

Edgerton Elementary School

2021-2022 Family Handbook



Edgerton Elementary

A Roseville Area School

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Principal's Message

Hello Edgerton Families!

At Edgerton, we are an inclusive school family and we want all students to feel like they belong. Our hope is to be the kind of school that students, staff and families love to come to each day. The Edgerton Elementary School Handbook is available to each family who has a student attending Edgerton. The handbook contains important information that all family and staff members need to know.

Edgerton is a neighborhood school rich in the traditions of providing a quality education for all children. We are committed to providing “Quality Teaching and Learning for All...Equity in All We Do.” Our students join us from a variety of cultures and diverse backgrounds. Each child brings a unique and valuable set of skills and talents to school. The Edgerton staff maintains rigorous expectations for all students while remaining flexible in meeting individual needs. Our goal is for our educational practices to prepare students for an ever-changing, global world.

At Edgerton we celebrate our students through Eagle Pride. We acknowledge students who are making good choices and who are working hard to reach their goals by demonstrating: responsibility, respect, empathy and safety. Our staff is dedicated to working with children where their needs are and to help them make exceptional academic growth, as well as, empowering all children to reach their full potential.

I look forward to working together with you in making this an outstanding learning and growing experience for your child. Feel free to contact me or stop in at any time. If you would like more information about our school, I can be reached at 651-772-2565 or michael.schroeder@isd623.org.

Sincerely,

Mike Schroeder
Building Principal





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.

ABSENCES/ATTENDANCE

It is important that students establish and maintain good attendance patterns while in school as all day/every day attendance is vital for success in school. School attendance is required by Minnesota State law so we are required to monitor and report attendance concerns to the Ramsey County Family Truancy and Intervention Program.

Sickness, doctor or dental appointments, and family emergencies are recognized as excused absences.

If a student will be absent, please email us at edg-attendance@isd623.org or call the attendance line at 651-724-6296 BEFORE 9:30 a.m. in the morning. If school has not received a call or note, the health assistant will call your home or work number to follow up on your child's absence. Upon returning to school after having been absent, students must bring a signed note from their parents to their teacher.

Students are responsible for making up missed schoolwork. Upon returning to school, students should ask their teacher(s) about assignments. Work usually needs to be made up within one week.

For planned absences such as a trip or a dental or doctor appointment, students are required to bring a written note from their parents to their teacher in advance of their absence.

BEHAVIOR EXPECTATIONS

A safe, orderly, caring and positive environment is important at Edgerton. We, as a school, practice Eagle Pride which focuses on the following:

- Respect
- Responsibility
- Safety
- Empathy

This skill set along with rules and expectations is taught at each grade level. Please take time to discuss these important attributes with your child. Our objective is for students to display respectful, appropriate behavior. Students are expected to show Eagle Pride at all times during the school day and on the bus, and at the bus stops.

BIRTHDAY CELEBRATION POLICY

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 changed 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 do 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.

BICYCLES AND SKATEBOARDS

Students are strongly discouraged from riding their bikes or bringing skateboards to school. Traffic is heavy on the roads near the school and there are no sidewalks.

BULLYING

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.

Bullying Information for Students

Bullying is not allowed at our school. Bullying is NEVER OK. It is against the rules. Students in all elementary grades are taught to: identify, prevent and how to respond to bully behavior. The following information will be helpful to review with your child:

Rules against bullying:

1. We do not bully other students.
2. We help students who are bullied.
3. We include students who are left out.
4. We tell an adult right away when someone is being bullied.

Adults at your school are responsible for keeping you safe. You need to report

bullying right away to a teacher or another staff person you trust. Tell an adult at school and at home.

BUS

Bus Stop Procedures

Students should arrive at their stop no more than five minutes before the scheduled arrival of the bus. Students need to wait at the bus stop in a safe, courteous manner.

Safety means staying out of the street and not playing games near traffic.

Courtesy means being respectful of private property near the bus stop.

Parents are responsible for their child's behavior and safety, to and from the bus stop, prior to entering and immediately after exiting the bus.

Bus transportation is a privilege extended by the board of education; it is not a right. All students are required to obey bus conduct rules which are in place to protect the safety and well-being of all students. Failure to observe these rules may result in the loss of bus privileges.

If your child will be riding a different bus home from school, please send him/her with a note giving them permission to do so.

Bus Rules

1. Immediately follow the directions of the driver and patrols.
2. Sit in your seat facing forward.
3. Talk quietly and use appropriate language.
4. Be safe: Do not throw any objects, do not stick your head or arms out the bus windows.
5. Keep your arms, legs and belongings to yourself.
6. Show respect for others (no fighting, harassment, intimidation

or horseplay).

7. Treat the bus with respect.
8. No eating or drinking.
9. Do not bring any weapons or dangerous objects on the bus.
10. Obtain permission before riding on any bus to which you are not normally assigned.

Bus Safety

Roseville Area Schools' School Safety Home Training Lesson

Minnesota state law requires that school bus safety 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. The information below will help you explain to your child how to be safe on and around 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.

Thank you,
Jim Monroe
Roseville Area Schools Transportation

Bus Safety Guidelines

1. 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 will be late to all the rest of the stops and to school. Bus riders who are late to stops often don't act safely, and are in more danger than if they were ready on time.

2. Wait until bus is stopped before moving toward the bus and getting on. Often students get anxious as the bus 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
3. After getting on the bus, go to a seat, sit down and stay seated. Law requires that students be seated while the 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.
4. 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. When the bus is loud 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.
5. 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 the bus. The driver is trying to keep students safe and so kids should do what he or she says.
6. Make sure that you get on the right bus – know your bus number. The bus that takes a student to school may be different than the bus that brings them home at the end of the day.
7. Be ready to get off the bus when it gets near your stop, don't get out of your seat until the bus is stopped. Many times young students get so involved in a conversation and forget to watch for their stop. This

means that the student has to take time to gather their belongings before they get off the bus. Doing this makes other stops late.

8. After getting off of the bus, move away from the bus. If you have to cross the street wait until the driver has placed the stop sign in position.

CHANGE IN FAMILY STATUS

Please inform the school of any changes in your family status. This might include a new address, new telephone number (home or work), parent's occupation, or a change of marital status. This information is necessary for our records in case of an emergency and it is kept confidential.

CONFERENCES

Formal conferences are scheduled twice each school year. We consider these conferences to be very important and beneficial to both the teacher and the parents, so please make every attempt to attend. In cases where two families may be involved, the custodial parent will be responsible for scheduling conferences.

If you have concerns, please deal with them as soon as possible. You do not need to wait until conference time. It is best to direct your concern to the specific school personnel most directly related to your issue. If you have not reached a satisfactory resolution feel free to contact the school principal. Most teachers will be available for calls before and after school. In order to avoid interruptions during instructional time, calls made during the school day will go to voicemail and will be returned as soon as possible.

DISCIPLINE

Teaching students how to solve problems and making good behavioral choices is a major goal for us at Edgerton. Most inappropriate behavior

is corrected by re-teaching or through some low level intervention, which occurs in the classroom. If the behavior is dangerous, against the law or continues to disrupt the learning of others, more significant measures such as dismissal, suspension or expulsion may occur. Significant measures will apply to, but are not limited to: sexual, racial and/or religious harassment, bringing a weapon or look-a-like weapon to school, verbal and /or physical assault/harassment.

Teasing/Harassment

All students deserve to be treated with respect by others. Sometimes it is difficult for children to know the difference between teasing and harassment. When a child experiences teasing, we encourage them to tell the person to stop teasing them. If this does not work, we encourage the student to report the teasing to his/her teacher or another adult. Students who continue to tease, following a conference with the teacher or principal, will face consequences for harassment. If harassment occurs, the student should report it to their teacher.

Weapons

Bringing a weapon or look-a-like weapon to school is not permitted under any circumstance. Consequences may include immediate suspension and possible expulsion. Threats (verbal or written) to bring a weapon or to do harm to another person are also taken very seriously and can result in suspension or expulsion as well.

Fighting

Fighting is a mutual conflict in which both parties contribute to the situation by verbal and/or physical action. This includes "play fighting" which frequently leads to real fighting. We teach all students that violence is not

an acceptable way of dealing with anger and frustration.

It is important for children to learn how to deal with anger. It is not OK to use physical violence when someone disagrees with us, teases us, takes something that belongs to us, or hits us first. If those things happen students are encouraged to work through problem solving strategies first. If this is not successful, however, students should remove themselves from the situation and report it directly to a supervising adult.

Assault

Assault is defined as an act which intentionally inflicts or attempt to inflict bodily harm upon another. A student who physically assaults another person may be suspended for up to 10 days and in extreme cases; the child may be expelled from school. The school may recommend to the victim of the assault that a report is filed with the Maplewood Police. Violence will not be tolerated at Edgerton.

We have high expectations for all of our students. We know that it is harder for some students to meet our expectations than others, but we cannot ignore behavior that is dangerous. In these cases, licensed support staff will be called upon to intervene and support the child who is having difficulty.

Copies of the school board policies in accordance with the Minnesota Pupil Fair Dismissal Act for Student Discipline (Policy 520) are available online at: isd623.org.

DRESS

The purpose of this policy is to establish expectations of dress for students consistent with the Roseville Schools Equity Vision. Safety and belonging are important components of a positive school culture. This policy is focused on

promoting both components.

Inappropriate dress includes, but is not limited to, the following:

- Student attire that creates a danger to health or safety.
- Attire that creates a material and substantial disruption to the educational process, school operations, or a school sponsored activity; that can reasonably be forecasted to create such a disruption; or that reflects aggression, including microaggression, toward any protected class.
- Clothing or accessories with words, pictures, caricatures, based on stereotypes of a specific gender, race, ethnicity, nationality, religion, sexual orientation, or disability.
- Clothing or accessories with American Indian team names, logos or mascots that depict stereotypes.

The dress code policy applies to all school days including summer school, school related events and activities such as dances, prom, graduations and educational travel.

Additional Dress Information

Wheeled shoes may not be used at school. Shoes must be worn at all times, and tennis shoes are required for physical education.

During winter it is important that students wear clothing appropriate for the weather (hat, gloves or mittens, scarf, boots, etc.). Students will be outside for recess everyday unless the temp and/or windchill are below zero degrees or there is precipitation. Weather reports are consulted before sending students outside on cold days.

Boots need to be worn usually from the first snow until the playground dries

up in spring. The boots keep the feet dry allowed at school. The school is not responsible for any such item if it is broken, lost or stolen.

DRUG FREE ENVIRONMENT

Tobacco, alcohol and chemical use is strictly prohibited on school grounds. This includes all activities before, during and after school for all students, siblings, parents and staff.

ELECTRONIC DEVICES

All items such as MP3 players, handheld games and cell phones are not allowed at school. The school is not responsible for any such item if it is broken, lost or stolen.

Cell phone use by students during school or during Out of School Time (Unity/Friendship Connection) is not permitted. Please do not try to contact your child via a cell phone during the school day. Phones are in each classroom for teacher use in case of an emergency and any calls to a student need to come through the office (651-772-2565).

EMERGENCY CLOSINGS

In the event of inclement weather, school closings will be announced on the following sites: KARE TV, KSTP

TV, WCCO TV & RADIO, KMSP and on the district website (isd623.org). Close contact is maintained with the bus company, highway department, and weather bureau. Decisions are made in the evening, if possible, or early in the morning, preferably no later than 6 a.m. The same careful checking on weather conditions is done during a stormy day when school is in session.

EMERGENCY DRILLS AND PREPAREDNESS

Announced and unannounced fire drills, lockdown practice and tornado drills will occur throughout the school year and summer. The drill practice is necessary to insure the safety of everyone in the event that a real emergency occurs. We are required by the state to conduct five drills, five lockdown practices, and one tornado drill during the school year. Additionally, we are required by the state to conduct two fire drills, one lock down, and one tornado drill during summer school.

Roseville Area Schools works to prepare students and staff for emergencies. As we are all aware, there are many different situations involving safety, health or security, which may occur in our schools. Our goal is to prepare our staff and students to properly react to the various types of incidents that could occur.

- 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.

EMERGENCY CONTACTS

We need to be able to contact parents from the health office should a child become ill at school or in an emergency. It is very important that we have current phone numbers where a parent, guardian or authorized adult who can care for the child at home can be reached. When your child brings home the Health and Emergency Form, please fill it out completely and return it as soon as possible to the health office so that we have accurate, up-to-date information regarding your child. If at any point in the school year, there are changes in home address or phone number, changes in place of work or phone number, or changes in emergency contacts, notify the school with this information.

FRIENDSHIP CONNECTION

The Friendship Connection Program provides before and after-school care for children in kindergarten through grade six. It is open year round, closing only for major holidays. It operates five days a week, Monday through Friday, from 6:30 a.m. to 6 p.m. All-day care is provided when school is not in session. Drop-in care is available on a space available basis.

In addition, when there is enough interest, Friendship Connection may also offer a half-day program for kindergarten students/families who wish to participate. This is a fee-based program which builds friendships across grade-levels and really focuses on social-emotional learning. For more information call 651-771-9835.

ADVANCED ACADEMICS AND TALENT DEVELOPMENT

Students have a variety of academic needs. Curriculum enhancements for students who have exceptional academic needs beyond the regular

curriculum are provided through differentiation by the cluster classroom teachers. In addition, students may participate in enrichment program services as available. Students will receive information regarding metro area enrichment programs and summer opportunities in the metro area, including North Suburban Summer Academy, throughout the school year.

In order to participate in this program, students need to meet a set of criteria which includes: teacher input, group ability testing, and individual ability testing. Students are informally identified for services in grades 1-3 and formal identification takes place during the third grade year. Please contact the classroom teacher or the principal if you have further questions.

HEALTH SCREENING

Individual HEARING screening of students will be done in kindergarten through third grade and sixth grade. Other students whose parents or teachers have requested a hearing screening will receive one. Students who fail the initial screening will be retested and tested for impedance (middle ear function). Parents will be notified of those students who fail the retest and will be encouraged to seek further professional evaluation. Please inform the school nurse if you have concerns about your student's hearing.

VISION: All students will be screened for vision. Those failing the screening will be re-screened at a later date. Parents will be notified of students who fail the prescreening and will be encouraged to seek further professional evaluation. Color vision screening is done on all kindergarten and grade 4 students or as requested by parent or teacher.

Parents of those students who fail the screening will be notified and will

be encouraged to seek professional evaluation.

SCOLIOSIS: Scoliosis is an abnormal curvature of the spine. A quick, visual check of the spine with a scoliometer is done on all girls in grades 5 and 7 and on all boys in grades 6 and 8. Permission forms and an explanation will be sent to parents at the time of the screening. Parents will be notified of those students who fail the screening and will be encouraged to seek professional evaluation.

HEALTH SERVICES

A Nurse and Health Assistant staff the Health Office at Edgerton. Our Health Aide is in the building everyday from 9:30 a.m. – 4 p.m. Our nurse and/or health aide will dispense medication, determine appropriate action in emergencies, and monitor absences/health concerns of the students.

The following are points for you to remember about our school health services:

- Please email us at edg-attendance@isd623.org or call our attendance line 651-724-6296 before 9:30 a.m. to report your child's absence or tardiness. Please also state the reason for the absence or tardiness (ex. illness, vacation, doctor appointments, etc.).
- The Health Office must be informed about students taking any medication during the school day. All medication (prescription and over-the-counter) must be administered in the Health Office.
- Both prescription and non-prescription medications must come to school in the original, correctly labeled container. If the medication is short-term (less than two weeks),

a note from a parent or guardian is required.

The note should state the name of the medication, reason for taking, time to be given, dosage, and length of time to be given. If the medication is long-term, (longer than two weeks), it must also be accompanied by the authorization of the physician. Pharmacists will usually give two prescription bottles if medication needs to be given at school and home. Medication will always be sent on field trips and administered by the classroom teacher, unless the Health Office is instructed differently.

Please call the school nurse to discuss any health concerns that would require a plan for provision of care at school (i.e., diabetes, asthma, bee sting, peanut allergies, etc.).

State law requires parents to show evidence of their child's immunizations before they may legally enroll in school. The immunization record needs to be submitted by the first day of school or your child will not be allowed to start school.

HOME/SCHOOL CONNECTION

Conferences, open house, report cards and newsletters are some of the ways you learn about your child's school experience. Equally important are the informal conversations with your child. 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 Edgerton PTA.

Homework assignments vary from teacher to teacher. Some homework consists of completing assignments that were not finished during the school day. Other homework may include special projects which relate to a unit of study or reinforces a skill worked on at school.

All homework is meant to reinforce and enrich a student's learning experience. Your support in completion of school work will greatly improve your child's success in school.

LATEX-REDUCED ENVIRONMENTS

Roseville Area Schools is committed to providing learning and work environments that are healthy and safe for all students and staff. To this end, all district schools and instructional support facilities have been designated as latex-reduced environments. The following guidelines are in place at all district schools and instructional support facilities:

- Latex balloons are restricted from Roseville Area Schools for the protection of students and staff who have latex allergies. They contain large amounts of latex residue and, therefore, carry the most danger for allergic reactions.
- Latex products of all kinds have been removed from health offices.
- The district will make every effort to order latex-free products (natural rubber products). In areas such as science classrooms, latex equipment may still be in use because latex free alternatives are unavailable. If a student has a known latex allergy, latex will not be used in that classroom.

We continue to develop awareness of other latex products that are being used in our schools. We either replace them with latex-free alternatives, or if replacements are not available, we focus on reducing the use of these products.

LOST AND FOUND

A lost and found for personal items is located by our cafeteria. All lost books are returned to the library or to classroom teachers. Watches, glasses

and jewelry are kept in the office. Students should also check with the bus driver to see if the item was found.

MEDIA TECHNOLOGY PROGRAM

Beliefs

The Edgerton Media Technology Program is an integral part of a child's educational process. In addition to being a part of the classroom, it serves as an extension of the classroom ... a laboratory for reading, writing and applying video and computer technical skills needed by students and teachers to become creative problem solvers and self-reliant, life-long learners.

MEDIA CENTER

The Edgerton Media Technology program maintains and circulates a collection of over 17,000 books, magazines, videos, and computer software. It provides online, educational, and community resources throughout the building. It oversees a voice/video/data network, classroom computers, a computer lab, two mini labs as well as video production facilities.

OPPORTUNITIES

The Edgerton Media Program, working with classrooms, provides students of all ages the opportunities to:

- Become acquainted with new and favorite authors, illustrators, in addition to their favorite books.
- Learn and use a variety of print, iPad applications and online reference materials.
- Learn and practice the research process.
- Foster an appreciation of good literature in addition to developing an interest in recreational reading.
- Research, plan and design multimedia projects.

- Use online public library catalog and resources.
- Make books, both paper and electronic.
- Connect with online services and resources via the school website and the internet.

Students select books, magazines and reading kits on both a scheduled and “as needed” basis. Most books are checked out for a two-week period after which time they are either renewed or returned. Parents are encouraged to help their children take responsibility for the care of books and other materials. Replacement fees will be assessed for lost or severely damaged items.

MOVING

Withdrawal from school: Families planning to move out of the district are asked to notify the office several days before their last school day. All fines and bills must be paid before the checkout is completed. All library books must be returned.

Change of address: Families who change their addresses or telephone numbers during the school year should report the new information as soon as possible. Parent’s work telephone numbers should also be updated as well as any emergency information. School should be notified of any changes in daycare arrangements as soon as possible.

PARENT TEACHER CONFERENCES

Parents are encouraged to contact teachers or the principal about their concerns at any time. In addition, special conference days will be scheduled when parents and teachers can meet and discuss an individual child’s progress and performance. We encourage parents to take full advantage of these opportunities. Conferences are extremely important.

PHYSICAL EDUCATION REGULATIONS

Students in grades K-6 participate in physical education during the week with our physical education specialist. We cover a wide range of activities and skills throughout the year. It is very important for the children to wear appropriate clothing designed for movement in physical education. Our school district encourages wearing tennis shoes every day. Closed-toe shoes (laced or Velcro) must be worn for class.

Students who should not participate in physical education should have a parent note for short term, one or two days, and a doctor’s note for extended periods of time.

Playground supervisors are on duty during noon recess to monitor student behavior. School patrols are also assigned playground duty on a regular basis.

Every attempt is made to assure safe playtime for the students. Safety rules have been established and are discussed in the classrooms.

PTA

The PTA meetings are held once every other month at 6 p.m. on Mondays in the Edgerton Media Center. Please check the school calendar for specific PTA Meeting Dates. All committee reports are given at this time. There is also ample opportunity for discussion of old and new business and for the sharing of ideas on how to improve our PTA programs. All PTA members are invited to attend these meetings. Officers will be elected and the budget for the following year will be approved at the May meeting.

PLAYGROUND AND RECESS

Playground supervisors are on duty during noon recess to monitor student behavior. School patrols are also

assigned playground duty on a regular basis.

Every attempt is made to assure safe playtime for the students. Safety rules have been established and are discussed in the classrooms.

Students will play outside at noon recess everyday unless:

- The temperature is below zero degrees.
- The wind chill is zero degrees or less.
- It is raining.
- There is lightning.
- There are other weather conditions which make it unsafe to be outside.
- A note from the parent is given to the teacher. A doctor’s note is required after three consecutive “in” days are requested by the parent. Students should dress appropriately for the weather.

REPORT CARDS

Report cards will be provided to parents during the school year. There are two components to the report card. Students are assessed for achievement and effort.

Mid-term communication reports may also be sent to parents with information about their child at mid-semester time. We encourage parents to contact their child’s teacher at any time if they have questions and/or concerns.

SPECIAL EDUCATION

The Edgerton 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 may include: occupational therapist, physical 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. More information about district services or consideration for a referral is available online on the Roseville Area Schools home page at isd623.org under OUR DISTRICT, look for Special Education Services underneath Educational Services.

Policy Statement

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

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 is Dr. Niceta Thomas, director of student services, 651-635-1600.

SCHOOL DAY

A reminder that the school doors open at 9:25 a.m.; if students are walking or getting dropped off, they may not enter the building until then. Parents may accompany their children at 9:15 a.m. to the cafeteria for breakfast, or walk them down to class at 9:25 a.m. Please sign in at the main office if you wish to do so. Teachers and staff are busy preparing in the morning so are not available to chaperone students before this time. Students should not arrive at school before 9:15 a.m. If a student is eating breakfast they may enter the building at 9:15 a.m. and proceed directly to the cafeteria. Students are responsible for being in their classrooms by 9:30 a.m. even if they are eating breakfast. Thank you for your help with this. Friendship Connection is an option for families who cannot be at home with their children until school starts.

All children need to wear gym shoes for phy-ed classes. Again, tennis shoes with either laces or Velcro straps are required to participate in gym class. Flip flops, sandals, platform shoes, high heels or slip-ons will not be allowed. If your child has an injury, which requires limitations in physical activity, please contact your child’s teacher and send a doctor’s note to the school nurse.

Classes are dismissed to buses/walk/ride at 4 p.m. Buses are loaded on the north side (back) of the building. Car or van pick-ups are at the south side (front) of the building or the north (back) side. Students will be walked out

at the end of the day to their vehicles if they are parent pick-up or district van transportation. Please pull as far forward along the sidewalk as possible when you drop off/pick up students. If children are ready to load/unload when they arrive, the line moves quite quickly. Please, do not ask your child to walk alone across the parking lot during pick up and drop off times. Students should be picked up before 4:15 p.m. each day as that is when our end of day supervision ends.

STUDENT COUNCIL

Our student council provides our students opportunities to:

- Develop leadership skills.
- Help solve school-wide problems.
- Have experiences taking responsibility.
- Help improve our school.

Each classroom in grades 3-6 has two representatives. Each representative will be responsible for communicating student council activities to the K-2 classrooms. There are two student council presidents from 6th grade and one secretary from 5th grade.

STUDENT SIGN OUT

If a parent needs to take a child out of school during school hours, parents are required to sign the child out at the office. If some person other than the parent is to sign out the child, there should be written parental permission. Children will be kept in the classroom until the parent has signed for the child and the office notifies the teacher.

In custody cases the school must have a copy of a court order if there is a restriction on who may pick up the child. Please contact the office with this information.

**Students are not allowed to leave the school grounds without parental and school permission.

TARDINESS

Students are expected to be at school on time. If a student is late, the student must get a late slip from the office before going to the classroom. Please do not arrive at school before 9:15 a.m. The bell to be in classrooms rings at 9:25 a.m. Students are expected to be in their classrooms and ready to learn at 9:30 a.m. and no later than 9:35 a.m.

TRUANCY

Truancy is absence from school without permission from the parent and school. A student will be counted as truant when s/he does not come to school or leaves school grounds without permission. Truancy is a violation of Minnesota State law which requires compulsory attendance for youth between the ages of 7 and 16 (MN Stat. 120,110, Subd.1) and will be reported to the State Truancy program. If an absence is not reported to the school attendance line it is considered an unexcused absence.

Students must be in school every day, all day.

VISITORS

Parents are welcome and encouraged to visit school. As a courtesy to the teacher, a prior appointment is requested so as not to disrupt children in their learning environment. Visits to the classroom are limited and may need approval by the principal. If you would like to visit a classroom, please set it up directly with the child's teacher or Principal Michael Schroeder.

Safety and security are paramount concerns at Edgerton. Please note:

All visitors must sign in at the office and take and visibly wear a visitor sticker or badge.

Edgerton Staff and the Edgerton P.T.A. welcome the active involvement of

parents and friends of our learning community in serving the children and our school. A list of volunteer opportunities will be posted at our "Meet the Teacher" day. Please consider these opportunities and return the list to the office. If you have any questions, please call us at 651-772-2565.

Animal Visitors

For the safety and health of all students, we strongly discourage family pets being brought to school for "show and tell."

DATA PRIVACY RIGHTS OF PARENTS AND ELIGIBLE STUDENTS

Your school administration has developed procedures to inform students and parents in the school district of their rights with respect to school records and measures taken by the school district to protect the rights of students and parents in processing school records.

The school district must obtain and use certain information about each student to plan the best programs. On the other hand, access to this information by third parties is limited and controlled in accordance with rights to data privacy extended to parents and students.

This notice outlines the types of information collected and specifies how that information is maintained, summarized or released. The building principal has been designated as the school official who is responsible for appropriate procedures regarding this information.

What Student Information Can You Inspect and Review?

Federal and state law allows you to inspect and review official records, files, and data relating to your child. This includes all material that is incorporated in your child's cumulative

record, such as, identifying data, academic work completed, and level of achievement (grades and test scores), attendance data, scores on IQ, aptitude, psychological and interest tests, health data, family background information, special education records, and verified reports of serious or recurrent behavior patterns.

Who is Responsible for Records in Our School District?

Law requires each district to identify a responsible authority that is charged with determining what records are to be kept and who has access to them. The responsible authority for records in our school district is the superintendent. The superintendent may delegate the implementation of data privacy procedures to another official such as the building principal.

What Students are Involved?

The only data that will be released under directory information is for the K-12 students and the Early Childhood Family Education and Early Childhood Special Education Programs.

What Information is Made Public?

Our school system will maintain "directory information" relating to students. This information may be made public. You may, however, request in writing that any or all of the information below not be designated as directory information on your child and as such will not be released. You must respond by September 30 or within thirty (30) days from the time of registration by writing to your child's building principal and asking that directory information for your child not be released. The directory information includes:

- Student's name
- Parent/guardian name
- Grade
- Participation in officially recognized activities and sports
- Weight and height of the members of athletic teams
- Dates of enrollment
- Degrees and awards received
- Most recent educational institution attended by student
- Pictures for school approved publications, webpages, social media, local media and local cable transmissions.

Where is Student Information Kept?

While a student is enrolled in our school system, official school records are kept at the home school in the student's cumulative record folder. Official special education records are kept at the school where the student attends.

What Happens to the Records When a Student Leaves Our School?

When a student leaves the school system (graduates, moves away, withdraws), contents of the cumulative and special education records are forwarded to other school systems, colleges, or vocational institutes at the request of the institution. Each student's academic record is forwarded to the Data Processing Office where these records are preserved. Inactive special education records are maintained at the school where the student last attended and at the Anjépu Těča Education Center (651-604-3729).

What are Your Rights Regarding Student Information?

You have a right to ask and to obtain information as to what records are kept on your child.

You have a right (upon presenting

proper identification) to see your child's record and to have the contents of that record explained to you within a reasonable time after you make your request.

You have a right to receive a copy of your child's record if you pay the cost of making the copies.

You have a right to challenge the accuracy or completeness of the records. You may make a written request that school officials change it explaining the basis of your challenge. If the change that you have requested is not made within 30 days, then the school officials must notify you of their decision. If you disagree with their decision, you have a right to a hearing. In the meantime, a copy of your written challenge to the accuracy or completeness of the record will be included in your child's records

You have a right to file a complaint with the Minnesota Department of Education concerning alleged failures by the school district to comply with requirements of Family Education Rights and Privacy Act (FERPA).

Establishing safeguards to protect the right to privacy may cause some delay in getting information to the source requesting it. However, this seems a small price for protecting the right to privacy and control of information for all individuals.

Our school system asks your support and cooperation in using these procedures. If you have questions or comments on any of these matters, please call your building principal.

Who May See Student Records?

Access is limited to the following:

- Parents or legal guardians of students, or individuals acting as parents or guardians in their absence, if the student is under age 18 or dependent.

- Students.
- Authorized professional personnel such as the principal, secretaries, teachers, counselors and nurses in connection with their school functions and responsibilities.
- Other schools which provide service to the student or which the student attends.
- State or federal agencies as required by law.
- Scholarship and financial aid sponsors to whom the student is applying for aid.
- Accrediting organizations.
- Researchers who do not identify students.
- Individuals in compliance with a court order or subpoena; the school district will attempt to notify the parent or student prior to release of the information.
- Other third parties may have access to records only with the written permission of the student, parent or legal guardian.

How to Access Education Records

Contact the building principal who will authorize assistance in inspection and revision of records.

Amendment to Educational Records

If you believe the education records to be inaccurate, misleading or in violation of privacy rights, please inform the building principal or appropriate administrator. A review of the records may result in a correction of the record, expungement of the record or, if not substantiated, a letter which expresses disagreement with data in a student's file.

How Long are Records Kept?

Most records are destroyed when they are no longer needed by professional personnel to plan instructional programs for students. Many evaluative

records are destroyed after one year. Contents of the cumulative record folder (less permanent records) usually are also destroyed within one year of the time when a student leaves the school system.

Certain data are converted to a permanent record (transcript) when students leave the school system. These permanent files are kept to fill requests for information from former students who later need to verify school-related information from their own records.

Special education records are destroyed six years after the student's graduation date, or when the student leaves the district. Parents may request that special education records containing personally identifiable information on their child with a disability be destroyed when the information is no longer needed to provide educational services to the child.

ROSEVILLE AREA SCHOOLS STUDENT TECHNOLOGY ACCEPTABLE USE PROCEDURES AND POLICY (AUP)

1. I understand many important educational resources are accessed using school technology.
2. I will use technology in schools for educational purposes only. The school has a right to monitor my use of school technology.
3. I will use respectful language and behavior while using school technology.
4. I will be mindful of school resources by printing only what is absolutely necessary.
5. I will not give out personal information about myself or anyone else while using school technology.
6. I will not look at, download, or

communicate any material that is obscene, vulgar, sexually explicit or offensive in terms of race, ethnicity, sex or religion. I will tell a teacher if I come across any information that is inappropriate or makes me feel uncomfortable.

7. I will never access, remove, change or harm another person's files.
8. I will not use another person's system or password.
9. I will follow all laws and school rules when I use school technology.
10. I will give credit when I use another's work, whether it is from a book, the internet or elsewhere.
11. I will use the internet at school only with permission from a present, supervising adult.
12. I will be respectful of and responsible for all school technology I use, leaving it in good working order, organized and ready for the next person.

If you have any comments or questions, please contact your media specialist, school technology support staff member, or District Media/Technology Services at 651-604-1476. Check for updates to these guidelines on the Roseville webpage AUP.

ROSEVILLE AREA SCHOOLS HAZING POLICY

1.0 Purpose

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.

2.0 General Statement of Policy

- 2.1 No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- 2.2 No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- 2.3 Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- 2.4 This policy applies to behavior that occurs on or off school property and during and after school hours.
- 2.5 A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- 2.6 The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

3.0 Definitions

- 3.1 "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - 3.1.1 Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.

3.1.2 Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3.1.3 Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3.1.4 Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation that adversely affects the mental health or dignity of the student, or discourages the student from remaining in school.

3.1.5 Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.

3.2 “Student organization” means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

4.0 Reporting Procedures

4.1 Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct that may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.

4.2 The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.

4.3 Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events that might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute hazing shall inform the building principal immediately.

4.4 Submission of a good faith complaint or report of hazing will not affect the complainant or reporter’s future employment, grades or work assignments.

5.0 School District Action

5.1 Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.

5.2 The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students or others pending completion of an investigation of hazing.

5.3 Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory

authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.

6.0 Reprisal

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

7.0 Dissemination of Policy

7.1 This policy shall appear in each school’s student handbook and in each school’s building and staff handbooks.

Legal References:

Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 121A.40 to 121A.56 (Pupil Fair Dismissal Act)

Adopted: 10/14/97

Reviewed: 12/19/17

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).

SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE AMERICANS WITH DISABILITIES ACT

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination against people with disabilities by ensuring equal access and opportunities for participation.

Roseville Area Schools has the responsibility to provide reasonable accommodations for an individual who has a mental or physical impairment that substantially limits a major life activity. Discrimination against any person with a disability is not permitted in any of the programs or practices of the school district. For more information, please call the Student Services Department at 651-635-1608.

ROSEVILLE AREA SCHOOLS’ BULLYING PROHIBITION POLICY POLICY 508 NOTIFICATION

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. Cyberbullying 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 www.isd623.org/our-district/school-board/district-623-policies.

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.

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.
- 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.

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.

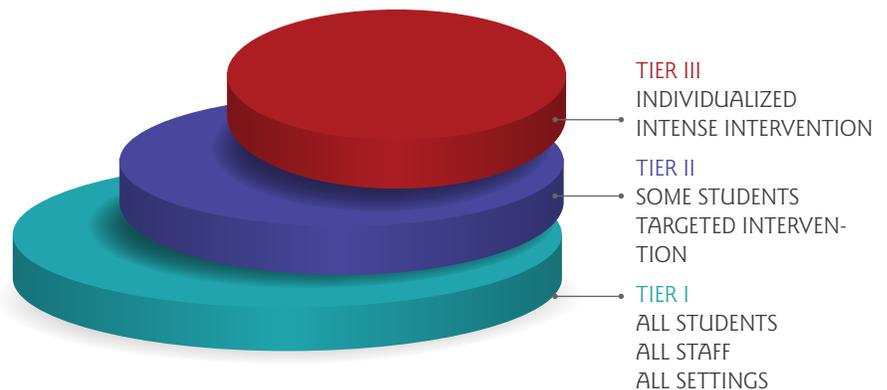
School-wide Tiered Behavior Support

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.			