

Harambee Elementary School

2021-2022

Family Handbook



Harambee Elementary

A Roseville Area School

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Letter from the Principal

Welcome to the new school year! We are excited for a great year and trust this will be a wonderful learning experience as focus on belonging and excellence for the holistic and academic potential of your child.



This handbook is filled with important information and we hope you will take the time to become familiar with our practices and policies. Knowing and understanding this handbook will help you during your time at Harambee. Talk about this information with your child. This handbook is available on our website. If you desire a paper copy please request one in the office. We will be happy to get you one.

At Harambee, we value the diversity of cultures, and we commit to ensuring our students do as well. Every person who enters our school, be it student, parent/guardian, visitor, or staff member, will know that Harambee is a warm and caring place where all students are scholars who will learn and excel.

Thank you for taking the time to become familiar with the important information contained in this handbook. If you have any questions, please call the school at 651-379-2500.

I look forward to partnering with you this school year.

Sincerely,

Nasreen Fynewever
Principal

General Information

HARAMBEE ELEMENTARY SCHOOL

30 County Road B East

Maplewood, MN 55117

Main office: 651-379-2500

Attendance: 651-379-2595

Fax: 651-379-2590

To leave a message for a staff member, call the teacher directly at 651-379-xxx (4-digit extension) before 9:30 a.m. or after 4 p.m. During the day, the call will roll directly to voicemail and you can leave a message.

To reach someone by email: firstname.lastname@isd623.org

TITLE	NAME	TELEPHONE
Principal	Nasreen Fynewever	651-379-2501
PLC/Equity Coordinator	Blair Wenndt	651-379-2558
Front Office/ Special Education Secretary	Camille Logan	651-379-2500
Building Secretary	Kayla Sammons	651-379-2507
Nutrition Services	Kelly Thompson	651-379-2707
Health Office	Mary Jo Feely/Mai Yang	651-379-2506
SEL Specialist	Otho Farrow	651-379-2555
SEL Specialist	Reies Romero	651-379-2551
Social Worker	Peggy McLafferty-Yares	651-379-2560
Speech Language Clinician	Kirsten Vaca	651-379-2536
English Language Learners	Brittany Franet	651-379-2516
Egnlish Language Learners	Jessica Meza	651-379-2539
Friendship Connection/ OST Coordinator	Spencer Pomeranz	651-379-2702
Roseville District Office		651-635-1600
Central Enrollment	Jane Krause	651-635-1626
Bus Dispatch	Centerline	651-482-1794

Staff Directory

NAME	EXTENSION/ VOICEMAIL	NAME	EXTENSION/ VOICEMAIL
Loriann Anderson	2533	Spencer Pomeranz	2702
Mara Badilla	2531	Jessica Prenzlów-Morgan	2517
Michael Deppe	2514	Reies Romero	2551
Denise Dzik	2534	Tom Rothbauer	2568
Otho Farrow	2555	Kayla Sammons	2507
Mary Jo Feely	2504	Bob Scheiben	2564
Brittany Franet	2516	Edward Schneider	2553
Nasreen Fynewever	2501	Tim Stepan	2567
Becky Halvorson	2511	Sara Stimple	2523
Melissa Hein	2570	Kim Tann	2541
Kara Illetschko	2537	Debbie Tate	2707
Maya Kantorowicz	2702	Kelly Thompson	2707
Melissa Kleemeier	2538	Kirsten Vaca	2536
Stephanie Kresien	2521	Lindsey VanConant	2554
Judy Larson	2707	Corinne Walker	2522
Malinda Lesicka	2518	Blair Wenndt	2558
Martina Linell	2532	Marty Wilson	2708
Camille Logan	2508	Kaolee Yang	2556
Kristen Lonetree	2547	Mai Yang	2506
Zada McCray	2549	Donovan Young	2568
Jessi McEwen	2540		
Peggy McLafferty-Yares	2560		
Jessica Meza	2539		
Chris Miller	2502		
Chandra Pokhrel	2535		

Lunch/Recess Schedule 2021-2022

Class/Grade	Lunch	Recess
Ms. Badilla - 6th Grade	11:25 - 11:45 a.m.	11:50 a.m. - 12:10 p.m.
Ms. Dzik/Ms. Linell - 1st Grade	11:25 - 11:45 a.m.	11 - 11:20 a.m.
Ms. Illetschko - 5th/6th Grade	11:50 a.m. - 12:10 p.m.	12:15 - 12:35 p.m.
Ms. Kleemeier/Ms. McEwen - K	11:50 a.m. - 12:10 p.m.	11:25 - 11:45 a.m.
Ms. Anderson/Mr. Deppe - 2nd Grade	12:15 - 12:35 p.m.	12:35 - 12:55 p.m.
Ms. Halvorson - 4th Grade	12:15 - 12:35 p.m.	12:35 - 12:55 p.m.
Ms. Morgan - 5th Grade	12:40 - 1 p.m.	12:15 - 12:35 p.m.
Ms. Kresien/Ms. Lesicka - 3rd Grade	12:40 - 1 p.m.	12:15 - 12:35 p.m.

2021 - 2022 Important Dates

SEPTEMBER

- 8 First Day of School (Grade 1-6)
- 9 First Day of Kindergarten
- 13 First Day of Pre-K

OCTOBER

- 4 Teacher Workshop/No School
- 20 Conferences/No School
- 20-22 No School (Fall Recess)

NOVEMBER

- 2 Teacher Workshop/No School
- 12 End of First Quarter
- 15 Start of Intercession/No School
- 29 School Resumes for 2nd Quarter

DECEMBER

- 23 Beginning of Winter Break/No School

JANUARY

- 3 School Resumes (End of Winter Break)
- 17 No School (M.L. King, Jr. Day)
- 24 Teacher Workshop/No School

FEBRUARY

- 10 End of Second Quarter
- 11 Teacher Workshop/No School
- 14 Start of Intercession/No School
- 28 School Resumes for 3rd Quarter

APRIL

- 14 Conferences/No School
- 15 No School

MAY

- 12 End of 3rd Quarter
- 13 Teacher Workshop/No School
- 16 Start of Intercession/No School

JUNE

- 6 School Resumes for 4th Quarter
- 10 Teacher Workshop/No School
- 27 Beginning of July 4 Break/No School

JULY

- 5 School Resumes
- 27 Last Day of School/End of 4th Quarter
- 28 Teacher Workshop



Roseville Area Schools Strategic Plan

OUR MISSION

*Quality Teaching and Learning for All...
Equity in All We Do*

OUR EQUITY VISION

Roseville Area Schools is committed to ensuring an equitable and respectful learning environment for every student, family, and staff member regardless of: race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, age, physical appearance.

OUR COMMITMENT

Roseville Area Schools, working in partnership with all families and the community, is a learning organization of engaged, motivated, and high achieving lifelong learners.

We will achieve our mission when:

- All students are ready for kindergarten.
- All students read well by third grade.
- All achievement gaps are closed.
- All students are ready for career and college by graduation.
- All students graduate.

CORE VALUES

Equity
Responsibility
Integrity
Respect
Compassion
Commitment
Sense of Belonging
Curiosity

FOCUS AREAS

- Improve learning for students of color, American Indian students, English learners, students receiving special education services, and prekindergarten learners.
- Improve communication and genuine engagement with families and communities, especially with our underrepresented communities.
- Strengthen support for the social and emotional development of students.
- Expand support for college and career readiness.
- Secure and manage resources to provide a quality education and improve facilities.

About Harambee Elementary School

We strive to provide an education that helps children understand and appreciate the world around them and their own personal strengths so they can become confident, self-affirming, and empowered learners. Students will be challenged to look outward to the world around them, widening their perspectives through connections with others, their environment, and their communities.

THE MEANING OF HARAMBEE

Harambee is a Swahili word which means “working together for a common purpose.” Students at Harambee come from the east metro area for the purpose of providing integrated learning opportunities for both urban and suburban students. The meaning of Harambee sums up the goals and aspirations of an integration school.

COMMUNITY CULTURES

The community cultures focus provides a broad vision for our school, for our school community, and for teaching and learning. It is based on the idea that each of us has a culture. For each of us, that culture is determined by our family connections, traditions, language, experiences, beliefs and all the patterns that make groups and individuals unique. A community cultures school is a school that values and celebrates the diversity that each individual brings to the school because of the uniqueness of our cultural backgrounds. The community cultures curriculum will integrate activities, skills, strategies and processes in an effort to learn about our multicultural community.

MISSION STATEMENT

“To create a community of learners whose achievement and well-being are enhanced by diversity, which is valued and celebrated.”

ROSEVILLE AREA SCHOOLS

Superintendent: Jenny Loeck, Ed.D.

1251 County Road B-2 West, Roseville, MN 55113

District Phone: 651-635-1600 Fax: 651-635-1659

HARAMBEE COMMUNITY CULTURES/ ENVIRONMENTAL SCIENCE ELEMENTARY SCHOOL

Principal: Nasreen Fynewever

Grades Pre-K – 6

30 County Road B East, Maplewood, MN 55117

Main Office Phone: 651-379-2500 Fax: 651-379-2590

ENVIRONMENTAL SCIENCE

This focus concentrates on the relationships between people and the world we share with all living beings. It encourages understanding of these relationships through consideration of ecological, cultural and social systems. The Harambee School environmental studies approach builds upon children’s natural curiosity in animals and plants by investigating the incredibly diverse ways that life survives in urban, suburban, and rural habitats.

The 28-acre site on which the Harambee School is located contains a fantastic array of natural habitats, including a pond, wetland, open grassland, oak savanna and hardwood forest. These areas make ideal outdoor laboratories

in which all students will actively learn about ecological concepts. Assessing the current health of these areas are a part of the hands-on environmental learning approach. Projects could include restoring the prairie, creating vegetable and flower gardens, and landscaping to improve wildlife habitat.

In addition, students will study the many different ways our community depends upon and impacts the environment. They will learn that in order to build a more sustainable society, many different ecological and social perspectives need to be thoroughly considered before environmental decisions can be made.

YEAR-ROUND SCHOOL

Harambee is a year-round school with 172 student days. The number of days children attend school is the same as a traditional nine-month calendar, but on a year-round calendar the days are arranged differently. Students have four nine-week quarters with an intersession break dividing the quarters. The students also have a vacation in December and July. Year-round schools support our students in the following ways:

- Elimination of significant learning loss that occurs during the summer, and with it, the time that is spent re-teaching each fall.
- Children receive remediation and enrichment immediately. The intersession is a perfect time to receive extra help for enrichment and creativity.
- Increase of students' interest in learning. Studies show that with regular breaks, students' interest remains high all year.
- Students whose primary language is not English continue to develop language skills.

Curriculum

ACADEMIC STANDARDS

Every Student Succeeds Act (ESSA) requires states to establish statewide academic standards for all students in reading/language arts, math and science. ESSA also requires statewide testing on those standards and a comprehensive reporting system to demonstrate progress and improvement in several categories. Minnesota has created a set of academic standards

indicating what a child should know and learn at each grade level. Minnesota has decided that in addition to the ESSA required standards in reading, math and science, standards will also be developed for social studies and required in the arts. Arts standards may be locally developed.

Required content areas for Minnesota schools include mathematics, language arts, science, social studies and arts. Reading standards are included in language arts. Standards and benchmarks for mathematics, language arts, science, and social studies were established by the Minnesota Department of Education and authorized by the Minnesota Legislature. Each school district is responsible for selecting curricula and educational materials that align with state academic standards.

ASSESSMENT

Assessment is a natural, ongoing, and positive process through which students examine and report their own work and progress, and adults provide feedback and guidance about student learning and achievements.

Assessment involves informal measures such as:

- Verbal and written feedback
- Use of checklists
- Observation
- Self-evaluation
- Informal conferences

Formal assessment includes:

- Curriculum testing
- Progress reports
- Performance assessment

- Formal conferences
- State testing (MCA, Access for English Learners)
- District testing (FAST)

BAND/ORCHESTRA

Elementary orchestra and band involves 4th, 5th, and 6th graders. Beginning violin and cello instruction begins in 4th grade, beginning instruction on all the other instruments (viola, bass, flute, clarinet, saxophone, French horn, trumpet, trombone, baritone and percussion) starts in 5th grade. The major goal of the elementary orchestra and band experience is to provide a solid base of musical skills and techniques, while providing an opportunity for students to have fun making music with others. This is accomplished through weekly lessons, large group rehearsals, school concerts and district festivals.

Success in music is largely determined by the desire to succeed, the motivation to practice consistently, parental support, and quality instruction.

Students receive instruction in small group once a week for 20-30 minutes in like-instrument and/or like-ability groupings. Lessons are scheduled so students will have as little interruption in their daily schedules as possible. Students are expected to practice between lessons and record practice time on a practice card/calendar. Large group rehearsals are held once a week to prepare for the school concert and district festivals.

ENGLISH LEARNER PROGRAM

At Harambee many students speak languages other than English. To assist students in acquiring English, the school employs specialized teachers who provide direct instruction in English. The teachers provide a range of direct and indirect instructional support

based on the needs of the student. Each student will be provided an instructional program that is based on the World Class Instructional Design and Assessment standards (WIDA), as required by the State of Minnesota.

LITERACY

Core Curriculum: The Minnesota state standards provide the guide for literacy expectations at Harambee. We use unique curricular materials to provide instruction in critical elements of literacy while integrating skills and concepts needed for intercultural understanding.

Voices Reading—authored by Dr. Patrick Walker in collaboration with Harvard Graduate School of Education’s Dr. Catherine Snow and Dr. Robert Selman—is recognized as the first program to embed character development within systematic, comprehensive literacy instruction. The program’s innovative use of instructional read-alouds and theme-based character development concepts inspire young learners to reflect, express and connect literacy instruction to their lives.

In addition to the comprehensive materials provided through Voices Reading, we also have core materials for specific language arts skills and concepts, and a multi-faceted spelling and vocabulary program.

Literacy Support: Harambee Elementary qualifies for federal support under the Title I program. At each grade level, teachers work in teams to strengthen core instruction and to identify students in need of additional support in literacy. A wide variety of assessments are used to determine students’ proficiency in literacy including standardized tests and teacher developed materials. Intervention staff work with grade level teams to address the needs of students who are not meeting grade level

expectations.

MATH

Core Curriculum: Harambee uses Math Expressions by Houghton Mifflin. Math Expressions is a K-6 math curriculum that combines traditional and standards-based instruction.

Math Support: Math Expressions has built-in differentiation activities for students who need additional support and those who need extra challenge. Extra support is provided for students who are not currently meeting grade-level expectations, as well as enrichment for those who already understand the concepts. We use a variety of materials to meet the needs of students, including Math Expressions intervention and challenge resources, teacher-designed activities, and an intervention curriculum.

MUSIC

In music we will not only learn to create music, but the role it plays in our everyday lives! We will cover a wide variety of topics including the basic elements that make music, music history, how to read and write music, and much more. Over the course of the year students will learn about music through a wide variety of activities including singing, dancing, composing and learning to play instruments. The Making Music curriculum will help guide our learning, though we will draw from a variety of sources to assist us in becoming joyful, well-rounded musicians!

PHYSICAL EDUCATION

Children participate in physical education (P.E.) classes as an integral part of their development. Lifelong skills are taught during each session.

Tennis shoes and comfortable clothing are standard for physical education. All children who need to miss class because

of injuries or have medical limitations need a signed note from either their parent/guardian or family physician. All notes should be presented to the health office.

SCIENCE

Core Curriculum: Among other teaching materials, Harambee students use FOSS equipment kits. FOSS is a research-based science curriculum for grades K–8 developed at the University of California at Berkeley. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century. Development of the FOSS program was, and continues to be, guided by advances in the understanding of how youngsters think and learn. For more information about Foss, visit fossweb.com.

SOCIAL STUDIES

Core Curriculum: Harambee’s Social Studies curriculum is from the Teacher’s Curriculum Institute (TCI) for grades K-5 and Northern Lights in grade 6. The curriculum is aligned to the Minnesota Academic Standards. Teachers use the curriculum as a framework and also use other supplemental materials to ensure we are teaching from multiple perspectives.

The Families All Matter Kits consist of children’s literature that acknowledges a variety of family compositions and a wide range of experiences. Students feel affirmed by stories about kids who come from families that are similar to their own.

SPECIAL EDUCATION

The Harambee Special Education Team is made up of the following professionals: speech/language clinician, school psychologist, special education teachers, school nurse and school social worker. District itinerant staff members join the team as needed. These staff

include: occupational therapist and developmental adaptive physical education teacher. This staff provides a continuum of services to students who meet the State of Minnesota criteria for a variety of specific disabilities which may include: specific learning disabilities, speech/language impairment, other health disabilities, emotional/social/behavioral disorders, developmental cognitive disabilities, and autism spectrum disorders. More information about district services or consideration for a referral to the special education team for an evaluation is available online at Roseville Area Schools on the Student Services page.

SECTION 504

Roseville Area Schools supports the aims of Section 504 of the Human Rights Act and is committed to providing accommodations for students in our schools.

Who Qualifies for Section 504?

A person is “disabled” within the meaning of Section 504 if he/she has a mental or physical impairment which substantially limits one or more major life activities.

Substantially Limits

An impairment is only a “disability” under Section 504 if it substantially limits one or more major life activities, such as learning. An individual must be unable to perform, or be significantly limited in the ability to perform, an activity, compared to an average person in the general population.

Education is Considered a Major Life Activity

Major life activities include functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. When a condition significantly limits a major life activity, an

accommodation plan must be developed for that individual. Accommodations or services must be determined by a team knowledgeable about the individual and his/her disability. Parents or students may request accommodations under the protections of this law by contacting the building principal or program supervisor.

District Compliance Officer for Section 504

Dr. Niceta Thomas
Director of Student Services
651-635-1608

TITLE I/BASIC SKILLS PROGRAM

Harambee Elementary is a Title I school. Harambee implements a School-wide Title I Program. Being a Title I school allows our school to receive additional federal funding which allows us to focus in instructional reform throughout the school with the goal of raising academic achievement for all students.

VISUAL ARTS

Art classes at Harambee involve learning the elements and principles of art including line, shape, form, pattern, balance, proportion and more. We will create two- and three-dimensional works using various media such as watercolors, ink, tempera and clay. We will also use visual thinking strategies to enhance lessons and foster critical thinking across all curriculum. We will learn about culture and history while integrating other core subjects like reading, science and math into a valuable art experience.

About Our School

FRONT OFFICE

The school office is the main center of activity and information for parents. It is open from 8 a.m. to 4:30 p.m. and the

telephone number is: 651-379-2500.

HOME/SCHOOL COMMUNICATION

Conferences, Harambee Facebook page, progress reports, classroom newsletters, the Communication Folder, and the Harambee Life, are some of the ways you can learn about your child’s school experience.

Equally important are informal ways to stay informed. Set aside time each day to hear about what your child has learned in school. Talk about the day’s happenings, friendships, and feelings. Talk about school projects and become active in the Harambee PTO (Parent Teacher Organization).

Our website, isd623.org/harambee is another excellent source for school information. The calendar, upcoming events, forms, school supply lists, etc. can all be found by going online to the website.

Blackboard Connect is our automated calling system used to send notices to multiple families at a time.

And please, whenever you feel the need, phone your child’s teacher. If you have questions, ask them. If you have a concern, pursue it. If you are happy with the progress your child makes, express your thanks. We like to hear from you!

INTERSESSIONS

During the intersession break, we offer a range of programming to students at Harambee School. Friendship Connection and Bridge Classes are offered during breaks. You must register for each session separately and space may be limited depending on the number of classes available.

MEDIA CENTER/LIBRARY

This central area of our school serves as the resource for our print and non-print

materials. Books, computers, videos and other learning aids are located here. Each class has instruction and resource time in our media center. Media Center materials may be checked out for one week. Payment will be requested for lost materials. Your assistance in ensuring books are returned on due dates will keep our Media Center circulation efficient.

NEWSLETTER (*Harambee Life*)

The *Harambee Life* is an electronic newsletter sent to email inboxes once a month. Hard copies are sent home by request for families without internet access. It brings information of interest and value to you and your child. The newsletter includes reminders of important school dates, notes from the principal, Parent Teacher Organization (PTO) parent group information, and youth programs. Let us know if you wish to have an item included, have suggestions, or are not receiving your newsletter. The newsletter will include items that may add to or modify information contained in this handbook. Copies of past newsletters are available in the front office and on the school website.

PLEDGE OF ALLEGIANCE

By law, schools are required to recite the Pledge of Allegiance at least once a week. Students will be allowed to opt out.

PROGRESS REPORTS

Progress reports and conferences are two of the traditional means of reporting progress of students to their parents/guardians. At Harambee, we like to emphasize the need for two-way communication throughout the school year. Progress reports will be completed at the end of each semester – February and July.

KARE TV 11	Continuous TV listing, email alert process available at kare11.com .
KSTP TV 5	Continuous TV listing, district information available at kstp.com .
WCCO TV 4	Continuous TV listing, email alert process available at channel4000.com .
WCCO Radio 830 AM	Closings read often during the early morning program.
KMSP TV 9	Continuous TV listing.

SCHOOL CLOSING (BAD WEATHER)

In case of inclement weather or any other emergency, official school closing will be announced on radio station WCCO-AM. The following television stations will carry information about emergency school closing: KSTP, KARE 11, WCCO, and Fox 9. Our school district will be referred to in the following way “Roseville Area Schools, District 623”. Emergency closing information due to inclement weather will also be posted on the homepage of the district website at isd623.org by 6 a.m. or on Facebook at facebook.com/isd623. The district attempts to keep schools open if possible in order to minimize family schedule conflicts and to provide as much educational opportunity for students as possible.

SCHOOL HOURS

All grades K–6, start at 9:35 a.m. and are dismissed at 4 p.m. If your child does not attend the Friendship Connection childcare in the morning, please do not drop them off before 9:15 a.m. as there is no adult supervision available before this time. Children eating breakfast at school may enter the building at 9:15 a.m. and proceed to the cafeteria for breakfast. If children are not

eating breakfast at school, they may go to the classrooms starting at 9:25 a.m.

STAFF RESPONSIBILITIES

Each teacher and staff member is responsible for providing a positive and safe environment in which students can learn. Our teachers and staff have established classroom behavior rules that support appropriate behaviors and learning. We will make sure that all rules are enforced fairly and consistently so that a safe, orderly learning environment is maintained throughout our school. Teachers and staff will communicate with parents in a timely manner should concerns arise regarding student behavior and learning.

VISITORS

Reference: Roseville Area Schools, ISD 623 Board Policy 804

The school board reaffirms its position on the importance of maintaining an environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or the employee working environment.

We encourage parents to visit our school often. However, we ask that all visitors sign the visitor’s log in the front office and obtain a name badge so we

know who is visiting. As a courtesy to teachers, if you wish to visit your child's classroom, please notify the teacher in advance if possible so that the teacher can accommodate you.

ATTENDANCE/ABSENCE/TARDY

Student Attendance

Reference: Roseville Area Schools, ISD 623 Policy 504

1.0 Purpose: It is the position of Independent School District No. 623 that regular school attendance is directly related to success in academic work, benefits students' emotional and social development, provides opportunity for important communication between teacher and student, and establishes regular habits of dependability important to the future of the student. Consequently, the following attendance policy is intended to be positive and not punitive.

2.0 Responsibilities: This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending classes regularly to meet their academic responsibilities.

2.1 Student's Responsibility

- It is the student's right to be in school.
- It is the student's responsibility to be familiar with all the procedures governing attendance.
- It is the student's responsibility to attend all assigned classes and study halls every day that school is in session and to follow the correct procedures when absent from an assigned class or study hall.
- It is the student's responsibility to complete any assignments missed

due to an absence.

2.2 Parent or Guardian's Responsibility

- It is the responsibility of the student's parent or guardian to ensure that the student attends school and to understand the school's attendance procedures.
- It is the responsibility of the student's parent or guardian to accurately inform the school, in a timely manner, of the reason for a student's absence.
- It is the responsibility of the student's parent or guardian to work cooperatively with the school and the student to improve student behavior as to school attendance.

2.3 Teacher's Responsibility

- It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall.
- It is the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures equitably.
- It is the teacher's responsibility to provide any student who has been absent with any missed assignments upon request.
- It is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to address any attendance issues that occur.

2.4 Administrator's Responsibility

- It is the administrator's responsibility to require that students attend all assigned classes and study halls.
- It is the administrator's

responsibility to be familiar with all procedures governing attendance and to apply these procedures equitably to all students.

- It is the administrator's responsibility to receive and maintain accurate records on student attendance.
- It is the administrator's responsibility to work cooperatively with the student's parent or guardian and the student to address any attendance issues that occur.
- It is the administrator's responsibility to inform parents and students annually of the need for regular school attendance and of the regulations, procedures, and implementation plan for this policy.

3.0 Requirements: In accordance with the regulations of the Minnesota Compulsory Instruction Law, Minnesota Statutes Section 120A.22, the students of District No. 623 are required to attend all assigned classes and/or study halls every day school is in session unless the student has a valid excuse for being absent, has been excused by the school board because the student has met all state and district graduation requirements, or has been directed by the school district not to attend school for a specific amount of time.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)

Types of Absences

We are a year-round school and regular attendance is expected during all four quarters of the school year, including the summer months. There are two types of absences: excused and unexcused.

Excused absences:

- Illness of a student. A parent or

guardian must verify the student's illness. If school personnel determine the illness absences are excessive, Minnesota law permits the school to require the family to provide medical verification or to see the school nurse.

- Religious observances required by the student's religion.
- Extreme family emergency (e.g., house fire, critical injury to parent/guardian, funeral of a close family member).
- Medical appointments that cannot be scheduled outside of school hours.

All other absences are considered unexcused. Family reunions, vacations, and camps are considered unexcused absences, without principal approval in advance. Families should schedule vacations during the intersession breaks. Under Minnesota law, school administration has the right to determine the validity of any request for an excused absence.

Unexcused Absences

Harambee carefully monitors unexcused absences and will send written notification to parents regarding school attendance issues. Failure to improve will result in referral to the School Attendance Matters Program (SAM).

- STEP 1: Families will receive a letter of concern via U.S. mail.
- STEP 2: Families will receive a second letter indicating that they could be referred to SAM. Parents may be required to attend a meeting at the school where an assistant Ramsey County attorney explains the Minnesota Compulsory Attendance law, the legal and social consequences of poor school attendance, and the SAM process.

- STEP 3: Families will be referred to Ramsey County SAM Program.

Schools are encouraged to refer children who are chronically tardy or have excessive illness absences.

Tardy Arrivals and Early Dismissals

Harambee attendance is calculated in half days, a.m. and p.m. Being in class on time is important to the child's transition from home to school each day. Being punctual for school helps kids to develop stronger relationships, be involved in learning from the beginning of the day and to keep up academically. The same goes for early dismissal. Students who are in class until the end of the day are not rushed to get their belongings, they are engaged in learning until the teacher has finished and they have the opportunity to get everything they need without interrupting the learning of the other students. The parent/guardian should accompany their child to school and sign them in at the front office.

When a Child is Absent

Please call 651-379-2595 before 9 a.m. to report your child's absence (each day your child is ill). Should we not hear from you, you will receive an automated call by 11 a.m.

Please report to the school immediately if your child has contacted any communicable disease (suspected or confirmed) and nuisance conditions such as head lice or scabies.

If a child continually complains about illness and does not wish to go to school, yet displays no apparent symptoms, there may be other reasons. Please call your child's teacher or the principal or school social worker.

We urge you to carefully consider circumstances that keep your child out of school. Regular school attendance

is related to the degree of success in school. Thank you for your cooperation in insisting that your child attend every school day.

When a child must leave during the school day because of illness or an appointment, parents will need to come into the front office to sign their child out of school before taking their child out of the classroom or nurse's office.

If your child should stay home from school by doctor's recommendation, please get a written doctor's excuse and send it to the school or have the doctor's office fax the excuse with the number of days the child will be out of school to the Harambee office at 651-379-2590, attention: school nurse.

ACTIVE RECESS

The goal of active recess is to have all students engaged in active play. Structured games are available during recess time so that all students actively participate. Active recess supervisors have fun on the playground too! Supervisors move around the playground, interact with the kids and encourage them to play. The focus is proactive and positive. It is our hope that active recess will engage all students, increase their activity levels, build social skills and decrease behavioral issues.

AGE REQUIREMENT

Minnesota state statutes require that kindergartners be 5 years old on or before September 1 of their kindergarten year. Requests for early entrance are handled by the district, with procedures for testing to determine if a child is developmentally and emotionally ready for school. For more information, contact Roseville Area Schools at 651-635-1600 for early admit procedures and deadlines.

ARRIVAL TIME

Children should not arrive at school before 9:15 a.m., as supervision is not available. Students participating in the breakfast program may arrive at 9:15 a.m. and proceed to the cafeteria at that time.

ASSEMBLY

At various times throughout the school year we will have all-school assemblies. During this time students need to follow these guidelines:

- Arrive and dismiss in an orderly manner; watch and listen to your teacher.
- Focus your eyes on the speaker, listen with your ears, close your mouth, and keep your hands to yourself.
- Stay seated.
- Show appreciation with good listening and applause.
- Leave the assembly only in an emergency and with the permission of your teacher.

BIKES

Students are not permitted to ride bicycles to school.

BIRTHDAY CELEBRATIONS AND INVITATIONS

Healthy kids learn better. In order to align with federal mandates that aim to provide the best learning environment possible and support student achievement, the school district made changes to its wellness policy starting with the 2017-2018 school year.

In addition to updates to physical activity, school nutrition, and other district wellness, birthday celebrations will not include food or drink. Parents/families are asked to not send birthday

treats with their student to school. The new guidelines help students avoid unhealthy snacks while still providing plenty of room for tradition and fun.

If there is a non-birthday classroom event that calls for families to provide snacks, families are asked to only send nutritious snacks. Information about healthy snacks can be found on the district's Nutrition Services webpage at rosevillanutrition.com.

An important goal at the Harambee School is to help each student be sensitive and responsive to the needs and values of others. To be consistent with this goal, please do not send birthday invitations to school. Please use other methods of communication that do not involve the school setting.

BULLYING PROHIBITION

Reference: Roseville Area Schools ISD 623 Board Policy 508

Roseville Area Schools has revised Policy 508 – Bullying Prohibition, to comply with the requirements of the Safe and Supportive Schools act, MN Statutes 121a.031. This policy assists the district in its goal of preventing and responding to acts of bullying, intimidation, violence and other prohibited conduct.

Bullying means: repeated intimidating, threatening, abusive, or harming conduct that substantially interferes with a student's educational opportunities or performance, ability to participate in school functions or activities or receive school benefits, services or privileges. This includes cyberbullying which is the use of technology or other electronic communication transmitted through a computer, cell phone or other electronic device to bully.

No teacher, administrator or other employee of the school district will knowingly permit, condone or tolerate

bullying. The school district will investigate complaints of bullying by students and take appropriate action against any student who is found to have violated this policy.

To see the complete Bullying Prohibition Policy 508, refer to the district webpage.

BUS TRANSPORTATION

We ask that parent's contact the bus company directly if you are wondering the location of your child's bus. Please call Centerline Dispatch: 651-482-1794

When you have a pick up or drop off address change, please call the building secretary at 651-379-2507 and they will coordinate with the transportation department. In some cases it may take a few days for a new stop to start, so advanced notice is appreciated.

Students should be at their arranged pick up location at least five minutes prior to the scheduled time. Buses will not wait at the stop for a child. For other concerns, contact the Roseville Transportation Coordinator at 651-635-1638.

CHANGE IN FAMILY STATUS/ RESIDENCE AND/OR TELEPHONE NUMBERS

You are asked to inform the school immediately of any changes in your family status. This might include change of residence, telephone number (home, work, or emergency), email address, or parent's change of marital status. Please give advance notice if the change requires a change in bus transportation. All of this information is necessary for our records in case of emergency and is kept confidential.

COMPUTER ACCESS AND INTERNET USE

Reference: Roseville Area Schools ISD 623 Board Policy 400

I. PURPOSE

This policy is to set forth rules and guidelines for acceptable use of and access to the district computer systems and the Internet.

2. RATIONALE

In an effort to promote quality educational resources, computers and internet access are available in ISD #623. Users are expected to use technology resources to further educational goals. To use these resources in a responsible and effective manner, the Board of Education directs the superintendent to establish and promulgate appropriate rules and procedures to assure that technology users understand acceptable use.

3. USE OF THE SYSTEM IS A PRIVILEGE

The use and access to the school district computer systems and internet is a privilege, not a right.

Use of the district computer system and Internet access shall be consistent with the mission, core values and instructional program of the school district.

4. NO EXPECTATION OF PRIVACY

The school district may inspect, copy, store or remove any information or files created, stored, processed or communicated by or through its computers and networks without further notice to users.

DIRECTORY INFORMATION

Directory information in Roseville Area Schools generally means information contained in the education records of a student that generally would not be considered harmful or an invasion of privacy if disclosed. Directory information shall include:

- Student's name

- Parent/guardian name
- Grade
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of enrollment
- Degrees and awards received
- Pictures for district-approved publications, webpages, social media, local media and local cablecasts

Directory information does not include identifying information on a student's religion, race, color, social position or nationality.

This information will be public information that the district may disclose from student records without consent. In order to make the directory information listed above private, the parent/guardian must make a written request to the principal by October 1 of each year.

DRESS CODE

Students will engage in many activities during the school day. During the winter months, students go outside almost every day. Be certain that you send your child to school in clothes that are comfortable, warm, properly fitted, and suitable for the extreme weather conditions. Please keep the following guidelines in mind:

- Clothes can influence how we feel and act.
- Clothing should not be a distraction to self and other classmates.
- Headgear, unless for religious purposes, is not permitted. (No baseball caps, do-rags, bandanas, etc.)
- During cold weather, we REQUIRE

students to wear hats, mittens or gloves, coats, and boots to go outside for recess and environmental science class. All outer clothing should be clearly labeled with the student's name.

- Boots and other outdoor footwear are not to be worn during the school day. Children should have a pair of indoor shoes available at school.
- Students are required to wear white-soled gym shoes (no slip-ons) for physical education.
- Any clothing items that promote the following messages will not be allowed in school: use of tobacco, alcohol, or drugs; racially motivated or discriminatory pictures, drawings, or statements.
- Flip flops are not safe at gym, recess, and other outside activities, therefore, flip flops should not be worn to or at school.
- Shorts and skirts must be at least mid-thigh.
- Tops must cover midriff.

DROPPING OFF/PICKING UP STUDENTS AT SCHOOLS

When driving your students to school, please be extra careful. Children do not always act in logical ways or look before running into a street. The extra time it takes to drive a little slower or park and walk to the school is well worth it. Student safety is everyone's responsibility.

When dropping children off for school or picking them up, please observe all posted parking and traffic signs, including the bus zone. Please do not enter the school bus drop off area located in the east parking lot.

All students being picked up from

school need to be signed out before leaving. Please notify the school if someone other than a parent/guardian will be picking up your child.

DRUG-FREE/TOBACCO-FREE ENVIRONMENT

Reference: Roseville Area Schools ISD 623 Board Policy 404 and 432

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

EMERGENCY MANAGEMENT

Reference: Roseville Area Schools ISD 623 Board Policy 708

Pursuant to this policy, tailored emergency management plans are developed for each Roseville school.

Fire Drills

Students will be instructed on proper evacuation procedures. Fire drills will be conducted five times a year. When the signal is given, everyone must clear the building quietly and as quickly as possible along the designated routes made for each classroom. The routes are posted in each of the classrooms. Students remain with their teacher until the all-clear signal is given.

Lockdown Drills

A lockdown drill will be conducted five times a year to prepare students in case of a lockdown situation.

Tornado Drills

A tornado drill will be conducted during the Severe Weather Awareness Week.

END-OF-DAY DISMISSAL CHANGES

If there is a change to your child's

schedule at the end of the day, (i.e., picking up instead of taking the bus, etc.) please use pick-up patrol, a web-based program that you can access from a computer or mobile device.

FIELD TRIPS

Most classrooms take field trips each year. These trips either tie directly to the curriculum at the grade level or provide enrichment. State regulations govern school field trips. Equal opportunity is a primary reason for the guidelines. A fee cannot be charged for any field trip that is part of the curriculum (required). Fees may be charged for extracurricular field trips (optional). Donations may be requested.

All necessary arrangements, plans, and precautions will be taken for the care and supervision of the students during field trips and parents/guardians will be notified before each field trip takes place. It is the responsibility of the parent/guardian to notify the school immediately if you do not want your child to attend a particular field trip. Parent/guardian volunteers are always welcome (see Volunteer Opportunities).

FRIENDSHIP CONNECTION SCHOOL-AGE CHILDCARE

We offer before and after school childcare (also during intersession and release days) through Roseville's Friendship Connection. We provide a multiage, inclusive environment for all children. The program gives children time to socialize, develop skills, work on special projects and participate in relaxing activities. Because every child has special and unique needs, we strive to work with families to create an atmosphere that encourages growth. The partnership between parents, child, school and staff is key to our success.

Hours are 6:30 a.m. until 6 p.m. This is a fee-based program. For information

about fees, financial assistance, or enrollment, go to isd623.org/harambee and find the Quick Link to School Age Childcare. If you do not have access to online services, call 651-604-3505 or our site leader at 651-379-2702 or 651-379-2566.

HARASSMENT AND VIOLENCE

Reference: Roseville Area Schools, ISD 623 Board Policy 416

It is the policy of Independent School district No. 623 to maintain learning and working environments that are free from sexual, racial and religious harassment and violence. The school district prohibits any form of sexual, racial, and religious harassment and violence.

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 race and religion as defined by this policy. (For purposes of this policy, school personnel include school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)

It shall be a violation of this policy for any pupil, teacher, administrator or other school personnel of the school district to inflict, threaten to inflict, or attempt to inflict sexual, racial, or religious violence upon any pupil, teacher, administrator or other school personnel.

HAZING PROHIBITION

Reference: Roseville Area Schools ISD 623 Board Policy 544

The purpose of this policy is to maintain a safe learning environment

for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

HEALTH SERVICES

The school health office can be reached by calling 651-379-2506. A licensed school nurse and supervised health assistant provide limited health services, including health counseling, education, and screenings for students. The nurse is at the school 1½ days per week, generally on Monday and Wednesday morning. A health assistant is available in the health office every day during school hours.

All doctor's notes with restrictions need to have a start and end date and they need to be reissued each year.

Accidents/Injuries

Parents will be notified of accidents/injuries as soon as possible. If emergency treatment is needed and we cannot contact you, we will notify your family physician or call 911.

Immunizations

State law requires children to show evidence of completion or exemption of immunizations before they enter school. Requirements for immunizations can be obtained from the health office.

Student Medications

The health office must be informed of students taking any medication at school.

Our guidelines follow those set by the State Department for the administration of medication.

Giving medication in unmarked bottles or envelopes violates any medical code of ethics.

The administration of medication to students shall be done only in

exceptional circumstances wherein the child's health may be jeopardized without it.

Prescription medication may be given at school. Medications must come in the original container correctly labeled by the pharmacist or doctor. The pharmacist will give you two prescription bottles upon request. Medication authorization forms are available in the nurse's office.

If medication is to be given no more than three times daily, please arrange to give it at home (before school, after school, and before bedtime) unless specifically indicated otherwise by the physician.

Over-the-counter medication, including Tylenol and aspirin, may be given when accompanied by a note from the parent/guardian and the physician. Over the counter medication must be in the original container with printed instructions on the bottle or box. Cough drops may be given when accompanied by a note from the parent/guardian.

When to Keep Your Child Home

The following information is intended to help with this decision:

- If your student has a fever of 100 degrees or more, she/he should stay home for 24 hours after the temperature returns to normal.
- If your student has vomited or had diarrhea, she/he should stay home until 24 hours after the last episode.
- If your student has had a rash that may be disease-related or the cause is unknown, check with the family health care provider before sending your student back to school.
- If your student has any symptoms of a communicable disease such as; live head lice, chicken pox, measles, pink eye, ring worm, fifth disease,

etc., we suggest you contact your family physician or the school nurse for verification of disease. The school health office needs to be informed of any communicable disease and we will inform you of the school's policy and procedure for the specific disease.

Illness at School

The health office will notify the parent/guardian or the next person on the emergency form when your student becomes ill or is injured at school. The following are some reasons the health office may contact a parent/guardian:

- If your student has a fever of 100 degrees or more.
- If your student has vomited or has diarrhea.
- If your student has any symptoms of a communicable disease such as live head lice, chicken pox, measles, fifth disease, etc.
- Any time there are health concerns or injuries that necessitate a phone call or parent letter.

HIGHLY QUALIFIED PROFESSIONAL STAFF

Federal law requires schools that receive federal education funds under Title I, Part A to provide information to parents about the professional qualifications of your child's teachers. You have the right to request and review this information, and it must be provided to you in a reasonable amount of time.

The information you may request includes the following:

- Has the teacher met state qualifications and licensing requirements for the grade levels and subject areas in which the teacher provides instruction?

- Is the teacher providing instruction under emergency or another provisional status that means regular state qualification or licensing criteria have been waived?
- What college degree does the teacher have, as well as any other graduate degree or certification? In what academic subject area(s) were the degrees received?
- Are paraprofessionals providing instructional services to my child? If so, what are their qualifications?

The district is also required to inform you if your child has been taught for four or more consecutive weeks by a teacher who does not meet the federal definition of being “highly qualified.” Highly qualified teachers are those who have met state qualifications and licensure requirements. If this is the case, you will be notified.

All teachers were required by federal law to be highly qualified by the start of the 2005-2006 school year. One of the law’s intentions is to improve student achievement by focusing on improvements in teacher quality. For additional information about the requirements for teacher quality, visit the U.S. Department of Education’s Web site at edu.gov.

HOMEBOUND INSTRUCTION

Homebound instruction may be made available to students who are chronically ill or are expected to be absent from school more than 15 days due to a serious illness or accident. A physician’s authorization is necessary to coordinate the student’s educational program with medical treatment. Please contact the school nurse if your student has a diagnosed medical condition that prevents regular school attendance.

LATEX LIMITED

For the protection of students/staff that have latex allergies, no latex balloons are allowed in schools. Latex products have been removed from health offices.

LEAVING SCHOOL

There are times when it is necessary for a child to leave school early for an appointment. We would appreciate it if you would attempt to schedule those appointments either before or after school, or on the days when school is on intersession break. However, when it is necessary for your child to be excused during school hours, we ask that a note with your request be given to the teacher or the front office. Please come to the office to sign out your child.

Elementary children are not allowed to leave the school grounds for ANY REASON from the time of their arrival without an authorized adult.

All of the children that are getting picked at the end of the day will come down to the Multicultural Resource Center where the parents/guardians will sign them out. Please do not go to the classroom. Strict procedures are necessary to assure the safety of all Harambee students. ALL STUDENTS MUST BE SIGNED OUT.

LOST AND FOUND

At School: Elementary children frequently misplace clothing or items brought to school. Please put your child’s name on everything your child brings to school. A “LOST AND FOUND” collection is kept in the building. Lost and found items will be displayed on conference days. In addition, parents and students are welcome to check the collection anytime. At the end of each quarter we will donate unclaimed items to a local charity.

On The Bus: Any student who loses an item on the school bus should

contact the bus driver the next time the student rides the bus. Lost items found by drivers are held on the bus for one week and then transferred to the school district’s bus garage.

LUNCH/BREAKFAST PROGRAMS

School Meals

All meals (breakfast, lunch, and after school super snack) are available at no cost to families for the 2021 - 2022 school year. Families are still encouraged to fill out the Application for Educational Benefits (<https://frapp.isd623.org/>) each year.

Menu Choices

All menu items including photos, descriptions, ingredients, allergens, and nutritional information can be found at RosevilleNutrition.com. Meals include a variety of fruits, vegetables, whole grains, lean proteins, and low fat dairy. All meals and snacks meet the dietary guidelines the USDA school nutrition programs. Special meal accommodations can be made with a Special Diet Statement signed by a medical provider.

Lunch Room Responsibilities

Students will be responsible for:

- Sitting in their designated seating area.
- Staying in their seat and raising their hand if they want to leave their seat for any reason.
- Picking up their own lunchroom litter.
- Not throwing food, paper, or any other objects.
- Talking quietly with those seated either next to or across from them.
- Their own behavior.
- Leaving the lunchroom in an orderly manner and quietly going to their next designated area.

Snack

Harambee has been approved for the Fresh Fruit and Vegetable Program. All students will receive a fresh fruit or vegetable snack each day through the end of June.

MONEY & SENDING MONEY TO SCHOOL

To ensure that money you send to school arrives at the proper destination, always send it in a sealed envelope. Label the envelope with your child's name, the amount and teachers' name. If at all possible, checks are preferable to cash. Checks should include your name, address, phone and driver's license number. If your check is returned, it may be represented electronically. You authorize service charges and processing fees, as permitted by state law, to be debited from the same account by paper draft or electronically at our option.

NON-DISCRIMINATION AND EQUAL OPPORTUNITY

Reference: Roseville Area Schools ISD 623 Board Policy 104

It is the policy of the school district not to discriminate against students or qualified employees on the basis of race, color, creed, religion, gender, national origin, age, marital status, disabilities, familial status, status with regard to public assistance or sexual orientation in its education programs or employment policies and practices as required by state and federal law.

The district will provide equal educational opportunity for all learners and will identify, evaluate, and provide an appropriate public education to learners who are disabled within the definition of Section 504.

The school district will provide a means for the prompt and equitable resolution of complaints alleging discrimination or any action prohibited by district policy

or state and federal law.

NON-SCHOOL ITEMS/PERSONAL PROPERTY

There is no reason to bring any articles to school or on the bus that do not pertain to a school activity. Such articles may interfere with learning. These articles include, but are not limited to the following items: cell phones, iPods, game systems, radios, roller blades, trading cards, toys, skateboards, laser pens, headsets, CD players, perfume, footballs, basketballs, or balls of any type. Such items may be confiscated and will be returned to the parent/guardian.

The school is not responsible for lost, broken or stolen items.

PEANUT AWARE ENVIRONMENT

Harambee is a peanut-aware environment. We have a number of students in our school with severe peanut allergies that include great danger of significant health issues related to ingesting, inhaling, or having contact with anything containing peanuts. At Harambee, we treat each student's allergy individually and adopt plans that emphasize continued vigilance. School staff are trained to understand and accommodate student needs. It is our intent to provide a safe environment for all students.

What does this mean for our school?

Our cafeteria is a peanut-aware environment with all menu items.

Nutrition services make ingredient lists available; however, there is no guarantee of the absence of major food allergens in menu items. In accordance with the Food Allergen Labeling and Consumer Protection Act, major allergens are identified on food labels. Food manufacturers are not required to

declare these same allergenic ingredients that may be introduced through cross contact.

We are using one of the lunchroom tables for students eating peanuts/peanut butter during lunch. After consulting with health professionals, this is the most effective way to limit contact allergies as well as ingestion allergies. This option allows lunchroom supervisors to assist with hand-washing and monitor possible allergen contact.

Please avoid snacks and lunches that contain peanuts (including peanut butter). Take extra care in reading labels to be on the lookout for anything that could cause a peanut-related allergic reaction.

We know many families like to celebrate birthdays and other occasions with special treats. We encourage parents to celebrate with non-food items such as stickers, pencils, themed erasers, or other small items, rather than food.

Any food sent in to share with students should be pre-packaged and contain an ingredient label. Please give these items to your child's teacher for distribution.

Please instruct your child to not share food with other classmates unless a teacher gives approval to do so.

If you have questions or concerns, please contact the school nurse or cafeteria manager.

PRE-STUDENT TEACHERS/STUDENT TEACHERS/GUEST TEACHERS

Harambee Elementary collaborates with several area colleges to train student teachers. When the regular classroom teacher is absent, guest teachers will be teaching in classrooms. Students are expected to extend the same courtesies and behaviors to the student/guest teacher as they do to their regular classroom teachers.

RECESS AND THE WEATHER

Students will be outside for 30 minutes of supervised recess each day. Please dress your child with this in mind throughout the school year. On rainy or extremely cold days the students will stay inside for recess. In winter, we use the National Weather Service recommendations for wind chill to determine if students should go outside for recess. Generally when the temperature at recess time is below 0 degrees Fahrenheit or the wind chill is -17 degrees Fahrenheit students will remain indoors.

A doctor's note must be received in order for a child to have indoor recess for any other reason.

RESPONSIVE CLASSROOM

Harambee Elementary School has adopted the use of the Responsive Classroom. The Responsive Classroom approach has both proactive and reactive components and is founded on seven guiding principles. The principles include:

1. The social curriculum is as important as the academic curriculum. Research shows that social skills are better than academic skills at predicting adult success. Learning requires an environment that is socially, emotionally and physically "safe."
2. How children learn is as important as what they learn. Children learn best when they construct their own learning through hands-on activities, mistakes, trials, and reworking.
3. The greatest growth in learning occurs through social interaction. It is in the sharing of the thinking and learning that children make their greatest gains.

4. There is a specific set of social skills that children need in order to be successful academically and socially. The social skills are known as CARES (Cooperation, Assertion, Responsibility, Empathy, Self-control).
5. Knowing the children in our school individually, culturally and developmentally is as important as knowing the content that needs to be taught.
6. How the adults at school work together to accomplish the mission of the school is as important as individual competence. We are constantly modeling for children!
7. Parent involvement is essential to a child's education.

At the heart of the Responsive Classroom approach are 10 classroom practices:

- Morning Meeting: Gathering as a whole class each morning to greet one another, share news and warm up for the day ahead.
- Rule Creation: Helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals.
- Interactive Modeling: Teaching children to notice and internalize expected behaviors through a unique modeling technique.
- Positive Teacher Language: Using words and tone as a tool to promote children's active learning, sense of community, and self-discipline.
- Logical Consequences: Responding to misbehavior in ways that allow children to fix and learn from their mistakes while preserving their dignity.

- Guided Discovery: Introducing classroom materials using a format that encourages independence, creativity, and responsibility.
- Academic Choice: Increasing student motivation by differentiating instruction and regularly allowing students teacher-structured choices in their work.
- Classroom Organization: Setting up the room in ways that encourage students' independence, cooperation, and productivity.
- Working with Families: Creating avenues for hearing parents' insights and helping them understand the school's teaching approaches.
- Collaborative Problem Solving: Using conferencing, role playing, and other strategies to resolve problems with students.

RESTORATIVE PRACTICES

Restorative Practices refer to a range of methods and strategies that can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Restorative Practices enable those who have been harmed to convey the impact of the harm to those responsible and for those responsible to acknowledge this impact and take steps to make it right.

There is good evidence that Restorative Practices deliver a wide range of benefits for schools. Schools that practice a restorative approach have many benefits, including increased attendance, reduced exclusions, and improved achievement. Restorative Practices can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behavior, and disputes between students, their families, and members of staff.

A report published by the Department of Education gave whole-school Restorative Practices the highest rating of effectiveness at preventing bullying with a survey of schools showing 97% rated Restorative Practices as effective,

SCHOOL PICTURES

Individual student pictures will be taken twice during the school year; once in the fall and then again in the spring. Packets are available at a reasonable cost to those who wish to purchase pictures. Details will be sent home prior to “Picture Day” in the Communication Folder.

SCHOOL SUPPLIES

Parents will receive a list of school supplies prior to the start of the new school year. If you find it difficult to purchase the required school supplies, please contact the school social worker for supplies that have been donated.

STUDENT RECORDS

A cumulative school record containing progress and developmental information is maintained for each student. The folder contains such items as copies of progress reports, student work, standardized test scores such as the MCAs, suspension notices, and attendance records. These records are confidential. Access to a student’s record is restricted to the parent/legal guardian and persons with a need to know who are directly associated with the student (i.e., teacher, counselor, nurse, etc.). Persons other than authorized school officials will not have access to student records without the written permission of a parent, except where a student’s record is formally requested by an authorized investigative agency.

STUDENT TRANSPORTATION EXPECTATIONS

Roseville Area Schools Safety Home Training Lesson

Minnesota state law requires that school bus safety education to be taught in schools during the first weeks of school. The law also suggests that young students receive school bus safety training before they come to school the first day. As a parent, you are your child’s most influential teacher. We ask that you teach your child about school bus safety. This is an important message; the information below will help you explain to your child how to be safe on and around and on the bus. Spend some time with your child on these points. Explain the reasons why they are important, and go over them again three or four times on different days so that your child will have a safer bus ride when school starts.

BUS SAFETY GUIDELINES WITH EXPLANATION

- Be ready for the bus at the scheduled time. Bus times are set based on the streets that they run on and with a standard loading time. If a student is late to the stop, and the bus has to wait, the bus may be late to all the rest of the stops and to school. Another concern is that bus riders who are late to stops often don’t act safely, and so are in more danger than if they were ready on time.
 - Wait until bus is stopped before moving toward the bus and getting on. Often students get anxious to get on the bus as it arrives, so they run forward while the bus is still moving. This is a dangerous practice because a student could slip or fall in front of the bus.
 - After getting on the bus, go to a seat, sit down and stay seated. Law requires that students be seated while a bus is moving. Students should sit down quickly so that the bus runs on time. If a student is
- standing when the bus is moving, he or she may get knocked down or around by the movement of the bus. This could cause injury.
 - Remain quiet on the bus, so you don’t distract the driver. While the bus is moving, kids often talk, and that is OK unless it gets too loud. Then the driver can’t hear important things like sirens or train whistles, or can be distracted by having to pay attention to the kids and miss something important like a stoplight, or a car coming from another direction.
 - Do what the driver tells you to do. The driver is in charge of the bus, and sometimes has to tell students to be quiet, or to sit down, or to wait to get on or off of the bus. The driver is trying to keep students safe, and so kids should do what he or she says.
 - Make sure that you get on the right bus – know your bus numbers. The bus which takes a student to school may be different than the one that brings her or him home. A student should always know the bus number which will bring her/him home because that is the one at school where there may be other buses to choose from.
 - Be ready to get off the bus when it gets near your stop, but don’t get up until the bus stops at your stop. A lot of times, young students get so involved in a conversation or the ride or whatever that they forget that they are on a ride home. They don’t watch for their stop. When, and then when they arrive they aren’t ready to pick up their backpack and get off of the bus. This delays the bus and makes everybody else late. Sometimes, the student misses his or her stop, and then the bus has to go back to the

stop, making the bus late to all the other stops.

- After getting off of the bus, walk away from the bus. Don't stay near it. If you have to cross the street, go at least five big steps in front of the bus, and wait until the driver waves for you to cross the street. If there are older children crossing at your bus stop, younger students should cross the street with them as well. **NEVER GO BACK TO THE BUS AFTER YOU GET OFF OF IT. IF YOU DROP SOMETHING, WAIT UNTIL THE BUS IS GONE, AND THEN GET YOUR MOM OR DAD TO GO WITH YOU TO GET IT.** This is the most important instruction. According to statistics, this is the area where most student fatalities occur.

The three key points are to go FIVE big steps in front of the bus, wait until the driver tells you to cross, and never go back to the bus. If your student doesn't have to cross (we try to avoid it) still take time on these points, because the route may change with new riders or for the next school year.

If you have any questions regarding bus routes or bus safety please contact the Roseville Area Schools Transportation Department at 651-635-1638.

The following bus discipline procedures will be enforced with students who choose not to follow the bus rules.

First Offense: The bus driver will talk to the student about the bus problem and complete a "bus referral" form, which will be given to the behavior specialist in charge of bus transportation. The behavior specialist will follow up with a student conference, warning the student that bus privileges may be taken away if inappropriate behavior continues on the bus.

Second Offense: The bus driver will

talk to the student about the bus problem and complete a "bus referral" form, which will be given to the behavior specialist in charge of bus transportation. The behavior specialist will follow up with a student/parent/guardian conference to discuss the problem. Possible loss of bus riding privileges, not exceeding five days, or other intervention (e.g., assigned seat) could occur.

Third and Succeeding Offenses: The bus driver will talk to the student about the bus problem and complete a "bus referral" form, which will be given to the behavior specialist in charge of bus transportation. The behavior specialist will follow up with a student/parent/guardian conference to discuss the problem. Possible loss of bus riding privileges for more than five days could occur. This will be determined by the behavior specialist or the principal.

***Note: In cases of severe behavior, any or all of the above procedures may be imposed upon the student on the first occurrence.

Riding a Different Bus

Students are able to use existing stops on a bus route other than their own. Parent/guardians are required to call the school or send a note in advance with the bus number and bus stop needed for their child. Please use Pick-up Patrol for any dismissal changes.

Bus Zone

Parents driving children to/from school should always avoid the school bus traffic. Please do not enter the school bus drop zone located in the east parking lot when dropping off or picking up your child(ren).

TELEPHONE USE FOR STUDENTS

Academic learning time will not be interrupted to call a student out of class

for a phone call or message unless it is an emergency. Students are not allowed to call out on the school telephone except when approved by office staff.

TEXTBOOKS

Harambee Elementary provides textbooks, workbooks and other instructional supplies. Proper care and use of these items should be stressed to help the child develop a feeling of personal responsibility for books or supplies furnished for their use. Children who lose or damage school books or other school property may be held accountable for that loss or damage.

WEAPONS

Reference: Roseville Area Schools
ISD 623 Board Policy 520 – Student Discipline

No student or non-student, including adults and visitors, shall possess, use, or distribute a weapon when in a school location.

Students who become aware of a weapon being brought to school or on school property must immediately notify an adult staff member. Students should not, however, pick up or transport the weapon.

A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; air guns; pellet guns; BB guns; all knives; blades; pocket knives; clubs; metal knuckles; nunchuku; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

No student shall possess, use or distribute any object, device or

instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

No student shall use articles designed for other purposes (i.e., belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession and use of a weapon.

“School Location” includes a school building, school grounds, school activities or trips, school buses, school-contracted vehicles, the area of entrance or departure from school premises or events, and all school-related functions.

“Possession” means having a weapon on one’s person or in an area subject to one’s control in a school location.

Procedures to Implement this Policy

The following procedures shall apply to any possession, use, or distribution of a weapon by a student:

- The weapon will be immediately confiscated.
- The building principal or principal’s designee shall conduct an investigation;.
- Immediate or continuing effort will be made to notify parent or guardian.
- Police will be immediately notified.
- Superintendent of schools or designee will be notified.

Consequences for Weapon Possession/Use/ Distribution

Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one calendar year.

The school district and each school take a position of “zero tolerance” in regard to the possession, use, or distribution of weapons by students. Thus, the consequences for students possessing, using or distributing weapons shall include:

- Confiscation of the weapon.
- Immediate out-of-school suspension and notification of parent or guardian pursuant to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.
- Notification of police.
- Notification of parent or guardian of school sanctions.
- Recommendation to the superintendent or designee for further disciplinary action, which may include expulsion for one calendar year.

YOUTH PROGRAMS

Community Education/Youth Enrichment provides opportunities for youth to pursue their interests, expand their abilities, and improve their social skills in an informal, friendly atmosphere. Courses are offered for grades K-6 immediately after school, before school, early evenings, non-school days, and Saturday mornings at the district’s elementary schools with sessions lasting one to two hours. The fee-supported offerings consist of a variety of subject areas including academics, technology, foreign language, art, science, games, hobbies, and drama. Quarterly flyers are distributed through youngest and only students at the elementary schools. For more information call 651-604-3770 or isd623.org/commed/youth.

Before-and-after school classes at Harambee are coordinated by Community Ed’s Friendship Connection program. Students will need to be picked up by parents if staying for after school activities.

Parent & Guardian Involvement

CLASSROOM VISITS

Classroom visits are always welcome. Please feel free to visit your child’s classroom, participate in activities with your child, or be an observer. Please schedule an appointment with the classroom teacher, and stop at the office upon your arrival. It is important that teachers are not interrupted while teaching. Instructional time is sacred. All of our teachers’ focus will be on facilitating learning opportunities for your child. Questions can be directed to teachers outside of formal student learning time.

CONFERENCES

Parent conferences are considered valuable and important in developing understanding and mutual cooperation. Parent/teacher/student conferences are held twice a year and are planned to make them convenient for everyone. Notices will be sent home prior to conference dates.

It takes a village to raise and educate a child. Therefore, our teachers are always available to have conversations about your child about their education. The principal is also available for parent conferences. Your child’s teacher is available for calls before and after school. Calls going to voicemail during the day will be returned within 24 hours.

INTERPRETERS

Harambee Elementary has access to language interpreters on an as needed basis. Please contact the school’s front office for assistance. Parents/guardians

will be asked if they need an interpreter for parent/teacher conferences or interpreting school documents.

PARENT/GUARDIAN RESPONSIBILITIES

Parents are responsible for encouraging their child to come to school prepared and ready to learn – on time, appropriately dressed, and with proper rest.

In addition, the Title I compact gives families the opportunity to indicate areas that they can work on to improve teaching and learning.

PARENT TEACHER ORGANIZATION (PTO)

The Harambee Elementary parent/teacher group is open for membership to all parents/guardians, grandparents and teachers connected with the elementary school. The P.I.E. group invites and encourages participants to become involved in bringing home and school closer together. The purpose of P.I.E. is to encourage parents and teachers to cooperate in the education of their children. The organization strives to achieve this purpose by:

- Promoting and encouraging communication, cooperation and action among parents, teachers and the administration of the school and the general community.
- Working to increase educational opportunities for our children.
- Obtaining financial resources to support school programs.
- Encouraging community involvement in our school.

VOLUNTEER OPPORTUNITIES

Reference: Roseville Area Schools ISD 623 Board Policy 808

- Independent School district 623 enjoys and values volunteer participation at all levels throughout the district. The district will develop, implement and maintain administrative guidelines for its district volunteers.
- All district volunteers will have a supervisor designated prior to starting an assignment.
- Volunteers shall be given appropriate supervision and assignments that support the educational objectives of the school, class or curriculum.
- Volunteers shall agree to actively perform their duties to the best of their abilities and to adhere to the mission, vision, values, goals and procedures of the school district.
- Volunteers are required to follow the requirements of all applicable school district policies, and specifically the policies on tobacco use and possession, alcohol use and possession, harassment, discrimination, weapons, discipline and data privacy.
- Volunteers in classrooms are not assuming primary responsibility for student instruction but are reinforcing skills taught by professionally licensed staff.

There are many opportunities for parents/guardians to be actively involved at the Harambee School. We want you to participate in ways that are of interest to you. If you are interested in volunteering during school, for special field trips, special school programs, to work with teachers on committees, or to work at home on school or teacher projects, we would

appreciate your help and your ideas. Teachers will also be inviting you to participate in classroom activities, events and projects. Opportunities are listed periodically in the newsletter, or please contact the front office at 651-379-2500.

HARAMBEE VOLUNTEER GUIDELINES

Harambee School promotes and values the involvement of community members and parent/guardian volunteers. Volunteers are welcome and are required to check in at the front office, sign in, and wear a nametag.

Adult Volunteers: Volunteers who work directly with students or attend field trips will be asked to complete a background check that will be valid for two years. Please call the main office to request a background check.

Student Volunteers: Former students or older siblings of students occasionally request to volunteer when they are on break from school. Former students or older siblings are welcome; however, there are some procedures to follow if a student would like to volunteer. All requests must be done prior to the time the student will be volunteering. Parents/guardians must provide transportation for volunteers; volunteers cannot ride a school bus to or from school. Volunteer requests should be made through the principal.

Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academics standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our children with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and will be counted as "not proficient" for the purpose of school and district accountability, including opportunities for support and recognition.
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

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

- Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8 and high school for science.
- Majority of students take the MCA.
- MTAS is an option for students with the most significant cognitive disabilities.

ACCESS and Alternate ACCESS for English Learners

- Based on the WIDA English Language Development Standards.
- Given annually to English learners in grades K–12 in reading, writing, listening and speaking.
- Majority of English learners take ACCESS for ELLs.
- Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

Posted May 2018

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCAs are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](https://education.state.mn.us) (education.state.mn.us > Students and Families > Programs and Initiatives > Statewide Testing).



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

Parent/Guardian Refusal for Student Participation in Statewide Assessments

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

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

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

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

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

Student's District/School _____ Grade _____

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

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

Reason for refusal:

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

_____ MCA/MTAS Reading

_____ MCA/MTAS Science

_____ MCA/MTAS Mathematics

_____ ACCESS or Alternate ACCESS for ELLs

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

I understand that by signing this form, my student will lose one opportunity to receive a qualifying score that could potentially save him/her time and money by not having to take remedial, non-credit courses at a Minnesota State college or university. My student will not receive an individual score and will be counted as "not proficient" for the purpose of school and district accountability. My school and I may lose valuable information about how well my student is progressing academically. In addition, refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only.

Student ID or MARSS Number _____

Students' Rights & Responsibilities

Policies help clarify the school district's responsibilities for important issues. The following section on Student Rights and Responsibilities provides information on data privacy, access to student information, and student attendance policies. Helping our students understand their responsibilities for proper behavior, as well as their rights to be educated in a safe and secure educational environment, is important to all of us.

The district also maintains policies on subjects such as student transportation, hazing, bullying, visitors, and harassment and violence. You will find copies of all these policies at isd623.org/schoolboard. If you have a question concerning this information or district policies, contact the building principal or the Office of the Superintendent at 651-628-6452.

DATA RECORDS AND PRIVACY

Roseville Area Schools collects, maintains, and releases information about students and their families only for legitimate educational purposes including instruction, guidance and research as provided in federal law and state statutes.

Collection, maintenance, and release of student information in Roseville Area Schools is based on the premise that the welfare of the student and his/her family is primary and must be protected.

Procedures for the collection, maintenance, and release of student personnel data shall be specified and be regularly reviewed to assure that such data is safeguarded and the privacy of the individual is maintained.

The policy and procedures regarding

the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 U.S.C., § 1232, et seq. (Family Educational Rights and Privacy Act) 34 C.F.R., Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat., Chpt. 13 and Minn. Rules Pts. 1205.0100 to 1205.2000.

DIRECTORY INFORMATION

Directory information in Roseville Area Schools generally means information contained in the education records of a student that generally would not be considered harmful or an invasion of privacy if disclosed. Directory information shall include the student's name, parent's name, address, telephone listing, date and place of birth, grade, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of enrollment, degrees and awards received, the most recent educational institution attended by the student, pictures for school-approved publications, including yearbooks, newspapers, social media, or local cablecasts, grade in school, and other similar information. Directory information does not include identifying information on a student's religion, race, color, social position, or nationality.

This information will be public information that the district may disclose from student records without consent. If parents/guardians of a student or eligible student request, directory information will not be disclosed (except to school officials) unless the parent/guardian or eligible students provide written consent to school officials as provided under FERPA.

In order to make the directory information listed above private, the parent/guardian or eligible student must complete a Student Directory Information form (available in Central Enrollment at the District Center or the

main office of your student's school).

SCHOOL ATTENDANCE K-12

It is the position of Independent School District No. 623 that regular school attendance is directly related to success in academic work, benefits students' emotional and social development, provides opportunity for important communication between teacher and student, and establishes regular habits of dependability important to the future of the student. Consequently, the following attendance policy is intended to be positive and not punitive.

Responsibilities

This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending classes regularly to meet their academic responsibilities.

Student's Responsibilities

- It is the student's right to be in school.
- It is the student's responsibility to be familiar with all the procedures governing attendance.
- It is the student's responsibility to attend all assigned classes and study halls every day that school is in session and to follow the correct procedures when absent from an assigned class or study hall.
- It is the student's responsibility to complete any assignments missed due to an absence.

Parent or Guardian's Responsibilities

- It is the responsibility of the student's parent or guardian to ensure that the student attends school and to understand the school's attendance procedures.
- It is the responsibility of the student's parent or guardian to accurately inform the school, in a

- timely manner, of the reason for a student's absence.
- It is the responsibility of the student's parent or guardian to work cooperatively with the school and the student to improve student behavior as to school attendance.
- It is the administrator's responsibility to inform parents and students annually of the need for regular school attendance and of the regulations, procedures, and implementation plan for this policy.

Requirements

In accordance with the regulations of the Minnesota Compulsory Instruction Law, Minnesota Statutes Section 120A.22, the students of District No. 623 are required to attend all assigned classes and/or study halls every day school is in session unless the student has a valid excuse for being absent, has been excused by the school board because the student has met all state and district graduation requirements, or has been directed by the school district not to attend school for a specific amount of time.

STATE LICENSING

Parents/guardians may request and the district must provide on request information about whether the student's teacher(s) meet state licensing approval for the grade and subject being taught, is teaching with a waiver, has certification for the field being taught, and/or the qualifications of any paraprofessional providing instruction.

Teacher's Responsibilities

- It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall.
- It is the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures equitably.
- It is the teacher's responsibility to provide any student who has been absent with any missed assignments upon request.
- It is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to address any attendance issues that occur.

Administrator's Responsibilities

- It is the administrator's responsibility to require that students attend all assigned classes and study halls.
- It is the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures equitably to all students.
- It is the administrator's responsibility to receive and maintain accurate records on student attendance.
- It is the administrator's responsibility to work cooperatively with the student's parent or guardian and the student to address any attendance issues that occur.

Roseville Area Schools Belief Statement

Roseville Area Schools believe an equitable district-wide student behavior policy will contribute to the quality of a student's educational experience and safety. This discipline policy is reviewed yearly as part of revising this student handbook.

Behavior Expectations

To ensure quality education for all, Roseville Area Schools students will:

- Treat all students and staff with respect.
- Be on time to all classes.
- Come to all classes prepared for the day's activities.
- Participate in all classroom activities in a positive manner.
- Do schoolwork as assigned, be honest with yourself and others about your work.
- Know and follow school and classroom rules.
- Respect the right of all students to receive an education.
- Respect all school property, and the property of others.
- Keep the entire school building and grounds clean.

RAS Rules of Conduct

Unacceptable behavior is subject to response. This applies to all District 623 students at school, on school grounds, at school-sponsored activities, on a school bus, and at school-related events. When an individual is asked to supply private or confidential data about himself/herself, the Minnesota Government Data Practices Act requires the individual be informed of: Purpose for collecting the data and intended use of the data.

- Whether the individual possessing the data may refuse or is legally required to supply the requested information.
- Any known consequences arising from supplying the data or refusing to supply the data.
- The identity of other persons or entities authorized by state or federal law to receive the data.

The building administrator will exercise their professional judgment in determining an appropriate response. Staff responses for acts of unacceptable behavior may include any or all of the following, but are not limited to:

- Restorative practices
- Student conference
- Parent/guardian contact
- Parent/guardian conference
- Removal from class or activities
- Suspension from co-curricular activities
- In-school monitoring
- Loss of school privileges
- Modified school program
- Referral to in-school support services
- Referral to community service or outside agency services
- Assignment to another learning program or school
- Suspension under Pupil Fair Dismissal Act
- Expulsion under Pupil Fair Dismissal Act
- Exclusion under Pupil Fair Dismissal Act
- Reference to police or other law enforcement agencies for criminal action
- Petition County Court for juvenile delinquency adjudication penalties according to the bylaws and rules of the Minnesota State High School League
- Mediation
- Fine assessed

Repeated violations may result in greater level of consequence. Administrative responses are recorded in the district's student database (Synergy).



Why Use Restorative Practices?

Roseville Area Schools believes that the creation of a restorative culture in our schools holds significant promise as a means to achieving safe, culturally respectful, equitable and just learning communities. Restorative practices are defined as a way of being in community that focuses on continual building and maintaining of relationships. Through direct participation and communal decision making (students, staff, families, and community members) social norms and behavioral boundaries are identified and reinforced. To this extent, Roseville Area Schools will be exploring and implementing community building and relational practices where:

- Harm done to the community and/or relationships is addressed in a constructive and humane way that rebuilds and strengthens instead of creating or increasing a divide. Therefore, when community norms and expectations are broken, there is acknowledgment that this results in real harm to relationships and the community. When possible, responses will seek to repair these relationships while holding those involved to a high level of personal accountability and providing a high level of support to ensure that needs and responsibilities are met without creating further harm, alienation, or exclusion.
- It is acknowledged that as people we are more cooperative and more likely to make positive changes as those in positions of authority do things with us, rather than to us or for us. Therefore a restorative culture allows parents, students, and educators to act and view themselves as leaders in creating the school environment they wish to see.

- It is recognized that other approaches to school climate and discipline have not consistently worked to build safe learning environments, have created racial disparities in discipline responses, and have fostered a culture of blame that is harmful to the social fabric of our schools and communities. Problems related to discipline and safety in our schools can only be solved when all members of these communities are willing to share their experiences, take responsibility and work together to identify solutions.

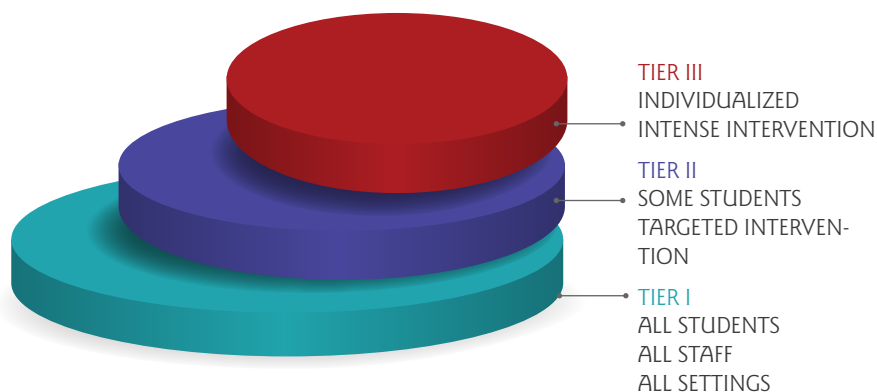
School-wide Tiered Behavior Support

One of the foremost advances in schoolwide discipline is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results

(personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

Why is it so important to focus on teaching positive social behaviors?

In the past, schoolwide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.



Important District Policies to Know

At right is a summary of important school board policies regarding student behavior and ensuring a safe and positive learning environment for all our learners.

Roseville Area Schools is committed to ensuring an equitable and respectful learning environment for every student, family, and staff member regardless of race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, age and physical appearance.

400P	Acceptable Use
416P	Harassment and Violence
504P	School Attendance
508P	Bullying Prohibition ; Bullying Report Form
520P	Student Discipline
544P	Hazing
584P	Collection, Maintenance, Use and Release Student Data

Visit isd623.org for the district's policies

Tennessean Warning to Parents and Students

PARENTS ARE ADVISED THAT: Students attending school in the school district will be asked to supply information to school personnel. Examples of such information requests include homework assignments, test questions, and questions during the course of classroom activities.

- The information will be collected by the school district in order to evaluate the student's current level of performance with respect to his or her education program, to maintain discipline within the school, and to determine the student's needs and preferences relating to his or her education program.
- Students are not required by any law or regulation to supply data. However, the school district expects and requires that students will participate fully in their educational program by completing homework assignments and tests. Moreover, the student's refusal to supply data may prevent the school district from assessing the student's needs and incorporating the student's preferences into the student's educational program. Refusal to supply information used to evaluate a student, including homework assignments and tests, will result in a failing grade being given for the assignment. Continued failure to supply information will result in a failing grade for a particular course, and a failing grade for the year. Refusal to supply information to a school district employee investigating an alleged rule violation may result in action being taken without benefit of information the student could have provided.
- Data collected will be provided to school personnel having a legitimate educational interest in obtaining access to the data, and to state and federal authorities having statutory rights of access to the data.

Levels of Intervention for Behavior

LEVEL 1

Teacher Managed Response

An Office Discipline Referral would not typically be completed at this stage. These responses aim to change the factors surrounding the negative behavior and will be addressed by the teacher. A teacher may tailor a response to a particular situation.

- Classroom based responses (redirection, reminder, break)
 - Restorative practices for a behavior
 - Loss of privilege connected to the infraction (e.g., assigned seat)
 - Family contact in possible collaboration with student
 - Collaboration consultation with support staff (counselor, teacher assistant, case manager)
-

LEVEL 2

Teacher Initiated Response with Office Support •

A Discipline Referral would be created in this situation but would include **ongoing Level 1 interventions**. Partnership with teacher and administration. These responses are designed to teach behavior and reinforce appropriate behavior. Many of these responses engage the student's support system in order to alter conditions that contribute to the student's inappropriate or disruptive behavior.

- Temporary classroom removal
 - Detention (additional time in a specific location)
 - Home visits
 - Informal and/or preventative school-based mentoring
 - Family/team meeting
 - Individualized Educational Plan meeting (if applicable)
 - Restitution
-

LEVEL 3

Administrative Responses

A Discipline Referral would be created in this situation and the administration would coordinate interventions. These responses are designed to engage the student's support system and reinforce appropriate behavior. The goal of these responses is to alter the targeted behavior without removing the student from the school and **may include Levels 1 & 2 interventions**. These responses may include short-term removal of a student from certain school environments and focused on targeted reentry in a short duration of time.

- Classroom removal
 - In-school suspension
 - In-school intervention
 - Collaboration with community based organization
 - Involvement of school resource officer for educational purpose
-

LEVEL 4

Administrative Support and Removal Options

Immediate notification will be made to the office at this level. Administration will be working to collect information and make a determination for behavioral response. These responses address serious, safety-related instances. When necessary, due to the nature of the behavior or potential implications for future harm, a student may be removed from the school environment for a period of time.

- Restorative Practices
- Loss of privilege/removal from extracurricular activities
- Involvement of the school resource officer
- Manifestation Determination
- Classroom removal
- Suspension
- Transition Plan
- Referral to alternative educational setting
- Recommendation for expulsion

Behavioral Responses

Behavioral Contract	This is the use of a formal plan designed by the school staff to offer positive behavioral interventions, strategies and supports.
Check In/Check Out	A formal process where a student meets with a school staff member on a regular basis.
Classroom-based Responses	This is teacher directed behavior to prompt a student to reflect on the target behavior using strategies in the classroom such as taking a break, time out, student-teacher conference, redirection, seat change, calling home, loss of classroom privilege, letter of apology, and/or re-teaching expectations.
Classroom Removal	This practice has two different levels. The lowest level is removing a student from the classroom for a period of time less than a full class period. This may look like going to another classroom for a time out. The second level is removing the student from the classroom for a period of time not to exceed three class periods without administrator involvement. The student is given class work to complete in an alternate location.
Community Service	This practice turns the focus of the behavior remediation to a restorative practice to strengthen the school or area community.
Conflict Resolution	In this behavioral response, a team of individuals meets to discuss and train around the conflict that arose related to the behaviors. This team may include students, parents, staff, and/or administrators.
Detention	This practice is having the child report to a designated space outside of typical class time periods (before school, during lunch or recess, after school, on the weekend or during a free period during the school day) for a set period of time.
Dismissal	The child is removed from the school setting for a period of time less than one full school day.
Exclusion	Action taken by the School Board preventing enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.
Expulsion	School Board action prohibiting an enrolled student from further attendance for up to twelve (12) months from the expulsion date.
Loss of Privileges	This is the process of temporarily denying a student a privilege related to school and or school events.
Parent Outreach	Informing parents/guardians of their children's behavior and seeking their assistance in correcting inappropriate or disruptive behavior.
Referral to Alternative Learning Center	Recommending a student to a building administrator(s) for placement in an alternative education program.
Referral to Community-based Organizations	In consultation with principal or designee, referring students for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, tutoring, and/or truancy.
Removal from School	Removing a student from classes for more than one class period, but less than one day.
Restitution	A consequence that results in restoring and improving an environment, plan to repair harm or compensating for loss, damage, or injury; community services.
Restorative Practices	Proactively establishing and maintaining a positive school climate and establish a structured approach to teaching appropriate social skills. Employing interventions, responses, and practices designed to identify and address the harm caused by an incident, including harm to a victim, and developing a plan for the student who caused the harm to heal and correct the situation.
Suspension	Action taken by school administration, under rules promulgated by the School Board, prohibiting a pupil from attending school for a period of no more than ten school days. Suspension does not include dismissal from school for one school day or less, except as provided in federal law for a student with a disability. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days. Students and families will be expected to follow the school's re-entry process upon returning from suspension.

Behavior Response Matrix

Lowest level should be considered first, followed by progressively more intensive interventions.

BEHAVIOR	RESPONSE			
	LEVEL 1 Classroom and Support Responses <i>(teacher coordinates intervention, no office discipline referral)</i>	LEVEL 2 Classroom and Support Responses <i>(teacher coordinates intervention, partners with office, office discipline referral required)</i>	LEVEL 3 Support, Administrative Responses <i>(teacher initiates intervention, office coordinates intervention, office discipline referral required)</i>	LEVEL 4 Support, Removal Responses <i>(office coordinates intervention, may include removal, office discipline referral required)</i>
Academic Fraud, Plagiarism and Cheating	Plagiarism involves passing off other people’s work as your own. Any copied or plagiarized work will be reviewed and may result in a zero for the assignment and/or additional interventions.			
Acceptable Use of School Technology	Students must conduct themselves in a responsible manner while using the school’s technology. Computers and technology are available for educational use and the use of equipment is a privilege, not a right. Accessing or producing content including social media that is vulgar, racist, profane, violent, obscene, or pornographic is subject to disciplinary action. The school has a right to monitor/restrict use of school technology. Policy 400P - Acceptable Use			
Alcohol			Being under the influence.	
			Using or possessing alcohol.	
				Distributing/ selling alcohol.
Arson	Setting or attempting to set a fire or helping others to set a fire.			
Assault		Physical assault will be defined as an intentional act by one person that creates an apprehension in another of an imminent harmful contact. Assault may result in restorative measures, suspension,and/or the Discipline Review Board convening to determine expulsion and the incident being referred to law enforcement.		
Attendance	If a student has unexcused absences or tardies, there are several possible intervention options that may be assigned by the classroom teacher and/or building administrator.			
Bullying		Inappropriately targeting another student over a pattern of events where a perceived imbalance of power exists.		
		Materially, substantially interfering with another student’s right to learn or participate in school activities. This includes cyberbullying, the use of technology or electronic communication to bully another student.		
Bus Misconduct	Breaking any bus/school rules while waiting for, riding and/or leaving the bus.			
Display of Affection	The place for displaying physical affection is not at school or school sponsored activities. Please refrain from intimate behavior (kissing, embracing, touching parts of the body, etc.). Teachers and other staff members are instructed to correct students if their behavior is not acceptable.			

BEHAVIOR	RESPONSE			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Disruption to the Learning Environment <i>Includes, but is not limited to the actions listed in this matrix</i>	Engaging in minor behavior that distracts from the learning environment.			
	Persistently or habitually engaging in chronic minor behavior that distracts from the learning environment (i.e. talking out of turn, throwing small items, horseplay).			
	Engaging in moderate or serious behavior that distracts from teaching and learning and directly affects the safety of others; gang symbols, drawings/ messages or any type of display affiliation with an organization that is disruptive to the learning environment.			
	Possessing or using any object that causes distraction or safety threat.			
Destruction of Property	Causing accidental damage.			
	Minor destruction of property.			
		Causing intentional damage to property.		
Dress Code	It is the expectation that students dress in a manner that doesn't disrupt the school environment, nor cause a safety issue.			
Driving on school property		Carelessly or recklessly operating a vehicle; operating any motorized or non-motorized transportation on school locations in such a manner as to endanger people or property is prohibited.		
Explosives/ Bomb Threat	Possessing any incendiary or explosive device, material, or any combination of combustible or explosive substances that can cause harm to people or property (i.e. firecrackers, smoke bombs, etc)			
			Detonating or possessing and/or threatening to detonate an incendiary device or material as described above.	
Fighting	Engaging in shoving, pushing, or otherwise being physically aggressive toward others.			
		Engaging in a fight.		
Firearms			Possessing a firearm as defined by school district/ state policy.	
Gambling	Gambling or any game played that involves the exchange of goods or money is prohibited at school.			
Harassment		Engaging in intentional actions on the part of one or more students that cause discomfort with identity in regards to race, color, national origin, gender, gender identity, disability, sexual orientation, religion or other characteristics, and that interfere with a student's ability to participate in or benefit from the school's educational programs.		
		Unwelcome sexual advances; requests for sexual favors and/or other inappropriate verbal, written, or physical conduct of a sexual nature; directed towards others.		
		Creating an intimidating, hostile, or offensive academic environment; substantially or unreasonably interfering with an individual's academic performance or otherwise adversely affecting an individual's academic opportunities.		
		Engaging in an inappropriate behavior of a sexual nature.		
		Engaging in intentional, negative action that significantly disrupts the rights of other students and/or school community member to learn and be safe.		
		Filming or recording in any manner the conduct or activities of other students or staff on district property or at district events without permission. In addition, any distribution, transmission, sharing or broadcasting of such activities/conduct on social media or elsewhere is prohibited. This prohibition does not apply to public events held on district property.		

BEHAVIOR	RESPONSE			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Illegal Substances including Alcohol (use and possession)		Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician.		
			Using or possessing (including paraphernalia) or being under the influence of illegal drugs.	
			Distributing or selling non-illegal drugs or look-alike substances.	
Inappropriate Use of Personal Electronic Devices	Using or displaying a personal electronic device that causes a disruption.			
Insubordination	Repeatedly or persistently defying or refusing to follow directions of teachers, staff or administrators.			
Other Firearms/ Weapons/Knives		Possessing, using, or threatening to use a look-alike gun or facsimile (i.e. water gun)		
			Possessing, using or threatening to use a non-firearm gun.	
			Possessing ammunition, a knife or other implement that could cause serious bodily harm, without intent to use as a weapon.	
				Possessing a knife or anything that could cause serious bodily harm with intent to use as a weapon.
				Using or threatening to use, a knife or other implement as a weapon with an intent to cause serious bodily harm.
				Distributing or selling weapons.
Property Vandalism	Vandalism is damaging or destroying school property, property of staff members, or the property of others.			
Sexual Offense			A sexual offense is the physical act of aggression or force involving non-consensual sexual contact with another person.	
Tardiness	Arriving late to the assigned school location (class).			
	Persistently (more than three times) arriving late to class or school without an excuse.			
Theft	Taking or obtaining property of another without permission and/or knowledge of the owner.			
		Persistently or habitually taking or obtaining property of another without permission and/or knowledge of the owner.		
			Taking or obtaining property of another without permission and/or knowledge of the owner, where the theft is over \$200 or defined as burglary by law enforcement.	
Threats	Threats include threatening or intimidating behavior, verbally, written, or by gesture, which threaten the well-being, health or safety of any student or staff that disrupts the learning environment.			
Tobacco Possession and Use		Possession or use of tobacco products/items in any form by students and adults alike is prohibited.		

BEHAVIOR	RESPONSE			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Truancy	Being willfully absent from class without a lawful excuse for one or more class periods on seven different school days.			
Verbal Abuse	Engaging in verbal behavior that involves an expressed or implied threat to interfere with an individual's personal safety, academic efforts, employment, or participating in a school sponsored event which would cause a reasonable person to have a reasonable apprehension that such harm is about to occur, or "fighting words" that are spoken face-to-face as a personal insult to the listener or listeners in a personally abusive language inherently likely to provoke a violent reaction by the listener to the speaker is prohibited.			