

2023-24 STUDENT HANDBOOK

Rights and Responsibilities



Mission

The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.



Believe. Belong. Become.

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LETTER TO FAMILIES

Dear Robbinsdale Area Schools Family,

To ensure the best possible education for our students, we all need to be aware of the rights and responsibilities we share: as students, family members, and staff. This Handbook provides details on these rights and responsibilities, and I ask you to give it your attention.

Our district places the highest possible priority on keeping students and staff members safe in our buildings. To do this, we count on everyone in our schools to do three important things:

1. Be safe
2. Be engaged
3. Be responsible

From time to time these core values are not observed. Staff members take a variety of actions in these cases, depending on what has taken place. Our goal is not to punish but to teach, and our responses are geared toward correcting negative behaviors in a way that keep them from recurring.

When all of us work together, our schools are lively and joyful places.

Thank you for reading this document. Let's make it a safe and happy year.

Sincerely,

Marti Voight
Amy O'Hern
Toya Stewart Downey
John Groenke
Anthony Williams
Alissa Pier

UNIFIED DISTRICT VISION

Believe. Belong. Become.

Robbinsdale Area Schools is committed to ensuring every student graduates ready for career, articulated skilled trades or college. We believe each student has limitless possibilities and we strive to ignite the potential in every student. We expect high intellectual performance from all of our students. We are committed to ensuring an equitable and respectful educational experience for every student, family and staff member, focusing on strengths related to:

- Race
- Culture
- Ethnicity
- Home or First Language
- National Origin
- Socioeconomic Status
- Gender
- Sexual Orientation
- Age
- Ability
- Religion
- Physical Appearance

The Unified District Vision Consists of Four Key Goals:

1. Implement policies and practices that open pathways to academic excellence for all students
2. Utilize culturally responsive teaching and personalized learning for all students
3. Engage family and community members as partners
4. Engage and empower students by amplifying student voice

SHARED RESPONSIBILITIES

Increasing Safety, Engagement and Responsibility

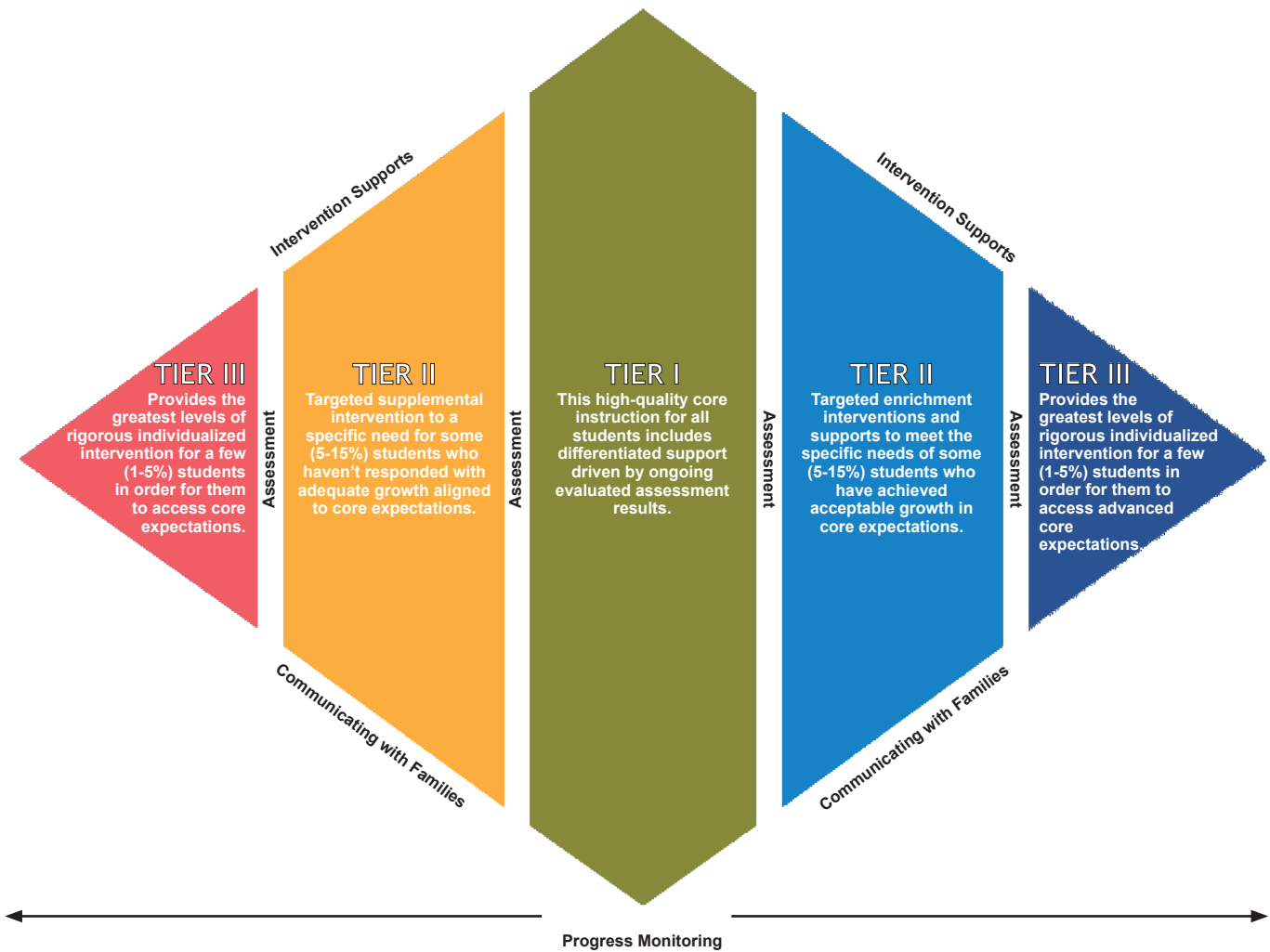
The safety and security of all students are our highest priorities, and we are committed to providing an enriching learning environment. Our intention is to provide positive, corrective instruction to students who fail to meet behavioral expectations. To ensure a positive learning environment, students, parents and guardians, and Robbinsdale Area Schools all have important roles to play.

Students	Parent(s)/Guardian(s)	Robbinsdale Area Schools Staff
Believe that you have the capacity to be your best self and achieve your hopes and dreams.	Believe your child has the capacity to be their best self and achieve their hopes and dreams.	Believe students are capable of being their best selves and achieving their hopes and dreams, and that staff have the capacity to support students.
Build and maintain positive relationships with all staff and other students.	Build and maintain a positive relationship with staff at the school.	Build and maintain positive relationships with all students and their families.
Respect yourself, the learning environment, other students, their parents/guardians, families and all staff.	Respect and support the learning environment and emphasize the importance of being prepared for school.	Develop a learning community and a respectful environment that supports social-emotional and academic success.
Ask for and accept help when you need assistance.	Ask for help when you need assistance. Advocate for your student through regular communication with school staff.	Regularly communicate with students and families. Support them when they ask for assistance.
Go to school every day on time, ready to learn and give your best effort.	Make sure your student arrives at school every day on time and prepared to learn.	Create a welcoming environment. Have high expectations for all students.
Learn and follow school expectations and procedures.	Learn, and speak with your student about, the expectations and procedures at their school.	Teach, model and reinforce school expectations and procedures. Follow the school-wide discipline plan.
Use technology and equipment in a responsible way.	Review the technology agreement with your student.	Tailor instruction for student voice and choice within a technology-rich learning environment.
Personalize your learning by bringing your creativity to your assignments.	Encourage your student's passion to learn and grow around their own goals for college, articulated skilled trades and career.	Provide personalized, engaging, and academically appropriate instruction, including culturally-responsive teaching, which represents and invites students' identities.
Conduct yourself in a manner to ensure your safety and the safety of others.	Contact your student's school if you observe or are aware of potentially unsafe activities or conditions.	Create and monitor safe conditions in the school environment.

MULTI-TIERED SYSTEM OF SUPPORTS

Multi-Tiered System of Supports (MTSS) is a framework for helping all learners succeed by matching interventions, instruction and assessment to their personalized needs. MTSS includes social and emotional learning (SEL) and academic instruction and supports.

MTSS Handbook



Student Handbook

GOALS

At Robbinsdale Area Schools, our goal is to create a safe and supportive climate and culture for all of our students. Each year, the School Board of Robbinsdale Area Schools adopts a Student Handbook to provide guidelines for the teaching and implementation of expected behaviors.

Students must follow the handbook before, during and after school while inside school buildings, on school grounds, and at school-related activities and events.

Students also must follow these rules while traveling in Robbinsdale Area Schools vehicles.

When misbehavior involves communication, gestures or expressive behavior, the infraction applies to oral, written or electronic communications, including but not limited to texting, emailing and social networking.

Core Values of the Student Handbook

1. Be safe
2. Be engaged
3. Be responsible

Each level features examples of expected behaviors and examples of infractions of these three core values. When teaching students the expectations for conduct, these core values can be used to design pro-social skills instruction and to develop replacement behavior strategies.

Levels of Corrective Strategies

The Handbook holds students accountable for their behavior. Infractions are grouped into four progressive levels based on the severity of the infraction. Whenever possible and appropriate, the response to misconduct begins with the lowest level of disciplinary response and includes appropriate supports and interventions.

Each level provides the district-wide expectations, examples of expected behavior, infractions of expectations, and choices to address student infractions. Definitions for each behavior are included at the end of each level. These are not intended to be exhaustive lists; behaviors covered by the definitions include, but are not limited to, the examples given.

Progressive Discipline Approach

Understanding discipline as a “teachable moment” is fundamental to a positive approach. The goal of progressive discipline is preventing recurrence of negative behavior by helping students learn from their mistakes. Essential to the implementation of progressive discipline is assisting students who have engaged in unacceptable behavior to:

- Understand why the behavior is unacceptable and the harm it has caused;
- Understand what they could have done differently in the same situation;
- Take responsibility for their actions;
- Learn pro-social strategies and skills to use in the future;
- Model and practice replacement strategies; and
- Understand the progression of consequences with recurring behavior.

Appropriate disciplinary responses should emphasize prevention and effective intervention, foster resiliency, prevent disruption to students' education, and promote positive school culture.

Every reasonable effort must be made to correct student behavior through school-based interventions such as restorative practices.

Supports and interventions are essential, because inappropriate behavior or violations of the Student Handbook may be symptomatic of more serious problems that students are experiencing. It is important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.

Determining the Disciplinary Response

School officials must consult this document when determining disciplinary measures. In determining how best to address inappropriate behavior, it is necessary to evaluate the totality of the circumstances surrounding the behavior. The following must be considered prior to determining the appropriate disciplinary measures:

The student's age, maturity, culture, and developmental level
The student's disciplinary record including the nature of any prior misbehavior, the number of prior instances of misbehavior, and the disciplinary and guidance intervention measures applied for each
The nature, severity and scope of the behavior
The circumstances/context in which the conduct occurred
The frequency and duration of the behavior
The number of persons involved in the behavior
The social-emotional status/needs of all persons involved in the behavior
The student's Behavior Intervention Plan (BIP), if applicable
The student's Individualized Education Program (IEP), BIP and/or 504 Accommodation Plan, if applicable

Restorative Practices

The district's vision is to provide a system of practices that will increase student engagement and build academic and social achievement. Restorative practices allow a school community to build relationships, problem solve, repair harm, and learn. Practices include collaborative negotiation, circle process, peer mediation, conflict resolution, and formal restorative conferencing. In this approach, relationships are the most important way we learn about the world and ourselves.

- A restorative practice school and community believes:
- Everyone in the school community is good, wise and powerful
- We are all connected to one another
- All of us want to be in good, healthy relationships with others
- We all have talents and gifts we bring to school
- It takes time, habits, and support to build and maintain positive relationships

Levels of Corrective Strategies

The Handbook holds students accountable for their behavior. Infractions are grouped into four progressive levels based on the severity of the infraction. Whenever possible and appropriate, the response to misconduct begins with the lowest level of disciplinary response and includes appropriate supports and interventions.

Each level provides the district-wide expectations, examples of expected behavior, infractions of expectations, and choices to address student infractions. Definitions for each behavior are included at the end of each level. These are not intended to be exhaustive lists; behaviors covered by the definitions include, but are not limited to the examples given.

LEVEL 1

Expectations and Corrective Strategies

Level 1 interventions are generally addressed by school staff members when a student has minimal or no prior infractions. The staff response is to teach and practice the expected behavior so students learn and demonstrate safe and respectful behaviors. Staff members are expected to use a variety of teaching and management strategies.

DISTRICTWIDE EXPECTATIONS What is Expected of Students	EXPECTED BEHAVIORS What Students Should Do	INFRACTIONS OF EXPECTATIONS What Students Should Not Do	CHOICES TO ADDRESS STUDENT INFRACTIONS These are not intended to be the only choices or sequential
BE SAFE	<ul style="list-style-type: none"> • Use considerate communication • Follow school-wide behavioral tations and abide by classroom rules, routines and procedures 	<ul style="list-style-type: none"> • Engage in inappropriate communication • Use disruptive behavior 	<ul style="list-style-type: none"> • Restorative Practices • Making amends to those harmed or offended • Verbal correction • Providing a reflective activity • Re-teaching behavioral expectations • Creating a behavior contract that includes expected student behaviors and consequences for infractions and/or incentives for demonstrating expected behavior • School community service • Loss of privileges • In-class time-out • Removal from class to another supervised classroom (less than one hour) • Mediation • Detention, during which the student completes school work • Alternative in-school educational programming, during which school work is completed, for less than half a day • In-school suspension, during which school work is completed, for more than half a day • Restitution
BE ENGAGED	<ul style="list-style-type: none"> • Follow school-wide schedule expectations and arrive on time to class • Listen to adults and follow directions 	<ul style="list-style-type: none"> • Exhibit chronic tardiness (Grades 6-12) • Fail to follow directions 	
BE RESPONSIBLE	<ul style="list-style-type: none"> • Be honest • Use communication devices according to school policy 	<ul style="list-style-type: none"> • Engage in fraud/ provide false identification • Use electronic communication devices in violation of school policy 	

LEVEL 1

Definition of Terms

Chronic Tardiness (Grades 6-12)

Students are expected to follow school-wide schedule expectations and arrive on time to class. Students must not habitually arrive at class after the bell or signal that class has started.

Disruptive Behavior

Students are expected to follow school-wide behavioral expectations and abide by classroom rules, routines and procedures. Students must not interrupt the learning of others or behave in a manner that causes disruption to the school environment. If a teacher or other school adult is prevented from starting an activity or lesson, or has to stop what they are doing to try to stop the student's behavior, the behavior is considered disruptive. For example, if a student causes a disruption in the classroom by talking, making noises, throwing objects, play-fighting, or otherwise distracting one or more classmates, the student is engaging in disruptive behavior.

Electronic Communication Devices

Electronic devices may be brought to school only in accordance with school policy. Students must use communication devices according to their school's policy (a school may choose to develop a specific plan related to the authorized use of electronic devices). Electronic communication devices must be turned off during school hours unless allowed by school policy.

Failure to Follow Directions

Students are expected to follow the instructions of school staff. School staff include administrators, teachers, educational assistants (EAs), secretaries, security personnel, custodians, bus drivers, lunchroom workers, school volunteers, etc. If students do not obey the instructions and/or directions given by school staff, the behavior may be considered disobedient.

Fraud/False Identification

Students are expected to be honest. Students must not sign or give a name other than their own.

Inappropriate Communication

Students are expected to speak considerately to others. Examples of inappropriate communication include put-downs, swearing, threatening, making fun of, or negatively talking about a person or their family.

LEVEL 2

Expectations and Corrective Strategies

Level 2 violations will generally result in interventions and/or disciplinary responses that involve the school administration. These actions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

DISTRICTWIDE EXPECTATIONS What is Expected of Students	EXPECTED BEHAVIORS What Students Should Do	INFRACTIONS OF EXPECTATIONS What Students Should Not Do	CHOICES TO ADDRESS STUDENT INFRACTIONS These are not intended to be the only choices or sequential
BE SAFE	<ul style="list-style-type: none"> Conduct all communication in the school with kindness Resolve conflicts peacefully Associate with peers and adults who engage in safe, respectful and responsible behavior Protect your own health and safety, and the health and safety of others Obey the law regarding combustibles 	<ul style="list-style-type: none"> Engage in harassment Inappropriate use of electronic technology Engage in inappropriate physical contact (No bodily harm) Using tobacco/smoking Use/possess combustibles - elementary 	<ul style="list-style-type: none"> Restorative practices Making amends to those harmed or offended Verbal correction Providing a reflective activity Re-teaching behavioral expectations Creating a behavior contract that includes expected student behaviors and consequences for infractions and/or incentives for demonstrating expected behavior Parent/guardian notification Parent/guardian conference Loss of privileges School community service Monetary restitution Consecutive day removal (up to five days) to another supervised classroom during a designated subject Mediation Detention, during which the student completes school work
BE ENGAGED	<ul style="list-style-type: none"> Be at school during all school hours 	<ul style="list-style-type: none"> Be truant (Grades 6-12) 	<ul style="list-style-type: none"> Alternative in-school educational programming, during which school work is completed, for less than half a day
BE RESPONSIBLE	<ul style="list-style-type: none"> Take care of school property Use your own belongings unless explicit permission from the owner is given to borrow an item Do your own work Be honest 	<ul style="list-style-type: none"> Engage in property damage/vandalism (Under \$500) Engage in minor theft/possession of stolen property (Under \$500) Cheating Gambling 	<ul style="list-style-type: none"> In-school suspension time, during which school work is completed, for more than half a day Referral to behavioral interventionist for tobacco/chemical infraction Potential police notification

LEVEL 2

Definition of Terms

Cheating

Students are expected to do their own work. Students must not use, submit or attempt to obtain data or answers dishonestly, or by deceit, collusion, or means other than those authorized by the teacher. Examples of acts of cheating and plagiarism include any appropriation, literary theft, falsification, counterfeiting, piracy, fraud, or unsupervised possession of any federal-, state- or district-mandated tests. Plagiarism includes, but is not limited to, copying word for word from references such as books, magazines, research materials or the internet.

Inappropriate Use of Electronic Technology

Students are expected to use technology and other resources in a safe and responsible manner. Students must not make, produce or distribute videos, images, sound recording or other mediums that show behavior prohibited by the Student Handbook on school property or at school events, including using school-owned or personal electronic devices (e.g., laptops, Chromebooks, iPads, tablets, e-readers, cellphones or video or still cameras). Depictions of such conduct on social networking sites such as Facebook, YouTube, Instagram, Snapchat, or any other similar websites are prohibited. Any representations of prohibited behavior must be immediately turned over to the principal or the principal's designee. Reproduction and distribution of these items will result in disciplinary action.

Gambling

Students should choose games which align with the expected behaviors in the Student Handbook Rights and Responsibilities. Students must not play games of cards, chance or dice for money or other items, except if such games are played at a school-sponsored activity for educational purposes.

Harassment

All communication in the school is to be conducted with kindness. Students must not use words (written, verbal, electronic), gestures, photographic images, drawings, or any form of communication to harass another person. This includes harassment based on race, gender, religious beliefs, nationality, disability or sexual orientation. See [Board Policy 413: Harassment and Violence](#) for more detailed information.

Minor Theft/Possession of Stolen Property (Under \$500)

Students must use only their own belongings unless explicit permission from the owner is given to borrow an item. Students must not take anything that does not belong to them. Students must not have anything that they know, or have reason to know, has been stolen. Students must not use school-owned or personal equipment to conduct illegal activity.

Physical Contact (No bodily harm)

Students must get help when needed to solve problems nonviolently. Students must not engage in non-serious but inappropriate physical contact, such as pushing, play fighting, and intimidation.

Property Damage/Vandalism (Under \$500)

Students must take care of school property. Students must not damage, break, destroy or misuse school property or anything that belongs to someone else.

Tobacco/Smoking

Students are expected to protect their own health and safety and that of others. Students must not possess, smoke or use any kind of tobacco product or associated paraphernalia including e-cigarettes and vape pens. American Indian students may possess tobacco which is used for traditional and ceremonial purposes.

Truancy (Grades 6-12)

Students are expected to be at school. Students may not receive an "unexcused absence" for a half day or more.

Use/Possession of Combustibles - Elementary

Students must obey the law regarding combustibles. Students must not use or be in possession of substances/objects capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid, etc.).

LEVEL 3

Expectations and Corrective Strategies

Level 3 violations will generally result in interventions and/or disciplinary responses that involve the school administration. These actions aim to correct behavior by stressing the seriousness of the behavior while providing access to educational programming.

DISTRICTWIDE EXPECTATIONS What is Expected of Students	EXPECTED BEHAVIORS What Students Should Do	INFRACTIONS OF EXPECTATIONS What Students Should Not Do	CHOICES TO ADDRESS STUDENT INFRACTIONS These are not intended to be the only choices or sequential
BE SAFE	<ul style="list-style-type: none"> • Conduct all communication in the school with kindness • Resolve conflicts peacefully • Obey laws regarding fire safety • Seek help when needed to solve problems nonviolently • Interact safely with peers • Bring objects and materials to school that are required for learning and participating in activities • Maintain a safe and productive learning environment • Abide by speed limits and traffic signals • Maintain appropriate boundaries with peers • Obey the law regarding combustibles 	<ul style="list-style-type: none"> • Bullying • Fighting* • False fire alarms or bomb reports/ tampering with fire alarm system • Engage in group violence* • Engage in harmful physical contact* • Hazing • Engage in physical contact with staff • Possession/use of other weapons or objects, not a firearm and not meeting Minnesota Statute dangerous weapon definition, with no intent • Property damage/ vandalism (Over \$500) • Engage in substantial disruption • Reckless driving • Engage in sexually inappropriate behavior 	<ul style="list-style-type: none"> • Restorative practices • Making amends to those harmed or offended • Verbal correction • Providing a reflective activity • Re-teaching behavioral expectations • Creating a behavior contract that includes expected student behaviors and consequences for infractions and/ or incentives for demonstrating expected behavior • Parent/guardian notification • Parent/guardian conference • Alternative in-school educational programming, during which school work is completed, for less than half a day • In-school suspension, during which school work is completed, for more than half a day • Monetary restitution • Out-of-school suspension (partial day and up to five days) • Potential police notification • Removal from classroom • Referral to behavioral interventionist for tobacco/ chemical infraction • Collaborative conversation meeting at District Office • Administrative review

**Based on the severity of the incident and/or multiple incidents of fighting, group violence or harmful physical contact at the secondary level may result in disciplinary review.*

BE ENGAGED	<ul style="list-style-type: none"> • Protect your own health and safety, and the health and safety of others • Respect other people and their decisions • Be kind to other people 	<ul style="list-style-type: none"> • Use/possession of combustibles - secondary • Use/possession of drugs, alcohol or other controlled substances • Engage in extortion/robbery • Make threats 	
BE RESPONSIBLE	<ul style="list-style-type: none"> • Stay in designated areas of the school to which you have been assigned • Use your own belongings unless explicit permission from the owner is given to borrow an item 	<ul style="list-style-type: none"> • Trespassing, including during periods of dismissal or suspension • Committing major theft/possessing stolen property (Over \$500) 	

LEVEL 3

Definition of Terms

Bullying

Communication should be conducted with kindness. Bullying is intimidating, threatening, abusive or harming conduct that is objectively offensive and:

1. There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior, and the conduct is repeated or forms a pattern; or
2. Action materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services or privileges. This includes using technology or other electronic communication that disrupts students' learning or the school-environment. See [Board Policy 514: Bullying Prohibition](#) for more information.

Extortion/Robbery

Students are expected to respect other people and their decisions. Students must accept "no" for an answer when making a request of another person. Extortion means getting money or a promise by using threat or force. Students must not make a person do anything he or she does not want to do by using threat or force. Students must not take another person's property. Students must not take or attempt to take from another person any property by force or threat of force.

False Fire Alarms or Bomb Reports/Tampering with Fire Alarm System

Students must obey laws regarding fire safety. Students must not set off a fire alarm at any time unless there is an emergency. Destroying or damaging a fire alarm is prohibited. Students must not falsely call or make a report to 911 or other emergency personnel.

Fighting

Conflicts must be resolved peacefully. Students must not physically fight with another person. Fighting involves the exchange of mutual physical contact, e.g., shoving, kicking, hair pulling, biting and hitting, with or without injury (i.e., mutual combat).

Group Violence

Students should interact in a positive manner with their peers. Students must not plan, instigate or participate with another or others, in an incident of group violence.

Hazing

Students should interact safely with peers. Hazing is committing an act or coercing a student into committing an act that creates a substantial risk of harm in order for the student to be initiated into or affiliated with a school or school group. See Board Policy 526: Hazing Prohibition for a more detailed definition and information.

Harmful Physical Contact

Students must seek help to solve problems nonviolently. Students must not engage in physically aggressive behavior that creates a substantial risk or results in injury.

Major Theft/Possession of Stolen Property (Over \$500)

Students must use only their own belongings unless explicit permission from the owner is given to borrow an item. Students must not take anything that does not belong to them. Students must not possess anything that they know, or have reason to know, has been stolen. Students must not use school-owned or personal equipment to conduct illegal activity.

Physical Contact with Staff

Students must seek help to solve problems nonviolently. Students must not engage in physical contact toward staff. Students who engage in physical contact toward staff may have up to a five-day suspension pending a school investigation. Students may be recommended for an administrative review/hearing based on the outcome of the investigation.

Possession of Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition, with no intent

Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students must keep dangerous weapons out of school. "Other weapon" includes any device or instrument – including any non-conventional weapon – which, in the manner it is used or intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm, or fear of any degree of bodily harm.

Other weapons include but are not limited to knives with blades, fake knives, look-alike weapons, clubs, metal knuckles, chains, poisons, arrows, bats, nunchucks, throwing stars, stun guns, mace and other propellants, and other objects that have been modified to serve as a weapon, etc.

Property Damage/Vandalism (Over \$500)

Students must take care of school property. Students must not damage, break, destroy or misuse school property.

Reckless Driving

Students must abide by speed limits and traffic signals. Students must not drive on school property in such a manner as to endanger persons or property.

Sexually Inappropriate Behavior

Maintain appropriate boundaries with peers. Students must not engage in sexual behavior, including but not limited to sexual intercourse, displaying or distributing sexually explicit materials, indecent exposure, and other sexual contact.

Substantial Disruption

Students are expected to help maintain a safe and productive learning environment. Students must not engage in or cause disruptive behavior that creates a substantial risk of (or results in) injury, or that significantly disrupts learning (e.g., throwing chairs, causing the evacuation of classrooms, eloping to unsafe areas).

Threats

Students are expected to be kind to other people. Students may not make any oral, written or physical threat, sign, or act that conveys intent to cause harm or violence, even made in jest.

Trespassing, Including During Periods of Dismissal or Suspension

Students must stay in designated areas of the school to which they have been assigned. Students must have permission from a building administrator, or be escorted by a parent/caregiver or emergency contact person, to enter a building other than their own. Students must not return to any school while assigned to the Alternative Education Services programs, or under expulsion or removal, except with permission from a building administrator and under escort by a parent/caregiver or emergency contact person.

During Alternative Education Services placement, students may not go to any school, or school activity, other than the school to which they are assigned, except with specific permission and supervision as described in this paragraph.

Minn. Stat § 609.605, subd. 4.

Use/Possession of Combustibles - Secondary

Students must obey the law regarding combustibles. Students must not use or be in possession of substances/objects capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid, etc.).

Use/Possession of Drugs, Alcohol or Other Controlled Substances

Students are expected to protect their own health and safety and that of others. Students must not bring alcohol or illegal drugs to school or school activities. Students must not use, be under the influence of, or buy or sell alcohol or illegal drugs. This section also applies to any substance made to look like, or represented to be, illegal drugs or alcohol and any related paraphernalia. Students are permitted to bring prescribed or over-the-counter medication to school only with permission from parents/guardians and with the authorization and supervision of their health care provider and school administrator or administrator's designee. Prescribed or over-the-counter medication is for the student's use only. A student must not sell or give prescribed or over-the-counter medication to anyone at school.

LEVEL 4

Expectations and Corrective Strategies

These interventions may involve the removal of the student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior.

Due to the severity of the behavior, police notification has the potential to be used for all Level 4 infractions.

DISTRICTWIDE EXPECTATIONS What is Expected of Students	EXPECTED BEHAVIORS What Students Should Do	INFRACTIONS OF EXPECTATIONS What Students Should Not Do	CHOICES TO ADDRESS STUDENT INFRACTIONS These are not intended to be the only choices or sequential
BE SAFE	<ul style="list-style-type: none"> • Seek help when needed to solve problems nonviolently • Bring objects and materials to school that are required for learning and participating in activities • Obey laws regarding fire safety • Students are expected to be kind to other people 	<ul style="list-style-type: none"> • Engage in assault (must meet the threshold of the definition below) • Possession/use of a dangerous weapon other than a firearm • Possession/use of a firearm • Possession/use of other weapon or object, not a firearm and not meeting Minnesota Statute dangerous weapon definition, with use or intent to use • Engage in arson • Engage in threats of violence 	<ul style="list-style-type: none"> • Restorative practices • Out-of-school suspension (partial day and up to five days) • Administrative transfer • Monetary restitution • Interim alternative educational placement • Referral to behavioral interventionist for tobacco/chemical infraction • Potential police notification • Administrative hearing in lieu of expulsion • Expulsion referral
BE RESPONSIBLE	<ul style="list-style-type: none"> • Students must protect the safety and the rights of others 	<ul style="list-style-type: none"> • Selling drugs or controlled substances • Sexual assault 	

LEVEL 4

Definition of Terms

Arson

Students must obey fire safety laws and keep school property safe. Students must not plan and/or participate in malicious burning of property. The use of a combustible or flammable liquid is prohibited.

Minn. Stat § 609.561 - 609.5632 (arson in 1st through 5th degrees)

Assault

Students must get help when needed to solve problems nonviolently. Students must not commit an act with intent to cause fear in another of immediate bodily harm or death, or intentionally inflict or attempt to inflict bodily harm upon another.

Minn. Stat § 609.224

Possession/Use of a Dangerous Weapon Other than a Firearm

Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students may not bring dangerous weapons to school. A “dangerous weapon other than a firearm” is defined as:

1. Any device or instrument designed as a weapon and capable of producing death or great bodily harm;
2. Any device modified so that it may be used as a weapon and capable of producing death or great bodily harm;
3. Any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm;
4. Any fire that is used to produce death or great bodily harm;
5. Any knife with a blade;
6. Any replica firearm, BB or pellet gun.

Minn. Stat § 609.02, subd. 8 (def. great bodily harm)

Minn. Stat § 609.02, subd. 6 (def. of dangerous weapon)

Minn. Stat § 609.66, subd. 1d, 18 U.S.C. § 930(g)(2) (def. dangerous weapon)

Possession/Use of a Firearm

Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students may not bring firearms to school. Firearms are banned from all property owned or controlled by Robbinsdale Area Schools. A firearm is defined in Minn. Stat. § 609.666, subd. 1(a) as a device designed to be used as a weapon, from which is expelled a projectile by the force of explosion or by the force of combustion.

Possession/Use of Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition, with use or intent to use

Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students may not bring weapons to school. “Other weapon” includes any device or instrument – including any non-conventional weapon – which, in the manner it is used or intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm or fear of any degree of bodily harm. Other weapons include but are not limited to knives with blades, fake knives, look-alike weapons, clubs, metal knuckles, chains, poisons, arrows, bats, nunchucks, throwing stars, stun guns, mace and other propellants, and other objects that have been modified to serve as a weapon, etc.

Minn. Stat § 609.02, subd. 7 & 7a (def. great bodily harm, substantial bodily harm)

Minn. Stat § 609.713, subd. 3 (b)(2)(def. replica firearm)

Selling Drugs or Controlled Substances

Students are expected to bring objects and materials to school that are required for learning and participating in activities. Students may not sell or distribute legal or illegal drugs, synthetic drugs/imitations, alcohol, or other controlled substances. Students may be referred for a chemical use assessment.

Minn. Stat § 152.01, subds. 1-22 (definition of controlled substances)

Minn. Stat § 152.02

Minn. Stat §§ 152.021-152.025 (controlled substance crimes in the 1st through 5th degrees)

Sexual Assault

Students must protect the safety and rights of others. Students must not sexually attack nor sexually abuse another person. Students must not engage in non-consensual sexual intercourse, sexual contact, or indecent exposure with another person.

Threats of Violence

Students are expected to be kind to other people. Threatening directly or indirectly to commit any crime of violence with intent to terrorize another or to cause evacuation of a building, place of assembly or vehicle, or otherwise to cause serious public inconvenience or in reckless disregard of the risk of causing such terror or inconvenience, is prohibited. (Minn. Stat § 609.713 - def. of terrorist threats)

Transportation

EXPECTATIONS AND CONSEQUENCES

Transportation expectations and consequences are based on the [Board Policy 709: Student Transportation](#) and are mandated by state statute. The school district bus safety rules are posted on every bus. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events.

Riding a school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic school students.

Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. All school rules are in effect while a student is riding the bus or at the bus stop. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation personnel. Serious misconduct will be reported to the Department of Public Safety and may be reported to local law enforcement.

Rules at the Bus Stop:

- a. Get to your bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation or horseplay.
- j. No use of alcohol, tobacco or drugs.

Rules on the Bus:

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs and belongings to yourself.
- f. No fighting, harassment, intimidation or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

Students who do not follow the rules will receive consequences as required by the district's Student Handbook. Students may lose their bus privileges as a result of progressive discipline.

Alternative Education Services **PROCEDURES**

If a student is suspended for more than five school days, they are entitled to alternative educational services that will allow the student to progress toward meeting graduation requirements. A suspension for more than five school days must have prior approval from the Assistant Superintendent/designee, with a reason for the longer suspension.

Alternative educational services are defined in Minn. Stat § 121A.41 as the following: “Alternative educational services” may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under section 123A.05 selected to allow the pupil to progress toward meeting graduation standards under section 120B.01, although in a different setting.

Generally, Robbinsdale Area Schools provides alternative educational services according to the following schedule:

LENGTH OF SUSPENSION	SCHOOL SERVICES PROVIDED	ADMINISTRATOR PROVIDED OR DESIGNEE RESPONSIBILITY	PARENT/ GUARDIAN RESPONSIBILITY
Up to five school days	Current classroom work and homework will be made available as soon as possible.	Arrange for collection of classroom work and homework from teachers.	Pick up classroom work and homework from the school administrator or arrange to have it delivered to home. Return completed work upon student’s return to school.
Six to ten school days	Current classroom work and homework will be made available no later than the sixth school day of suspension.	Arrange for collection of classroom work and homework from teachers.	Pick up classroom work and homework from the school administrator or arrange to have it delivered to home. Return completed work to the school administrator.
Up to 15 school days (only pending expulsion or when a student constitutes a substantial and immediate danger)		Arrange for instruction through electronic media as soon as a determination has been made to refer student for expulsion.	Assist school administrator in establishing a schedule for the delivery of homebound services.

The school principal is responsible for ensuring the school attempts to provide required alternative educational services. Parents/guardians also have the responsibilities set forth above. Parents who have concerns about the school’s compliance with these procedures should contact the school principal or the Assistant Superintendent.

Additional information related to special education students: Robbinsdale Area Schools may have additional obligations to special education students that are not explained here. For more information about the rights of special education students, see the Procedural Safeguard Notice Parental Rights for Public School Special Education Students or contact the school principal, your student’s case manager, or the Director of Student Services.

DISCIPLINE GUIDELINES FOR STUDENTS WITH DISABILITIES

Summary of Required Action Described in Minnesota Pupil Fair Dismissal Act and IDEA

	IEP Team Meeting Required	Manifestation Determination Required	Functional Behavioral Assessment Required	Provision of Services	Notify	Other Notes
Student removed for 1 school day or less	No ¹	No ¹	No ¹	No	IEP Case Manager	Counts toward the 10 cumulative days
Student suspended for less than 10 consecutive school days	No ¹	No ¹	No ¹	No	IEP Case Manager, Special Education Supervisor	5 days of Alternative Education Services
Student suspended for 10 consecutive school days	Yes	Yes	No ¹	Yes	IEP Case Manager, Special Education Supervisor	Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) must be reviewed
Student removed for 10 cumulative school days in a school year or more (Every day after the 10th day of suspension, the IEP team must follow this process)	Yes	Yes (on or prior to the 10th day)	Yes	Yes	IEP Case Manager, Special Education Supervisor	FBA must be completed. <i>IEP must include a Positive Behavior Plan</i> Must be afforded special education services/ supports to make progress toward graduation
Student placed on in-school suspension	No ²	No ²	No ²	Yes	IEP Case Manager, Special Education Supervisor	
Parent requests a manifestation determination following any removal for disciplinary reasons	Yes	Yes	No ¹	No	IEP Case Manager, Special Education Supervisor	
Student suspended from the bus	Depends ³	Depends ³	Depends ³		IEP Case Manager, Special Education Supervisor	

1. Unless the removal brings the total number of cumulative days to more than 10 or the parent requests a meeting.
2. If bus transportation is part of the student's IEP, a bus suspension would be treated as a removal unless the school provides transportation in some way, because that transportation is necessary for the student to obtain access to the location where all other services will be delivered. If bus transportation is not part of the student's IEP, a bus suspension typically would not be a removal.

*If one is not completed, the team must convene to evaluate and implement into the student's IEP.

Students with Disabilities and Students with an Individual Education Program (IEP)

When a student with a disability has been suspended for five consecutive school days or after the 10th cumulative school day within the school year, the IEP team must meet to hold a manifestation determination meeting. The team will determine if the behavior is related to the student's disability.

A dismissal for one school day or less is a day of suspension if the student with a disability does not receive regular or special education instruction during that dismissal period. A student with a disability shall be provided alternative educational services to the extent a suspension exceeds five consecutive school days. Before initiating an expulsion or exclusion, the district, relevant members of the student's IEP team, and the student's parent or guardian shall, consistent with federal law, determine whether the student's behavior was caused by or had a direct and substantial relationship to the the student's individualized education program. When a student with a disability who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the district shall continue to provide special education and related services during the exclusion or expulsion.

Minn. Stat. § 121A.43

Students with Disabilities/Section 504 Students

Students covered by Section 504 of the Rehabilitation Act of 1973 may be disciplined for behavior related to their disabilities, unless the discipline would result in a significant change of placement. A qualified student with a disability may not be suspended for more than five consecutive school days or 10 cumulative school days without a manifestation determination conducted by the student's 504 team.

Discipline Guidance for Early Childhood

This Handbook establishes discipline policies for students in grades K-12. Robbinsdale Area Schools recognizes students enter early childhood programs at varying school readiness levels and from a variety of backgrounds, and thus early childhood students demonstrate a wide range of developmentally "typical" behaviors and skills. Early childhood education staff should use supportive environments, proactive measures, positive reinforcement, and responsive strategies to guide and teach expected student behavior. Children in early childhood education programs may not be suspended or expelled without approval by the Assistant Superintendent.

SUPPORT OPTIONS

School Resource Officers (SRO)

School Resource Officers (SRO's) are sworn officers from our communities. SRO's work with the school community to provide the safest learning environment possible. An SRO's primary function is law enforcement. School administrators will consult with SRO's when a crime has been committed in the school. If a student violates a district policy that also violates a law, a contact may be made with local law enforcement for possible intervention. SRO's also serve as a resource to the instructional program in a school when information is requested regarding law enforcement or how first responders serve their community.

Threat Assessment

The multi-disciplinary District Care and Crisis Team or a representative of the team will evaluate threats of violence to self or others and threatening behaviors, and determine the probability that a person will carry out a threat.

Threat assessments involve three major components: identification of the threat, assessment of the seriousness of the threat, and management through intervention plans. The purpose of a threat assessment is to guide a site-based threat assessment team through an information-gathering process that will result in a supervision plan to maximize student safety. All threats will be considered serious and will be properly investigated. Law enforcement including School Resource Officers may be contacted to aid in the threat assessment. The District Care and Crisis Team shall provide training, resources and on-site assistance when requested.

Speak Up

In 2022 the district introduced Gaggle Speak Up, which is a confidential safety tip line for students, parents and staff. It provides a mechanism for students to share concerns regarding school safety.

How it works: Students, parents and staff confidentially report concerns through email to speakup@rdale.org, or a phone call or text message to 763-272-7461. Gaggle Safety Team professionals monitor the tip line every day around the clock (it's not monitored by district staff in order to maintain confidentiality), and contact district administrators as necessary. If and when there is a report, school staff work collaboratively with families and students to address identified concerns.

If you have questions or concerns, please contact your student's principal.

Students experiencing homelessness

The McKinney-Vento Act provides homeless and highly mobile students with certain rights so they have access to opportunities which will help them meet the same high academic standards expected of all students in our district.

Learn more on our website at rdale.org/discover/student-services.



STATE TESTING

Statewide tests, the Minnesota Comprehensive Assessments (MCAs) and Minnesota Test of Academic Skills (MTAS) help school districts measure student progress toward Minnesota's reading, math, and science academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA).

The ACCESS for ELLs and WIDA Alternate ACCESS are English language proficiency tests used to meet federal and state legislative requirements. These assessments are used to monitor English learners' progress as they develop academic language skills in reading, writing, listening, and speaking.

PLEASE NOTE: Minnesota Comprehensive Assessment scores are used in determining course placement at Minnesota State Colleges and Universities. A student's MCA score could save families significant money by demonstrating that students do not need to take non-credit-bearing courses. For more information, please visit MDE's website.

Cell Phones

Students may NOT use cell phones, wearable technology (e.g., smart watches, fitness trackers) or any other device (except the school-owned device being used for testing) during testing, including during breaks. Students cannot receive or view calls, texts, or alerts during test administration. Students may not wear or access wearable technology during testing if the device can electronically send or receive information. If one of these devices is worn during testing, the student's test must be invalidated because the device is visible and accessible.

If a student has a cell phone or other electronic device in a testing room, the student must turn their cell phone (or other device) off, place it in an envelope (provided by the school) and store the envelope where it will be inaccessible during testing.

See rdale.org/academics/Minnesota-assessments for more information.



Test Security Concerns

If you have any concerns about suspected incidents of cheating or other improper or unethical behavior on statewide assessments, you can report that information to your school principal, the district's Research, Evaluation and Assessment department (REA@rdale.org or 763-504-8103), or by submitting the [District Test Security Report](#).

Why Statewide Test Results Matter

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school.

Assessments are a way to gather information used for making educational decisions. Teachers and school districts use a variety of assessment types to guide instruction and support students. Minnesota students take statewide assessments to provide school districts and the public with information about equitable opportunities for all students to engage with high quality content in school.

The Minnesota Department of Education (MDE) uses MCAs to find out how well schools have aligned curriculum to and instructed students in the Minnesota Academic Standards in reading, mathematics, and science. Schools use the information to improve classroom teaching and learning. Teachers and principals look for areas where students do well so they can reinforce the ways they teach these skills. They also look for areas that need improvement so they can increase instructional time or modify their instruction. For more information about statewide testing, see [MDE's statewide testing website](#).

Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the [Minnesota Academic Standards](#) or the [WIDA English Language Development Standards](#). These standards define the knowledge and skills students should be learning in K–12 public and charter schools. Minnesota prioritizes high-quality education, and statewide assessments gives educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)

MCA and MTAS are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and Alternate ACCESS for English Learners

The ACCESS and Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.
- For Postsecondary Enrollment Options (PSEO) and College in the Schools programs.

English learners who take the ACCESS or Alternate ACCESS and meet certain requirements have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions about how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form. Contact your student's school to learn more about locally required assessments.

Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.

Check with your local school or district to see if there are any other consequences for not participating.



(education.mn.gov >
Students and Families >
Programs and Initiatives >
Statewide Testing)

Additional Information

- On average, students spend less than 1 percent of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

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



Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results. This form must be returned to your student's school before the applicable test administration.

Student Information

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: ____/____/____ Current Grade in School: _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal:

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

MCA/MTAS Reading

MCA/MTAS Science

MCA/MTAS Mathematics

ACCESS/Alternate ACCESS

Contact your school or district for more information on how to opt out of local assessments.

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STUDENT FAMILY USE AGREEMENT

Digital Devices (2023-24)

Digital Devices

The digital device provided to students is a Chromebook or an iPad. Internet access is needed for most student work to be saved and shared. If your student does not have internet access, please contact their school for information on low-cost internet options for your family. Various locations in the community also provide free wireless Internet, including public libraries. Media centers have a limited number of hotspots (mobile internet Wi-Fi devices).

Digital devices and accessories are the property of Robbinsdale Area Schools and must be returned to Robbinsdale Area Schools. Fees will be assessed for negligent damage or a lost device, charger, or case. Devices and accessories not returned on the date of student withdrawal from school will be reported as stolen to the local police department.

More information can be found in the [Family and Student Technology Handbook](#).



HOW TO REACH US

Robbinsdale Area Schools Main Number Education Service Center

4148 Winnetka Avenue North, New Hope	763-504-8000
Student Services	763-504-8082
Early Childhood Family Education	763-504-4170
Early Childhood Preschool	763-504-5330
Food Services/Nutrition Services	763-504-8050
Robbinsdale Virtual Academy	763-504-8700
Transportation	763-504-8107

SCHOOLS

ELEMENTARY SCHOOLS

Forest 6800 47th Avenue North, Crystal	763-504-7900
Lakeview 4110 Lake Drive, Robbinsdale	763-504-4100
Meadow Lake 8525 62nd Avenue North, Brooklyn Park	763-504-7700
Neill 6600 Medicine Lake Road, Crystal	763-504-7400
Noble 2601 Noble Avenue North, Golden Valley	763-504-4000
Northport 5421 Brooklyn Boulevard, Brooklyn Center	763-504-7800
Sonnesyn 3421 Boone Avenue North, New Hope	763-504-7600
Zachary Lane 4350 Zachary Lane, Plymouth	763-504-7300

MIDDLE SCHOOLS

Plymouth (includes Spanish Immersion grades 6-8) 10011 36th Avenue North, Plymouth	763-504-7100
Robbinsdale 3730 Toledo Avenue North, Robbinsdale	763-504-4800
Sandburg 2400 Sandburg Lane, Golden Valley	763-504-8200

HIGH SCHOOLS

Robbinsdale Armstrong 10635 36th Avenue North, Plymouth	763-504-8800
Robbinsdale Cooper 8230 47th Avenue North, New Hope	763-504-8500
Robbinsdale Academy-Highview 2400 Sandburg Lane, Golden Valley	763-504-8703

MAGNET SCHOOLS

Fine Arts Interdisciplinary Resource (FAIR)

FAIR Crystal (grades 5-8) 3915 Adair Avenue North, Crystal	763-971-4501
FAIR Pilgrim Lane (grades K-4) 3725 Pilgrim Lane North, Plymouth	763-504-8400
Robbinsdale Spanish Immersion School (RSIS) (grades K-5) 8808 Medicine Lake Road, New Hope	763-504-4400
School of Engineering and Arts (SEA) (grades K-5) 1751 Kelly Drive, Golden Valley	763-504-7200

LINKS TO ADDITIONAL INFORMATION

For more information, visit the Robbinsdale Area Schools website (rdale.org) at the following links:

[Unified District Vision](#)

The Unified District Vision: High intellectual performance through equity is the current strategic plan for Robbinsdale Area Schools. Adopted in 2014, this plan is a commitment by the entire community to prepare all students to be career, articulated skilled trades and college ready.



[Multi-Tiered System of Supports \(MTSS\) Handbook](#)

The Multi-Tiered System of Supports Handbook provides information on the district's framework for helping all students succeed by matching instruction, interventions and assessment to the personalized needs of students.



[Student Services](#)

The Robbinsdale Area Schools Student Services website includes helpful information on activities and athletics, alternative programs, behavior resources, health resources, targeted services and Section 504 plans.



[Pupil Fair Dismissal Act](#)

The Pupil Fair Dismissal Act includes the policies, grounds and procedures for dismissing students from public schools in Minnesota.

Minn. Stat. §§ 121A.40-121A.56



[Minnesota State High School League](#)

Robbinsdale Area Schools participates in the Minnesota State High School League. The League exists to provide competitive, equitable and uniform opportunities for high school students to learn valuable lessons through participation in athletics and fine arts. Policies regarding eligibility, sportsmanship, chemical health and scholarship recognition are listed on the League's website.



[Health Services](#)

Robbinsdale Area Schools Health Services Department seeks to create and sustain a school environment that promotes and supports student health, well-being and academic achievement. Research shows healthy students are better learners.



[Transportation](#)

The Transportation department is committed to providing a positive, safe experience for those who ride the district school buses. School bus schedule information is mailed to families in the Robbinsdale Area School district before the first day of school. Additional transportation information can be found on the department's website.



[Special Education](#)

Robbinsdale Area Schools special education programs and services are designed to meet the needs of children and youth ages birth through 21 years with various disabilities. The Special Education Department has information and resources for families along with district practices.



School Board **POLICIES AND PROCEDURES**

Additional [policies and procedures](#) can be found on the Robbinsdale Area Schools website under the School Board section.

Below is a list of relevant policies to the Student Handbook Rights and Responsibilities with a link to the policy on the district's website.

Board Policy No. 102 - [Equal Educational Opportunity](#)

Board Policy No. 413 - [Harassment and Violence](#) Board Policy No. 501 - [School Weapons](#)

Board Policy No. 502 - [Search of Student Lockers, Desks, Personal Possessions, and Student's Person](#)

Board Policy No. 503AP - [Student Attendance](#)

Board Policy No. 504AP - [Student Dress and Appearance](#)

Board Policy No. 505AP - [Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees](#)

Board Policy No. 507AP - [Corporal Punishment](#)

Board Policy No. 510AP - [School Activities](#)

Board Policy No. 512AP - [School Sponsored Student Publications and Activities](#)

Board Policy No. 514 - [Bullying Prohibition Policy](#)

Board Policy No. 515 - [Protection and Privacy of Student Records Part 1, 515 Policy: Protection and Privacy of Students Records Part 2](#)

Board Policy No. 516 - [Student Medication](#)

Board Policy No. 521 - [Student Disability Nondiscrimination](#)

Board Policy No. 522 - [Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process](#)

Board Policy No. 524 - [Internet Acceptable Use and Safety Policy](#)

Board Policy No. 525AP - [Violence Prevention](#)

Board Policy No. 526 - [Hazing Prohibition](#)

Board Policy No. 527AP - [Student Use and Parking of Motor Vehicles: Patrols, Inspections, and Searches](#)

Board Policy No. 528AP - [Student Parental, Family, and Marital Status Nondiscrimination](#)

Board Policy No. 529AP - [Staff Notification of Violent Behavior by Students](#)

Board Policy No. 531 - [The Pledge of Allegiance](#)

Board Policy No. 532 - [Use of Peace Officers and Crisis Team to Remove Students with IEP's from School Grounds](#)

Board Policy No. 580AP - [Education of Homeless Students](#)

Board Policy No. 707AP - [Transportation of Public School Students](#)

Board Policy No. 708AP - [Transportation of Nonpublic School Students](#)

Board Policy No. 709 - [Student Transportation Safety](#)

Board Policy No. 710AP - [Extracurricular Transportation](#)

Board Policy No. 711AP - [Video Recording on School Buses](#)

Board Policy No. 712AP - [Video Surveillance Other Than On Buses](#)

Board Policy No. 801AP - [Equal Access to School Facilities](#)

Board Policy No. 806 - [Crisis Management](#)

Board Policy No. 807 - [Health and Safety](#)

Board Policy No. 899 - [Unmanned Aerial Vehicles/Drones](#)



Guide to Addressing Parent and Community Concerns

What kind of concern do you have?



Classroom

↓
Contact
TEACHER

↓
If not resolved
Contact
PRINCIPAL

↓
If not resolved
Contact
ASSISTANT
SUPERINTENDENT

↓
If not resolved
Contact
SUPERINTENDENT



School

↓
Contact
PRINCIPAL

↓
If not resolved
Contact
ASSISTANT
SUPERINTENDENT

↓
If not resolved
Contact
SUPERINTENDENT

↓
If not resolved
Contact
SCHOOL BOARD
MEMBER(S)



District

↓
Contact
LET'S TALK

↓
If not resolved
Contact
ASSISTANT
SUPERINTENDENT

↓
If not resolved
Contact
SUPERINTENDENT

↓
If not resolved
Contact
SCHOOL BOARD
MEMBER(S)



School Board

↓
Contact
LET'S TALK

↓
If not resolved
Contact
SCHOOL BOARD
MEMBER(S)

If you're unsure who to call, contact the DISTRICT OFFICE at 763-504-8000.

BELIEVE. BELONG. BECOME.

Robbinsdale Area Schools

2023-24 District Calendar



2023

July

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

August

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

2024

January

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

February

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

March

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

April

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

June

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

July	
4	Independence Day *
August	
25	New teacher orientation RFT lunch <i>Staff development</i>
28-31	Workshop Week <i>Staff development</i>
September	
1	Workshop week <i>Staff development</i>
4	Labor Day *
5	First day of school
25	NO SCHOOL <i>Compensatory</i>
October	
19	NO SCHOOL, MEA <i>Compensatory</i>
20	NO SCHOOL, MEA
November	
3	End quarter 1
6	NO SCHOOL <i>Staff development</i>
7	NO SCHOOL Election Day ** <i>Staff development</i>
23-24	NO SCHOOL Thanksgiving *
December	
25-29	NO SCHOOL Winter Break (25-26) Christmas observed *
January	
1-5	NO SCHOOL Winter Break (1) New Year's Day *
15	NO SCHOOL MLK Day *
19	End quarter 2, semester 1
22	NO SCHOOL <i>Staff workshop</i>
February	
19	NO SCHOOL Presidents Day *
20	NO SCHOOL <i>Staff development</i>
March	
22	End quarter 3
25-29	NO SCHOOL Spring Break (29) Good Friday *
April	
1	NO SCHOOL <i>Compensatory</i> (1) Easter Sunday observed *
10	NO SCHOOL <i>Compensatory</i>
26	NO SCHOOL <i>Staff development</i>
May	
27	NO SCHOOL Memorial Day *
June	
3	Commencement ***
5	LAST DAY OF SCHOOL End quarter 4, semester 2
6	<i>Staff workshop</i>

- First, last days of school, ends of academic periods
- National holidays. district offices closed
- Summer vacation, staff report per contract
- No school days, staff report per contract
- No school days and beginning, end of school year; staff report per contract

- Notes:**
- *Compensatory* days are negotiated days off for licensed staff.
 - *Staff development* days are negotiated days for professional development activities.
 - *Staff workshop* days are negotiated days for licensed staff to conduct grading, preparation and planning.

* District staff should consult their contract for details about paid holidays.

** No school-sponsored activities may be scheduled between 6-8 p.m. on Election Day.

*** For information about all school and program commencement ceremonies, visit rdale.org.