



Student Handbook

2014-2015

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Table of Contents

STUDENT HANDBOOK	1
2014-2015	1
TABLE OF CONTENTS	2
INTRODUCTION TO HARBOR CITY INTERNATIONAL SCHOOL	5
SCHOOL WELCOME	5
BACKGROUND OF HARBOR CITY INTERNATIONAL SCHOOL	5
MISSION	5
VISION	6
FROM THE STUDENTS: THE HARBOR CITY INTERNATIONAL SCHOOL (HCIS) VIBE	6
THE 4 RS	6
VOLUNTEERS OF AMERICA - MINNESOTA	7
STATEMENT OF NON-DISCRIMINATION	7
COMMUNICATIONS	7
SCHOOL ZONE	7
2014-2015 HARBOR CITY INTERNATIONAL SCHOOL STAFF , PHONE EXTENSIONS, EMAIL ADDRESSES	9
SEVERE WEATHER CLOSING/EMERGENCY SCHOOL CLOSING/EARLY DISMISSAL	10
HARBOR CITY INTERNATIONAL SCHOOL ORGANIZATIONS	10
BOARD OF DIRECTORS	10
PARENT AND COMMUNITY INVOLVEMENT	10
STUDENT CLUBS (EXTRACURRICULAR ACTIVITIES)	11
STUDENT FORUM	11
CALENDAR AND SCHEDULE	11
HCIS ACADEMIC CALENDAR	11
KEY DATES	11
GRADING PERIODS	11
ACADEMIC PROGRAM	14
GENERAL DESCRIPTION	14
INCLUSIVE EDUCATIONAL POLICY	14
GRADE SCALE – WEIGHTED GRADES APPLY TO AP COURSES ONLY	15
BASE CAMP	15
ELECTIVES	15
SYMPOSIUM	15
ADVANCED PLACEMENT (AP) COURSES	16
HONORS ACKNOWLEDGMENT	16
THE “INTERNATIONAL” IN HARBOR CITY INTERNATIONAL SCHOOL	16
SERVICE LEARNING	16
VALEDICTORIAN	16
GRADUATION REQUIREMENTS	17
PROMOTION TO NEXT GRADE AND RETENTION OF STUDENTS	18

STUDENT SERVICES	19
SPECIAL EDUCATION	19
SECTION 504	19
STUDENT ADVOCACY TEAM	20
MISCELLANEOUS STUDENT NEEDS	20
POWERSCHOOL	20
LUNCH	20
VISITORS	21
NON-PRESCRIPTION/OVER-THE-COUNTER MEDICATIONS	21
PRESCRIPTION MEDICATIONS	21
TELEPHONE CALLS FOR STUDENTS	21
TRANSPORTATION	21
HARBOR CITY INTERNATIONAL SCHOOL STUDENT DRIVING PERMISSION	22
HARBOR CITY INTERNATIONAL SCHOOL FEE POLICY	22
HARBOR CITY INTERNATIONAL SCHOOL EDUCATION RECORDS POLICY	22
CONDUCT AND RESPONSIBILITIES	23
SCHOOL/COMMUNITY RESPONSIBILITIES	23
STUDENTS RIGHTS AND RESPONSIBILITIES	24
DRESS CODE	26
FOOD AND DRINK POLICY FOR STUDENTS	27
OFF-CAMPUS PRIVILEGES	27
OFF-CAMPUS EXPECTATIONS	28
LANGUAGE	28
TECHNOLOGY CONDUCT AND ETHICS	28
ELECTRONIC DEVICE USAGE	29
STUDENT RESPONSIBILITIES	30
INCOMPLETE GRADES	30
CLEANING	31
LEARNING ENVIRONMENT	31
DEFINITIONS AND DISCIPLINARY ACTIONS	31
A PUPIL MAY BE SUSPENDED FOR:	33
SUSPENSION PROCEDURES ARE THE FOLLOWING:	33
RECONCILIATION OF VIOLATIONS IN STANDARDS OF CONDUCT	35
ON ISSUES NOT SPECIFICALLY ADDRESSED IN THE HANDBOOK	35
STANDARDS OF CONDUCT	35
NO TOLERANCE VIOLATIONS	35
HIGHEST ORDER VIOLATIONS	36
MINIMAL DISCIPLINARY ACTION FOR HIGHEST ORDER VIOLATIONS	36
SECOND ORDER VIOLATIONS	37
MINIMUM DISCIPLINARY ACTION FOR SECOND ORDER VIOLATIONS	38
GENERAL STANDARDS OF CONDUCT VIOLATIONS	38
MINIMUM CONSEQUENCES	40
CONFIDENTIALITY	40
FORMAL COMPLAINT PROCEDURES	40

Harbor City International School Student Handbook – 2014-2015

FORM OF COMPLAINT	41
CONTENT OF THE REPORT	41
STANDARD OF PROOF	41
<u>ATTENDANCE POLICIES</u>	41
RESPONSIBILITIES	41
EXCUSED ABSENCES	42
MULTIPLE EXCUSED ABSENCES LEADING TO LOSS OF CREDIT	42
UNEXCUSED ABSENCES	43
CONSEQUENCES FOR UNEXCUSED ABSENCES	43
ATTENDANCE REQUIREMENT FOR COURSE CREDIT – MAXIMUM TOTAL ABSENCE RULE	43
TARDINESS	44
VALID & INVALID EXCUSES FOR TARDINESS	44
CONSEQUENCES FOR TARDINESS	44
SPECIAL ABSENCES	44
VACATION/EXTENDED ABSENCES	45
SIGN-IN / SIGN-OUT PROCEDURES	45
THE EXPECTATIONS FOR STUDENTS WHO ARE EIGHTEEN-YEARS OLD	45
POLICY REGARDING MARRIED AND/OR PREGNANT STUDENTS	45
<u>SCHOOL SPONSORED STUDENT PUBLICATIONS AND ACTIVITIES</u>	46
PURPOSE	46
GENERAL STATEMENT OF POLICY	46
GUIDELINES	46
TIME, PLACE, AND MANNER OF DISTRIBUTION	47
PARTICIPATION IN EXTRACURRICULAR ACTIVITIES AND SCHOOL SPONSORED ACTIVITIES	47
<u>HARASSMENT AND VIOLENCE</u>	48
<u>TREATMENT OF STUDENTS AND FAMILIES —CONFLICT RESOLUTION PROCESS</u>	53
<u>CONFLICT RESOLUTION FLOW CHART</u>	53
<u>ENROLLMENT</u>	55
<u>ADMISSION TO HARBOR CITY INTERNATIONAL SCHOOL</u>	55
<u>MANDATORY REPORTING</u>	56
<u>CRISIS PLAN</u>	56
<u>ANNUAL NOTIFICATION OF RIGHTS UNDER FERPA</u>	56
<u>APPENDIX</u>	58
DEFINITIONS	58
HARBOR CITY INTERNATIONAL SCHOOL RELATED BULLYING PROHIBITION POLICY	59
401 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL POLICY	63
HARBOR CITY INTERNATIONAL SCHOOL COMMITMENT CONTRACT	67

Introduction to Harbor City International School

School Welcome

Welcome to Harbor City International School, a small community of teachers, administrators, parents and students where knowledge, creativity, passion, a discerning mind, and self directed learning are highly prized and pursued. We accept that the educational process is challenging and that learning helps us **reach** beyond what we thought were our limits; that the **relationships** we form here will endure as we grow, teaching us to consider one another and balancing our individual needs with the needs of our community; that **respect** represents a state of mind from which to view life, others, and the world, as well as a dynamic attribute achieved through kindness, compassion, loyalty, hard work, persistence, discipline, and integrity; that our sense of **responsibility** leads us to take care of ourselves, our community, and the world around us through our labor, our intelligence, and our integrity.

Choosing to enroll at Harbor City International School is a declaration that you want to succeed in life beyond high school, especially in post-secondary educational opportunities, and that you accept the challenges of participating in a rigorous academic program and agree to abide by the standards of conduct for our school's mission. You are acknowledging that you will spend time on your academic life, complete your homework, arrive to class prepared to learn and focus on your education. You are agreeing to consider others in your behavior at school, respect your teachers, contribute to the environment in positive ways, and comply with the policies of our Student Handbook.

The faculty and administration at Harbor City International School will challenge you and support you as you progress through our school. In turn, you will help shape our school's culture and traditions with your ideas, your spirit, and your energy. On behalf of our community, we welcome you to Harbor City International School.

Background of Harbor City International School

Harbor City International School (HCIS) was born out of the idea that in the 21st century, high school students need a more dynamic perspective of the world. We believe that a strong secondary school design is based upon intellectual rigor, high academic standards, and a multicultural perspective. Our school mission of college preparation is enhanced by themes of active citizenry, environmental responsibility, international awareness and individual direction to deepen students' understanding and purpose in the world in which they live. Our small school size, small class size, and low student to teacher ratio enables students to be a vital part of our community. Students feel an awareness of belonging and mattering, leading them to a greater sense of purpose within their world community.

Mission

Harbor City International School is a tuition-free, college preparatory, charter high school. We are a small community that nurtures a sense of belonging and academic excellence.

Vision

Harbor City International School prepares students for college by offering a vertically aligned curriculum that combines content knowledge with skill development leading to participation in Advanced Placement coursework. Participation in our curriculum and the life of the school instills the ethics of Reach, Responsibility, Respect, and Relationships that sustain our students throughout their lives. We support students through a vibrant community of highly qualified teachers and staff. Education and training is provided to families for effective partnering that benefits students' achievement and goal setting for their futures. Service learning and volunteer programs serve the greater community and provide leadership opportunities for students. Our school is fiscally sound and effectively managed so that students, families, employees, and the greater community benefits from our existence.

From the students: The Harbor City International School (HCIS) Vibe

We as students will strive to create a place to learn that is comfortable, safe, and full of laughter. We will have respect and trust for teachers and fellow students, with freedom and responsibility. We'd like HCIS to be a place where everyone can be himself or herself and where everyone can fit in. It will be a place where all are teachers and learners. We want to create a fun environment where we can be comfortable with our self-images. We are looking for a "uni-clique"—everyone working and living as one. We, as contributive HCIS students, will be engaged in our learning. We believe in actively sharing ideas through debate, positive conversation, and discussion of current events. HCIS is **our** school.

The 4 Rs

The Harbor City International School (HCIS) staff has developed the following set of core values to which we are committed. We hope students and parents will adopt them as their own.

Respect

HCIS students, parents, and staff will be respectful of themselves and others, of individuality, and of the environment (both within the school and the greater environment). Respect will be seen in open, honest, and direct communication, using language that is sensitive and does not offend.

Responsibility

Responsibility is seen in the HCIS community in active citizenship, professionalism, appropriateness (in dress and language), and timeliness. Responsibility will allow earned freedom. Students and Staff will serve as advocates to each other and to the greater community.

Relationships

HCIS relationships will be caring, compassionate, supportive, accepting, and patient. The HCIS community, through practicing empathy, will build new relationships and deepen existing ones.

Reach

The academic program at HCIS will be individualized, authentic, challenging, student centered, current, and inquiry based. Students and Staff are seen as the learners in an environment where

expectations are high, curiosity is encouraged, and work is done ethically. Together, students and staff will reach for their potentials—consistently striving for excellence.

Volunteers of America - Minnesota

Charter Schools are authorized by organizations that provide support and require accountability to ensure that each charter school is fulfilling its mission. Volunteers of America authorizes Harbor City International School. Volunteers of America is a national, nonprofit, faith-based organization, dedicated to helping those in need rebuild their lives and reach their full potential. Through thousands of human service programs, including housing and healthcare, Volunteers of America helps more than 2 million people in over 400 communities in 44 states. Since 1896, their ministry of service has supported and empowered America's most vulnerable groups, including at-risk youth, the frail elderly, men and women returning from prison, homeless individuals and families, people with disabilities, and those recovering from addictions. Their work touches the mind, body, heart — and ultimately the spirit — of those they serve, integrating their deep compassion with highly effective programs and services.

Statement of Non-Discrimination

HCIS does not discriminate on the basis of race, religion, gender, socio-economic background, or sexual orientation. In addition, it is our policy to provide a free and appropriate public education to each HCIS student with a disability. HCIS will ensure learners who have disabilities within the definition of Section 504 of the Rehabilitation Act of 1973 and Individuals with Disabilities Education Act are identified, evaluated, and provided with appropriate educational services. See also HCIS Reference Policy Manual Policy 521 and 608. For more information on charter schools in Minnesota see Minnesota statute 124D.10.

Communications

Harbor City International School

332 W. Michigan St. Suite 300

Duluth, MN 55802

Phone: 218-722-7574 Press "0" for the main office.

Fax: 218-625-6068

School Zone

A school zone is defined as an area that begins at the boundaries of the school property and extends three hundred feet from that point, or one city block, whichever is greater. For Harbor City International School the School Zone is defined at 5th Avenue West, I-35, 3rd Avenue West, and the upper side of Superior Street. This zone also includes the area within a bus being used to transport one or more students. Students are subject to all school disciplinary actions or violations while in a school zone.

Harbor City International School Board of Directors 2014-2015

hcis.board@harborcityschool.org

District 4085, Board of Directors

Board - July 2014		
Paul McGlynn, director	Ex-officio board member	
Jenny Ahern	Teacher, Board Chair	May 2013-May 2016
Peter Langr	Teacher, Board Treasurer	May 2014-May 2017
Ted Anderson	Teacher	May 2014- May 2017
Elizabeth Holte	Teacher	May 2014-May 2017
Tom Maloney	Teacher	Sept. 2013 - May 2016
Sara Floerke	Parent, Board Secretary	May 2014-May 2017
Lisa Walsh	Parent	May 2014-May 2017
Liz Wright	Parent	May 2014-May 2015
Sumair Sheikh	Non-parent community member, Board Vice President	May 2014-May 2017
Susannah Myers Matt Semaan	Student representatives for 2014-2015	

Volunteers of America - Minnesota

Charter School Authorizing Program

924 - 19th Avenue South

Minneapolis, MN 55404

www.voamn.org

Stephanie Olsen, Senior Manager

Email: solsen@voamn.org

612-270-1998

2014-2015 Harbor City International School Staff , phone extensions, email addresses

Staff Name	Phone ext.	Position at HCIS	Email address
Jennifer Ahern	X409	Mathematics	jahern@harborcityschool.org
Ted Anderson	X414	Language Arts, Human Rights Coordinator	tanderson@harborcityschool.org
Paul Belsito		SpEd Para-Professional	pbelsito@harborcityschool.org
Aryn Bergsven	X337	Creative Arts	abergsven@harborcityschool.org
Darin Bergsven	X338	Music	dbergsven@harborcityschool.org
Leah Biezuns	X367	SpEd Para-Professional	lbiezuns@harborcityschool.org
Dawn Buck	X225	Operations, Enrollment	dbuck@harborcityschool.org
Ted Buck	X313	Technology, AP Computer Science, Operations	tbuck@harborcityschool.org
Michelle Cairns		Bookkeeper	mcarins@harborcityschool.org
Gregg Dold	X339	Social Studies	gdold@harborcityschool.org
Carol Furchert	X466	Social Studies	cfurchert@harborcityschool.org
Michael Furchert	X318	Nutrition Coordinator	mfurchert@harborcityschool.org
Josh Gosar	X362	Special Ed.	jgosar@harborcityschool.org
Breanna Greenly	X451	Social Worker	bgreenly@harborcityschool.org
Amy Hexum	X320	Science	ahexum@harborcityschool.org
Kim Holak	X311	Admin./Operations Asst.	kholak@harborcityschool.org
Elizabeth Holte	X410	Spanish	eholte@harborcityschool.org
Peter Langr	X417	Advanced Sciences	plangr@harborcityschool.org
Roger LePage	X314	Facilities/Operations	rlepage@harborcityschool.org
Sarah Lindahl	X467	Language Arts	slindahl@harborcityschool.org
Tom Maloney	X302	Mathematics	tmaloney@harborcityschool.org
Paul McGlynn	X315	Exec. Director	pmcglynn@harborcityschool.org
Kris McNeal	X364	Science, Spec. Ed. Para- Professional	kmcneal@harborcityschool.org
Tricia Neubarth	X402	Guidance Counselor	tneubarth@harborcityschool.org
Emily Parr	X222	Communications, Title IX Coordinator	eparr@harborcityschool.org
John Peterson	X345	Social Studies, Spec. Ed. para	jpg Peterson@harborcityschool.org
Sandra Radtke	X344	Special Education	sradtke@harborcityschool.org
Brian Scott	X366	Science, Spec. Ed. Para- Professional	bscott@harborcityschool.org
Justin Strom	X408	Mathematics	jstrom@harborcityschool.org
Scott Totten-Hall	X358	Special Education	stottenhall@harborcityschool.org
Robert Turner	X412	Spanish	rturner@harborcityschool.org
Anne Wise	X310	Admin. & Language Arts	awise@harborcityschool.org

Note: To reach staff not listed below please contact the office at 218-722-7574 x0.

All employees, interns, student teachers and any staff/adult who are present in the school building in any official capacity are subject to a criminal background check.

Severe Weather Closing/Emergency School Closing/Early Dismissal

Harbor City International School will follow the decision of the other Duluth area public schools regarding closure due to snow or other severe weather. When such a decision is made, local television and radio resources will broadcast information about the closure.

Parents/Guardians who feel that severe weather conditions threaten their child’s safety even if school remains open may choose to keep their student home. The absence of a student in inclement weather will be considered the same as any absence for other legitimate reasons, given proper parental/guardian notice is provided.

In the event of an early dismissal due to severe weather or other emergency situations, parents will be notified by phone and students will be transported home via DTA. The school will remain open and supervised for any students waiting for alternate transportation home.

Harbor City International School Organizations

Board of Directors

Harbor City International School (HCIS) is a non-profit organization governed by a board of directors. This board of directors is made up of teachers, parents and community members. The HCIS Board meets the second Thursday of every month at 7:00 pm at HCIS. (Check the school calendar for date changes due to elections and school breaks.) The Annual Meeting occurs at the February meeting. In accordance with the Open Meeting Law, any member of the public is welcome to attend board meetings. The email address for the Board is hcis.board@harborcityschool.org.

2014-2015 Board of Directors	
Jenny Ahern, president-teacher	Liz Holte, teacher
Sumair Sheikh, vice president, non-parent community member	Ted Anderson, teacher
Peter Langr, treasurer, teacher	Liz Wright, parent
Sara Floerke, secretary-parent	Lisa Walsh, parent
Tom Maloney, teacher	

Parent and Community Involvement

Harbor City International School (HCIS) values and encourages parent and community participation and support beyond bake sales and chaperoning. In past years, the Parent Community Forum, “PCF”, has been a parent-directed organization that served as a model for students by serving real needs in the Harbor City Community. For more information about how you can get involved, please contact the Harbor City Office. All persons who volunteer at Harbor City will be required to complete a background check and submit other necessary paperwork.

Student Clubs (Extracurricular Activities)

Student organized clubs will constitute the basis for Harbor City International School's after school activities. With the advisement of adults, students will have the opportunity to create school-sanctioned athletic, social issue, arts-focused, musical, academic or special interest clubs. These clubs will be driven by student passions and supported by school staff or community members. HCIS will recognize both competitive and non-competitive clubs. HCIS strongly encourages all students to participate in at least one student club.

Student Forum

Student Forum is open to Harbor City International School (HCIS) students who are interested in actively shaping the school's culture through activities and service. Meeting times and topics will be determined by the Student Forum adviser as the year unfolds.

Calendar and Schedule

HCIS Academic Calendar

The 2014-2015 Academic Calendar has been posted on the HCIS website at www.harborcityschool.org and extra copies are available in the HCIS Office. To request a copy please call (218) 722-7574 extension 0.

Key Dates

First Day of School: Wednesday, September 3, 2014

Picture Day: Friday, October 10, get photo taken for school ID, retakes are Friday, Nov. 14

Last Day of School: Friday, June 5, 2015

Graduation: Saturday, June 6, 2015

Conferences:

- October 2, 2014 in the evening & October 3, 2014 in the morning.
- February 12, 2014 in the evening & February 13, 2015 in the morning.

HCIS Board Meetings: New this year, the 2nd Thursday of every month, 7:00PM, Room 310.

All meetings are open to the public. See the school calendar for changes due to elections or school breaks.

Grading Periods

First Semester: 9/3/14 – 12/23/14

First Semester Midterm: 10/24/14

Winter Symposium: 1/05/15 – 1/09/15

Second Semester: 1/13/15 – 5/15/15

Second Semester Midterm: 3/13/15

Spring Symposium:

- A: 5/19/15 – 5/27/15
- B: 5/28/15 - 6/04/15
- Last day of school is Friday, June 5, 2015
- Graduation, Saturday, June 6, 2015, 11am Mitchell Auditorium, College of St. Scholastica

Note: Midterm grades are sent home to all families to communicate students' progress. These grades are not quarter grades or final grades but simply a report on student progress.

The School Day

Students are expected to arrive to class prepared to learn. While tardiness is defined as arriving late for class, students should be prepared for class by *arriving before class actually begins*. Therefore, the school day is acknowledged to begin at 8:20 rather than at 8:30, which is the time that class is in session. Students should use these 10 minutes to prepare for the educational process by removing hats, putting away electronic devices, cell phones, and preparing for class so that they are ready to learn when class begins.

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8:30-9:24	Period 1 8:30-9:24	Period 1 (MTF's Period 1) 8:30-9:55	Period 1 (MTF's Period 4) 8:30-9:55	Period 1 8:30-9:24
Period 2 9:28-10:22	Period 2 9:28-10:22	Period 2 (MTF's Period 2) 9:59-11:24	Period 2 (MTF's Period 5) 9:59-11:24	Period 2 9:28-10:22
Base Camp Advisory 10:26-10:41	Base Camp Advisory 10:26-10:41			Base Camp Advisory 10:26-10:41
Period 3 10:45-11:39	Period 3 10:45-11:39	Lunch 11:24-11:55	Lunch 11:24-11:55	Period 3 10:45-11:39
Lunch 11:39-12:10	Lunch 11:39-12:10	Period 3 (MTF's Period 3) 11:55-1:20	Period 3 (MTF's Period 6) 11:55-1:20	Lunch 11:39-12:10
Period 4 12:10-1:04	Period 4 12:10-1:04	Period 4 (Elective) 1:24-3:00	Period 4 (Elective) 1:24-3:00	Period 4 12:10-1:04
Period 5 1:08-2:02	Period 5 1:08-2:02			Period 5 1:08-2:02
Period 6 2:06-3:00	Period 6 2:06-3:00			Period 6 2:06-3:00

Academic Program

General Description

Harbor City International School (HCIS) will use a curriculum design that prepares students with the academic skills and the personal attributes to succeed in college. Priority is given to strong academic programs such as College in the Schools and Advanced Placement courses and the study skills, time management skills, and discipline that helps students meet academic challenges. Of highest priority are models that challenge students to perform at levels consistent with independent preparatory schools, and adequately prepare them for learning experiences after high school.

An essential element of our curriculum design philosophy is the idea that individual learning styles, strengths, weaknesses, interests and passions are recognized as key to a student's success. We will therefore establish avenues which will enable teachers to plan, teach, and encourage students based on individual needs and drives. The following design aspects will help to insure these objectives: low teacher/student ratios; potential college/career-focused learning; inquiry-based learning activities; service learning opportunities; nationally recognized academic programs such as Advanced Placement; student's progress over time as measured by Measures of Academic Progress, and more. *See Graduation Requirements for more details on requirements for the courses, electives, etc. or contact the guidance counselor.*

Inclusive Educational Policy

Harbor City International School shall provide opportunities for each individual to develop a positive self-concept, including a positive cultural and inter-cultural identity and positive multicultural understanding. The role of multicultural education is to promote opportunities for greater understanding among the generations, among individuals, and among groups of people having different cultural, ethnic, racial, and economic backgrounds. Specifically within the curriculum, the cultural diversity of the United States will be reviewed with special emphasis on American Indians/Alaskan natives, Asian Americans/Pacific Islanders, Black Americans, and Hispanic Americans. The program will reflect the wide range of contributions by and roles open to Americans of all races, cultures, genders, and Americans with disabilities.

Through neither the educational program nor the daily life of the school will any individual be subjected to prejudicial treatment, nor abridgment to his/her right to attend public school and benefit from school programs on the basis of any of the following: ethnic identity, religion, sex, sexual orientation, socio-economic condition, race, political beliefs, or for the exercise of his/her rights.

The academic program of the school and the school's culture will respect and encourage interracial contacts to dispel fear, ignorance, prejudice, and racism, and since individuals with such contacts are apt to be better prepared to participate effectively in a multi-racial and multi-cultural community, Harbor City International School shall promote such contacts. HCIS shall meet federal and state guidelines in all areas of inter-cultural and non-discriminatory practices and shall establish additional policies and programs, which will provide opportunities in these areas as needed.

Grade Scale – Weighted Grades apply to AP Courses Only

Letter Grade	Percentage	Final Grade Points	Final Grade Points (Weighted)
A	100-93	4.0	4.33
A-	92-90	3.67	4.0
B+	89-87	3.33	3.67
B	86-83	3.0	3.33
B-	82-80	2.67	3.0
C+	79-77	2.33	2.67
C	76-73	2.0	2.33
C-	72-70	1.67	2.0
D+	69-67	1.33	1.67
D	66-63	1.0	1.33
D-	62-60	0.67	1.0
F	59-0	0.0	0.0

Academic Honors = 3.25-3.74 GPA ; Academic High Honors = 3.75-4.0+ GPA

Base Camp

Base Camp is a small group organized for the primary purpose of academic advising and for general community building. The Base Camp adviser's role is to support each student in academic and non-academic pursuits. The adviser also serves as a liaison to each student's family for progress in school and general support. Base Camp Advisory is an important support system for each student and each student is expected to attend Base Camp Advisory and participate in the activities. Students who do not attend their Advisories will be asked to withdraw from Harbor City International School.

Electives

Harbor City International School (HCIS) students take elective courses during the week each semester and during winter and spring symposiums. Our approach to electives is twofold: First, it is important students participate in a broad variety of subjects and experiences and second, students should have choice in the courses they pursue during their high school career.

HCIS has set forth elective requirements to ensure that students gain diverse experiences and are aware of the many choices available to them. These requirements are based on Minnesota Academic Standards, existing post-secondary liberal arts programs, current educational theories, and the HCIS Mission Statement. See Graduation Requirements for more details.

Symposium

Winter and Spring Symposium are special sessions that weave intensive immersion experiences into the curricular fabric of the school. The symposium is composed of single topic courses many of which travel off campus to complete service learning activities, engage in outdoor activities, or participate in a travel experience.

Advanced Placement (AP) Courses

Harbor City International School offers Advanced Placement courses in many disciplines and weighted credit is reserved for Advanced Placement courses. Advanced Placement coursework is nationally recognized for both the quality of the instruction and the content and skills taught during the course. Although individual colleges and universities may decide to honor Advanced Placement coursework for college credit, many will grant college credit for students who score a 3 or better on the Advanced Placement tests at the end of the school year. Completing the Advanced Placement test is optional for students enrolled in Advanced Placement coursework. These courses are weighted for all students for class ranking purposes. Harbor City International School weights grades for Advanced Placement courses with an additional 0.33 points.

Honors Acknowledgment

Students may enroll in HCIS honors courses for high school honors acknowledgment. Honors eligibility requires the student to possess a strong passion for the course content, and previous evidence of exemplary work in the subject matter. Honors curriculum, characterized by rigorous study and high expectations, will closely match college curriculum. Prerequisites for all courses are detailed in the course descriptions provided in the Course Catalog.

The “International” in Harbor City International School

In order to foster an exchange of knowledge and cultures students at Harbor City will study, analyze and communicate with other cultures as a part of our curriculum and other courses (including electives and symposiums). While Harbor City International School seeks out partnerships with schools and organizations around the world, students are also encouraged to take advantage of international opportunities to enrich their education. Foreign exchange students are welcomed to HCIS each year and we encourage HCIS students to pursue studies abroad.

Service Learning

Service learning is an educational strategy that goes a step further than community service or volunteerism. In a true service learning experience, curricular learning objectives are linked with a service experience while meeting a real need in the community. Opportunities to achieve these hours are integrated into HCIS curriculum. Students are also encouraged to pursue individually initiated activities.

Valedictorian

Each year one valedictorian will be selected from students who have been at HCIS for four or more years. Transfer students who have been in attendance since the beginning of their Junior year may also become a valedictorian, provided their GPA is equal to or higher than the four-year HCIS valedictorian. In this case there would be “co-valedictorians.”

Graduation Requirements

Graduation requirements for each class are different due to changes in our curriculum and schedule. Remaining constant is a set of requirements that provide students a platform from which to obtain their post-secondary aspirations.

Harbor City International School allows a 1.5 credit leniency. In other words, it is possible to take an additional 1.5 credits within the regular schedule. This also means that if a student doesn't pass more than 1.5 credits he/she will need to take additional credits (ie summer school) in order to graduate.

The following tables show the graduation requirements for Harbor City International School:

Subject	Credits	Required or selected from the following courses:
English	4	Fundamentals of American Literature American Literature Honors American Literature Fundamentals of World Literature World Literature Honors World Literature British Literature Modern Literature AP English Language and Composition AP English Literature and Composition
Social Studies	4.25	Fundamentals of American Government American Government Honors American Government Fundamentals of American History American History Honors American History Fundamentals of World History World History AP World History Fundamentals of European History European History AP European History Economics (0.25 credit, is required)
Science Requirements (Four years of science & math is expected for college bound students.)	4.0	Fundamentals of Physical Science, Physical Science, Honors Physical Science Fundamentals of Biology, Biology, Honors Biology Applied Physics, Physics, Honors Physics Applied Chemistry, Chemistry, Honors Chemistry These are required courses.
Mathematics	3	Intermediate Algebra Geometry Algebra II A or Algebra II Honors Pre-Calculus AP Calculus
Spanish	2	Spanish I -IV (Other language credit with Executive Director's approval.)

Subject	Credits	Required or selected from the following courses:
Creative Arts	1	Art Electives: Art Foundations, Sculpture, Digital Media Music Electives: Chamber Ensemble, Choir, African Drumming Theater Electives: Theater Production
Physical Education	0.25	Physical Education
Health	0.25	Teen Health
General Elective Credits Electives and Symposium	8.75	<i>General Elective Courses are created each year through Electives and Symposium. Courses may be selected or students will be assigned as needed.</i> <i>Wednesday/Thursday Elective (per semester)=0.25 credit</i> <i>Symposium = 0.25 credit (each)</i>
Total Credits for Graduation 27.50		4 full years of Science and Mathematics is expected for college bound students.

Promotion to Next Grade and Retention of Students

The purpose of this policy is to provide guidance to professional staff, parents and students regarding student grade level and promotion and retention.

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, and other appropriate services shall be made known to parents and be coordinated and utilized to the greatest extent possible to help students succeed in school.

Promotion:

Students who achieve at a level deemed acceptable by local and state standards shall be promoted to the next grade level each year. Promotion typically occurs at the end of each school year, but may occur at other times.

Retention:

Students who do not achieve at a level deemed acceptable by local and state standards shall be retained at the current grade level, when professional staff and parents feel that it is in the best interest of the student. Scholastic ability and achievement, physical development, maturity, cultural norms, emotional factors as well as attendance and age shall be considered.

References: Minn Stat. 123B.143 Subd. 1 Superintendent 6095 Curriculum Requirements at Elementary, Middle and High School 6098 Credit for Learning 6099 Appeal Process Concerning the Profile of Learning 6240 & 6240R Mastery of Credit

Student Services

Special Education

At Harbor City International School (HCIS), special education is not a place, but a service provided by a variety of professionals in collaboration with the regular education staff, students, and parents. HCIS is committed to providing special education services that respond to the learning and social needs of individual students with disabilities. Additionally, special education students will be included in the regular education curriculum to the largest extent possible by using intentional educational practices. These practices provide sufficient practice and feedback, develop self-responsibility, support academic learning, and promote social learning. Special education services may also include a variety of instructional groupings and methods as determined by the regular education curriculum and Individual Education Plans (IEP). Resources for carrying out each student's IEP may include: adaptations to teaching methods, supplementary and adapted materials, compensatory supports, and varied student grouping.

Section 504

Students with disabilities may qualify for service under Section 504 of the Rehabilitation Act of 1973. Section 504 requires that federal fund recipients, including publicly funded schools, make their programs accessible to all individual with a disability. A person qualifies for services under Section 504 who:

1. has a physical or mental impairment which substantially limits one or more of such person's major life activities;
2. has a record of such an impairment; or
3. is regarded as having such an impairment. [34 CFR 104.3(j)]

Students qualify under Section 504 for a variety of reasons, including short-term physical disabilities (broken leg, etc), long-term physical disabilities (a student who uses a wheelchair, etc), along with mental or psychological disabilities (ADD, ADHD, Social Anxiety Disorder, Depression, etc).

Students need not qualify for Special Education Services under the Individuals with Disabilities Education Act (IDEA) in order to qualify for services under Section 504. Qualification for services is determined by a team. An individual Accommodation Plan (IAP) is created and implemented for students who qualify for services under Section 504.

Student Advocacy Team

The Student Advocacy Team (SAT) works with students, families, and school personnel to assist students who are having difficulties at Harbor City International School (HCIS) or at home. Students are referred to SAT if they have trouble adhering to expected attendance or behavior policies, are struggling academically, or are experiencing crisis or other concerns in their lives. The SAT team is comprised of General Education Teachers, a Special Educator, and any combination of the following: students, parents, the HCIS Director, a student's Base Camp Advisor, a School Psychologist, community members, and anyone else with expertise about the student. Parents, guardians, staff, and students may request SAT intervention by contacting the student's Base Camp Advisor. Generally, referrals are made to SAT when prior interventions by school staff have not effectively addressed concerns. Students experiencing crisis beyond the realm of the staff's professional knowledge will be referred to an appropriate professional in the community.

Miscellaneous Student Needs

PowerSchool

In order to help student coordinate assigned work and facilitate parental access to assignments and grades, HCIS uses the PowerSchool online Student Management System. Parents will be given relevant information and password access at base camp adviser orientation meetings. Parents are highly encouraged to access and review this information weekly with students. The web address for PowerSchool is: hcis.powerschool.com. Please contact the office if you need help accessing Powerschool.

Lunch

Options for lunch include school provided lunch and bag lunch from home. Guests are not allowed during lunch unless they are approved ahead of time with the school administration. *Lunch may be eaten during designated times in the Café or in the Students Center (4th floor dining area) only.* No lunch shall be eaten on any carpeted area or near computers. Free and reduced lunches are available. To qualify for this program, families must complete an Application for Educational Benefits, which are available in student registration packets and from the front office. Contact Mr. Michael Furchert, mfurchert@harborcityschool.org with questions about the application.

How to order lunch:

1. Bring in a check or cash to the main office. The office staff will deposit lunch funds into your PowerSchool account. Checks can be made out to HCIS. You must have funds available in this account before you can eat a school lunch.
2. Navigate to a Google Log-In Page or the HCIS Google Apps link from harborcityschool.org. under Students on left panel.
3. Log in to your HCIS Gmail with your log in and password.
4. Remember to check for the weekly lunch email from mfurchert. Read the email carefully and press the link that takes you to the Google form. Make your selections for each day and press SUBMIT. You will receive a confirmation email.
5. If you need to change your order, follow the directions and redo your order for the whole week and then press SUBMIT. If you don't press submit, your order will not be processed.
6. Students will not be able to accrue negative lunch balances ie no charging on your account so plan ahead and bring lunch money to the office. Thank you.

Visitors

Visitors and guests are asked to sign-in at the **main office, room 311**, upon entering the building. Students interested in touring Harbor City International School, for purpose of enrollment, should have prior administrative approval and an appointment through the Guidance Office. Minnesota law indicates that unauthorized persons on school grounds, in the school building, or at any school activity may be cited with a trespass ticket.

Non-Prescription/Over-the-Counter Medications

1. A student may possess and use non-prescription pain relief in a manner consistent with the labeling, if the school has received a written authorization from the student's parent / guardian permitting the student to self-administer the medication.
2. The school may revoke a student's privilege to possess and use nonprescription pain relievers if the school determines that the student is abusing the privilege.
3. Students may not possess or carry any drug or product containing ephedrine or pseudo-ephedrine.
4. All other non-prescription medication must be dispensed through the Main Office.
5. Medication must be in the original container, which includes product instructions.

Prescription Medications

1. Signed, written permission from the parent/guardian is required for school personnel to dispense medication.
2. Long-term medications: An annual statement from the prescribing physician is required. It must include the name of the medication, the reason it is prescribed, and the dosage, time, and frequency that the medication is to be given at school. (The physician must write this or use a district medication form.)
3. Short-term medications: The pharmacy label on the prescription container may be used for up to two (2) weeks without a physician's statement.
4. Prescription medication must be in the properly labeled pharmacy container. (Ask the pharmacist for a bottle for home and one for school each time the prescription is refilled.) **SCHOOL PERSONNEL WILL NOT DISPENSE MEDICATIONS WHICH ARE SENT TO SCHOOL IN IMPROPERLY LABELED CONTAINERS** (i.e. plastic bags, envelopes, aluminum foil, cellophane, etc.).
5. Prescribed asthma medications may be self-administered by a student if the school has received a written authorization from the parent / guardian permitting the student to self-administer the medication.
6. Please see appendix for school drug policy.

Telephone Calls For Students

The main office will only accept telephone calls for students from the student's parents or family in an emergency. Messages will be personally delivered to students in cases of an emergency. **Students may use their cell phones during lunch, not during class times or passing times. Parents, please do not call or text students during class times.**

Transportation

Duluth Transit Authority (DTA) Passes will be provided to all students who intend to use DTA services to get to and from school. There will also be mileage reimbursement available to students who live

outside of the DTA system (call the office for details). Students who choose to drive may apply to funnel their bus pass money toward a parking stipend.

Harbor City International School Student Driving Permission

Field experiences and off-campus activities are an important part of the Harbor City International School learning program. They provide access to valuable community resources, and augment the depth of an HCIS education. School related off-campus activities are defined as off-campus activities that are related to HCIS learning program. Examples include field trips, independent studies (internships or observations), and student clubs. Public transportation or HCIS transportation will always be provided for off-campus required events.

It is HCIS policy that students may drive themselves (and only themselves) to school-related off-campus activities if parental permission is on file in the office.

Harbor City International School Fee Policy

Harbor City International School shall not charge fees in the following areas:

- 1) textbooks, workbooks, art materials, laboratory supplies, towels
- 2) supplies necessary for participation in any instructional course except as authorized in sections 123B.36 and 123B.38 of Minnesota Statutes;
- 3) field trips that are required as a part of basic education program course;
- 4) graduation caps, gowns, any specific form of dress necessary for any required educational program, and diplomas
- 5) instructional costs for necessary school personnel employed in any course or educational program required for graduation;
- 6) library books required to be utilized for any educational course or program;
- 7) admission fees, dues, or fees for any activity the pupil is required to attend;
- 8) any admission or examination cost for any required educational course or program;
- 9) locker rentals;
- 10) transportation to and from school of pupils living more than two miles or more from the school.

HCIS may charge fees for textbooks, workbooks, and library books, lost or destroyed by students.

Harbor City International School Education Records Policy

Harbor City International School follows the State guidelines pertaining to the transfer and withdrawal of students.

Subd. 7. Education records.

(a) A district, a charter school, or a nonpublic school that receives services or aid under sections [123B.40](#) to [123B.48](#) from which a student is transferring must transmit the student's educational records, within ten business days of a request, to the district, the charter school, or the nonpublic school in which the student is enrolling. Districts, charter schools, and nonpublic schools that receive services or aid under sections [123B.40](#) to [123B.48](#) must make reasonable efforts to determine the district, the charter school, or the nonpublic school in which a transferring student is next enrolling in order to comply with this subdivision.

(b) A closed charter school must transfer the student's educational records, within ten business days of the school's closure, to the student's school district of residence where the records must be retained unless the records are otherwise transferred under this subdivision.

(c) A school district, a charter school, or a nonpublic school that receives services or aid under sections [123B.40](#) to [123B.48](#) that transmits a student's educational records to another school district or other educational entity, charter school, or nonpublic school to which the student is transferring must include in the transmitted records information about any formal suspension, expulsion, and exclusion disciplinary action under sections [121A.40](#) to [121A.56](#). The district, the charter school, or the nonpublic school that receives services or aid under sections [123B.40](#) to [123B.48](#) must provide notice to a student and the student's parent or guardian that formal disciplinary records will be transferred as part of the student's educational record, in accordance with data practices under chapter 13 and the Family Educational Rights and Privacy Act of 1974, United States Code, title 20, section 1232(g).

(d) Notwithstanding section [138.17](#), a principal or chief administrative officer must remove from a student's educational record and destroy a probable cause notice received under section [260B.171, subdivision 5](#), or paragraph (e), if one year has elapsed since the date of the notice and the principal or chief administrative officer has not received a disposition or court order related to the offense described in the notice. This paragraph does not apply if the student no longer attends the school when this one-year period expires.

(e) A principal or chief administrative officer who receives a probable cause notice under section [260B.171, subdivision 5](#), or a disposition or court order, must include a copy of that data in the student's educational records if they are transmitted to another school, unless the data are required to be destroyed under paragraph (d) or section [121A.75](#).

Conduct and Responsibilities

The Harbor City International School's faculty and staff, working with students and parents, establish the cultural expectations of the school community to help achieve our educational mission. All consideration is given to help students develop the attributes, skills, and habits to achieve their educational goals and meet the highest standards for conduct for a college preparatory school.

School/Community Responsibilities

Harbor City International School Board of Directors

The board shall carry out the educational requirements as expressed in law and formulate and adopt policy for the organization, management, and control of the school system, including policies applicable to its operation. The board, acting through the Executive Director, is responsible for the supervision of the behavior of students while legally under the supervision of the school.

The Executive Director

The Executive Director shall establish all necessary procedures, rules, and regulations to make effective the school board policies relating to the standards of student behavior and shall be responsible to the board for discipline at Harbor City International School.

- a. Shall have the responsibility and the authority to formulate school expectations and regulations not in conflict with school board policies relating to standards of student behavior and data collection regarding student behavior in the schools.
- b. Shall be responsible for disseminating the expectations and regulations currently in effect for the school to all faculty, students, parents/guardians, and all interested community groups at the beginning of each school year, and to each new student upon registration.

- c. Has the authority to impose suspensions and or recommend to the board of directors the exclusion or expulsion of a student consistent with the guidelines of M.S. 121A, The Pupil Fair Dismissal Act, for violation of law or failure to comply with school regulations.

The Teaching Staff

- a. Makes clear what standards of student behavior are required by the teacher. A copy of teacher's expectations of acceptable behavior shall be posted in the teacher's classrooms. These rules shall be consistent with Harbor City International School's policies.
- b. Respond to student's violations of their classroom behaviors imposing penalties that consistent with school policies and guidelines with the exception of in-school suspensions, out-of-school suspensions, expulsions or exclusions.
- c. Report any violations of the school's policies to the Executive Director.
- d. Manage school classroom privileges.
- e. Assign school classroom activities.
- f. Request a parent(s) or guardian(s) conference.
- g. Refer learning challenges to the Student Advocacy Team or to the Special Education Team.
- h. Use reasonable measures as may be necessary to ensure an appropriate learning culture in the classroom, school, or in the school zone.
- i. Confront inappropriate behavior and respond pursuant to Harbor City International School's Student Discipline Policies.

Parent(s) OR Guardian(s)

Parent(s) or guardian(s) have the legal responsibility for the behavior of their children as determined by law and community practice. Parent(s) or guardian(s) are expected to exercise the required controls so that the student's behavior will be conducive to the development of self-discipline and will not be disruptive to the school's educational program. Parent(s) or guardian(s) shall provide the school with information on how they may be contacted.

Partnerships between parent(s) or guardian(s) and school are essential in assisting students to work to the best of their ability and achieve a good school experience. Parent(s) or guardian(s) have responsibility to maintain communication with the school by participating in school community activities such as Parent Community Forum, student-parent conferences, and bringing matters of concern to the attention of the Executive Director or faculty. Parent(s) or guardian(s) should report to school staff any information they have concerning illegal activities or any violations of school rules that threaten the health, safety, or property of others.

Students Rights and Responsibilities

Rights

The right of the individual are preserved only by the protection and preservation of the rights of others. A student is responsible for the manner in which his/her individual rights are exercised and must accept the consequences of any actions that are committed outside the boundaries of those rights. Cooperative relationships between staff, students, and responsibilities listed here are not all inclusive, for students have other rights guaranteed by the Constitution and by state and local laws. This statement of rights and responsibilities is a general guide and is not proposed to cover every situation that may arise.

The Right to Learn – Each student has the right to attend school in a safe environment, free from fear, and gain an education as provided by law. The right to learn also includes the right of classes to meet and carry on studies without interruptions, or distractions, whether from inside or outside the classroom. Behavior that disrupts the normal functioning of classes is an infringement on the rights of others.

The Right to Free Speech and Expression – Students at Harbor City International School represent a wide range and diversity of opinions and backgrounds. Students have the right to express opinions, take stands, and support causes, either publicly or privately, provided such expressions are not libelous or obscene according to current legal definitions and do not interfere with the rights of others or disrupt or distract from the atmosphere of learning in the school. The right to free expression of religion under the U.S. Constitution and the American Indian Religious Freedom Act is protected.

The Right to be Informed of the Rules – Students have the right to be informed of all policies, rules, and regulations they are expected to follow. Copies of these rules governing the code of conduct shall be available in the Main Office and the basic rules shall be published and distributed to all students, parent(s) or guardian(s), and other interested persons.

The Right to Privacy – Students' rights to privacy regarding school records will be protected and any disclosure of information from student permanent records shall be consistent with legal requirements.

The Right to Personal Property – Students have the right to be secure in their persons, papers, and effects; however, they must refrain from bringing onto school property or to school-sponsored events any material or item that would cause, or tend to cause, a disruptive activity or endanger the health and safety of students or other persons. When reasonable cause exists for the Executive Director to believe that such items are present, general and individual searches may be conducted under the authorization of the Executive Director or representative designated by the Executive Director.

School lockers are the property of Harbor City International School. At no time does Harbor City International School relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by the police or school officials. If practical and reasonable, search of an area assigned to a student will be made in the presence of an adult witness and in presence of the student. Illegal items must be seized by school authorities, and items which disrupt, distract from, or interfere with the educational process may be removed from the student's possession.

When school officials deem it appropriate, the Duluth Police Department may perform random safety sweeps of the building, including parking lots and lockers as appropriate.

Responsibilities

Students are responsible for the consequences of their behavior. Each student is responsible for knowing and obeying all school rules and regulations. The Executive Director shall be responsible for informing the parent(s) or guardian(s) of any student whose behavior is in serious conflict with established rules, public laws, and procedures.

Notwithstanding the provisions of any law to the contrary, the conduct of all students under twenty-one years of age attending a public elementary or secondary school shall be governed by a single set of reasonable rules and regulations promulgated by the Board of Directors (M.S. 120A.20).

Students are responsible for reporting any illegal activities or serious violations that threaten their health, safety, or property of themselves or others.

Students are responsible for following all necessary procedures, rules, and regulations to make effective the board of directors' policies relating to the standards of student behavior. All acts or conduct prohibited by state, federal, or local law are also considered a violation of the School Discipline Policy.

Responsibility for Academic Work – Harbor City International School's faculty and staff are responsible to provide learning opportunities that are relevant and of high quality. Students are responsible to engage these opportunities through:

- Completing class assignments on time as instructed by the teacher.
- Properly caring for the instructional materials furnished to them by the school district.
- Bringing to class all materials required for daily classroom use.
- Actively participating in the learning activities.

RESPONSIBILITY REGARDING ATTENDANCE AND TARDINESS – Students are responsible for being in attendance each school day. Students shall be familiar with and responsible for following all school district attendance and tardiness policies, rules, and regulations.

RESPONSIBILITY FOR DISCIPLINE – Students have the right to a free public education and they are responsible for:

- Complying with the expectations and regulations of Harbor City International School and the instructions of all school personnel.
- Respecting the authority of the faculty and school administration and staff on school property, on school-provided transportation, and at school-sponsored, off-campus events. Failure to meet these responsibilities may be cause of disciplinary action. Executive Director discretion to the enforcement of policy will be used when age and development/ability are factors to behavioral issues.
- Restorative Learning process is at the discretion of the Executive Director.

Dress Code

We recognize the necessity for attire to be respectful and appropriate for school. In all work environments, appropriate clothing is expected. Because we want you to be successful now and in the future, it is important that you practice this now. See specific guidelines below:

- Exposure:
 - No low cut tops
 - No skin exposed at the midriff
 - No under garments visible, including undershirts, bra straps, spaghetti strap tops
 - Skirts, dresses, tunics and shorts must fall at mid thigh or be worn with opaque (not see-through, even when stretched) leg coverings
 - Skin tight leg coverings must be covered at least past your butt

- Sheer clothing must be worn with appropriate (dress code approved) under-layers
- No pajama pants or sleepwear
- Safety and Hygiene:
 - Clothing must be clean and in good repair
 - With the exception of religious headwear, hats are allowed on Fridays only
 - Remove and store headwear out of sight upon entering the building
 - Face coverings including masks and sunglasses are not allowed at any time
 - All jackets and coats intended as outerwear must be left on hooks or in cubbies during the school day
 - Students must wear shoes
- Harassment and content:
 - Clothing or accessories that promote hate groups, gangs, or communicate a message of hate, violence, racism, sexism or are otherwise derogatory to any group are not allowed
 - No obscene, offensive, explicit or suggestive content
 - Content that is illegal for minors is prohibited

Students who violate the dress code must replace the inappropriate item(s). If not available, the student must go home to change or a change of clothes must be brought immediately to the school.

In the event a student goes home, the school will make a reasonable effort to contact a parent or guardian to inform him or her that the student has been sent home. Staff retains discretion to make a decision in disagreements and will make every effort to enforce our expectation respectfully.

Food and Drink Policy for Students

No food or drinks allowed in any classroom, carpeted area or near any computers, except clear water bottles. Students will be held responsible for any stains or damage done as a result of drinking or eating on carpeted areas in classrooms, in common areas, and near computer equipment. Students may be subject to cleaning, charges, or fines for damaging equipment due to irresponsible snacking or drinking. The Executive Director will make the final determination regarding the acceptable types and sizes of beverages and beverage containers in the building.

Off-Campus Privileges

- Harbor City International School (HCIS) will be a closed campus to all 9th and 10th grade students.
- Eleventh and 12th grade students will be granted off-campus privileges. 11th and 12th grade students may leave during lunch and on school related business during the day with teacher permission. Off-campus 11th and 12th grade students may lose off-campus privileges at any time for violations of the HCIS 4Rs while at school or in the community. Students returning late to class after being off-campus may have their off campus privileges revoked or suspended.

Off-Campus Expectations

All Harbor City International School students are representatives of the school in the community at large, especially in the downtown area. Student conduct must reflect the HCIS values of Respect, Responsibility, Relationships, and Reach. Students who fail to embody these ideals while off-campus, especially in the downtown area, will be subject to the strongest disciplinary action including 5 day suspensions and the possibility of expulsion. Minimally, students disrupting the downtown area will lose their off-campus privileges.

In addition, students who do not have permission to leave campus will receive a one day suspension for the first offense, a three day suspension for the second offense, and a five day suspension for the third offense. Following a third incident, students may be asked to withdraw from school because they are demonstrating any unwillingness to abide by the policies of the school. Students who have off-campus privileges who leave school with students who do not have off-campus privileges are under the same penalty as the students who do not have off-campus privileges.

On-campus boundaries include the 3rd floor, 4th floor, designated HCIS space on the 2nd floor, the corridor leading to designated HCIS space on the 2nd floor, and the stairwells between the second and third floors. On-campus boundaries during the school day do not include the other stairwells or elevator. All other areas are considered the property of Duluth Plumbing Supply Company. Students found in these areas may be subject to trespassing prosecution. The main elevator is the primary means of entering and exiting the campus at all times.

Language

Language appropriate to a professional working environment is expected at Harbor City International School (HCIS). Students and staff are expected to use appropriate language at all times while in the HCIS community. Individual classroom teachers will establish clear language expectations while in their class. Language violations in the HCIS community will be dealt with by individual members of the staff and/or referrals to the office.

Technology Conduct and Ethics

Harbor City International School (HCIS) views technology as a powerful tool for discovery, communication and productivity. We are excited to integrate technology into all aspects of school life and to embrace the potentials to enhance learning that technology offers. Along with this high level of integration comes a high level of responsibility. We expect staff, students and visitors to adhere to the following policies and standards of conduct.

Technology at HCIS is for the purpose of discovery, communication and facilitation of productivity. Any use which does not support these goals is considered a breach of HCIS values and will be dealt with using guidelines laid out in the Disciplinary Channels section of this handbook.

- Unacceptable uses of HCIS technology include, but are not limited to: Accessing, reviewing, uploading, downloading storing, printing, posting, receiving, transmitting or distributing materials which are: pornographic, obscene, sexually explicit, visual depictions harmful to minors, threatening, inappropriate in the education setting, or that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.

- Further, users of HCIS Technology will not: use the HCIS network to engage in any illegal act or violate any local; state or federal statute or law; use the HCIS network to infiltrate, vandalize, damage

or disable the systems or property of HCIS or another person or organization; use HCIS technology to access or post private personal information about themselves or others; use HCIS technology to violate copyrights, intellectual property rights, and software licenses; use HCIS technology in commercial application for personal gain. For a more detailed explanation, please refer to HCIS Reference Policy Manual, Policy 524.

- If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate HCIS official. Internet traffic is monitored and anyone who does not report this behavior will be subject to disciplinary procedures.
- Student and Staff email accounts are property of HCIS. The administrative staff of HCIS can exercise the right to review, monitor and read all email sent or received using Harbor City email accounts at any time.

Electronic Device Usage

Harbor City is not responsible for the safety or security of cell phones or players/devices or laptop computers. Harbor City International School's first priority is the education of our students. As a student at HCIS, you have declared your intention to participate in the educational process to prepare for educational opportunities following high school.

LAPTOP COMPUTER POLICY

Harbor City International School provides computers for students in many locations throughout the school. Students are allowed to bring in their personal laptop computers with a classroom teacher's permission for use in his or her classroom for academically related uses.

TELEPHONES & STUDENT CELL PHONES

School telephones designated for student use are located in the Main Office. Students are allowed to make calls from these phones before and after school or during lunch. Only in emergencies will students be allowed to use this phone during class time. Messages and deliveries from parents are to be left in the office in order to respect the learning program of Harbor City International School. Students will not be called to the telephone except in emergencies.

Cell phones can also cause significant disruptions to the learning environment, and text messaging and picture-taking capabilities have raised new concerns regarding academic and personal integrity and safety; therefore, parents and guardians are asked to not contact their student on the student's cell phone during the school day (via voice or text message). Furthermore, all student cell phones must be turned off and kept in a place where they are not visible or available for use (backpack, locker, car, etc). Students cannot use cell phones or check voice or text messages on cell phones on school grounds between the hours of 8:30 and 3:00 **except during lunch**. Students using cell phones during school hours will have their cell phones confiscated until the end of the day. **For clarity purposes, "cell phone use" shall be defined as a cell phone that is in the sight of a staff member whether it is being utilized or not.** A second violation of this policy will result in the confiscation of the phone and a parent or guardian must come to the school to get the phone from the Executive Director. Students who repeatedly violate this policy will have their cell phones confiscated until a parent meeting can be held, and Harbor City International School retains the right to hold the phone until the end of the school year for students who habitually violate this policy.

MP3 Players, I-Pods, Laptop Computers, Headphones Etc.

Electronic handheld devices such as laptops, radios, i-pods, MP3 players, PDAs and headphones are disruptive to the educational process and are frequently lost or stolen. These devices are not allowed during class, and may only be used before and after school and during lunch. Any student using these devices during class will have the device confiscated until the end of the day. Any repeat offenders will have to have their device picked up at the end of the school day by a parent or guardian.

STOLEN ELECTRONIC DEVICES

Harbor City International School will not be responsible for any stolen laptops, cell phones, headphones, i-pods, or other electronic devices. Students are encouraged to leave these items at home. Students who choose to bring them to school need to be aware that the school will not spend time doing investigations related to stolen electronic devices.

Student Responsibilities

Coursework

Along with being present and attentive in class, Harbor City students are expected to complete coursework outside of class. HCIS teachers will assign coursework that contributes to student growth and academic excellence. In keeping with our goal to have a learner directed community, students are responsible to know what work they have been assigned and when it is due. HCIS staff makes it a priority to clearly communicate this information to all of our stakeholders.

Coursework & Absences

If a student misses class due to an excused absence, it is the student's responsibility to collect the missed work and complete it according to the deadline set by the teacher. Teachers are not required to grant credit for work missed due to an unexcused absence.

Late Coursework

Our expectation is that coursework is completed on time and reflects the students' best work. Teachers are not required to grant credit for late work. Teachers will establish a late work policy to be published in their course syllabi.

Incomplete Grades

If the student is granted an incomplete by the course instructor, he/she will have ten days to complete their work. After 10 days the grade will revert to the earned grade reflected in the teacher's grade book.

Cleaning

As part of the community philosophy of Harbor City International School, all community members are stewards of the building. All students are expected to help the staff maintain the building and may be asked to participate in cleaning assignments throughout the year.

Learning Environment

Harbor City International School's mission is to prepare students for college and to graduate students who are knowledgeable, discerning, passionate, creative, and reflective. To accomplish our mission class times are designated "quiet" times and disruptions to the learning environment by loud noises or behaviors are discouraged. At other times, passing times and lunch periods, students, parents, and staff are expected to behave respectfully, mindful that HCIS is a community that values relationships and civility and kindness.

Definitions and Disciplinary Actions

SMOKE FREE SCHOOL ZONE - Harbor City International School is committed to promoting a healthy life-style for its students. Tobacco use is identified as a major health risk for both the users and the non-users. Smoking and the use or visible flaunting of tobacco products shall be prohibited on or in school district facilities. This includes, without exception, school buildings, school grounds, district-owned and leased vehicles and sites leased by the district. Students in violation of this policy will be issued a tobacco ticket. It is not the intention of a tobacco-free school district policy to move student tobacco use from the school district site to the immediate downtown area; however, school district jurisdiction is limited only to the designated school zone, as defined by 5th Avenue West, I-35, 3rd Avenue West, and the upper side of Superior Street. Violators will be subject to sanctions, including a Duluth Police Department ticket and a school consequence, as set forth in the Discipline Policy and state law.

STUDENT CONFERENCE – Depending on the violation and the seriousness of the action, a student may meet with the Executive Director and/or a teacher to discuss the incident. Students may be asked to formulate a plan during this conference which addresses their behavior and a commitment to solutions for improvement.

PARENT(S) OR GUARDIAN(S) CONFERENCE – A parent(s) or guardian(s) conference is required if a student has committed a serious rule violation or has been suspended out of school. If a parent or guardian is unable to be present, the Executive Director shall contact the parent(s) or guardian(s) by letter or telephone.

DETENTION – A student may be asked to remain after school by a teacher, the office administrative team or the Executive Director for the purpose of correction of a violation, including tardiness to class.

Any student, who is instructed to report after school but is unable for any reason must:

1. Have a parent/guardian call the office to reschedule the detention **OR**
2. Obtain permission from the assigning teacher/staff member or Executive Director or his/her designee to reschedule the detention.

If a student does not report to detention, he/she will be out-of-school suspended the following school day.

(The administrative team may assign alternative consequences at the discretion of the director.)

The missed detention will be made up after the suspension.

Reasonable attempts will be made to contact parent(s) or guardian(s) prior to implementation of suspension.

A parent meeting with the Executive Director will be scheduled for 8am on the return to school day following the suspension.

SATURDAY SCHOOL – Saturday School represents an alternative to in- or out-of-school suspension. Students may be required or requested to attend Saturday School as determined by the Executive Director. Reasonable attempts will be made to contact parent(s) or guardian(s) prior to implementation.

REMOVAL FROM CLASS – All students have the right to learn and teachers the right to teach. Disruption to the learning process may result in the loss of privilege to remain in the class. This removal is limited to a reasonable time-frame to be reinstated upon an agreed solution with the instructor and Executive Director as necessary. Students shall be allowed the privilege of making up daily work, including tests and final exams, upon return after removal from class.

DISMISSAL FOR THE DAY means an action by a Executive Director requiring a student to leave school property for one day or less. Parent(s) or guardian(s) notification is required and a parent(s) or guardian(s) conference is required prior to re-admittance. Students shall be allowed the privilege of making up daily work, including tests and final exams, upon return after dismissal for the day.

Grounds for removal from class or dismissal from the building shall be:

- a. Willful violation of a classroom or school rule or of any rule of conduct specified in the School Discipline Policy.
- b. Willful conduct which materially and substantially disrupts the rights of others to an education.
- c. Willful conduct which endangers school employees, the student or other students, or the property of the school or others. Removal from class or dismissal for the day of students with disabilities is also governed by the Individuals with Disabilities Education Act, M.S. 125A.03, and Minnesota Rules. See the section of this policy entitled “Students with Disabilities.”

IN-SCHOOL SUSPENSION – Harbor City International School does not have the staff or the facilities to offer In-School Suspension.

SUSPENSION means an action taken by the Executive Director prohibiting a student from attending school for a period of not more than ten school days. Students will also be prohibited from all school-related activities during suspension. Additional suspensions following a five-day suspension may be imposed if the student will create an immediate and substantial danger to self or to surrounding persons or property, so long as the total suspension does not exceed fifteen school days (ten total days for students with IEPs). Alternative educational services shall be implemented if a suspension exceeds five days. The purpose of suspension is to remove the student from the school environment and to provide time for professional staff, parent(s) or guardian(s), and student to discuss the matter and bring about an agreement on future conduct. A separate administrative conference is required for each period of suspension.

Suspension of students with disabilities shall be made pursuant to the Pupil Fair Dismissal Act, Minnesota Rules, the Individuals with Disabilities Education Act, and M.S. 125A.03. See the section of this policy entitled “Students with Disabilities.”

A pupil may be suspended for:

- a. Willful violation of any reasonable school regulation.
- b. Willful conduct which materially and substantially disrupts the rights of others to an education.
- c. Willful conduct which endangers school employees, the student or other students, or the property of the school or others.

Suspension procedures are the following:

- a. The Executive Director or his/her designate shall hold an informational conference with the student, except where it appears the student will create an immediate and substantial danger to self or to surrounding persons or property or when the student has left the building and is unable or unwilling to attend the informal conference.
- b. A written notice of suspension shall be served upon the student at the time of suspension, if possible, and upon his/her parent(s) or guardian(s) by mail. Staff will also attempt to notify the student’s parent(s) or guardian(s) by telephone at or before the suspension is to take effect.
- c. Students should have the opportunity to complete and receive credit for any assigned course work and/or tests given during their time of suspension. The work shall be completed and the tests taken in a timely manner. Days of out-of-school suspension shall not be counted as unexcused absences for purposes of attendance.

REFERRAL FOR RISK ASSESSMENT – Students deemed to be a threat to themselves and/or others may be asked to undergo a formal risk assessment by a school approved mental health professional before being readmitted to school.

REFERRAL TO STUDENT ADVOCACY TEAM (SAT) – Referral to building SAT is to be by school personnel, parent(s) or guardian(s). The parent(s) or guardian(s) shall be consulted if any special services are to be made available to a student.

EXPULSION OR EXCLUSION – “Expulsion” means a school board action to prohibit an enrolled student from further attendance for up to twelve months from the date the student is expelled. “Exclusion” means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year.

Expulsion and exclusion proceedings shall be in accordance with M.S. 121A.41, the Pupil Fair Dismissal Act. The board of directors may expel for a period of at least one year a student who is determined to have brought a firearm to school. For the purposes of this section, firearm is as defined in United States Code, title 18, section 921.7

In accordance with M.S. 121A.41, The Pupil Fair Dismissal Act, a student and his/her parent(s) or guardian(s) shall be served personally or by mail with notice of the expulsion hearing. The hearing will be held within ten days of service of the written note, unless continued pursuant to the statute. The recommendation of the hearing officer shall be made to the board of directors within two days of the end of the hearing. The decision of the board of directors shall be rendered at a special meeting within five days after receipt of the recommendation of the hearing officer. The student shall receive due process as set forth in M.S. 121A.41, The Pupil Fair Dismissal Act.

STUDENTS WITH DISABILITIES being served on an IEP are expected to follow the School Discipline Policy the same as other students. Standard disciplinary action or variance from that action must be stated in each IEP. Specific exceptions to the code of conduct related to manifestation of the student's disability will also be included in the IEP. The basic additional rules for discipline concerning students with disabilities are as follows:

- a. School Rules – All school rules apply unless the student's behavior is found to be a manifestation of his or her disability during a manifestation determination meeting.
- b. Maximum Suspension – No student with a disability may be suspended for more than ten total days in a school year unless due process procedures have been carefully followed.
- c. Manifestation Determination – An IEP team meeting must be held to conduct a manifestation determination for student misconduct resulting in removal from school for more than five consecutive or ten cumulative school days, when subjected to a series of removals that constitute a pattern, or at parent request. That meeting must be held within ten school days of the beginning date of suspension to determine whether misconduct is a manifestation of the student's disability.

When misconduct is determined to be a manifestation of the disability, and the IEP team has not created a positive behavior intervention plan (BIP) prior to removal, both a functional behavioral determination (FBA) and BIP must be developed within ten school days from the time of the manifestation determination meeting. If the student already had a BIP at the time of the misconduct, the IEP team must review it and decide whether to modify it to address the misconduct. When the misconduct is not determined to be a manifestation of the disability, school personnel may apply relevant disciplinary procedures in the same manner and for the same duration as the procedures would be applied to children without disabilities. Educational services would be provided for a removal from the educational setting, so as to enable the student to continue to participate in the general education curriculum and progress toward meeting IEP goals. The student may also receive, as appropriate, an FBA, BIP, and modification designed to address the behavior violation so that it does not recur. Positive Behavior Intervention – Harbor City International School expects and encourages the planned development and use of positive behavioral interventions. The school discourages the use of punitive, aversive, or deprivational interventions.

REFERRAL TO JUVENILE AUTHORITIES – If a student's behavior may be a violation of law, the Executive Director or designated representative may contact juvenile authorities or police. If the officer indicates that he/she is arresting the student, with or without a warrant, he/she shall have complete jurisdiction and responsibility in the matter and the principal shall not interfere with the student's removal from the building. The student will, in all cases, be accorded the rights of due process.

INFORMATION AND REVIEW PROCESS – Students or parent(s) or guardian(s) who wish to discuss concerns or review actions taken, provided actions do not involve expulsion or suspension, may request a conference with school personnel. It is recommended that conferences occur between personnel closest to the concern and be solution-based toward Harbor City International School's aims and vision.

POLICY REVIEW PROCESS -The Executive Director and staff shall confer annually to review the School Discipline Policy and assess whether the policy has been enforced. The board of directors shall conduct an annual review of the School Discipline Policy.

Reconciliation of Violations in Standards of Conduct

HCIS prides itself on being an intimate, supportive environment where it is difficult for students to “slip through the cracks.” When problems arise, whether academic, behavioral, or social, staff will likely know. HCIS recognizes the authority of staff as well as the director to impose disciplinary action when appropriate. *At minimum, violations of school values, rules, regulations, policies, or procedures will result in a discussion of the violation and a verbal warning.* Students will be held strictly accountable for threatening or offensive behavior and will immediately be referred to the school director and a Discipline Team. However, such behavior will also be perceived as an opportunity for learning. Influenced by the principles of Restorative Justice, HCIS believes that, “punishment often has the effect of further discouraging and controlling someone who needs encouragement and self-control. Restorative measures repair harm and rebuild relationships rather than simply seeking punishment, expulsion, shame or revenge. Restorative results are measured by how much repair is done rather than by how much punishment was inflicted (Borrowed from *Minnesota Department of Education*).” Therefore, every effort will be made to provide a means for constructive dialog and a resolution between aggrieved parties.

On Issues Not Specifically Addressed In The Handbook

In disciplinary cases not specifically addressed in the Student Handbook, the Executive Director or his/her appointee will use his or her judgment to impose consequences for behaviors that do not meet the standards of conduct.

Standards of Conduct

In the best of circumstances, all students at Harbor City International School meet the highest standards of conduct for respect, professionalism, integrity, and civility. When students fail to meet these standards, consequences must be imposed to address unwanted behaviors. The following guidelines describe the consequences that are taken for violations of the law or violations of our school’s policies and expectations.

No Tolerance Violations

Harbor City International School is a safe environment in which all students receive an education without fear or intimidation. Behaviors that involve physical threats, violence, verbal abuse, bringing controlled substances, or possessing a weapon at school are viewed as extreme threats to the people in the school and therefore, the environment of the school. In such cases, the Executive Director or available staff will address the behavior immediately and convene a Disciplinary Team meeting at the earliest possible time to consider the action taken to address the behavior, as well as consider additional actions that the Disciplinary Team believes should be imposed.

All students, regardless of their circumstances or situations, are expected to abide by the policies and standards of conduct for Harbor City International School. These expectations are especially true in regard to No Tolerance violations. Following the imposition of consequences for No Tolerance violations, every opportunity will be taken to ensure that violators understand and recognize the impact he or she has had on the community by following Restorative Justice practices when possible.

Highest Order Violations

Possession of a Dangerous Weapon	A dangerous weapon means any firearm, whether loaded or unloaded, knives, guns, martial arts instruments, mace, or any device designed as a weapon, or any other device or instrument that in the manner it is used or intended to be used is calculated to or likely to produce death or great bodily harm. This includes any look-alike object that may have the appearance of a weapon or dangerous instrument. No student may knowingly possess, store, handle, transmit, use, or encourage or aid any student to possess, store, handle, or transmit these weapons in: (a) any school building, (b) on any school premises, (c) on any school associated transportation, (d) off the school grounds at any school related activity, event, or function, or (e) in a school zone as defined by Minnesota Statutes.
Bomb Threat/Threat of Bodily Harm or Death	Any actual or implied threat to carry or detonate a bomb or explosive device or the verbal threat to inflict bodily harm or death.
Aggravated Assault	Committing an assault upon another person with a dangerous weapon or an assault that inflicts great bodily harm upon another person.
Robbery/Extortion	The obtaining of property from another by use of force or threat of force.
Criminal Sexual Assault	As defined by Minnesota Statute 609.341.
Gang Activity	A “gang” is herein defined as any group that participates in disruptive, intimidating, illegal, and/or violent activities as defined in this policy.
Selling Drugs/Controlled Substances/Alcohol	Students shall not sell any narcotic drug, hallucinogen drug, amphetamine, barbiturate, marijuana, alcoholic beverages intoxicants, or any kind, look-alike drugs or substances or other items or paraphernalia: (1) on school grounds before, during, or after school hours; (2) on school grounds at any time when the school is being used by any school group; (3) off school grounds at any school activity, function, or event; (4) on any district-associated transportation; or (5) in a school zone as defined by Minnesota Statutes. Please see school drug policy in the appendix.

Minimal Disciplinary Action for Highest Order Violations

Mandatory notification of police and/or probation officer, notification of parents or guardian, review for expulsion with expulsion considered imminent, minimum 5 days out-of-school suspension with consideration of additional penalties during review period for expulsion.

Second Order Violations

Assault	An act with the intent to cause fear in another of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm on another.
Fighting	Mutual combat in which both parties have contributed to the situation by verbal and/or physical action.
Bullying/Intimidation/Harassment, Please see appendix for expanded Bullying Policy adopted in the fall of 2014.	No student may intentionally hurt another person, either physically or psychologically. Students may not participate in or conspire with others to engage in harassing acts that injure, degrade, or disgrace other individuals. No student may intentionally or knowingly cause physical contact with another when the student knows or should reasonably believe that the other will regard the contact as offensive or provocative.
Drug/Controlled Substances/Alcohol/Tobacco	A student shall not possess, use, or transmit, or be under the influence of any narcotic drug, hallucinogen drug, amphetamine, barbiturate, marijuana, alcoholic beverages intoxicants, of any kind, look-alike drugs or substances, such as catnip, oregano, flour, saccharin, sunflower seeds giving the appearance of chewing tobacco, or other items or paraphernalia: (1) on school grounds before, during, or after school hours; (2) on school grounds at any time when the school is being used by any school group; (3) off school grounds at any school activity, function, or event; (4) on any district-associated transportation; or (5) in a school zone as defined by Minnesota Statutes. In the event that a student is suspected of being under the influence of any drug or alcohol, the Executive Director or his or her designate will convene a Disciplinary Team to assess the students state of functioning and recommend a course of action and consequences that will minimally include notification of parents to come to school to consult with the Disciplinary Team regarding the student’s current state of functioning.
Tobacco/Smoking Materials	Students may not use, possess, or visibly display tobacco products/smoking materials on school grounds or in a school zone as defined by Minnesota Statutes.
Fires and False Alarms	1) Arson – The intent or intentional destruction of or damage to any school building or property by means of fire or explosive.

	<p>2) Failure to exercise ordinary caution resulting in fire in a school building, damage to school property, or injury to persons.</p> <p>3) False Alarm – Giving a false alarm (police, fire, ambulance, 911) or tampering or interfering with any fire alarm system.</p>
Racial/Religious Harassment	Any conduct that interferes with the education or work performance of an individual or group creating an intimidating, coercive, hostile, demeaning, or offensive educational and/or work environment.
Sexual Harassment	Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly, a term or condition of a person’s employment or advancement or, of a student’s participation in school programs or activities; (2) submission to or rejection of such conduct by an employee or student is used as the basis for decisions affecting the employee or student; (3) such conduct has the purpose of unreasonably interfering with an employee’s or student’s performance or creating an intimidating, hostile, or offensive work or learning environment.
Hazing	Committing an act against a student or coercing a student into committing an act that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization. “Student Organization” means a group, club, or organization having students as its primary members or participants.

Minimum Disciplinary Action for Second Order Violations

- 1st Offense – Mandatory notification of police or probation officer, notification of parent or guardian, three to five days out-of-school suspension and review for expulsion.
- 2nd Offense – Review for expulsion with expulsion considered imminent and minimum 5 days out-of-school suspension with consideration of additional penalties during review period for expulsion.

General Standards of Conduct Violations

Violations Against Persons	
Inappropriate Language/Conduct	Engaging in offensive, obscene, or abusive

	language/behavior, or in boisterous and noisy conduct creating alarm, anger, or resentment in others.
Violations Against School Administrative Procedures	
Disobedience	Refusal to follow school rules and regulations.
Defiance of Authority/Insubordination	Refusal to follow staff directives or instructions.
Disruptive Items	Items used or brought to school that interfere with the rights of others to an education, instruction, and/or with the effective operation of the school.
Disruptive Behavior	Actions or behaviors that interfere with the rights of others to an education, instruction, and/or with the effective operations of the school.
Cheating	Cheating is prohibited in any form on school grounds or in any school-related activity.
Plagiarizing	Taking credit for work you did not do is prohibited. For example, but not limited to: copying from print, the internet, or other electronic resources; purchasing someone's work; copying someone's work; paraphrasing without citing one's source.
Record and Identification Falsification	Falsifying signatures or data, refusal to give proper identification or giving false identification when requested to do so by a staff member, giving a false name or date of birth to police may result in a court referral.
Unauthorized Distribution	Distribution of unauthorized material on school property.
Leaving School Grounds	Leaving school grounds during school hours without proper school authorization.
Trespassing	Physically present without permission in a school building; physically present without permission on school grounds or at a school activity after being requested to leave by a school official; physically present on a school campus or at a school activity while suspended from school or following one's expulsion/exclusion from school.
Violations Against Traffic Regulations	
Reckless or Careless Driving	Driving on or near school property in such a manner as to endanger persons or property.

Violations Against Property	
Theft	The unauthorized taking of another’s property.
Distribution or Loss of Textbooks, Workbooks, or Library Books	A fee will be charged for lost or destroyed textbooks, workbooks, or library books.
Technology Tampering	Data tampering, unauthorized use of data, violations of the Internet Policy, software modification or copyright violation, violation of district network security, hardware damage/vandalism, etc.
Gambling for Profit	Gambling in any form is prohibited on school grounds or in any school-related activity.

Minimum Consequences

- **First Offense** – Student Conference, notification of parents or guardians with consideration of Parent/Guardian Conference, notification of police if required, referral to school support systems considered including counselor, Rendezvous Coordinator, Adviser, one day out-of-school suspension considered.
- **Second Offense** – 1 to 3 day out-of-school suspension, additional student/parent or guardian conference with school support personnel such as adviser, counselor, Student Advocacy Team Leader, Rendezvous Coordinator.
- **Third Offense** – 3 to 5 day out-of-school suspension.
- **Fourth Offense** – 5 day out-of-school suspension and review for expulsion.
- **Fifth Offense** – Review for expulsion with minimum 5 days out-of-school suspension and additional consequences considered during period of review for expulsion.

Confidentiality

HCIS will respect the confidentiality of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with Harbor City International School’s legal obligations to investigate, to take appropriate disciplinary action, and to comply with any discovery or disclosure obligations, including valid requests for data under the Minnesota Government Data Practices Act.

Formal Complaint Procedures

Any person who believes he or she has been the victim of sexual, sexual orientation, ethnic/racial, religious, and/or disability harassment or violence by a pupil or other school personnel of HCIS, or any person with knowledge or belief of conduct which may constitute sexual, sexual orientation, ethnic/racial, religious, or disability harassment or violence toward a pupil or other school personnel should report the alleged acts immediately to an appropriate HCIS official designated by this policy. Such persons are also encouraged to seek corrective action by telling the individual instigating the

harassment to stop. Any third person with knowledge or belief of conduct which may constitute sexual, sexual orientation, ethnic/racial, religious, or disability harassment or violence should report the alleged acts to an appropriate HCIS official as designated by this policy. HCIS encourages the reporting party or complainant to use the report form available from the HCIS office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to the Director of the school.

Form of Complaint

Complaints of harassment will be accepted verbally or in writing. Anonymous complaints will be accepted and investigated to the extent possible. Complaint forms are available in the HCIS office, and in the school counselor's office. A report need not be made on an official form in order for the administration to accept it.

Content of the Report

A report of harassment or violence in violation of this policy shall include the following information, if known:

- the name of the complainant, a brief description of the offending behavior – including times, places, and names, the name of or identifying information about the alleged perpetrator, and the names or descriptions of any witnesses to the harassment or violence.

Standard of Proof

In determining whether the alleged conduct can be substantiated, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred will be investigated. Allegations of the harassment and violence will be evaluated using a preponderance of the evidence standard – meaning that prior to imposing any sanctions the investigator must conclude that it is more likely than not that the harassment or violence occurred.

Attendance Policies

The Harbor City International School's Board of Director's believes that regular school attendance is directly related to success in academic work. Regular attendance develops habits of dependability important to students' future success.

In accordance with the regulations of the State Department of Education and the Minnesota Mandatory Attendance Law, students are required to attend all assigned classes and/or study halls every day school is in session. Students, parents, and the schools share the responsibility for attendance.

All phone calls or written correspondence related to absences should be directed to the office. 722-7574 Extension 0.

Responsibilities

Student's Responsibility – Students have a right to be in school. Students also have the responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, students have the responsibility of requesting any missed assignments due to an absence.

Parent or Guardian's Responsibility – Parents or guardians are responsible to ensure that their students are attending school, to inform the school in the event of a student's absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

Teacher's Responsibility – Teachers are responsible for taking daily attendance and to maintain accurate records in each assigned class and study hall. Teachers are also responsible to be familiar with all procedures governing attendance and to apply these procedures uniformly. Teachers must provide to any student who has been absent with any missed assignments upon request. Finally, teachers are responsible to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

Executive Director's Responsibility – The Executive Director is responsible to require students to attend all assigned classes and study halls. The Executive Director must be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, the Executive Director must inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

Excused Absences

In order for an absence to be excused, the school must be notified within 24 hours of an absence and it must meet one of the following criteria:

1. Sickness of pupil.
2. Sickness in the immediate family of the pupil.
3. Danger of imminent exposure to illness.
4. Medical or dental treatment.
5. Important events requiring student participation in such activities as state or national contests, tournaments, concerts, or performances. To be excused, advance notification is required.
6. Temporary absence from the city upon the personal request of the parent/guardian provided the request is made in advance of the absence or was of an emergency nature. For a student to receive full credit for work missed in a class, an advance absence form must be signed by the student's teacher and turned in to the Main Office before a student leaves the city. To receive full credit for work missed because of emergency absences, a student must make arrangements with each teacher upon returning to school.
7. Other reasons verified by the parent/guardian and mutually acceptable to both parent/guardian and building administration.

Multiple Excused Absences Leading to Loss of Credit

1. As students accrue multiple excused absences, a representative of the school will make reasonable efforts to notify parents and guardians that the student will lose credit for course work when the student reaches 15 absences in a semester. In addition, parents or guardians will be encouraged to meet with teachers and the Executive Director to resolve any issues or to correct problems that may be contributing to a high number of excused absences.

2. Following 14 excused absences, the Executive Director will make reasonable efforts to inform the student's parents or guardians that the student will lose credit for a course or courses in which the student has

accrued 15 excused absences. The loss of credit is subject to review as determined by the Executive Director and the teacher.

Unexcused Absences

1. All absences, which are not school authorized, or which are not excused, or which are the result of tardiness without a valid excuse are considered unexcused absences and trancies.
2. If a student arrives to class more than 10 minutes after class has started without a valid excuse, then the student is considered unexcused absent and truant for that class period.
3. Three incidents of unexcused tardiness will be considered equal to one unexcused absence.
4. All absences for which timely and proper notification is not provided are considered unexcused absences and trancies.

State law indicates that students not yet age 16 may be referred to Truancy Court after they have accumulated seven school days with one or more class periods which are unexcused.

Consequences for Unexcused Absences

Students with unexcused absences shall be subject to the following consequences:

1. Students who are unexcused absent will be assigned to detention.
2. Following five unexcused absences the student's grade may be reduced by one increment for each unexcused absence. For example, upon accruing 6 unexcused absences a student's grade is lowered from a C to a C-; a 7 unexcused absence from a C- to a D+. A representative of the school will make a reasonable effort to inform parents or guardians that the consequence will be imposed and a strong recommendation will be made that parents or guardians schedule a conference with the teacher or teachers and the Executive Director to resolve issues related to the high number of unexcused absences.
3. Upon reaching 8 cumulative unexcused absences in a semester, the Executive Director will impose the loss of credit for the class or classes from which the student has been unexcused absent. The Executive Director will make reasonable efforts to inform parents that the loss of credit will be imposed before reaching 8 cumulative unexcused absences.

Attendance Requirement for Course Credit – Maximum Total Absence Rule

Course credit requirements include not only completion of all required course work, but also participation and interaction through regular and prompt attendance. Frequent absences lead to disruption of the instructional process for the individual student, the classroom teacher and other students in the class. The loss of credit as outlined below is subject to review as determined by the Executive Director and the teacher.

1. For electives, 7 excused or 4 unexcused absences will result in loss of credit for the course.
2. For winter symposium, 2 excused or 1 unexcused absences will result in loss of credit for the course.
3. For spring symposium, 2 excused or 1 unexcused absence will result in loss of credit for the course.

Tardiness

- Tardiness is the failure of a student to be in an assigned area at the beginning of class without a valid excuse.
- An unexcused tardy is tardiness, without a valid excuse, which occurs within ten minutes of the start of class. After ten minutes the student is marked absent.
- Valid excuses for tardiness must be in writing and signed by an administrator or faculty member.
- Three incidents of unexcused tardiness will be considered the equivalent of one unexcused absence.

Valid & Invalid Excuses for Tardiness

Valid excuses for tardiness are:

- Illness;
- Serious illness in the student's immediate family;
- A death in the student's immediate family or of a close friend or relative;
- Medical or dental treatment;
- Court appearances occasioned by family or personal action;
- Physical emergency conditions such as fire, flood, storm, etc;
- Any tardiness for which the student has been excused in writing by an administrator or faculty member.

Examples of invalid excuses for tardiness:

- My mom forgot to get me up.
- My mom couldn't find her keys.
- I missed my bus.
- My bus was late.
- My alarm clock did not go off.
- I had to give my hamster medication.

School officials will make the final determination regarding the validity of the tardiness incident.

Consequences for Tardiness

Students with three incidents of unexcused tardiness will be assigned detention. If he/she does not report to detention he/she will be out-of-school suspension the following school day. Following three incidents of tardiness, students will be assigned detention for each future incident of tardiness.

Special Absences

Students are granted special absences for the following reasons:

1. Religious instruction not exceeding three (3) hours per week conducted in accordance with Minnesota Statutes S120.10.
2. Dismissal under the Fair Pupil Dismissal Act for disciplinary purposes.
3. Death in the immediate family.

4. Religious/spiritual days kept sacred by the pupil when religious/spiritual services are observed only during school hours.
5. Subpoenas for testimony in court or quasi-judicial proceedings.
6. Sanctioned Harbor City International School events/travel. Must be approved by the teacher.

Vacation/Extended Absences

For absences of more than three days, an extended leave form must be filled out by parent/guardian and teachers, and turned in to the attendance office **prior** to the absence. Forms available at the Main Office. All students who are absent must have their absence verified through the Main Office, preferably by a phone call on the day of the absence.

An absence MUST be verified within 24 hours of a student's return to school by a phone call from a parent/guardian or a written note signed by a parent/guardian, dated, and stating the reason for the absence.

Sign-in / Sign-out Procedures

Students entering or exiting the building outside their regular arrival and departure times for appointments must sign in and out in the Attendance Office before leaving the building. Permission to leave school must be obtained from parent/guardian prior to signing out. **Leaving school without permission is classified as an unexcused absence and students are not allowed to return to school on the same day they left school without permission.**

Students who become ill while in school must go to the Main Office to sign out. Failure to do that will result in an unexcused absence. If an emergency situation occurs while a student is out of school (i.e. becoming ill while home for lunch), it is the student and parent's responsibility to notify the Main Office **immediately** as to any class period that may be missed. A note from home "after the fact" may not be accepted.

The Expectations for Students Who are Eighteen-years old

Students who reach their eighteenth birthday while a student at Harbor City International School must have their parent's permission to sign themselves out of school or to excuse their absences. HCIS prefers that parents retain this authority beyond a student's eighteenth birthday. The school will continue to contact parents regarding absences, tardiness, and school sign-out regardless of a student's age.

Policy Regarding Married and/or Pregnant Students

Married students, male and female, and married and unmarried pregnant females shall be entitled to the same educational opportunities as other students.

School Sponsored Student Publications and Activities

Purpose

The purpose of this policy is to protect students right to free speech in production of official school publications and activities while at the same time balancing Harbor City International School's role in supervising student publications and the operations of the school.

General Statement of Policy

Harbor City International School may exercise editorial control over the style and content of student expression in school-sponsored publications and activities.

Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school policy. Faculty advisers shall supervise students to ensure compliance with the law and Harbor City International School's policies.

Students who believe their right to free expression has been unreasonably restricted in an official student publication or activity may seek review of the decision by the Executive Director. The Executive Director shall issue a decision no later than three school days after the review is requested.

Students producing official school publications and activities shall be under the supervision of a faculty advisor and the Executive Director. Official publications and activities shall be subject to the guidelines set forth below.

Official school publications may be distributed at reasonable times and locations.

Guidelines

Expression in an official school publication or school-sponsored activity is prohibited when the material:

- is obscene;
- is libelous or slanderous;
- advertises or promotes a product or service not permitted for minors by law;
- encourages student to commit illegal acts or violates school regulations or substantially disrupts the orderly operation of school or school activities;
- expresses or advocates sexual, racial, or religious harassment or violence or prejudice;
- is distributed or displayed in violation of time, place, and manner regulations.

Expression in an official school publication or school-sponsored activity is subject to editorial control by the school over the style and content so long as the school's actions are reasonably related to legitimate pedagogical concerns. These may include, but are not limited to, the following:

- assuring that participants learn whatever lessons the activity is designed to teach;
- assuring that readers and listeners are not exposed to material that may be inappropriate for their level of maturity;
- assuring that the views of the individual speaker are not erroneously attributed to the school;
- assuring that the school is not associated with any position other than neutrality in matters of political controversy;
- assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;

- assuring that the school is not associated with expression that is, for example, incorrect grammatically, poorly written, inadequately researched, biased and prejudiced, vulgar or profane, or unsuitable for immature audiences.

Time, Place, and Manner of Distribution

Time – Distribution shall be limited to the hours before the school day begins, during lunch hour, and after school is dismissed.

Place – Written material may be distributed in locations so as not to interfere with the normal flow of traffic within the school hallways, walkways, entry way, or parking lots. Distribution shall not impede entrances or exits from school premises in any way.

Manner – No one shall induce or coerce a student or staff member to accept a student publication.

Participation in Extracurricular Activities and School Sponsored Activities

Harbor City International School encourages student participation in extra-curricular activities. Participation can provide enjoyment and at the same time teach discipline, leadership, teamwork, and respect. Participation in activities allows for the exploration of potential healthy lifelong hobbies and passions. Participation in extra-curricular activities at Harbor City International School is a privilege. Each student who participates in an extra-curricular activity represents not only himself/herself but Harbor City International School as well. Student participants in extra-curricular activities always bear the responsibility of representing themselves as good citizens and positive role models. Participation in an extra-curricular activity constitutes a student's and their parent's or guardian's understanding of, and agreement to abide by, the guidelines listed below. Harbor City International School has the authority to restrict or revoke a student's privilege to participate in an extra-curricular activity.

Recognizing that academic success for all Harbor City International School students is a priority, the guidelines bulleted below apply to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-activities. School sponsored activities include use of the theater, recording equipment, media lab and similar activities.

Students participating in activities may not have failing grades. (No grades of F in any classes.) Should the student's current GPA drop below 2.0 or the student has a failing grade in a single class or other concerns arise during an activity, it is the responsibility of the student to speak with the director of the activity. The director of the activity may opt to craft a plan with the student in order to remain eligible for participation (For example, attending homework labs or getting help from teachers) or may opt to remove the student from the activity if he/she cannot meet eligibility requirements and/or refuses or fails to follow the plan as prescribed by the director and/or the cooperating teachers.

Students must have and maintain a 2.0 gpa in order to participate in extracurricular or school sponsored activities. If the current GPA as represented in PowerSchool drops below 2.0, the student will be excluded from extra-curricular activities until his/her grades improve.

(The directors of activities reserve the right to use discretion when dealing with applying this policy to individual students.)

- School-initiated absences will be accepted and participation permitted.
- A student must attend a minimum of one-half of the school day to participate in events or programs after school or in the evening of that school day or weekend in cases that the event or program is on the weekend.
- A student may not participate in any program or evening activity if he or she has an unexcused absence from any class during the day.
- If a student is suspended from any class or receives an out-of-school suspension, he or she may not participate or attend any activity or program that day or evening. Students who have been expelled from school may not participate in any activity and may not be on school grounds.
- If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

Harassment and Violence

[Note: This policy is required by statute. This form of policy has been reviewed and approved by the Minnesota Department of Education in compliance with the mandatory legislation.]

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. Harbor City International School prohibits any form of religious, racial or sexual harassment and violence.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of Harbor City International School to maintain a learning and working environment that is free from religious, racial or sexual harassment and violence. The school prohibits any form of religious, racial or sexual harassment and violence.
- B. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to harass a pupil, teacher, administrator or other school personnel through conduct or communication of a sexual nature or regarding religion and race as defined by this policy. (For purposes of this policy, school personnel includes school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)
- C. It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school to inflict, threaten to inflict, or attempt to inflict religious, racial or sexual violence upon any pupil, teacher, administrator or other school personnel.
- D. The school will act to investigate all complaints, either formal or informal, verbal or written, of religious, racial or sexual harassment or violence, and to discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who is found to have violated this policy.

III. RELIGIOUS, RACIAL AND SEXUAL HARASSMENT AND VIOLENCE

DEFINED

A. *Sexual Harassment; Definition*

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or educational environment.
2. Sexual harassment may include but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated or inappropriate patting, pinching or physical contact, other than necessary restraint of pupil(s) by teachers, administrators or other school personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of gender.

B. *Racial Harassment; Definition*

Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

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

C. *Religious Harassment; Definition*

Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

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

D. *Sexual Violence; Definition*

Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts.

Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.

Sexual violence may include, but is not limited to:

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

E. *Racial Violence; Definition*

Racial violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, race.

F. *Religious Violence; Definition:*

Religious violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion.

G. *Assault; Definition: Assault is:*

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

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of religious, racial or sexual harassment or violence by a pupil, teacher, administrator or other school personnel of Harbor City International School, or any person with knowledge or belief of conduct which may constitute religious, racial or sexual harassment or violence toward a pupil, teacher, administrator or other school personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. The school encourages the reporting party or complainant to use the report form available from the Executive Director or available from the Main Office, but oral reports shall be considered complaints as well.
- B. *At Harbor City International School.* The Executive Director is the person responsible for receiving oral or written reports of religious, racial or sexual harassment or violence. Any adult school district personnel who receives a report of religious, racial or sexual harassment or violence shall inform the Executive Director immediately.
- C. Upon receipt of a report, the principal must notify the school human rights officer immediately, without screening or investigating the report. The Executive Director may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the Executive Director to the human rights officer. If the report was given verbally, the Executive Director shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the Executive Director. If the complaint involves the Executive Director, the complaint shall be made or filed directly with the

President of the Board of Directors or the school's human rights officer by the reporting party or complainant. 413-5

- D. *For the Board of Directors.* The Board of Directors hereby designates as the school district human rights officer(s) to receive reports or complaints of religious, racial or sexual harassment or violence. If the complaint involves a human rights officer, the complaint shall be filed directly with the President of the Board of Directors.
- E. The Board of Directors shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone number.
- F. Submission of a good faith complaint or report of religious, racial or sexual harassment or violence will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The Board of Directors will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Board of Directors legal obligations to investigate, to take appropriate action and to conform with any discovery or disclosure obligations.

V. INVESTIGATION

- A. By authority of Harbor City International School, the human rights officer, upon receipt of a report or complaint alleging religious, racial or sexual harassment or violence, shall immediately undertake or authorize an investigation. The investigation may be conducted by Harbor City International School's officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged religious, racial or sexual harassment or violence. In some school districts the superintendent may be the human rights officer. If so, an alternative individual should be designated by the school board.
- E. The investigation will be completed as soon as practicable. The school's human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the President of the Board of Directors, the report may be filed directly with the Board of Directors. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon receipt of a report, the school will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or

discharge. School's action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.

- B. The result of the school's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VII. REPRISAL

Harbor City International School will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who makes a good faith report of alleged religious, racial or sexual harassment or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- B. Nothing in this policy will prohibit the school from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members.
- B. This policy shall be given to the school's employee and independent contractor at the time of entering into the person's employment contract.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References:

Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)

Minn. Stat. Ch. 363 (Minnesota Human Rights Act)

Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)

42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)

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

MSBA/MASA Model Policy 406 (Public and Private Personnel Data)

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 525 (Violence Prevention)

Treatment of Students and Families –Conflict Resolution Process

The Executive Director of Harbor City International School will establish clear processes for communicating expectations and what may be expected from the education, lunch program, and transportation services offered by the school. Information will be provided to families on student academic performance throughout the school year. The school will be operated with 4R's value-driven restorative justice philosophy. (Respect, Responsibility, Relationship, Reach).

Persons who believe they have not been accorded a reasonable interpretation of their protections under these policies may meet with the Executive Director to discuss their concerns. In such cases, the Executive Director will consult with the President of the Board of Directors to resolve the concerns. In the event that the Executive Director, in consultation with the President of the Board of Directors, is unable to resolve the concerns, a request may be made for a meeting with the President of the Board of Directors and the Executive Committee of the Board of Directors to resolve the concerns.

If the President of the Board of Directors and the Executive Committee are unable to resolve the concerns, a request may be made for resolution in a closed session meeting with the Board of Directors. The Board of Directors will hold the final decision making authority through majority vote by an acceptable quorum in resolving the person or persons concerns.

Conflict Resolution Flow Chart

Please see chart on the next page.



Enrollment

Charter Schools in Minnesota are public schools that are accessible to all school-aged children regardless of race, national origin, gender, ethnicity, language proficiency, physical or mental disability, sexual preference, and/or academic achievement. All students from the State of Minnesota are eligible to attend Harbor City International School (HCIS). To find out more about enrolling a student at HCIS, please contact the office, 722-7574 x311, or the enrollment coordinator.

Admission to Harbor City International School

Harbor City International School follows Minnesota state law in filling openings for classes.

Minnesota State Law

A charter school shall enroll an eligible pupil who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level, or building. In this case, pupils must be accepted by lot. The charter school must develop and publish a lottery policy and process that it must use when accepting pupils by lot. A charter school shall give preference for enrollment to a sibling of an enrolled pupil and to a foster child of that pupil's parents and may give preference for enrolling children of the school's teachers before accepting pupils by lot. A charter school may not limit admission to pupils on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability and may not establish any criteria or requirements for admission that are inconsistent with this subdivision. The charter school shall not distribute any services or goods of value to students, parents, or guardians as an inducement, term, or condition of enrolling a student in a charter school.

Harbor City International School does not discriminate on the basis of race, religion, gender, social or economic background, or sexual orientation.

Parents must submit an application to enroll their student into Harbor City International School. To request an application, phone the school at 722-7574 x311. Alternatively, visit the school at 332 West Michigan Street in the Duluth Plumbing Supply Building to pick up an application. Take the elevator to the 3rd floor during regular business hours of 8:00 a.m. until 4:00 p.m. The enrollment form is also available for download from our website, www.harborcityschool.org.

Preference in the acceptance to Harbor City International School is given to families with siblings at our school and teachers' children. April 1 is our deadline to fill open spaces in classes. After April 1 applications for classes with openings will be accepted by date and time of the application until the class is full.

If the number of applicants exceeds the number of openings before April 1, then siblings of families attending Harbor City International School and the children of teachers at Harbor City International School will be enrolled at our school and the remaining students will participate in a lottery process under the supervision of Eikill & Schilling LTD, Consultants and Certified Public Accountants. The lottery will be held on April 1 or the first business day following April 1 if April 1 falls on a weekend or a holiday.

Following their admission to Harbor City International School, students are encouraged to attend our school by completing an orientation visit. During the orientation visit, students spend a day at school

shadowing a current student and observing the daily activities of the school. Students are asked also to complete several questions about their observations of our school.

The orientation visit helps new students and their parents understand that HCIS is a school of choice. To choose is an active process. It is in the best interest of all involved that students and families are active and fully aware of what HCIS is, how we best serve students and how our environment and philosophies can affect each individual's potential to have a successful learning experience.

At HCIS, we prioritize academics, communication, inquiry and reflection. The goal of our orientation procedure is to insure that when choosing HCIS, a student and family do so with as full an awareness of these factors as possible.

Mandatory Reporting

Minnesota state law created a legal mandate for professionals and their delegates who work with children. **The entire HCIS staff will adhere to this law.** They are required to make a child protection report if they know or have reason to believe that:

1. A child is being neglected or abused; or
2. Has been neglected or abused in the preceding three years.

Crisis Plan

A school crisis management plan as stated in MSBA/MASA Model Policy 806 is reviewed each year with all HCIS staff. The HCIS Director and Crisis Team are responsible for the implementation of any needed procedures related to crisis in the school building.

Annual Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. This is an annual notification of your FERPA rights. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information

regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school official with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate education interest if the official needs to review and education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Appendix

Definitions

“Distributions” means circulation or dissemination of material by means of handing out free copies, selling, or offering copies for sale, accepting donations for copies, posting or displaying material, or placing materials in internal staff or student mailboxes.

“Official School Publications” means school newspapers, yearbooks, or material produced in communications, journalism, or other writing classes as part of the curriculum.

“Obscene to Minors” means:

The average person applying contemporary community standards, would find the material, taken as a whole, appeals to the prurient interest of minors of the age to whom the distribution is requested;

The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and

The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

“Minor” means any person under the age of eighteen (18).

“Material and Substantial Disruption” of a normal school activity means:

Where the normal school activity is an educational program of Harbor City International School for which attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.

Where the normal school activity is voluntary in nature (including without limitation, school athletic events, school plays and concerts, and lunch periods) “material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruptions can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

“School Activities” means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, concerts, school plays and other theatrical productions, and in-school lunch periods.

“Libelous” is a false and unprivileged statement about a specific individual that tends to harm the individual’s reputation or to lower that individual in the esteem of the community.

HARBOR CITY INTERNATIONAL School RELATED BULLYING PROHIBITION POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on Harbor City International School property or at school-related functions. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying that interferes with or obstructs the mission or operations of the Harbor City International School or the safety or welfare of the student, other students, or employees. The misuse of technology including, but not limited to, teasing, intimidating, defaming, threatening, or terrorizing another student, teacher, administrator, volunteer, contractor, or other employee of the Harbor City International School by sending or posting e-mail messages, instant messages, text messages, digital pictures or images, or website postings, including blogs, also may constitute an act of bullying regardless of whether such acts are committed on or off Harbor City International School property and/or with or without the use of Harbor City International School resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the Harbor City International School shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline for that act in accordance with Harbor City International School District's policies and procedures. The Harbor City International School may take into account the following factors:

Harbor City International School Student Handbook – 2014-2015

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

Consequences for students who commit prohibited acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge. Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from Harbor City International School property and events and/or termination of services and/or contracts.

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

III. DEFINITIONS

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

- Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
 4. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
 2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyberbullying as defined in this policy.

“Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

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

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

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to an appropriate Harbor City International School official designated by this policy. A person may report bullying anonymously. However, the Harbor City School District’s ability to take action against an alleged perpetrator based solely on an anonymous report may be limited.
- B. The Harbor City International School encourages the reporting party or complainant to use the report form available from the director of each building or available from the Harbor City International School office, but oral reports shall be considered complaints as well.
- C. The building director, the director’s designee, or the building supervisor (hereinafter building report taker) is the person responsible for receiving reports of bullying at the building level. Any person may report bullying directly to a Harbor City International School human rights officer or the Executive Director. If the complaint involves the building report taker, the complaint shall be made or filed directly with the Executive Director or the Harbor City International School human rights officer by the reporting party or complainant.
- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall inform the building report taker immediately. Harbor City International School personnel who fail to inform the building report taker of conduct that may constitute bullying in a timely manner may be subject to disciplinary action.
- E. Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- F. Submission of a good faith complaint or report of bullying will not affect the complainant’s or reporter’s future employment, grades, or work assignments, or educational or work environment.
- G. The Harbor City International School will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Harbor City International School District’s obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. Harbor City International School Action

- A. Upon receipt of a complaint or report of bullying, the Harbor City International School shall undertake or authorize an investigation by Harbor City International School officials or a third party designated by the Harbor City School District.
- B. The Harbor City International School may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of bullying, consistent with applicable law.
- C. Upon completion of the investigation, the Harbor City International School will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. Harbor City International School action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; Harbor City International School policies; and regulations.
- D. The Harbor City International School is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the Harbor City International School District. School officials will notify the parent(s) or guardian(s) of students involved in a bullying incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

VI. REPRISAL

The Harbor City International School will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the Harbor City International School who retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

VII. TRAINING AND EDUCATION

- A. The Harbor City International School annually will provide information and any applicable training to Harbor City International School staff regarding this policy.
- B. The Harbor City International School annually will provide education and information to students regarding bullying, including information regarding this Harbor City International School policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying.
- C. The administration of the Harbor City International School is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the victim, and to make resources or referrals to resources available to victims of bullying.

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

VIII. NOTICE

- 3. The Harbor City International School will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- 2. A report will be given to the School Board at the June Regular Meeting where a summary will be given of the number of bullying complaints, types of complaints, and the action taken to resolve the complaint. This will be done without releasing any case specific information or personnel data.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)

Adopted: Final version on October 9, 2014

401 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL POLICY

Harbor City International School

Harbor City International School Student Handbook – 2014-2015

Adopted: May 14, 2014

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances and controlled substances without a physician prescription.

II. GENERAL STATEMENT OF POLICY

A. No employee shall unlawfully manufacture, distribute, dispense, possess, or use on or in the work place any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or any other controlled substance, as defined in schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation CFR 1300.11 through 1300.15, or in violation of any statute of the State of Minnesota.

B. Harbor City International School (HCIS) will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

A. "Work place" is defined to mean the site for the performance of work done in connection with employment. That includes any school building or any school premises; any school owned vehicle or any other school approved vehicle used to transport students to and from school or school activities; off school property during any school sponsored or school approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the (HCIS).

IV. EXCEPTIONS

A. It shall not be a violation of this policy for a person to bring onto a school location, for such person's own use, a controlled substance which has a currently accepted medical use in treatment in the United States and the person has a physician prescription for the substance. The person shall comply with the relevant guidelines as outlined in the Student and Employee Handbooks regarding prescription medications.

B. It shall not be a violation of this policy for a person to possess an alcoholic beverage in a school location when the possession is within the exceptions of Minn. Statute 624.701(experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).

36

C. Those occasions as approved by the BOD.

V. ENFORCEMENT

A. Students

1. A student who violates the terms of this policy shall be subject to discipline

2. The student may be referred to a drug or alcohol assistance or rehabilitation in accordance with the HCIS's discipline policy. Such discipline may include suspension or expulsion from school.

program and/or to law enforcement officials when appropriate and at parental expense.

B. Employees

1. As a condition of employment in any federal grant, each employee who is

2. An employee who violates the terms of this policy is subject to disciplinary

3. In addition, any employee who violates the terms of this policy may be

4. Sanctions against employees, including nonrenewal, suspension, termination, engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on an MSA federal grant is performed, no later than five (5) calendar days after such conviction.

action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the BOD.

required to satisfactorily participate in a drug and/or alcohol abuse assistance

or rehabilitation program approved by HCIS. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the BOD.

or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and HCIS policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

VI. DISSEMINATION OF POLICY

Appropriate portions of this policy shall appear in the Student and Employee Handbooks.

Harbor City International School Commitment Contract

HCIS is committed to providing students with a high quality education. We are proud of being the only public college preparatory school in Duluth. We are proud to be designated a Minnesota State Reward School for three years in a row. In keeping with our mission and our goals, it is important that the school, the teachers, the parents/guardians, and (most importantly) the students commit to doing all we can to ensure student success and learning. The following is a contract to be signed by students, parents/guardians, and a school representative upon student intake/scheduling.

As a school, the following are our responsibilities:

1. Provide a safe campus and classroom climate of mutual respect.
2. Provide clear, posted standards of student behavior within classroom (1. Be Prepared 2. Respect and Listen 3. Do Quality Work 4. Be Engaged 5. Keep it Clean).
3. Provide for the individual needs of students and effectively facilitate student learning.
4. Provide information regarding a student's learning challenges to SAT (Student Advocacy Team) or the special education team.
5. Provide opportunities for makeup work for excused absences according to student handbook and teacher syllabi.
6. Provide posted teacher office hours for support outside regular class hours.
7. Provide homework lab opportunities for extra student support four days a week.
8. Provide updated teacher websites weekly with assignments, tests/quizzes, due dates, and policies.
9. Provide up-to-date academic progress through PowerSchool.
10. Provide quarterly progress reports or grades via mail.
11. Conduct monthly academic conferences with students during basecamp.
12. Teacher/Case manager will contact parent through phone or email monthly if student is receiving a D in any class.
13. School representative will contact parent to set up meeting if student is failing any class.
14. If students are receiving special education services, staff will consistently collaborate to support the student's IEP and promote their academic success.

School Representative _____ **Date** _____

As a student, the following are my responsibilities:

1. I will be here! Good attendance is vital to ensuring a quality education.
2. I will be punctual. I will be on time for classes, with all the necessary materials. I understand that if I am not on time, or if I am not prepared for class, I will be marked tardy. An accumulation of tardies/absences will result in detention and/or loss of credit.
3. I will contribute positively to the HCIS community!
4. I will check teacher websites several times a week to prepare for classes and ensure assignments get finished.
5. I will utilize homework lab in the afternoons, math lab in the mornings, or work directly with my instructors on a daily basis before and after school to ensure my success if my GPA falls below 2.0, or if I have any grades that are D or below.
6. I am responsible for approaching teachers for missing work due to absences, and for getting it finished and turned in in a timely manner.
7. It is my responsibility to finish assigned work and homework, and to know all my teachers' late work policies.
8. I will keep the four R's: Respect, Responsibility, Relationship, Reach, in mind when conducting myself at school and when I represent HCIS in the community.
9. I am expected to pass all my classes every semester. Failing classes can result in credit recovery and/or not being promoted to the next grade level.
10. (Juniors and Seniors) I understand that if I do not have enough credits to be a junior or a senior, or if I am failing any classes, I will lose the privilege of going off campus for lunch.
11. I will check my school email regularly (at least weekly).
12. I will adhere to all the school policies.

Student Signature _____ **Date** _____

Harbor City International School Student Handbook – 2014-2015

As a parent/guardian, the following are my responsibilities:

1. I will encourage my student in the following areas: completion and return of homework, regular attendance, and prompt arrival.
2. I will ensure my student has an environment which supports academic success by providing a healthy diet and adequate sleep hours, by limiting outside school responsibilities (i.e., work hours), and by arranging transportation in order for my student to attend before/after homework labs, if necessary.
3. I will talk to my student about how things are going in their classes, and I will regularly check PowerSchool and teacher websites to monitor my student's assignments, assessments, and grades.
4. I will stay on top of what is going on at HCIS by reading school emails, newsletters, and checking the website for announcements and upcoming events.
5. I will attend parent conferences, school meetings, and other activities sponsored by the school.
6. I will communicate with teachers and HCIS staff with any questions or concerns about my student by phone or email.
7. I will be familiar with the guidelines and consequences outlined in the HCIS Student Handbook. I will support HCIS in enforcing these expectations.
8. I will ensure that my student will stay for math lab or homework lab if they have any grades that fall below a C.

Parent/Guardian Signature _____ **Date** _____

Interventions

HCIS offers:

- Homework Lab (Monday – Thursday 3pm-4pm)
- Morning Math Lab (Monday – Friday 7:45a – 8:25a)
- Before/after school teacher office hours
- Individually working with Promise Fellows (9th and 10th graders)
- Base camp conferences
- Teacher conferences
- Parent meetings

Failure to maintain continuous academic progress, grade level expectations, or desirable work habits will result in a conference with administration to review the interventions.

These commitments are essential to the mission of our school. Parents/Guardians, students, and staff must fulfill these responsibilities or the students' opportunity to learn at, and graduate from Harbor City International School will be jeopardized.