our partner school, Gymnasium Farmens, in Hamburg. Major events during the year include hosting Gymnasium Farmens students; Oktoberfest at Corcoran; a trip to Germany; field trips to restaurants, galleries, and theater performances; German Day at the zoo; Concordia German Weekend; Deutsches Fest; and the Minnesota Language Proficiency Assessment. The South High German Club is a non-profit organization, which may occasionally perform fundraising to subsidize student activities. All German students are eligible to participate.

Green Tigers – South High Green Tigers is a student group that seeks to lower the energy consumption of its school and make an environmentally conscious student body. It is the goal of Green Tigers to create a learning environment that is aware of its actions toward its local and greater community. Some of the group’s many activities include the organization of a successful annual Bike to School Day and Bike to School Week. South High is one of the state’s leading schools in terms of participation and estimates that about 20% of the school participates. Green Tigers is also involved with the Youth Environmental Activists of Minnesota, an organization of 20 metro high schools who work together towards environmental sustainability. They also maintain our school-wide recycling program.

GSA – Offers a safe space, support and education for GLBTQ students.

Health Career Exploration – Speakers will explain their health careers.

High School Democrats – Group to create civic engagement through Democratic ideology.

International Club – Provides mentorship and oversight for exchange students.

Link Crew – High school transition program for Freshmen.

LGBTQ Support Group – Provides a safe space for students who identify as lesbian, gay, bisexual, transgender, queer, or are questioning sexual or gender identity.

Math Team – The South Math Team is a member of the Minnesota State High School Mathematics League. Students from every program can participate. Like every ‘sports’ activity, it is good to have students begin as freshmen and practice so that junior and senior years they can be scorers on the team. Students in Math League attend five meets where they compete in events that roughly follow the mathematics curriculum. Those not selected for the team can still participate and accumulate points toward individual scoring honors. Each team is in a division and the top teams and individuals are recognized at an awards ceremony. They are invited to the state tournament and, based on their performance over the year and on other national tests, 30 students are picked for Minnesota’s All-Star Team. These students are sent to the national tournament. This activity is also an excellent way to meet other students who enjoy math and to sharpen both math and math testing skills.

MIXED – Safe place to discuss issues relating to biracial and multiracial and how it intersects with other social justice issues.

Modeling UN

Mountain Bike Team – Ride with Washburn, Roosevelt, and Southwest students. Do five weekend races in St. Cloud, Rochester, Austin, Duluth, and Cuyuna.

Music Production – Create a space for musicians, singers, producers, performers, and graphic designers to write and record their songs and collaborate on projects.

Muslim Student Alliance – Creating new vision statement.

National Honor Society (NHS) – South High NHS is a student run organization, led by elected student officers, under the guidance of a faculty advisor. The organization is chartered under state and national organization guidelines. South High NHS consists of junior and senior student leaders. The academic minimum, a 3.5 G.P.A., is a basic standard of excellence, which must be maintained throughout a student’s membership. Applications will be taken in the spring of each year in the three areas of tutoring, recycling, and community service. Additionally, students must help facilitate at two different NHS sponsored events during the course of the year. Major events sponsored by NHS during the course of the year include the Sadie Hawkins dance, various leadership retreats, the talent show, and TPS holiday party for student parents and their children. NHS also sponsors many community outreach projects.

Open Directional Council (ODC) – The student led leadership organization that helps govern the Open Program. This group is made up of students from all grades. In the past they have organized retreats and written the Open student handbook.
Peace Tigers – Promotes a kind and peaceful atmosphere at South High.

Silver Ribbon Campaign - The Silver Ribbon Campaign (SRC) is a student led group that has existed since 2003. Unique to South High, SRC is a support, information, and stigma busting group about mental illness. Since everyone is affected by mental illness, the more students know, the more they can help themselves; be sensitive to others; and create a community of informed and caring students and staff. The group meets every other week to hear speakers talk about their illnesses, treatments, recovery, and hope. Time is always allotted for questions and answers. A social worker advises the group in collaboration with a staff member of NAMI-MN (National Alliance on Mental Illness). Student leaders self select. As many as 90 students attend meetings and class attendance is excused.

Southerner Newspaper – The Southerner is a student-run and student-written newspaper that publishes articles that are relevant and entertaining to South High School’s student population. Any student may participate in the production of the paper by taking the journalism class as an English elective, or by working for the paper as an extra-curricular activity. Working for the Southerner looks very good on college applications and is an excellent way to explore a career in journalism.

Spoken Word – Students with passion for creative expression through writing, peer and personal editing, viewing performances, and competition.

Student Council – Student Council is an opportunity for students to be elected to a council position to make school wide decisions. The 50 students elected to the student council are responsible for the planning and decision making process of school dances, food drives, blood drives, etc. This organization promotes leadership, community involvement, and academic success.

SUSOSH – Stand Up Speak Out South High.

The Maze – South High’s literary magazine.

Theater Arts and Dance – A diverse, energetic, artistically motivated program that has captured the imaginations of thousands of viewers over the years. Ours is an educational theater and dance group, serving students from all our programs and from all age groups: freshmen through seniors. South High theater and dance traditionally offers five productions, which easily makes it one of the most prolific school theater and dance programs in the Twin Cities and one of the busiest theaters of any kind – amateur or professional. Offerings include Shakespeare, dramas, original plays, and our famous South High musicals, which attract audiences in the thousands. South High theater and dance is led by a student governing body, and by an artistic director and an adult technical director who provide professional artistic leadership, motivation, and inspiration using both main stage and our black box studio theater, The Skybox.

Ultimate Frisbee – South Squall, fast paced disc game played on a football field.

UMOJA - UMOJA, meaning unity, is a student organization comprised of students with African and African American descent. The goal of UMOJA is to promote community involvement, encourage academic success in high school and college, and preserve and transmit knowledge of the African and African American culture. All South High students are welcome to participate.

UNIDOS Student Group – The word “unidos” means “united”, which represents how the students have come together from various places to be united as Latino people. They are a unique group of students because they are all different and at the same time they also share many common customs. As a student organization at South, UNIDOS holds fundraisers, performs community service, attends citywide leadership meetings, and conducts a once a month decision making advisory board meeting. The students also perform in an auditorium presentation at the end of the school year. The performance is made up of traditional dances, modern dances, student poetry and art, as well as individual cultural history.

Yearbook – The South High Tiger yearbook serves as a historical record of the school year and a memory book intended to provide a remembrance of the people and activities of the school year. The Tiger is also a reference book and a public relations medium for the school. Producing the book provides an educational training experience for student yearbook staff members. Students are involved in contract negotiations, photographer selection, book design, page and picture layouts, ad campaigns, and editorial leadership. It is an opportunity for creative and diligent students to be involved in a creative business enterprise.

Zombie Club – View movies from the genre and discuss merits and progression of Zombies in film and popular culture.
ATTENDANCE (668-4314)

Minneapolis Public Schools and the South High School staff recognize that classroom attendance and academic success are directly related. There are many long-term benefits resulting from developing and maintaining good attendance, which carries over to other aspects of life and work. Class attendance is a joint responsibility shared by the student, parent or guardian, and school personnel. The attendance policy is intended to hold students accountable for their class attendance.

Minnesota law requires all students to attend school from age 7, or when they enroll in kindergarten (whichever comes first), until they are 18 years old. Lack of school attendance may lead to legal action for the parents/guardians and the student.

Student Responsibility
It is the student’s responsibility to be in school and to attend all classes on time each day. It is also the student’s responsibility to provide documentation of excused absences. It is the student’s responsibility to make up any missed work due to an excused absence in a timely manner as agreed upon by the teacher. Students are to use their lunchtime to deal with attendance problems.

Extended absences (10 or more days) due to family obligations, religious observations, sports, or student non-Minneapolis Public Schools activities approved by parents that require students to miss class time – these absences require documentation and the completion of an “Absence Form”. You may contact South High School’s attendance office to obtain the form (668-4314). Students are responsible for completing work missed during their absence.

Parent/Guardian Responsibility
It is the responsibility of the parent or guardian to encourage and monitor his or her student’s school attendance, to verify all excused absences, call school when there is a change of address or phone number, and to work cooperatively with the school and student to solve any attendance problem that may arise.

Teacher Responsibility
It is the teacher’s responsibility to maintain an accurate record of daily attendance, to report attendance to the attendance office, and to hold students accountable for unexcused absences. It is also the teacher’s responsibility to communicate attendance concerns to the student’s parent/guardian, social worker, truancy coordinator, and principal. Teachers will provide an opportunity for students to make up work missed due to excused absences. Teachers will establish a reasonable time limit to complete the work, given all circumstances. Once that time limit is established, it is the student’s responsibility to meet it. Teachers are not required to give extensions. Teachers may provide an opportunity for students to make up work missed due to an unexcused absence, but are not required to do so.

Administrator Responsibility/Truancy Coordinator
It is the administrator’s responsibility to monitor the attendance policy and procedures and to assist teachers in their efforts to improve student attendance. It is also the administrator’s responsibility to work cooperatively with students, teachers, and parents/guardians to promote acceptable attendance habits.

Policy, Procedures and Attendance Interventions
A secondary student is expected to have no more than four (4) unexcused absences from a class per semester. For a student enrolled a full year, this represents a 95% attendance rate. A student with more than four (4) unexcused absences per semester risks failing the class. Schools must intervene with the student and the family to improve attendance. Interventions will include but are not limited to:

- Personal contact with the parent/guardian and student.
- Individualized attendance improvement plan.
- Referral to Hennepin County’s Be@School Program.
  - Parents have to attend a Parent Group Meeting (PGM) at Hennepin County.
  - If continued absents, parents and students will be referred and must attend Hennepin county’s School Team Attendance Review (STAR) meeting.
- Court Petition.

Students with more than four (4) unexcused absences per semester, who do not demonstrate acceptable effort to improve, will fail the class.
EXCUSED ABSENCES*
Parents or guardians may excuse their student under the following circumstances:

- **Illness**: School staff may request a health care provider’s verification for absences longer than three (3) consecutive days or more than four (4) absences due to illness, or illness of a dependent, in a semester. If the family does not have a medical provider, they should be referred to their school nurse for assistance. Students who are out of school for “illness” are not allowed to enter the building to get their homework. If a student is out 3 or more days, and you cannot access homework through the parent portal, the health office can arrange for homework collection. To request this service call (612) 668-4311.
- **Religious instruction or observance**, when the school is **notified in advance**.
- **Recognized cultural observance**, when the school is **notified in advance**.
- **Funeral or other family emergency**, for three (3) days or longer as arranged.
- **Family activity** for up to five (5) days within one school year, when **arranged in advance**. Any additional time must be discussed with the classroom teacher to ensure the student’s academic success.
- **Transportation problems caused by a failure of MPS transportation system**.
- **Appointments with health care providers or other professionals and court appearances** when unable to schedule outside school hours and when school is **notified in advance**. **Documentation will be required** to excuse the absence. The health care provider, or other, may **fax** this documentation to the attention of the Attendance Office at (612) 668-4310.
- **Extended field trips / family activities**. Students who participate in extended field trips or family vacations during school days are responsible for making up missed work. They should contact their teachers prior to the missed days so that they have necessary assignments. Students should also understand that teachers will not be able to reteach missed work and that a student may not be able to earn as high a grade as if they were in the class every day.

* If an absence is to be excused, the student’s parent/guardian needs to call the attendance office (668-4314) on the morning of the absence. If a phone call is not possible, the student must bring a note from the parent/guardian the day s/he returns to school in order for the absence to be excused.

UNEXCUSED ABSENCES
An “unexcused absence” is an absence that does not fall within the parameters of the “excused absences” rule. Students with fifteen (15) consecutive days missing half or more of the scheduled classes will be dropped from enrollment.

WHEN A STUDENT MUST LEAVE SCHOOL DURING THE DAY
There are four types of passes, which allow students to leave the building. Parent permission is required for all the types of passes to leave the building. In order to leave the building students must present one of the following passes and scan ID:

1. **Blue Appointment Pass** – Is obtained from the attendance office for the following reasons: a **medical appointment, court date, or other parent request to leave**. The parent or guardian must send a parent permission note with the student that day. Students must take the parent note to the attendance office before 9:15 a.m. on the day of the absence. A daily one-time pass is issued to the student when the student leaves.

2. **Open Hour Pass** – Students who have 1-2 open hours in their schedule and desire to leave the building must obtain a release hour pass from the counseling office. Release hours can be 1st and 2nd periods, 1st and 7th, or 6th and 7th. Students must be on track for graduation and completed or in the process of completing classes in fitness, health, and fine arts. Permission from the school counselor is required. Once a parent signs the form, the student will be issued an open hour pass to show along with ID before leaving the building. Open hour passes should be carried by students at all times in case they encounter truancy officers who patrol in school areas. If students are part of an after school activity and do not have transportation to leave and come back to South for their activity, they must see their school counselor to have 6th and 7th period classes put into their schedule.

3. **Post-Secondary Pass** – Students must apply for PSEO classes. Forms requiring parent and counselor signatures for MCTC and U of M are available in the South High School counseling offices. Parents must sign PSEO application and student must submit all parts of application to the college. If accepted for PSEO classes, students...
register for classes at the college. Students must follow the Minneapolis Public Schools Rigorous Course Waiver Process when choosing classes to meet graduation requirements (http://guidance.mpls.k12.mn.us/ri...ecesses_2.html). The student then meets with their South school counselor to arrange their South schedule and PSEO hours. The student will then be issued the PSEO pass for the appropriate hours from the counseling clerks.

All passes should be carried by students at all times within the building or in case they encounter truancy officers who patrol in school areas.

Students may not use the Commons when they are assigned to a class.

CLASSROOM TARDINESS
Each student and teacher has the right to expect a class time free of interruptions, such as a student coming in late to class. Therefore, tardies will be treated in the following manner:
- All students are expected to be in class before the final bell that begins each class period.
- Classes begin immediately after the final bell. Being tardy means losing instruction or classroom activities and may result in a lower grade in the course.
- Students will be allowed to enter class with a pass at any time without any consequences. This is considered an excused tardy.
- Students will also be allowed to enter without a pass at any time. This is considered an unexcused tardy/code "Q".
- Students are expected to have a pass when they are in the hall during class time. Students who are found in the hall without a pass will be escorted to their classroom.
- Expect hall sweeps. Students found in the hall during those times without a pass will be escorted to their grade level student support team person. The student support staff will contact parents. The student will then be returned to class where their tardy will be recorded as unexcused. If a student is caught in a hall sweep three times or more, the student support team will refer the student to their administrator for further action.

WITHDRAWAL PROCEDURES
Parents must contact the attendance office to begin the withdrawal process. A student withdrawing from school must complete a withdrawal and check off form from the attendance office. Students will turn in their IDs as well as all textbooks, resource materials from the media center, and athletic equipment.

BEHAVIOR GUIDELINES

RESPECTFUL ENVIRONMENT
We believe the maintenance of a quality educational climate requires behavior guidelines and consequences. Verbal abuse and disrespect of school staff will not be tolerated. This includes directing profanity and verbal abuse towards adults and/or students or displaying behavior intended to be demeaning, derogatory, or confrontational. Use of profanity is not acceptable within the school community.

The South High staff is dedicated to providing a quality education for our students. We believe that all persons in our school have a right to a safe, productive learning environment and have the right to enjoy our school equally where they feel safe, secure, and accepted regardless of color, race, gender, sexual orientation, popularity, athletic ability, intelligence, religion, and nationality.

To that end we strive to promote a positive learning environment through the use of the school wide system of support that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive environment. Through the use of the Positive School-wide Engagement (PSWE), Tiger PRIDE is used to teach and present the expectations. The letters stand for Promptness, Respect, Integrity, Discipline, and Effort.

TIGER PRIDE
Promptness Be on time for class and in class before the bell rings.
Respect Take care of self, others, and the environment.
Integrity Be cooperative, courteous, and respectful with school staff and other students. Value the needs of others and respect the property of others.
Effort Consistent effort. Seek additional resources to get the help you need.
**ANTI-BULLYING PROCEDURE**
We, the South High community, agree to stamp out bullying in our school. All students, parents, and staff at South are expected to sign an Anti Bullying pledge to stamp out bullying. Bullying can be pushing, shoving, hitting, and spitting; racial or sexual discrimination; name calling, picking on, making fun of, laughing at, and excluding someone; and cyberbullying. (Cyberbullying is when someone uses the internet, mobile phones, or other electronic devices to bully or harass another person or group. It can include: sending mean text messages, email or instant messages; posting damaging photos or hurtful messages in blogs and other social network sites; spreading rumors or lies about someone; or using a fake identity to inflict harm.) Bullying causes pain and stress to the victims and is never justified or excusable as “kids being kids,” “just teasing”, or any other rationalization. The victim is never responsible for being a target of bullying.

1. If you feel that you have been bullied, or if you know of a student being bullied, please report to the main office or any teacher or staff person.
2. All Incidents of bullying should be reported to the main office or any teacher or staff person.
3. Our Anti Bully Coordinator, Marilyn Hawkins, investigates allegations of bullying; contacting students, teachers, our school liaison officer, and parents.

**DISCIPLINE PROCEDURE**
The code of conduct set forth in this section of the handbook is in accordance with the Minneapolis Public Schools discipline policy. It includes policies for attendance and behavior and is in effect on school grounds, on district provided transportation, and at all school sponsored activities wherever they are held.

**Loss of School Privileges**
Students may lose the privilege of attending school activities for violation of school rules and district policies. When a student is dismissed or suspended from school, the student cannot participate in or observe any extracurricular club or school-sponsored activities regardless of location.

**Restorative Practices**
At South, one positive behavior intervention strategy is our school wide restorative circles. Our Restorative Practices Coordinator schedules and oversees the mediation process. Some behaviors that will eventually result in mediation:
- Students that are fighting in class.
- Students that are engaged in verbal disagreements.
- Students that have been engaged in physical altercations, but not fights.
- Any type of disagreement between two students that disrupts class and/or the safety of all in our building.

**Suspensions**
"Suspension" means an action taken by the school administrator, under rules promulgated by the school board, prohibiting a pupil from attending school. This definition does not apply to dismissal from school for one school day or less. Each suspension action shall include a readmission plan developed by school staff and parent.

**Repeated serious misbehaviors** will result in one or more of the following:
- Referral to in-school support services.
- Referral to an outside agency.
- Transfer to another school.
- Recommendation for expulsion.
STUDENT POLICIES and PROCEDURES

Age of Majority - The Eighteen Year Old Student - Students who are 18 or more years old are still viewed as students. They are governed by school district policy and school procedures within South, on the school premises, and at school-sponsored events. Students who are 18 years old and live with a parent/guardian may either have their parent/guardian call the school OR may call themselves, to report an absence. Written excuses that parents/guardians provide for minor students may be provided either by the parent/guardian OR the adult student. Students who are 18 years old are expected to provide the school health office with emergency information. All policies and procedures that apply to South students in general apply also to 18-year-old students.

Alcohol/Drugs – Possession, sale, or use of alcohol or drugs on the premises is prohibited. Being under the influence of intoxicating beverages or drugs is prohibited on the school grounds or at school activities. Any person found in violation will be referred to local authorities and suspended according to District Policy. Substances meant to appear to be drugs or alcohol will carry the same consequences.

Auditoriums - Attendance at all auditorium programs is required unless otherwise stated. Auditoriums are considered a part of the educational process. In the auditorium, students are expected to occupy the seats assigned by their teacher. Good behavior by students during auditorium programs is expected. Good behavior implies being attentive, appreciative, and cooperative. ABSOLUTELY no water, food or other beverages are allowed.

Banners – Only school-sponsored signs for the purpose of giving information about South High activities and athletics can be hung on the cork strips located in the hallways. All banners must be approved by the advisor/coach and the Activity Administrator, BEFORE they are made. Get a BANNER REQUEST FORM in the main office and fill it out, giving the exact words and pictures/drawings to be used. Have it approved FIRST by the advisor/coach and SECOND by the Activity Administrator. The teacher will issue banner materials. Remember, you cannot be out of a class making a banner UNLESS you have your teacher’s permission. Any banners that are not approved will be taken down.

Cell Phones/Electronic Devices – MPS Policy 5210 states:
High School students may possess personal electronic devices at school, or at school events off campus. Unless the device is being appropriately used as outlined below, the student shall secure the personal electronic device either out of sight or holstered and turned off.

High School students use of personal electronic devices is limited to:
1. before and after the regularly scheduled school day,
2. during the student’s scheduled lunch period,
3. during passing time between classes,
4. during class time when the classroom teacher permits the use for educational purposes only, and
5. during the school day by permission from the school principal or principal’s designee for personal purposes.

Students may not employ the photographic, videographic, audio recording, or reproduction capacity of any electronic device for the purposes of photographing, video capture, recording, or reproduction of the same of any student or staff person without the express consent of the staff person, or under the supervision of a teacher or administrator. This section applies at all times while on school premises including school buses or at school sponsored events, regardless of the location. Under no circumstances may personal electronic devices be used in locker rooms, restrooms, or rooms designated for changing clothing.

Students bring personal electronic devices to school at their own risk. The District assumes no liability for loss, theft, damage, nor liability for any unauthorized use of an electronic device. South High School is not responsible for, nor will it investigate, any lost, stolen, or damaged electronic devices brought onto school grounds. If a device is confiscated under this policy, no responsibility for the safety or security of the device is guaranteed.

Violations of the district policy will result in consequences varying from a verbal warning for minor infractions to notification to the appropriate law enforcement agency for major violations.

Electronic devices confiscated will be given to the student’s administrator. Parents will come to school to pick up items.

Commons Use -
• Before school, students may eat breakfast in the Commons and gather to visit (7:35 – 8:15 am).
• During school hours (8:20 am – 3:10 pm)
  1. Only students with an open hour or PSEO pass may use the Commons for study (SE tables only).
  2. Teachers may not send students to the Commons with a pass.
After school – the Commons is closed to students at 3:15 pm.
1. Only those students directly supervised by an adult may use the Commons after 3:15 pm.
2. Students in theater must meet in the auditorium area.
3. Athletes must go to the gym/locker room/practice area.

Dance Policy -
• All dance tickets must be purchased prior to the dance. NO tickets will be sold at the door the night of the dance and no one will be admitted without a ticket.
• All students must clear any obligations (ID fines, media, athletics, etc.) before they can buy a ticket.
• All students attending a dance must present their South High student picture ID at the door. Even if you have purchased a ticket, you will not be admitted without the picture ID. Your money will not be refunded.
• Once students are admitted to the dance, they cannot leave and be readmitted.
• Dancing must stay within appropriate boundaries for school behavior.
• Students whose dancing goes beyond those boundaries will be warned once and then asked to leave the dance. The cost of the ticket will not be refunded. These students cannot attend the next 3 dances, including Prom.
• Students are expected to follow all school behavior standards including, but not limited to, regulations concerning fighting, alcohol or drug use/possession, harassment, or disrespect to adults. A student whose behavior does not meet acceptable standards shall forfeit their privilege to participate in school sponsored dances for the next three consecutive dances, including Prom. No exceptions.
• Any students violating the alcohol/drug use policy will be blocked from open campus lunch for the remainder of the school year.
• All students can expect to be breathalyzed as they enter any dance.

Dance Behavior Contract
• Any student/guest wishing to attend a dance is required to sign a dance contract which outlines behavior expected at dances.
• A parent signature is also required.
• No tickets will be sold without a signed contract.

Dance Guest Contract
• South High does not allow guests at Homecoming. Guests are allowed at Prom, Sadie Hawkins and the Sweetheart Dance.
• Any student wishing to bring a guest to Sadie Hawkins, Sweetheart dance, or Prom must complete the guest contract in addition to the behavior contract.
• Only students who are currently enrolled and attending a high school may be a guest.
• Prom Guest Contract allows a guest to attend who has graduated from a high school the previous year in addition to currently enrolled high school students. A valid ID is required and verification that this guest was a graduate the previous year.

Dress Code
South staff and student council members have worked together to establish the following dress criteria:

1. While in the building, on field trips, or at school events, student apparel with any of the following characteristics is not allowed:
   • Lewd, vulgar, or obscene.
   • Promotes products or activities that are illegal for use by minors.
   • Contains objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership.
   • Contains objects that may cause harm, such as spikes.
   • Disruptive to the school environment.

   Students who wear clothing inappropriate for school will be required to remove, correct, or change the items. Students may also be sent home to change.

2. Wearing of
   • masks,
   • sunglasses,
   • or any eye covering is not allowed.
**Gambling**
Gambling will not be permitted in the building or on school grounds under any circumstances.

**Laser Pointers**
Laser pointers are not permitted in the building and will be confiscated.

**Lockers**
Students will be assigned a lock and locker. Students are expected to use the locker and the lock they have been assigned. A lost/damaged lock will cost $5.00 (cash only). Students must return locks when withdrawing from school.

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Students are not to share lockers. Any items found in lockers are the responsibility of the student assigned the locker. Periodic general inspections of lockers will be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

**Off Campus**
Students assigned to an off campus site are expected to leave the building and the campus unless they are under the direct supervision of a staff member.

**Parking**
The South parking lot is reserved for staff and visitors. Individuals should follow posted restrictions. **VIOLATORS WILL BE TOWED AT THE OWNER’S EXPENSE.**

All vehicles parked on school property are subject to the Citywide Discipline Policy Procedures. All vehicles parked on city streets surrounding the school are subject to towing/tagging during snow emergencies. **It is the student’s responsibility to be aware of these restrictions.**

**Passes**
During class time students **must** have a pass from one destination to the other. During student lunches, students must have a pass to go to the 2nd and 3rd floor along with their student ID with the lunch period sticker on it.

**Pledge of Allegiance**
"Anyone who does not wish to participate in reciting the pledge of allegiance for any personal reason may elect not to do so. Students must respect another person’s right to make that choice."

*Minnesota State Statute #121A.11, Regarding the Pledge of Allegiance.*

**Safety of Students**
In order to ensure the safety of our students, the south door on 32nd Street is our entrance. All other doors are locked during the school day.

- All students are asked to leave the building at 3:10 p.m. unless they are under the direct supervision of a staff member.
- Locker room doors are locked during each class period.
- All visitors must check in at the Welcome Desk (see visitor section).

**School Resource Officer (SRO)**
The police liaison officer is considered an official member of the school staff. The officer provides a service to the school and its students and will investigate crimes committed on the school campus. The officer will also fulfill other law enforcement functions as they relate to the school. Students are encouraged to meet with the SRO whenever appropriate.

**Search of Students/Lockers/Desks/Motor Vehicles**
School officials may search students for items that may be harmful to themselves or to others, and to detect items that are prohibited from being on school grounds or other places under supervision of school personnel (i.e. school buses, field trips). Consent of the student is not required prior to the search. Except for lockers and desks, all searches will be based upon reasonable suspicion.

**Signs & Posters**
Only signs and posters for the purpose of giving information about South High activities can be hung on walls or doors. All signs and posters must be approved by the advisors and coaches and brought to the main office for the official stamp. Any sign or poster not having the official stamp will be removed.
Sports Equipment
Personal sports equipment is not to be used in the building without appropriate staff supervision or permission of the principal.

Student IDs
Students must have a valid student ID to enter/leave the building. Students are expected to carry their ID at all times while in the building and respectfully identify themselves by name when asked. Students who forget or don’t have an ID (for any reason) will be required to enter their ID number into the security system when entering the building. Security will then confirm their student information and will allow them to proceed to class. Note: since you will not have your ID with you while in the building, you will not be allowed to leave for lunch or participate in any activity that day that requires you to present your ID. Any student that does not present an ID three days in a row will be escorted by security to the main office to purchase a new regular ID or to room 249A for a Go-To Card ID.
- Students are required to carry their ID with them at all times.
- Students must not give their ID to others to use.
- Students using another’s ID will face disciplinary consequences.
- Students must use their IDs to check out textbooks and media center materials
- Students must show their ID to enter the cafeteria.
- Students must have their lunch period number sticker on their ID card.

LOST IDs – Students who have lost their ID must go to the main office or 249A for a replacement. A fee of $5.00 will be charged (cash only) for regular student IDs and $10.00 for a Go-To card.

Student Obligations
MPS Policy states that students and families are responsible for any library books, textbooks, or athletic equipment checked out in their name. Students must pay for damaged or lost school property, which includes but is not limited to textbooks, library books, or sports equipment. South High is only able to accept cash payments.

It is the student’s responsibility to clear any obligations:

- Textbooks → Library Media Center
- Library Materials → Library Media Center
- Athletic Equipment → Athletic Office
- Temporary ID fines → Welcome Desk
- Other → Department as appropriate

Students must clear up all obligations before they can purchase any dance or Prom tickets.

Telephones
The telephones in the main office are not to be used during the defined school day, except for emergencies. Lengthy personal calls should not be made from school. Calls should be limited to three minutes or less. Telephones in classrooms are for staff use only.

Tobacco
Use of tobacco by staff, students, visitors, or contractors is prohibited on school district property. “School district property” shall include, but not be limited to: buildings, grounds, and vehicles owned, leased, or contracted by the school district and school sponsored functions.

Visitors
South High does not allow student visitors. Non-South students found in the building will be asked to leave and warned. If a warning is not regarded, the trespass ordinance will be invoked.

Former South students may not visit staff during their teaching day unless they have an appointment. Former students should make appointment for after 3:10 pm. Welcome Desk staff will verify if staff is available before, during, and after school.

Parents/guardians who plan to visit a classroom will arrange the visit through the main office at least one school day in advance. This procedure does not apply to individuals invited to volunteer or to attend a school event (guest speakers).
All visitors between the hours of 7:00 am and 5:00 pm must register at the Welcome Desk at the south door (parking lot entrance) when they first arrive at school. They will show a current driver’s license or valid ID which will be kept until they leave. They will be given and must wear a visitor’s tag while on school grounds. Visitors will be directed to the main office where staff will assist them. Visitors will go to the classroom or other area as directed by office staff. They will not go to other areas of the building without authorization. They will check out through the Welcome Desk.

BREAKFAST and LUNCH PROGRAM

The cafeteria staff serves nutritious, well prepared food at reasonable prices. Menus and nutrition information are available at http://nutritionservices.mpls.k12.mn.us.

Breakfast includes an entrée, milk, and up to two fruit servings. Breakfast is available at no cost to all students.

Lunch includes entrée, fruits, vegetables, and milk. The full student lunch price is $2.70. Free or reduced price lunches are available to students that qualify.

A la carte items are available to students that have money in their lunch accounts.

Prepaid Lunch Account
In order to increase the speed of service in the cafeterias, cash transactions will no longer occur at the registers. Students must prepay for their meal and a la carte by bringing cash or checks to the cafeteria prior to the meal service period; change will not be available. Money can also be added to a student’s meal account online at www.schoolcafe.com. Parents can also monitor students’ account balances and purchases once an account is set up on www.schoolcafe.com. There is no charge to the parent or student for transactions via the www.schoolcafe.com website.

Free and Reduced Price Meals
Free and reduced price lunches are available to students that qualify based on household income or participation in the MFIP or Food Stamp programs. Application can be completed online at www.schoolcafe.com. Many students are directly certified by the MN Department of Education and do not need to submit an application. Students that are eligible for free meals based on direct certification will receive an eligibility notification letter from the Culinary and Wellness Services Department. Applications are mailed to households in August and are also available at schools or the Culinary and Wellness Services Department. One application should be completed annually per household, regardless of the number of MPS schools attended by students in the household. Eligibility notification letters are mailed to households once an application is processed. Please keep these letters as sometimes students can qualify for reduced prices if they can show proof and this letter is your proof of status. Families who may not qualify or do not wish to eat school lunch should still complete the application to be eligible for scholarships (field trips, ACT/AP test waivers, etc.) as well as provide funds to help our South High community.

If you have questions, you may call your school lunchroom coordinator, Terri Ventry, at 668-4328.

LUNCH PROCEDURES
Students are required to use their student ID to purchase food.

Students must use appropriate behavior in the commons. Every student is an important part of the South High Community. When we are gathered in the Commons, we all need to remember to respect the rights of others to have a clean, safe, and calm environment in which to eat lunch. Therefore, we ask that students:

• Pick up after themselves and not throw food toward trash barrels or each other!
• Remain seated during lunch so that aisles are not blocked.
• Keep food in the Commons area and not down corridors or between lockers.
• Stay off the staircases and away from the auditorium wall and vending machines to allow free flow of traffic.
• Keep voices down and avoid any noise that may disturb others.
Open Campus at lunch - Students use the snack shack door #17
- Eligible students may go off campus for lunch, but they must have a South High School student ID to leave and reenter.
- **All 9th grade students are restricted from leaving campus for lunch during their first semester at South.**
- All students who come back late will have their ID collected and their parents will be called. Students will receive a warning the first time they return late from lunch.
- After the first warning, students returning late will have their parents called and will be restricted to campus for a week during lunch.
- Students who have ongoing truancy concerns may be restricted from leaving campus for lunch by administration. This will be assessed on an ongoing basis. Teachers can refer students to admin for lunch restriction based on classroom attendance.
- Students who give their ID to another student to use to leave the building, will be restricted from leaving campus for lunch for up to 3 weeks, as will the student who uses it.
- Students whose behavior is inappropriate during lunch (fighting, smoking, drug use, other) will have their parents called and will be restricted to campus for up to three weeks.
- Students who violate the district’s alcohol and drug policy **at any time** will have their parent notified and will be restricted to campus for up to three weeks during lunch.
- Administrative permission is required to unblock a student.
- Parents having concerns regarding open campus can contact their student’s administrator.

No Phone Out Deliveries at Lunch
- Students may not call to have food deliveries made at lunch (or any other time).
- The welcome desk will not accept any student orders.
- Orders for school related activities need to come from school staff members.

Passes – Students who want to work in the library during their lunch need a pink pass from their 4th hour teacher. Students may enter the library during passing time with their ID and lunch sticker during their assigned lunch. Note: no food is allowed in the library.

**EMERGENCY PROCEDURES**

Fire Drills
Check the instructions posted in each classroom, which indicate how to leave the building in case of a fire. Teachers will also provide information to students regarding procedures to follow. Students are to exit the building with their class in an orderly fashion, moving quickly and quietly, and should listen for additional instructions given by staff members. Students are to move across the street from the building and must not stand in the street. Students should return promptly to their classes when the all-clear signal has been given.

Students on the second and third floors who are unable to use stairs will be instructed to use a safe room during emergency exit drills.

Lockdown Drills
Lockdown drills will be held during the school year to practice staying inside a classroom or other area should a situation warrant it. Another term for the drills is code red/code yellow.

Tornado Drills
Tornado drills will be held during the school year. Classrooms and teachers are assigned specific shelter areas. Teachers will inform students where their shelter area is located in the building, and drills will be conducted to practice evacuation to the shelter areas. Students are expected to participate in the drill and follow all directions given by staff members.
Student Handbook 2019/2020

LIBRARY MEDIA CENTER POLICIES

The Library Media Center at South High School is committed to creating an academic center of learning, a place where all students and staff can access resources for research, study, and personal learning. In order to maintain and academic setting, appropriate, cooperative, and courteous behaviors are expected.

The library is an extension of the classroom. Working with the classroom teacher in delivery of the curriculum is a primary function of the library. Therefore, the following are expectations for students:

- **Students** will present a pink pass from their assigned teacher that period. The pass must be filled out entirely with name, date, class period, and destination.
- **Students** using the media center should not interfere with other students or classes.
- **Students** may not have food in the library. Beverages are allowed if they have a twist on cap.
- **PSEO (Post-Secondary Options) students** must have their PSEO pass with them to enter the library. PSEO is not an automatic admission to the media center and students should keep this in mind when planning their class schedules. On some days the media center may be full and closed to PSEO students.
- **RELEASE students** are expected to be released to leave the building. Student request a pink pass from their counselor if an academic assignment is due. This may be required on an occasional basis, not daily or weekly.
- **Student Aides** may come once a week on a pink pass from their assigned teacher or twice a week if they are working on a project for the teacher.
- **Students with I. P.’s (Independent Projects)** are assigned to the supervising teacher’s room. Students may use the library one or two days a week to access library materials and will present a pink pass from the supervising teacher.

**Hours**

The library is open before and after school every day (8:00 a.m. to 4:00 p.m.). During the regular school day, including lunchtime, students must have a pink pass unless they are with their teacher.

**Library Resources**

- **Print collection** - In-depth diverse collection of 25,000 books and periodicals.
- **Ebooks** – ebooks are available online and on circulating nook devices.
- **Online Reference** – Library catalog, databases, MPS student learning resources, Electronic Library of Minnesota, and more.
- **One computer lab and 7 chrome book carts** – for word processing, research, and multi-media production.
- **Printing** – students may make copies, scan documents to their e-mail, and print in both black/white and color. Fees are charged for some of these services.

**Internet Acceptable Use Policy** – MPS Policy 6415B

Access to the Internet will enable students to explore thousands of documents, databases, libraries, and other sources of research data as well as exchange messages with users throughout the globe. With this access comes the availability of material that may not be considered of educational value and that may contain items that are illegal, inaccurate, controversial or potentially offensive. However, the benefits to students from online access far outweigh the concerns. Students will receive a copy of the Internet policy and be asked to sign the following agreement: “I have reviewed the Internet policy and agree to abide by the guidelines set forth. I understand that if I do not follow the guidelines, I will be denied online access for the remainder of the school year and may receive other school disciplinary consequences.”

Students’ responsibilities are as follows: Students will use the Internet for educational purposes only. They will not intentionally transmit, receive or publish any inaccurate, abusive, obscene, profane, sexually explicit, threatening, offensive or illegal material. They will use care in operating computers to avoid damage to equipment, tampering with software or other individuals’ data. Under no circumstances will the Minneapolis Public Schools, South High School or any staff member be held liable for a student’s improper online activity.

**CIRCULATION**

**Students are required to use their school IDs to check out materials.** Books are checked out for three weeks and may be renewed if needed. Ten items may be checked out at a time. Videos, encyclopedias, cameras, and most reference books circulate for 24 hours. A parent/teacher permission slip is required for equipment that will be taken outside the school building.
STUDENT HEALTH SERVICES

Health Office - Room 142 (668-4313)
Jim Johnston – Licensed School Nurse
Becky Murphy – Licensed School Nurse
Ellanor Abdullah – Licensed Practical Nurse

Immunizations/shots: Each student must show proof of current status or have copies on file in the health office prior to the start of school. Students who have medical reasons for not being immunized must have the physician sign a form available from the health office. Those students with a conscientious objection must have a notarized form on file. There will be no exceptions to this state law.

Student Information & Emergency Card: Must include current information including names, addresses, work and home telephone numbers for emergency contacts, and clinic and hospital of choice. Only parent/guardian or emergency contacts on record have the authority to release a student.

Illness during school: Students who become ill or injured during school hours should report to the health office for evaluation. Parent/guardian or emergency contact will be called if early dismissal is warranted.

Absence due to illness: Healthy students are better learners. Up to eight cumulative days of absence or three (3) consecutive days will be excused as student illness per academic year. A health care provider’s verification is required for absences that exceed eight cumulative or three consecutive days due to illness.

Early release for medical appointment: Whenever possible, please schedule appointments during non-school hours. All excuses for medical appointments are handled through the attendance office. A phone call/message or note from a parent/guardian should be given in advance to the attendance staff. To release a student without a phone call/message or note, the attendance office will call the parent/guardian to confirm the appointment. Documentation will be required to excuse the absence. The health care provider, or other, may fax this documentation to the attention of the attendance office at (612) 668-4310.

Annual Health Information: This form is a very important source of information to us about the health of your student(s). If your student has a physical examination during the summer, (recommended for students entering ninth grade), please send a copy to health office staff for the student health record.

Medication: Health Services recommends that medications are given at home whenever possible. Students needing to take over-the-counter pain medications (Tylenol, Ibuprofen, etc.) during the school day must have a consent form signed by their parent/guardian. Students needing to take prescription medication during the school day must have a consent form signed by a physician and parent/guardian. A new form for each school year must be on file in the health office and all medication (except inhalers and EpiPen carried by students, (with proper authorization from the prescriber, parent, and school nurse)) are kept in a locked cabinet in the health office.

Students with special health concerns that may require classroom accommodations are asked to contact health office staff. Please call the school nurse at 668-4311 or the health office at 668-4313.

Elevator: Only students with verified medical needs may use the elevator. Elevator passes are available from the health office with appropriate medical documentation.

School Based Clinic - Room 122 (668-4333)

The South High School Clinic is staffed by professionals from the Minneapolis Department of Health and Family Support (MDHFS). MDHFS contracts with Minneapolis Public Schools to provide on-site clinical services, nutrition services, health education, and immunizations. Students use the clinic because it is convenient and affordable, and because it gives them an opportunity to manage their own health care with the help of professionals who specialize in adolescent health care issues.

Students are not billed directly for services provided. Insurance companies are billed when possible and any partial payment from an insurance company is accepted as payment in full. Services are never denied to a student who has no insurance.

Students who live at home must have a signed parent/guardian consent form on file to receive most clinic services. In accordance with state law, parental consent is not required for chemical abuse assessment, pregnancy and contraceptive services, or counseling regarding or diagnosing and treating of sexually transmitted diseases. The clinic is open during school hours and part time during summer months. For health issues that arise after clinic hours or during breaks, students and their families are encouraged to contact their regular doctor or clinic.
Students who are interested in accessing mental health support will find excellent professional support from our School Based Clinic. In addition, they can connect with their School Social Worker to assist in accessing necessary in school or community resource options.

**TRANSPORTATION**

Minneapolis Public Schools uses the Metro Transit Go-To Card Program for all eligible high school students at South.

**What is the Go-to Card program?**

A Go-To Card is a durable, plastic, pre-paid fare card that allows for unlimited rides on city buses and light rail to and from school instead of riding the traditional yellow school bus. The cards can be used after school hours for other student activities. Students may also use their Go-To Cards for extracurricular activities before and after school hours.

**What are the benefits of the program?**

It offers students scheduling flexibility and access to a wide variety of learning opportunities in the community. Students will have more opportunities to remain at school for academic programs, sports and other activities beyond the regular school day.

**How do Go-To Cards work?**

The Go-To Cards will allow student users to ride the bus or train from 5:00 a.m. until 10:00 p.m. seven days a week.

**Who is eligible?**

- Students in the Open and All Nations Programs outside the 2-mile walk zone.
- Liberal Arts Program students outside the 2-mile walk zone AND within our school attendance zone.
- Students who qualify for free and reduced lunch and are within the 2-mile walk zone of the school.

Students who attend a high school outside of their attendance zone and are not transportation eligible will not be eligible for a Go-To Card but may purchase a Go-To Card in the main office. Discount MTC bus cards are also for sale in the main office. You can purchase 10 rides for $13.50 cash. These bus cards are good anytime on MTC buses and the light rail.

**When will you receive the Student Go To Pass?**

Eligible students will be notified through the mail in August 2019, the same time frame as for other students. Students will need to go to their high school the week prior to school starting to pick-up their Student Go To Pass and student I.D. At this time, students and parents will be asked to review and sign the transportation code of conduct. If a student should lose their Go To Card, they should contact the Check and Connect staff immediately so the card can be deactivated. There is a $10.00 replacement fee for a new card.

**If I have specific questions concerning my student’s Go To Pass or transportation route, who can I contact?**

Metro Transit is adding and adjusting routes and times to better serve Minneapolis Public School students. Routes can be planned at [http://www.metrotransit.org/](http://www.metrotransit.org/). Our Check and Connect staff (668-4376) and MPS Go To Pass Coordinator (John Ledeboer 612-466-1602) will be available to assist with route planning when students pick-up their Go To Card Pass the week prior to school starting.
Minnesota law makes instruction compulsory for all children between the ages of seven (7) and seventeen (17). Parents are responsible to assure that children of those ages are enrolled in a public, private or home school. The Minneapolis Public Schools’ policy on attendance is applicable to all students enrolled in its schools.

### Purpose
The purpose of this policy is to establish and define District rules for attendance. The goal of the MPS attendance policy is to promote student attendance and assure that absences are effectively addressed. Assuring student attendance requires a joint effort among school staff, students, families and the community. This policy does not apply to those periods during which a student is enrolled in an authorized foreign study exchange program.

### General Rules
**Kindergarten – Grade 12** – Once a student has been enrolled in kindergarten (regardless of the student’s age) attendance is required until the student is properly withdrawn, transferred or graduated. Ninety-five percent (95%) attendance is set as the district minimum standard.

**Pre-Kindergarten programs** – Students enrolled in a pre-kindergarten program who fail to meet the District minimum standard of ninety-five percent (95%) will lose their placement in the program.

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

### Withdrawing from school
**Students under age seven** (7) – may be withdrawn by the parent if
1. the student is enrolled in another school; or
2. the student is registered or enrolled in a home school; or
3. the parent declares in writing that the withdrawal is due to the immaturity of the child.

**Students between ages 17 and 18** (17-18) – may be withdrawn by the parent if
1. the parent and student attend a meeting with school personnel to discuss educational opportunities available to the child including alternative schools; and
2. the parents and student sign a written election to withdraw from school

**Students age 18 and over** are adults and may withdraw from school on their own written election.

### Absences
Procedures to obtain excuses from attendance, interventions for absences, and procedures for excuse from compulsory education are found in Superintendent Regulations 5100 A, B, C and D. Eligibility for co- and extra-curricular activities based on attendance is determined in Superintendent’s Regulation 5100 A.
Special School District No. 1, Minneapolis Public Schools
Notification of Rights: Procedures on the Disclosure of Student Information and Records

The Minnesota Government Data Practices Act and the federal Family Education Rights and Privacy Act (FERPA) give parents or guardians and students who are 18 years of age or older certain rights with respect to students’ education records. This notice summarizes important information regarding these rights. Minneapolis Schools, with certain exceptions (see following) must obtain your written consent prior to disclosure if personally identifiable information regarding your student or you is requested by someone other than the parent or guardian or the adult student.

1. **Student records can be released without your consent to District officials with legitimate educational interests.** Legitimate educational interest means that the official needs to review the record in order to fulfill his or her professional responsibility. District officials include, for example, District employees such as teachers, aides, office staff, and medical staff and may also include a volunteer or contractor outside of the school who performs a function for which District would otherwise use its own employees and who are under the control of the District with respect to student records.

   i. The following information can be released to any member of the public.
      ii. Name, height and weight of individual members of athletic teams; Example: this information could be included in a program, sports activity sheet, report or published article.
      iii. Name of recipient and name of award or scholarship received; Examples: this information could be included in the honor roll, or a list of scholarship or academic prize winners.
      iv. Names of participants in officially recognized school activities; Example: this information could be included in the schools’ yearbook activity section, the playbill from a play or a music program, graduation or completion ceremony programs.

   b. In addition to the information available to the general public, the following information can be released to any properly identified member of a governmental agency.
      vi. Grade Level
      vii. School of Enrollment
      viii. Dates of enrollment in MPS Schools
      ix. Telephone Number(s)
      x. Serial number of student’s Metropolitan Council Go-To Student Pass

   **Notify the school principal if you do not want the District to release this information as described.**

2. Certain information is classified as **Directory information.** Directory information can be released without your consent. You do have the right to notify the school principal in writing that you do not want the information defined below to be released. In MPS, directory information and who can access it are defined as follows.

   a. The following information can be released to any member of the public.
      ii. Name
      iii. Date of Birth
      iv. Photograph, audio or video image
      v. Home Address(es)
      vi. Grade Level
      vii. School of Enrollment
      viii. Dates of enrollment in MPS Schools
      ix. Telephone Number(s)
      x. Serial number of student’s Metropolitan Council Go-To Student Pass

   b. In addition to the information available to the general public, the following information can be released to any properly identified member of a governmental agency.
      vi. Grade Level
      vii. School of Enrollment
      viii. Dates of enrollment in MPS Schools
      ix. Telephone Number(s)

3. In the event a student transfers or applies to another school, including any school that the student might attend after high school, the District will transfer student records to that school if requested. The District will transfer all records including any formal suspension, expulsion, and exclusion disciplinary action.

4. The District will release the names, addresses, and home telephone numbers of high school students to military recruiting officers unless you notify the school principal that he or she should not release that information.

5. The District will release the names, addresses, and home telephone numbers of high school students to colleges unless your parents notify the school principal that he or she should not release that information.

6. The District will bill your health care provider for health care services required in an IEP. (Individual Education Program). Students’ special education records will be destroyed when the student turns 25 years of age.

You may inspect or review school records within 10 school days after your principal receives the written request. If you believe that a school record is not accurate or complete, you may notify your principal in writing about what you believe is inaccurate or incomplete and what you would like done to correct the information. If your principal decides not to change the record, the principal will notify you about additional steps you can take.

You may authorize school officials to release your private education records by signing a written authorization specifying the information you’d like released and the person you would like to receive the information.

You may file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202-5920.

FERPA Notice 2013, rev. April 2014, rev. April 15 English Language
Everyone in the Minneapolis Public School District has a right to feel respected and safe. This is a summary of MPS Policy 4002 against harassment and violence. A complete policy may be found at http://policy.mpls.k12.mn.us/4000_Personnel.html, Policy 4002, in the Principal’s office at your school or from the Office of Equality and Civil Rights at school district headquarters.

1. Discrimination, harassment and violence are against the law and will not be tolerated in the Minneapolis Public Schools.
2. A harasser may be a student or an adult.
3. Behavior constitutes harassment when any of the following is based on religion, race, color, national origin, gender or gender identity, sexual orientation, affectional preference, disability or age:
   a. name calling or passing or creating rumors;
   b. jokes;
   c. pulling on clothing;
   d. graffiti;
   e. notes or cartoons;
   f. unwelcome touching of a person or their clothing;
   g. offensive or graphic posters, book covers, or
   h. any words or actions that make you feel uncomfortable, embarrass you, hurt your feelings or make you feel bad.
   a. You may make a verbal report to a teacher, counselor, school social worker, assistant principal, principal or the District’s Equal Opportunity Officer (see below).
   b. You may make a written report of harassment. Give the report to a teacher, counselor, school social worker, principal, assistant principal of the District’s Equal Opportunity Officer.
5. Investigation of reports.
   a. Your school and District take very seriously all reports of harassment or violence and will take appropriate actions based on your report.
   b. All school staff will notify the principal of any report received whether verbal or written, unless the report concerns the principal, in which case they will notify the District’s Equal Opportunity Officer directly.
   c. Principals will notify the District’s Equal Opportunity Officer of any report received by them.
   d. The privacy of the person reporting will be respected as much as is possible.
6. Discipline
   a. Based on the report and the results of the investigation, the district will take appropriate disciplinary action based on the citywide discipline policy and district policies.
   b. The District will all take disciplinary action against any person who tries to intimidate you or take action to harm you because you have reported, or have indicated that you will report harassing behavior.
7. Contacts
   a. Students and staff may contact their principal with any reports of harassment or reprisal, or
   b. Students and staff may contact Francisco González, Office of Equality and Civil Rights, Employees or students with disabilities may contact Francisco González, Office of Equality and Civil Rights, Davis Center, 1250 W. Broadway Ave., Minneapolis, MN 55411. 612.668.0023

July 2017

Parent Notice regarding Student Computer and Internet Access, Cyber-bullying Prevention and Awareness, Appropriate Behavior on Social Media sites and District E-mail Accounts

Access to the school district computer system and to the Internet enables students to explore thousands of libraries, databases and other resources while exchanging ideas with people around the world. Electronic information research skills are now fundamental to preparation of students to be citizens and future workers. It is an important part of a student’s education to learn skills needed to be responsible users of Internet and internet tools including social media locations. The District will partner with parents to teach their students safe guidelines for Internet use, social media sites and awareness and prevention of cyberbullying. As part of that partnership, Minneapolis Public Schools wants parents to know:

- Students will be given access to District Computers and electronic devices appropriate to their age and preparation for computer and internet use.
- Students will be given access through an individual account. There is no expectation that this account is a private one. The District continues to have ownership of all files created on its system.
- Students will be given an e-mail address to be used for school purposes. There is no expectation that this account is a private one. The District continues to have ownership of all messages created on its system, which it may view at any time.
- Access to the District Computer and Internet system is for educational purposes, such as participating in distance learning activities, doing research, asking questions of experts, communicating with other students and their teachers regarding school work, accessing information and resources for their career development needs.
- Parents should know that while the District limits access to sites considered not appropriate for school use the school environment is not the only access to electronic information available to students. Off-site access to and use of the internet and social media sites that negatively affects the school’s academic environment may result in discipline for the student. Protections that put in place on District internet access do not travel with devices, so portable electronic devices used off district internet access are not protected from inappropriate sites. Parents and the school both need to be aware of student uses of these sites. The school will not condone the use of inappropriate materials and will not allow their use in the school environment. Students who use those materials are subject to discipline.
- The District provides its computer system on an “as is, as available” basis and does not guarantee the availability of electronic information or files created on the system at any particular time.
- Parents may request to review their student’s electronic files or e-mail files. Access to these files will be provided as soon as is practicable.
- Parents may request to have their student’s internet access account, or e-mail account terminated.
- Our school is allowed to create additional rules for computer and e-mail access. Any additional school rules are attached to this general notice.
Background Check Notice to Parents

The safety of all children enrolled in this District or participating in extracurricular activities sponsored by this District is of highest importance. Because of this, and following Minnesota Law, all persons hired by the District, and any person who provides services as an athletic coach, academic coach, or through other co-curricular or extracurricular activities, whether paid or not, must submit to a criminal history background check. Our Community Partners – organizations that provide services to students – are required to perform criminal background checks for their employees or volunteers who work with our students. Individual volunteers may also be required to submit to a criminal background check. If the volunteer services to be given include unsupervised time with students, a check will be required. Criminal background checks are done at the individual’s expense. If a criminal background check is returned with a finding that the individual has a criminal history, the application of the individual to be an employee, a coach, or a provider of services to students, whether paid or not, may be denied. Individual volunteers whose background checks are returned with a finding that the individual has a criminal history may be denied the opportunity to volunteer, or may be required to volunteer only with the supervision of a district employee. The District will inform the individual that the decision to deny employment or access to schools and students as a volunteer was as a result of the criminal history background check.

Legal Reference:
Minn. Stat. §123B.03 (Background Check)
Search of Students/ Lockers/ Desks, Motor Vehicles

School officials may search students for items that may be harmful to themselves or to others and to detect items that are prohibited from being on school grounds or other places under supervision of school personnel, i.e. busses, field trip locations. Consent of the student is not required prior to the search. Except for lockers and desks, all searches will be based upon reasonable suspicion.

Student lockers are school property and remain at all times under the control of the school; however, students are expected to assume full responsibility for the security of their lockers. Periodic general inspections of lockers may be conducted by school authorities for any reason at any time without notice, without student consent, and without a search warrant.

School desks are school property and remain at all times under the control of the school. Periodic general inspections of desks may be conducted by school authorities for any reason, at any time without notice, without student consent, and without a search warrant.
Cell Phones, Tablets, MP3 Players…
and other Personal Electronic Devices
Use and Possession

**Student Responsibilities**

- Turn off and secure* your devices when in class, unless permitted to use by your teacher or the staff person in charge of your location (*out of sight or holstered)
- Use your device responsibly. Follow the instructions of all staff regarding their use.
- Do not use your device in school restrooms, locker rooms or any room designated for changing clothing.
- School use rules apply when on field trips.
- Devices should not be used to bully or tease, haze or facilitate fights, cheat, plagiarize or for other behavior that is contrary to district policy or school rules.
- Pictures or video may be taken only when you have permission to do so from your teacher or other responsible staff.
- You are responsible to report inappropriate use by others to an administrator or teacher.
- You are responsible for the security of your device while at school, on school buses, or on field trips. Lost or stolen devices will not be replaced.

**Teacher Responsibilities**

- Be clear on classroom rules regarding when, how and if personal electronic devices may be used by students in your classroom.
- When use is permitted by you, support students by teaching appropriate use of devices.
- Do not require students to use their personal devices.
- If students report inappropriate use to you, inform the appropriate school administrator.
- Report all inappropriate use witnessed by you to the appropriate school administrator.
- If student behavior necessitates the confiscation of a device, use ordinary and prudent care of the device in your possession and turn in to the school office as soon as is practicable.
- Learn how, when and if electronic devices can assist you in teaching and students in learning. Share best practices with other teachers.

**Parent Responsibilities**

- Be aware of school rules regarding use and possession of personal electronic devices.
- Teach your student prudent use and possession of the device. Help your student understand how to properly secure their device by either providing a holster, case or choosing another location to secure the device when not in use. Devices are brought to school at your own risk. Lost or stolen devices will not be replaced.
- Work with the Principal to establish special use if your family circumstances require it.
- Support your school staff if your student’s device is confiscated from them for failure to follow classroom rules, school rules or district policies.
- Know your student’s schedule, and understand when they may respond to you.
- Review appropriate use of the device with your student.
- Support your student if they witness inappropriate use in reporting the use to the appropriate school administrator.

**Principal Responsibilities**

- Inform Students, Staff, and Parents of Use and Possession rules on an annual basis.
- Work with Parents to establish specific plans for use upon parent request when family circumstances require special accommodations.
- Support classroom teacher choices about use in their classrooms that support teaching and learning.
- Encourage teachers to learn when, how and if use of devices will improve teaching and learning.
- Be consistent in enforcing district policies.
- Encourage the sharing of best practices around use of devices that promote teaching and learning.
- Take appropriate disciplinary measures for students who fail to use devices responsibly. Take appropriate disciplinary measures for staff who intentionally or through gross negligence harm student personal devices.
This is a summary of essential information for parents and students regarding attendance expectations, interventions, rules and procedures. For complete information see the online policy manual noted above.

**Attendance Taking and Equivalency**

**Responsibility** – Principals are responsible for making certain attendance decisions. They may delegate these decisions to an assistant principal or school social worker. Principals or their designees may excuse absences that for confidential reasons may not have one of the excusable reasons recorded when necessary to protect the privacy of the student or the student’s family. Teachers are responsible for taking attendance.

**Elementary Students** – Attendance is taken daily. Partial day absences are generally recorded as half days. Tardiness is based on the school start time.

**Secondary Students** – Attendance is taken hourly. Tardiness is based on class times. Absence in one or more classes during the day is equivalent to a full day’s absence for the limited purpose of determining eligibility for co-curricular or extra-curricular activities.

**Excused Absences – Types and Procedures**

**Excusable absences (no prior notice required):**

- **Illness** – If a student has three (3) or more days in a row due to illness, either a health professional note, or a conference with the school nurse is required for excuse. If a student has eight (8) or more absences accumulated during a school year due to illness, the same documentation is required to excuse the absences.
- **Funeral Attendance** – up to four days, but you may request a longer period from the principal if needed for travel or cultural observances.
- **Family Emergency** – up to three days accumulative in a school year. If the emergency is due to relocation or moving, it should be limited to one day.
- **Transportation problems** – when a scheduled bus stop was not made, or was made late, or the bus experienced mechanical failure.
- **Transportation interruption** – when the student’s relocation requires a new bus stop where none exists, and the parent is unable to transport the student to school, and the student lives within the attendance area for the school; or when the student is relocated and qualifies as homeless or highly mobile and a new stop is not immediately available.
- **Extreme weather conditions** – the parent may determine if the weather is too extreme for the student to attend school.
- **Student appointments with health care providers or other professionals** when the appointment cannot be made outside of school hours – the appointment must be verified in writing by the professional.
MPS Attendance Rules and Procedures, Expectations and Interventions
Regulations 5100 A (Rules and Procedures) 5100 B (Expectations and Interventions)
Full texts can be found at the District Online Policy Manual at
http://policy.mpls.k12.mn.us/

Excuseable absences (prior notice required):
- Religious observance.
- Family activity – up to five (5) days in one school year. Notice must be ten (10) school days in advance of the first absence, missed schoolwork must be made up, the student must have shown adequate progress and attendance prior to the request; **no family activity absences will be approved during state-wide testing days.**
- Appearances in a court, or quasi-judicial meeting ordered by a court, when the meeting cannot be scheduled outside of school hours
- College visits – up to two days per school year
- Non-District competitions or events – documentation from the sponsor must accompany the request; missed schoolwork must be made up by the student.

Changes in Entered Attendance Records
Excusable absences that do not require prior notice that have had unexcused absences recorded in the student’s record may be changed if the parent or adult student provides the necessary written excuse or required documentation within three (3) school weeks (holidays and release days included.) Only the principal or the order of a court can excuse an entered unexcused absence after that period.

Appeals from Attendance Decisions
Parents or adult students may appeal an attendance decision made by the principal or the principal’s designee to the appropriate associate superintendent.
Decisions of Associate Superintendent are appealed to the Superintendent of Schools. Decisions of the Superintendent of Schools are appealed to the Board of Directors.
All appeals must be in writing and submitted no more than ten (10) days of the receipt of the decision being appealed.

Tardiness
Students are expected to be on time and in class ninety-five (95%) of the time. Individual schools may establish their own local rules and procedures to address tardiness. School rules and procedures must be consistent with District policy and values. Suspension or removal from instruction may not be used as a consequence for tardiness. In elementary schools excessive or chronic tardiness may result in attendance interventions, up to and including reporting the absences from school to law enforcement authorities.

Interventions
Teachers shall provide an opportunity for students to make up work missed due to **excused** absences. Teachers may establish a reasonable limit of time to make up work missed. Teachers may allow students to make up work missed during an unexcused absence but are not required to do so. Attendance alone cannot be used to determine whether or not a student is making adequate academic progress. Absence, whether excused or unexcused, **may not** be used to reduce a grade earned through school work. Schools must intervene when attendance issues intervene with student academic success, or when three unexcused absences have occurred in one school year. Excessive absences must be reported to law enforcement authorities.
South High School, as part of the Minneapolis Public Schools is a Drug Free School. This notice to parents is given to provide you with information about our

1) Prevention activities and learning about making good choices surrounding chemicals
2) The Minneapolis Public Schools policy about chemical use and abuse
3) Chemical Health services at our school
4) Support services available to students who are returning to school after a suspension for chemical related behaviors, or after returning to school from participation in a treatment program for chemical use or abuse.

<table>
<thead>
<tr>
<th>Area</th>
<th>Our program</th>
<th>Contacts for parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention activities and learning</td>
<td>Minneapolis has health teaching standards at every grade level that promote health life choices including appropriate use of alcohol, tobacco and other drugs. We use age appropriate curriculum to teach our students. We may have special guests come to help learn about consequences of use and abuse of chemicals.</td>
<td>Principal, Classroom Teacher, Health Specialist/ Teacher, School Nurse</td>
</tr>
<tr>
<td>Minneapolis Public Schools Policy on Drug Free Schools</td>
<td>Our policies 5631, (which relates to alcohol and other drugs) and 5220 (which relates to tobacco) and their regulations can be found on the district website at <a href="http://policy.mpls.k12.mn.us/">http://policy.mpls.k12.mn.us/</a> Generally: Students may not have in their possession, use or be under the influence of alcohol, tobacco or other chemicals not prescribed by their health care provider while at school or at school functions, regardless of location. Students who are breaking the law will be referred to the police liaison officer assigned to our school. Provisions are made for an exception for Native American students for tobacco possession for religious/cultural purposes (see the policy for requirements). The Behavior Standards Policy identifies use or possession of alcohol, tobacco or drugs as reasons for suspensions (see Policy 5200)</td>
<td>Principal, School Nurse, Associate Superintendent, Director of Policy Development</td>
</tr>
<tr>
<td>Chemical Health Services Available at our School</td>
<td>Our school has a pre-assessment team that identifies students who have chemical-health use or abuse related issues. This includes students who are affected by the chemical use and abuse of others. This team may provide the student and/or the student’s parents/ guardians with information about school or community services available to help with chemical health issues. All reports of suspected, inappropriate chemical use or abuse are given to this team, who assist the principal in determining the correct course of action.</td>
<td>Principal, School Nurse, School Social Worker</td>
</tr>
<tr>
<td>Support Services available to students returning from suspension for chemical related issues</td>
<td>All students who are suspended for alcohol or drug related reasons and their parent/guardian will participate in a re-entry conference with the principal or another administrator at the school. In addition, parents and students may be invited to a team conference with the school pre-assessment team to learn about community resources for the family to use in response to the issue.</td>
<td>Principal, School Social Worker, School Nurse</td>
</tr>
<tr>
<td>Support Services available to students returning from participation in a treatment program.</td>
<td>Parents/guardians or students who wish may request a meeting of the school’s pre-assessment team for support for a student returning to school after participation in a treatment program. Students, parents and guardians are not required to disclose participation in such a program, but those who choose to may find the support services available at school help the success of the participation in the treatment program.</td>
<td>Principal, School Social Worker, School Nurse</td>
</tr>
</tbody>
</table>

South High School is committed to a drug free school, support for all students in their education and helping families reinforce health life choices.
I. PURPOSE

Minneapolis Public Schools recognizes that appropriate school behavior is critical to academic success and sustaining a rich and effective learning community. It is the intention of this policy to establish that student instruction time lost due to removal from classes due to misbehavior must be minimized.

Effective teaching of school appropriate behavior is a responsibility of the adults in every school. Effective school discipline includes establishment of high standards of behavior, school cultures of respect and acceptance, instruction in appropriate behavior, time for students to learn appropriate behavior, and fair and proportionate consequences for failure to meet behavior standards. Students share in the responsibility to uphold and respect the high standards of school behavior that contribute to the ability of all to learn.

Effective discipline maximizes the amount of student and staff time and attention spent on teaching and learning and minimizes the amount of student and staff time and attention directed toward behavior that disrupts the learning process.

Effective discipline considers the age and development of the student in framing the instruction in appropriate behavior and the consequences for misbehavior. Effective discipline is educational, not punitive. Effective discipline includes building relationships, repair of harm and restoring relationships and restorative practices to reengage students in their learning community.

It is also the responsibility of Minneapolis Public Schools to assure a safe and orderly learning and working environment for all students and staff. The District looks to parents and families to partner in the teaching and supporting of appropriate school behavior to maximize the academic success of their students.

II. GENERAL STATEMENT OF POLICY

A. The District is committed to teaching all students and to assuring that students’ learning is not disturbed by the disruptive or dangerous behavior of others.

B. The District is committed to taking actions to provide a safe learning environment for all students, and a safe working environment for all staff.

C. The District is committed to establish and engage in relationships with other public agencies and community resources to ensure support for the social and emotional needs of all students.

D. The adult response to behavior that interferes with the educational environment shall include restoring relationships, restoring a productive learning environment and teaching behavior expectations.

E. If behavior warrants a removal from instruction it must be coupled with a restorative re-entry plan that addresses student relationships with their peers and with the adults involved.

F. Every school shall establish a School-Wide Behavior Plan identifying and teaching behavior expectations, identified and adopted restorative practices, and responses within the requirements of this policy and directives from the Superintendent. All school staff shall receive training on the school’s plan.

G. Every classroom shall establish behavior standards and norms within the district’s policy, the Superintendent’s directives and the school’s behavior plan with participation from the students in the classroom. All students shall be taught the behavior standards established.

H. Every school employee shall demonstrate high standards of behavior that model appropriate school, monitoring and response behaviors to students.

I. Every school shall examine its discipline data to assure that responses to student behavior do not show evidence of bias or discriminatory behavior. Schools shall also use behavior data to identify and provide additional training to staff and students; and to provide effective interventions for students to improve student outcomes.

J. Student age, developmental stage and individual needs based on culture, language, or disability or other relevant factors shall be considered in determining the appropriate response to behavior that does not meet school standards.

K. Discipline for students with an Individualized Education Program (IEP), Individual Accommodation Plan (IAP/504 Plan) shall be controlled by the terms of the accommodations of their written program or plan to the extent they differ from the district policy, regulations and school plan.

L. Students, Staff and Parents shall receive annual notice of the District’s Discipline Policy and Superintendent’s Regulations supporting it.
M. Students, Staff and Parents shall receive annual notice of the school rules established by individual schools.

N. Students and Parents shall receive annual notice of classroom rules established by their classrooms.

III. RESPONSIBILITIES
A. The Superintendent is authorized to promulgate regulations to implement this policy.

B. The Superintendent shall establish minimum standards of behavior for students. Superintendent shall establish annually categories of students for which behavior data will be disaggregated in reports to the board and other reports required under this policy.

C. The Superintendent is responsible to identify adequate facilities for the documentation of behavior responses, the analysis of behavior data, engaging appropriate community resources and for identifying appropriate training for staff, student, parents and community partners.

D. Principals are responsible for:
1. leading the collaborative development of the school’s behavior and restorative practices plan;
2. assuring that annual notices are given to students, parents and staff.
3. developing and sustaining partnerships with identified community resources;
4. leading the review of school behavior data to identify training needs with a view toward improving student outcomes;
5. reporting behavior data no less than quarterly to their school community.
6. Reviewing behavior data with the appropriate Associate Superintendent or other District leadership no less than quarterly.

E. Teachers are responsible for:
1. leading the development of the classroom behavior and restorative practices standards and procedures;
2. assuring that all students are taught the expected school behavior in their classroom and school;
3. participating in identifying students that would benefit from additional support from school and community resources;
4. Participating in implementation of the school behavior plan and restorative practices;
5. participating in data review, necessary training, and analysis of behavior data to improve student outcomes.

F. Non-classroom school staff is responsible for implementing with fidelity the district behavior standards and school behavior standards, participating in data review as directed by the principal or site administrator, necessary training and analysis of behavior data to improve student outcomes.

G. Parents are responsible to partner with their student’s schools to implement with fidelity the school behavior standards and school and classroom rules to improve their student’s outcomes. Parents shall help their students learn the behavior standards of their schools and classrooms.

H. Students are responsible to learn the standards of behavior of this district, their school and their classrooms; to take personal responsibility for their behavior as they are able, and to work to improve the relationships they have with their peers, their teachers and with other school staff.

REGULATION 5200 A - Classification of Behaviors and Responses
I. The purpose of this regulation is to establish the system of classification of student behaviors and administrative responses to those behaviors not otherwise addressed in district policies.

II. GENERAL STATEMENT OF REGULATION
A. All responses to student inappropriate behavior shall include elements of teaching or reteaching appropriate school behavior and restoration of relationships affected by the student behavior.
MPS Attendance Rules and Procedures, Expectations and Interventions
Regulations 5100 A (Rules and Procedures) 5100 B (Expectations and Interventions)

Full texts can be found at the District Online Policy Manual at
http://policy.mpls.k12.mn.us/

B. Alternatives to removal from instruction shall be used unless the behavior of the student places the student or others in danger, or the disruption to the educational environment can only be remedied by a referral out of the classroom, or the referral out of the classroom is required by law. These alternatives to remove may include, but are not limited to:

1. reminders of school or classroom rules and behavior expectations
2. redirection of behaviors
3. modification of instruction
4. teaching and practicing replacement skills
5. re-teaching expectations and skills
6. student-teacher conferences
7. self-charting of behaviors
8. role play
9. small group instruction or lessons on anger management, conflict resolution, bus safety, etc.
10. parent contacts
11. detention
12. consultation with school subject matter experts;
13. creation of an individual behavior intervention plan (BIP).

C. Opportunities for students to repair relationships affected or harmed by their behavior shall be offered as part of the response to behaviors that do not result in a removal from the classroom.

D. Opportunities for students to repair relationships affected or harmed by their behavior shall be included in the return to classroom for any student removed. These opportunities may include, but are not limited to:

1. Guided conversations with restorative questions
2. peace-keeping circles
3. community service
4. peer mediation, however this is not to be used in bullying, hazing or harassment situations.
5. reflective essays
6. neutral party mediations
7. family group conferences
8. restitution for property incidents.

E. Levels of student behavior are established as indicated in the chart following this narrative, and are organized as follows:

1. Level One behaviors are behaviors disruptive to the school environment of the acting student and/or others, and includes refusal to comply with reasonable requests of adults. No out of classroom referral is permissible for this level of behaviors, and response shall be limited to in classroom actions.
2. Level Two behaviors are disordered behaviors toward another student or staff, volunteer, or visitor, or repeated, chronic, or significant incidents of Level One type behaviors. This level of behavior may result in a removal from the classroom to an in-school setting where instruction for the student continues.
3. Level Three behaviors are behaviors targeted at or targeting others, interference with safety equipment, or repeated, chronic, or significant incidents of Level Two behaviors. In-school removals are the preferred response to such behaviors if removal is necessary; any out of school removals shall be limited to one day or less.
4. Level Four behaviors create safety concerns for the student or others, or repeated, chronic or significant incidents of Level Three behaviors. When in-school removals are not safe for the student or others, out of school removals may be used, up to four days of school depending on the student’s age and understanding of their behavior.
5. Level Five behaviors are extreme behaviors that create safety concerns for the student or others. Out of school removals from instruction may be up to five (5) days, depending on the student age and understanding. Level Five behaviors may result in a recommendation for an transfer from the school, recommendation for expulsion, and/or referral to local law enforcement.

F. Appropriate documentation is required to support any removal from instruction for any period of time.