

Parkview Center School

2019-2020 Family Handbook



Parkview Center School

A Roseville Area School

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Letter from the Principal

Welcome to Parkview Center School! I am thrilled that you and your family will be such a vital part of Parkview's success this year. Parkview is an outstanding school not only because of our dedicated staff, but also because of the support and cooperation of our students and families. Our school is a place where people care for, respect and trust one another and our goal is that each student receives the kind of education best suited for each child based on their individual needs.



At Parkview, our staff uses a variety of teaching approaches and methods to serve the different learning styles of students and we insure that students learn in an environment that fosters cooperation, mutual respect, individual responsibility, success, and positive self-esteem.

Parkview has phenomenal educators. They, along with you, help to facilitate the dreams of our students. Consider making communication with your child's teachers a priority.

Please read the information included so that you and your family will be familiar with district and school policies and our school procedures.

As always, please do not hesitate to contact me if you have a question about any of the policies and/or regulations in this handbook. We need our students to be great citizens so that they can lead our community confidently into the future. Now more than ever it is critical that our students appreciate that being a learner today ensures that they will become a leader tomorrow. Have a wonderful school year!

Sincerely,

A handwritten signature in black ink that reads "Kristen S. Olson". The script is cursive and fluid.

Kristen Smith Olson
Principal

Contact Information

PARKVIEW CENTER SCHOOL
 701 County Road B West
 Roseville, MN 55113
 Main office: 651-487-4360
 Attendance: 651-487-4364
 Fax: 651-487-4379

TITLE	NAME	TELEPHONE
Principal	Kristen Smith Olson	651-487-4392
Assistant Principal	Rena Jepma-Krohn	651-487-4373
Building Secretary	Maggie Kaufmann	651-487-4363
Front Office	Beth Willinger	651-487-4360
Attendance/PBIS	Bev Blixt	651-487-4374
Student Information Manager/ Special Education Secretary	India Swan	651-487-4382
Programs Secretary	Mel Benz	651-487-4381
Nutrition Services	Maureen Scarrella	651-487-4376
Health Office	Debbie Legan/Yee Vang/ Alaina Bohl	651-487-4365
Media Specialist	Laura Given	651-487-4372
Social Worker	Abby Musegades/ Michael Olson	651-487-4399
School Psychologist	Sarah Buxton	651-487-4397
Behavior Intervention	TBD	651-487-4360 ext. 366
Behavior Intervention	Sarah Larsen	651-487-4360 ext. 320
Special Education Lead	Lynn Randazzo	651-487-4371
English Language Learner Teachers	Maria Biroš/ Heidi Wheelock	651-487-4360 ext. 131
Friendship Connection	Kou Xiong	651-487-4391
Roseville District Office	Receptionist	651-635-1600
Central Enrollment	Jane Krause	651-635-1626
Bus Dispatch	Centerline	651-482-1794



Roseville Area Schools Strategic Plan

OUR MISSION

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

OUR EQUITY VISION

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

OUR COMMITMENT

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

We will achieve our mission when:

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

CORE VALUES

Equity
Responsibility
Integrity
Respect
Compassion
Commitment
Sense of Belonging
Curiosity

FOCUS AREAS

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

About Parkview Center School

EQUITY VISION

Parkview Center School is committed to creating integrated learning settings where all students can attain high academic achievement.

When looking at all classroom activities and lessons, our teachers consider the following:

- What is the purpose of this activity?
- How does the content of this activity affirm inclusiveness and diversity and help reduce prejudice?
- How do the material and strategies to be used in this activity reflect inclusiveness and diversity?
- How does this activity help to create an inviting classroom environment?

In alignment with our district mission “Quality Teaching and Learning for All, Equity in All We Do,” Roseville Area Schools is committed to ensuring an equitable and respectful educational experience for every student, family and staff member, regardless of:

- Race
- Gender
- Gender identity
- Age
- Sexual orientation
- Ability
- Physical appearance
- Socioeconomic status

The following provides structure to who we are and clarity to what programs and experiences we offer to all learners.

As a school with global education at its heart, PCS is committed to: Integrating our framework for global citizenship—PEACE—throughout our school community.

P: Peace is . . . Learning to be kind to others, work together, and resolve conflict to make our world a better place.

E : Equity is . . . Understanding our differences to ensure that everyone gets what they need to be successful.

A: Action is . . . Using our talents and resources to influence positive changes in our world.

C: Community is . . . Creating and keeping healthy, respectful relationships with our family, friends and neighbors.

E: Environment is . . . Making responsible choices to conserve Earth’s resources and protect our planet.

- Religion
- National origin
- Home or first language

OUR CIVIL RIGHTS (How We Treat Each Other)

I have the right to be happy and to be treated with compassion in this school.

This means that no one should laugh at me or hurt my feelings.

I have a right to be myself in this school.

This means no one should treat me unfairly because I am

tall or short, girl or boy, fat or thin,

or because of my ethnic or cultural background.

I have a right to be safe in this school

This means that no one should

hit me, kick me, push me, pinch me, or hurt me.

I have a right to hear and to be heard in this school.

This means that no one will yell, scream, shout or make loud noises.

I have a right to learn about myself in this school.

This means that I will be free to express my feelings and opinions

without being interrupted or punished.

PCS PEACE PLEDGE

In my home, school, and community
I pledge to live peacefully with others
to share, to care
to listen, to help
Peace begins with ME.

~Author Unknown

A K-8 SCHOOL COMMUNITY

A K-8 school is a welcoming, nurturing community that respects diversity and encourages open communication and inter-grade/inter-age interactions to provide continuity academically and socially for learners.

SELF DIRECTED, RESPECTFUL LEARNERS

Students internalize a sense of responsibility for their education and learning environments. They are reflective learners who set goals, take risks, and view failure as critical to the learning process. Respectful learners seek collegiality and contribute to a common good.

STUDENT-CENTERED EDUCATIONAL TEAMS

We believe educational teams are essential to promote belonging, communication, trust and respect among staff, students, families and community. Student-centered educational teams consist of diverse groups of people who share responsibility for promoting authentic and lifelong learning.

General Information

Parkview Center School is part of the Roseville Area Public Schools, which provides the curriculum, transportation system and many of the general policies utilized at this school. The Roseville Area Board of Education, consisting of

six elected officials, is the policy making body of the district. The superintendent, Dr. Aldo Sicoli, is appointed by the board of education and administers the board policies.

When you have questions, please visit Page 4 for contact information.

ATTENDANCE

Absences

Please call the attendance line or email every day your student is absent.

Tardy to Class

A student who is not in their classroom at the start of a class period/school day will be marked tardy. 7th-8th grade tardies are recorded every period.

In-school Truancy

Any absence to class for more than 10 minutes which has not been excused by the appropriate school official and 10 or more tardies to class is considered in-school truant.

Early Dismissal

Students will not be released to anyone other than their parent/guardian unless the office is notified in writing or by phone in the main office. Anyone picking up a child is required to come to the office and sign the child out. With this in mind, our procedures are as follows:

- If your child will be leaving school during the day, we ask that you send a note with your child to your child's teacher, stop in the office to sign your child out, and have your child called down to meet you.
- If you are picking up a student up before the end of the school day you will need to wait for them in the office.
- If you are picking up students at dismissal we request that you pick them up at the parent/guardian

pickup location on Grotto Street, the PCS parking lot circle, or meet them at the bus board if they are unaware of the pick up or outside the main office area. We ask that you not go to the classrooms at dismissal. Please do not enter the bus circle during pick up times. If you are planning on entering the building you must meet your child at the main office.

- If your child is to walk home at the end of each day, we ask that you send a note to your child's teacher.
- People who sign children out and are unknown by staff will be asked to show picture identification.

ARRIVAL/DEPARTURE

Children should not arrive before 7:15 a.m., unless participating in a co-curricular activity.

School starts at 7:35 a.m. Children need to be in classrooms at 7:35 a.m.

Students should not be at school after 2:15 p.m., unless in Friendship Connection, with a teacher or in an extracurricular activity.

We open the building to students beginning at 7:15 a.m. at which time students are welcome to wait in the main hallways or café until they are dismissed to their classrooms.

Drop off in the Morning

Students should be dropped off on Grotto Street or in the student drop off circle (lower parking lot).

Please remember:

- Pull forward as far as possible – stop, drop, and go.
- Drop off children on the sidewalk side only.
- Please do not enter the bus lane during drop off times.

- NO PARKING in the drop-off zone.
- Be kind and respectful to staff who are there for safety.

If a child will take a bus home other than the assigned bus the parent/guardian should:

- Send a note from home explaining the bus change.
- Instruct the child to give the note to the teacher.
- The teacher will send the note to the office to be verified by school personnel.
- Instruct the child to pick the note up in the office on the way to the bus.
- Instruct the child to show the approved note to the driver of the bus.

Pickup in the Afternoon

Parent pickup will be in the student drop-off/pickup circle (lower parking lot – not ECFE) or on Grotto Street.

STUDENT SECURITY

Parkview takes precautions to ensure the safety of students and staff. All entrances remain locked throughout the day and individuals must enter the building through the main entrance. Our security buzzer is on from 7:35 a.m. – 1:50 p.m. All visitors must sign in at the front office and wear a visitor badge while in the building during school hours. Visitors must sign out in the front office during school hours before leaving.

BEHAVIOR EXPECTATIONS

Refer to District Policy 520 – Student Discipline

Be Respectful, Responsible and Engaged in Learning – Jaguar Pride

Positive Behavioral Interventions and

Supports (PBIS) is an evidence-based, data-driven framework proven to reduce disciplinary incidents, increase a school’s sense of safety and support improved academic outcomes. PBIS is continual teaching, combined with acknowledgement or feedback of positive student behavior. It promotes a climate of greater productivity, safety and learning. Expectations are taught and reinforced on an ongoing basis. Staff give direct instruction in all areas. The key to students believing and achieving PCS expectations is self-discipline and positive reinforcement. Families will be partners in supporting PCS expectations and procedures.

Parkview’s commitment is to develop all community members’ self-knowledge and competencies. Disciplinary procedures will allow teachers, staff, parent/guardians and students to respond in proactive way to behaviors, which threaten the learning environment or the safety of individuals. All members of the PCS community, students, staff and parent/guardians will be responsible for being aware of the procedures and supporting students so they may meet expectations consistently.

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 could be taken.

Disciplinary action chosen is one that best responds to the severity of the behavior. The school staff/administration will decide the details concerning the disciplinary action including:

- Re-teach expectations
- Stop and Think sheet
- Conference with student

- Removal from group
- Process sheet
- Notification of parent/guardians
- Removal from class
- Office referral
- Administrative intervention
- Suspension from extracurricular activities
- Detention
- In-school monitoring
- Loss of school privileges
- Modified school program or schedule
- In-school suspension
- Out-of-school suspension under Pupil Fair Dismissal Act
- Involvement of other agencies or school personnel
- Assignment to another program
- Notification of police
- Expulsion under Pupil Fair Dismissal Act

Disciplinary situations are best made with collaboration between the student, teacher, parent/guardians and administration. Administration will make final decisions about suspensions or more severe disciplinary action.

Weapons

Refer to District Policy 520, section 3.7.5 – Gun-Free Schools/Gun-Free Schools Act

The Roseville School District has a “No Tolerance” policy towards weapons on school property. A weapon includes any firearm, whether loaded or unloaded, or any device designed as a weapon or through its use capable of threatening or causing bodily harm or death. Examples include but not limited to: guns (including air guns, pellet guns, BB guns, look-alike guns such

as water pistols or toys that could be mistaken for real, and nonfunctioning guns that could be used to threaten others), knives or other blades, clubs, metal knuckles, nunchucku, throwing stars, explosives, fireworks, mace and other propellants, stun guns and ammunitions. Possession is having a weapon on one's person in school, on school grounds, at school sponsored activities, on a school bus, or at school related events.

Any student possessing a weapon, whether the weapon is on the student's person, among the student's immediate possessions (book bag, purse, instrument case, etc.), in the student's locker, or in the student's vehicle, shall be subject to the following procedures:

The school district may refer the matter to local law enforcement officials. The administration will evaluate the situation and make a recommendation for the student's re-admittance to school, or exclusion or expulsion. Where a student violates this policy through possession of an instrument, which constitutes a "weapon" under the Gun-Free Schools Act, the school district will adhere to that act's expulsion provisions.

Fighting

Fighting is mutual conflict in which both parties contribute to the situation by verbal and/or physical action. This includes "play fighting," which oftentimes leads to real fighting. We teach all students that violence is not an acceptable way of dealing with anger and frustration.

All children need to know 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. In the event that this should happen, students should know how to safely remove



him/herself from the problem and report it immediately to the supervisor. Children need to know how to protect themselves when someone is trying to hurt them, not how to hurt that person in retaliation. In other words, "punching back" will not be an acceptable excuse for fighting with another student.

Depending on severity of the incident, consequences for inappropriate behavior may range from conference with a staff member, loss of privilege to removal from school.

SEARCHING STUDENTS AND THEIR PROPERTY

Refer to District Policy 520 – Student Discipline

The personal possessions of students whether on their person, in backpacks, in desks, lockers or cars parked in the school parking lot may be subject to a reasonable search when the school district has a reasonable, individualized suspicion that evidence will be produced showing that the student violated the law or school rules.

School lockers and desks are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason,

at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion the search will uncover evidence of a violation of the law or school rules. As soon as practicable after the search of a student's personal possessions, school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

BEVERAGES AT SCHOOL

Drinking water throughout the school day is healthy for students and encouraged. Students are not allowed to bring energy drinks, pop or juice to have in their classrooms or hallways. Students are allowed to have juice during their lunchtime but must finish it before leaving the cafeteria.

BALLOONS

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.

BIRTHDAY CELEBRATIONS

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 in 2017-2018 school year.

In addition to updates to physical activity, school nutrition and other district wellness, there were changes to classroom birthday celebrations. As of the 2017-2018 school year, birthday celebrations will not include food or drink. Parents/families are asked to not send birthday treats with their student to school. The new guidelines help students avoid unhealthy snacks while still providing plenty of room for tradition and fun.

If there is a non-birthday classroom event that calls for families to provide

snacks, families are asked to only send nutritious snacks. Information about healthy snacks can be found on the district's Nutrition Services webpage at rosevillanutrition.com.

BULLYING

District 623 Bullying Prohibition 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 cyber-bullying, 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.

SCHOOL BUS

Bus Stops

Students should arrive at their stop no less 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. Parent/guardians 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.

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/guardian, 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.

Bus Safety Guidelines

- Be ready for the bus at the scheduled time.
- Wait until bus is stopped before moving toward the bus and getting on.

- 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.
- 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.
- Do what the driver tells you to do. The driver is in charge of the bus.
- Make sure that you get on the right bus – know your bus number.
- Be ready to get off the bus when it get near your stop, don't get out of your seat until the bus is stopped.
- 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.

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

CALLS TO THE CLASSROOM

Often times a parent/guardian will call the school during the day to talk with their child unless it is an emergency, we ask that parent/guardian leave a message with the office staff. The office staff will pass along the message to your child.

CHANGE OF ADDRESS/PHONE NUMBER

It is extremely important that we have all student records updated. Please be sure to report all changes to the school office at 651-487-4360.

CLASSROOM AND SCHOOL-WIDE CELEBRATIONS

Parkview seeks to create a fun educational environment for all learners. Throughout the school-year students and staff come together to demonstrate a sense of pride and strong community well-being at our Jaguar Pride assemblies. Grade level teams also celebrate learning at the end of each trimester.

In alignment with Roseville Area Schools' Equity Vision, Parkview staff members strive to provide an inclusive learning community for all families regardless of race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, age, or physical appearance. To this effect, schoolwide and classroom celebrations are not directly linked to calendar holidays.

CLOSING SCHOOL/EMERGENCY CLOSINGS

In the event of severe weather or mechanical breakdown, the starting time of Parkview may be delayed or the entire school system may be closed. Official announcements will be made over radio station WCCO (830 AM) and most other local television and radio stations between 6 a.m. and 7:30 a.m. If no report is heard, school will be in session.

Please talk with your child about where to go and what to do if school closes early and you cannot be reached.

CLOTHING FOR SCHOOL

Guidelines – Just as outdoor temperatures can vary greatly throughout the day, so can the temperature from one area of our building to the next. It is a good idea to send children to school wearing layered clothing that can be removed or added as needed. We want to promote a healthy, respectful lifestyle so clothing that advertises alcohol or tobacco products, or has a message that is disrespectful of others is not considered school wear. Short shorts/skirts, bare midriffs, halter-tops, and skinny tank tops should be saved for other occasions.

Winter Weather – We ask students to wear the following clothing items during the winter months: warm jacket or snowsuit, hat, boots and mittens. Snow pants are recommended for students who like to play in the snow. Students without boots must remain on areas with blacktop. Families who need financial help with winter clothing should call Abby Musegades at 651-487-4360 for confidential assistance.

COMMUNICATION

Communication from school will be available in a variety of ways throughout the school year. Most of our communication is sent electronically in an effort to be environmentally mindful and reduce printing costs. Paper fliers will also be available for most events/activities in the magazine rack located outside of the main office. Pertinent information can be found on the Parkview website and will be sent through our PCS Weekly News email, which usually goes out at the end of the week.

We encourage parents/guardians to subscribe to the PCS Weekly News and Special Announcements

at <https://signup.e2ma.net/signup/1829435/1783584/>.

Parent/guardians should check with their child for other communications sent home from school.

Grades 6-8 Webpages, Schoology, and Synergy

Weekly homework assignments are available on the teacher Web Pages. A link to this site is on the PCS home page at isd623.org/pcs/

1. Go to Classes and Departments on the left hand side, scroll down to Grade 6 or Grades 7-8 to find the desired teacher's webpage.
2. Click on teacher's homepage link.

Synergy Online Grades

From the PCS home page click on Students on the left hand side, scroll down to Genesis Student Login

1. Login with username and password – to obtain, please call Rena Jepma-Krohn.
2. Click on desired class to view missing or late assignments .

DATA PRIVACY INFORMATION

Roseville Area Schools collects, maintains, and releases information about pupils and their families only for legitimate educational purposes including instruction, guidance and research as provided in federal law and state statutes. Please refer to the district website, isd623.org, for more information.

EARLY CHILDHOOD FAMILY EDUCATION (ECFE)

Call 651-487-4378 for more information.

ELECTRONIC DEVICES

The school bears no responsibility if personal electronic devices are lost or stolen. To better enhance student learning and limit distractions, all personal electronic devices will need to be locked in student lockers from 7:35 a.m. – 2 p.m. This includes time spent in the hallway and during lunch/recess. If you need to contact your student, you may call the main office at 651-487-4360 (prompt #7). If a personal electronic device is out during the school day, school staff may confiscate the device and it may be picked up by the student at the end of the day.

We appreciate your support and partnership with this policy!

EMERGENCY SCHOOL CLOSINGS

In the event of severe weather or mechanical breakdown, the starting time of Parkview may be delayed or the entire school system may be closed. Official announcements will be made over radio station WCCO (830 AM) and most other local television and radio stations between 6 a.m. and 7:30 a.m. If no report is heard, school will be in session.

EMERGENCY DRILLS AND PREPAREDNESS

The Roseville Area School District is working to prepare students and staff for emergencies. As we all are 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 problems, which might occur. You may hear of our preparations during the school year as your child brings home information or comments on some of the discussions held at school related to these issues. Our emergency response effort includes a variety of situations,

1:1 IPAD INFORMATION

Always keep your iPad in a safe place.	Never lend your iPad to someone else.	Keep your iPad in district case at all times.
Keep your passcode as your student ID # at all times.	Bring your charged iPad to classes every day.	Keep all digital interactions relevant and respectful.
Use your iPad for academic purposes only during the school day.	Only take pictures/videos when given permission during the school day.	Keep your iPad in your backpack, binder or locker during lunch.
Personal apps may be downloaded at home, but may not be used at school.	You may NOT download any social media or chat apps or your iPad may be disabled.	If you do not have enough space for academic content, delete some personal apps.
Flip iPads over or put away when not in use in class. Give full attention to teacher and classmates when speaking.	If a staff member asks for your iPad, you need to give it to him/her as it is district property.	If your iPad gets damaged or lost, report it to the media center immediately.

including bus accidents, illness or injuries, hazardous accidents, weather emergencies, utility emergencies, assault or intruders, bomb threats, evacuation plans and missing children. We are required by the State of Minnesota to practice five fire drills and five lockdowns and one severe warning drill per school year. We ask that you provide medical emergency information for the students information file. This along with emergency numbers are very important in case of an emergency involving your child. Each building has an ER Team (Emergency Response Team).

623 Alert

Roseville Area Schools uses an emergency notification system, which is an efficient and effective method for communicating important news with our families. Within minutes, the district can send recorded voice messages to parent/guardian. Parent/guardian have the opportunity to designate their 623 Alert Emergency Notification phone number on their child's Health and Emergency form at the beginning of the school year.

FRIENDSHIP CONNECTION

Friendship Connection provides year round school age childcare. For more information, call 651-487-4391.

GIFTED AND TALENTED EDUCATION

Students in the Roseville Area Schools come from a variety of backgrounds and have a wide variety of academic needs. Curriculum and instruction for students who have exceptional academic needs are generally provided by the classroom teacher through differentiated instruction. Other ways we provide enrichment are through school day opportunities, summer opportunities, and special offerings

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.

during the school year. Students are selected in the spring to participate the following year by meeting district wide criteria. Student performance and talent areas are considered for participation in the program, which attempts to stretch student's learning and to support affective needs. As part of the Roseville Area Schools, Parkview provides a Gifted Cluster Model.

HAZING

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

HEALTH SERVICES

School Health Services at Parkview are the responsibility of Licensed School Nurse Debbie Legan, RN, LSN, PHN. Please contact her about health concerns for your child. The health office number is 651-487-4365. The health assistant at Parkview, Yee Vang, is trained in CPR, first aid and the administration of medication. She is available during school hours Mon-Fri. Both can also be contacted by email: debbie.legan@isd623.org or yee.vang@isd623.org.

Our Wellness Guidelines are as follows:

1. If a student has had a fever of 100 degrees or more, the student should stay home for 24 hours after the temperature returns to normal without the use of Acetaminophen or Ibuprofen.
2. If a student has vomited or has had diarrhea, the student should stay home until 24 hours after the last episode without the aid of any medication. The student should be able to eat food without symptoms.
3. If a student has any rash that may be contagious or you do not know the cause, check with your healthcare provider before sending the student to school.
4. If a student has head lice, they may return to school after a treatment has been completed and the hair has been thoroughly combed. The student should check in the Health Office before returning to their classroom on the day they return to school.
5. All doctor's notes with restrictions need to have a start and end date and they need to be reissued each year.

Illness at School

Students are sent home from school when they have a fever of 100 degrees or higher, are vomiting, have diarrhea, or significant unexplained skin rash.

Students should not attend school when ill. They should return to school when they are recovered from illness. This helps reduce spread of infection to other students and staff.

Call or email the attendance line every day your student is absent.

District Medication Policy

The administration of medication

to students shall be done only in exceptional circumstances wherein the child's health may be jeopardized without it.

1. All prescribed medicine must be in a pharmacy-labeled bottle. (Most pharmacies, when asked, will provide an extra container to be kept at school.)

Prescription label for school must include:

- Student's name
 - Medication and dosage
 - Time of day (to take medication)
 - Doctor's name
2. Prescription medication required for more than two weeks, which must be taken at school must have a permission slip signed by a physician or dentist and parent/guardian. Medication permission forms are available in the health office and on the district website.
 3. Prescription medication to be taken less than two weeks requires written parent/guardian permission only, such as an antibiotic.
 4. Non-prescription over-the-counter medication, such as Tylenol, requires a parent/guardian signature on the permission form, and should be in its original container.
 5. When possible, please arrange to give medications at home (such as medications taken "three times daily" could be given before school, after school, and at bedtime) unless specifically indicated otherwise by the physician.
 6. The school does not provide over the counter medication to students.
 7. Students are not allowed to self-carry medication unless specific guidelines have been followed through the school nurse.

Immunizations

MN State law requires that your child be immunized in order to enroll in a Minnesota school. Appropriate documentation of your child's immunization status must be submitted to the school prior to entrance or within 30 days of transfer. Minnesota law allows students to be excluded from school when not in compliance. You can request your clinic to fax the immunization records to us at 651-487-4379.

Immunization requirements are as follows:

- Kindergarteners are required to have five DPT (diphtheria, pertussis, tetanus), four polio, two MMR (mumps, measles, rubella), complete hepatitis B series, two Varicella (chicken pox vaccine) or documented year of disease.
- Students in grades 1-6 must have the minimum requirements of DPT, polio, MMR and Varicella.
- 7th graders are required to have completed the series of MMR, DPT, Tetanus booster (Td or Tdap), Polio, Hepatitis B and Varicella.
- 8th graders are expected to have completed the 7th grade requirements.

There can be variations to the requirements, in the event your child fell behind in their immunization schedule. You can call the health office or your clinic if you are concerned that your child may not have fulfilled the legal requirement. Minnesota Department of Health Immunization Hotline 651-201-5503 can also assist you.

If you object to immunizations for personal or medical reasons, please call the health office and we will assist you in completing the immunization waiver form. This form must be notarized and placed in your child's file.

For further information on immunizations from the Minnesota Department of Health, go to dpc.health.state.mn.us/adps.htm. There is also immunization information on the district website.

For information on Ramsey County Public Health Clinics that provide low cost immunizations, call 651-266-1234.

LOST AND FOUND

Lost and found articles are kept in the “Lost and Found” area, which is located in the café. Several times during the school year unclaimed items are donated to a local charity. To guard against lost articles, please use a marker to label items with your child’s first and last names. Call Centerline Charter at 651-482-1794 for items lost on the school bus.

LOCKERS

Every student is assigned a locker by their teacher/advisor for the storage of school supplies and clothing. Since lockers are a permanent part of the building, students are expected to keep them in good, usable condition. It is strongly encouraged that students do not leave money or other valuables in their locker.

The students in grades 6-8 may use locks for the lockers. The locker combination must be on record with the student’s teacher/advisor. Students should not give their locker combination to others. Occasional locker inspections/clean outs will be held.

LUNCH AND BREAKFAST PROGRAM

Meals

Breakfast and lunch are served daily; breakfast will start the first day of school. Menus and nutritional information are available on line. Parent/guardians may access the information

by logging onto isd623.org and going to Departments then Nutrition Services. Free and reduced-price meal applications are available at the front office or contact Beth Willinger or Kristen Smith Olson.

General Information

Meals, foods and beverages sold or served at schools meet state and federal requirements based on the USDA Dietary Guidelines. All meals, foods and beverages are prepared and served by qualified child nutrition professionals. We provide students with access to a variety of affordable and appealing foods that meet the health and nutrition needs of students.

- Elementary breakfast – \$1.70
- Secondary breakfast - \$1.90
- Elementary reduced-price breakfast - \$0.00
- Adult breakfast - \$2.40
- Elementary lunch - \$2.55
- Secondary lunch - \$2.90
- Elementary reduced-price lunch - \$0.00
- Adult lunch - \$4.00
- Milk (student and adult) - \$0.50

Payment

FeePayTM makes it more convenient for you and your family to track and pay fees. To access the system, visit isd623.feepay.com

This secure and mobile-friendly system will make it easier for families to:

- Monitor your student’s meal purchases.
- Get automatic receipts and meal balance alerts.
- Register and pay for activities and

athletics online using a credit card or electronic transfer from your bank account.

- Sign your child up for activities or athletics without having to take time out of your workday to come to school or send checks/cash with your child to school.

If you have any questions, please contact us at info@isd623.org or call 651-635-1600. More information about FeePayTM is available on the Roseville Area Schools homepage at isd623.org.

Ala Carte

Starting the second week of school, ala carte will be offered to grades 5-8. The students must have a positive balance in their account to purchase these items. If you have concerns about your child choosing additional items for purchase, please set boundaries with them so they know what they are allowed to purchase. Parent/guardians may block their student’s account from purchasing anything other than breakfast or lunch by contacting the school. If your student qualifies for free or reduced lunch they need to have additional money in their account to purchase these extra items.

Breakfast Program

Breakfast is available each morning starting at 7:10 a.m. Students will go directly to the café when they arrive at school,

Lunch with your Student

Please call the office to order lunch with your child or feel free to bring your own lunch. We ask that you do not accompany your student to recess. No pizzas please. The Federal and State subsidies only apply to students enrolled in school; all visitors and staff, including preschool children will be assessed a fee for lunch.

PARTY INVITATIONS

Invitations to parties and other activities should be mailed from the family home. We ask that invitations not be handed out at school. Transportation to parties or events should be made independent of the school busing.

DAILY PLANNERS

Students in grades 3-8 will be given an organizational planner at the beginning of the year. If the planner is lost or damaged students may be charged for a replacement.

RECESS/PLAYGROUND

Safety

Students use the playground only under the supervision of adult staff members. Safety rules are reviewed with the students the first week of school and periodically throughout the year as needed. Our students do not have equipment such as, helmets and padding that is required for physical contact sports. To protect their safety, tackling, wrestling, pushing, tripping, hitting, kicking, and other body contact activities are not permitted. The throwing of snowballs, sports equipment, and other objects at another person is also prohibited. Being a good sport is expected at all times. This includes fairness, honesty, sincerity and honor.

Parkview students participate in recess every day. A doctor's note is required if a student is requesting to stay in from the recess or not participate fully in physical education classes. The doctor's note should indicate when the student should return to full activities. Please provide the note to the student's teacher and the health office.

Cold Weather

Please prepare your child to go outside for recess everyday. It is important

for students to be outside and active, although some days because of inclement weather (rainy, muddy or too cold) students will stay inside. In winter, we use the National Weather Service recommendations for wind chill to determine if students should go outside for recess. Generally when the temperature at recess time is below 0° Fahrenheit or the wind chill is -17° Fahrenheit, students will remain indoors.

RECYCLING

Parkview recycles! Our program focuses on sorting recyclables into two groups: cans and bottles and paper products. Everyone is encouraged to use our recycling centers consisting of green barrels for bottles and cans, blue barrels for paper products, and gray barrels for trash. Look for the signs located next to the recycling centers for correct disposal.

Parkview also participates in a food to hogs program. Students sort their food waste and trash into marked barrels in the cafeteria. This is yet another way that we provide environmental stewardship in our community. We also participate in the Drink Pouch Brigade program, which is managed by a parent volunteer. Drink pouches are collected in special collection bins and submitted for recycling/repurposing through this program.

STUDENT RIGHTS

All students have the right to a quality education at Parkview Center School.

Students are responsible for the manner in which their individual rights are exercised and must accept the consequences of any actions that violate the rights of others. All PCS students are expected to practice responsibility for personal behavior and learning, and to contribute to the positive learning experiences of others.

The Right to Learn

- Each student has the right to attend school and receive a free appropriate public education as provided by law.
- Each student is responsible for protecting everyone's right to learn. This means classes will carry on without interruptions, disruptions, or distractions. Behavior that disrupts normal classroom functioning is an infringement on the rights of others.
- A student who had been absent from school has the right to make up work missed during any excused absence.
- When a student is absent from school for an extended period of time because of illness, the parent/guardian may request a homebound teacher.
- A student may apply for enrollment in special programs offered by Roseville Area Schools.

The Right of Free Speech and Expression

Parkview Center School students represent a wide range and diversity of opinion and background. Students have the right to express opinions, to take stands, and to support causes, either publicly or privately, provided such expressions are not libelous or obscene according to current legal definition and do not interfere with the rights of others or disrupt the atmosphere for learning in our school.

The Right to be Informed of Rules

Students have the right to be informed of all policies, rules, and regulations they are expected to follow. PCS staff, students, and parent/guardian have the responsibility to teach and model expectations and procedures so all PCS students will be successful.

The Right Regarding Student Dress

Students will have the right to choose an appropriate manner of dress and personal grooming, although students will be directed to change clothing if it presents clear danger to the student's health or safety, or disrupts the educational process.

Students will be directed to change attire including but not limited to the following:

- Clothing/jewelry that advertises illegal substances for minors or that has explicit pictures, words or symbols, profanity and/or ethnic/racial comments.
- Skirts/dresses/shorts that are so short that undergarments or private body parts are exposed.
- Tube tops or shirts with revealing necklines or that expose undergarments.
- Low riding pants that expose the waistline or undergarments.
- Clothing that expose bare midriffs.
- Clothing that may otherwise be inappropriately revealing.

The Right to Privacy

Students' rights to privacy regarding school records will be protected and any disclosure of information from student permanent records shall be consistent with legal requirements. Before records other than directory information are sent to any person, agency or institution, written consent is required from the parent/guardian. Any parent/guardian wishing to withhold directory information must contact the PCS office by October 1 of the school year.

For some of our Roseville Area Schools families, privacy is an extremely important safety consideration. When

this is so, the school district does not allow use of any pictures of protected children in any form of media. As video technology becomes easier and more popular, all of us in the school community might be in a position to unknowingly place families at risk. Help our families stay safe. If you record a school program, please be sure it does not end up posted on the internet.

The Right to Personal Property

Students have a right to personal safety and security of personal property. Students must not bring onto school property or to school sponsored events, any items that may be disruptive or endanger the health and safety of others. When reasonable cause exists to believe that such items are present, general or individual searches may be conducted under the authorization of the principal or designee. Illegal and disruptive items will be removed from student possession.

The Right to be Free From Harassment including Sexual Harassment

Students have a right to be in a learning environment that is free from harassment including sexual harassment and violence of any nature. Appropriate adult supervision is provided to ensure the safety of all PCS students. Students are responsible to report any violation of these rights immediately to the teacher or administration

STUDENT SUPPORT SERVICES

Special Education Resource Programs

These programs are available at Parkview Center for students with various special education requirements. They include special classes for children who are gifted, who have a learning disability, and a child with an emotional disability. State law provides definite guidelines for

the administration of these programs, as well as specific eligibility guidelines, which a student must meet prior to admission. The Parkview Center School philosophy supports the integration of special education students into the mainstream environment whenever possible.

Section 504

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

Who Qualifies for Section 504?

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

Substantially Limits

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

Education is Considered a Major Life Activity

Major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. When a condition significantly limits a major life activity, an accommodation plan must be developed for that individual. Accommodations or services must be determined by a team knowledgeable about the individual and his/her disability.

Parent/guardians or students may request accommodations under the protections of this law by contacting the

building principal or program supervisor. District Compliance Officer for Section 504: Dr. Alecia Mobley, Director of Student Services: 651-635-1608.

I understand many important educational resources are accessed using school technology.

I will use technology in schools for educational purposes only. The school has a right to monitor my use of school technology.

I will use respectful language and behavior while using school technology. I will be mindful of school resources by printing only what is absolutely necessary.

I will not give out personal information about myself or anyone else while using school technology.

**7th and 8th grade iPad initiative information see technology section.

TEXTBOOKS AND INSTRUCTIONAL MATERIAL

Classroom teachers will issue all the textbooks and curriculum related instructional materials that students need. Students are responsible for these books and materials until they are returned. Students may have to pay a fine if a textbook or instructional material item is damaged or lost. At the time of issue, students should report any existing damage to the teacher. Questions on the condition of textbooks and curriculum related instructional materials should be directed to the teacher.

TREATS IN THE CLASSROOM

Parkview is concerned for the health and safety of all students. In alignment with this concern we will no longer distribute treats (birthday etc.) in the classroom. If you are interested in honoring your child's birthday in a different manner

please contact your child's classroom teacher.

VISITOR GUIDELINES

All visitors to a school will register with the administrative office upon arrival and departure.

Visitors to schools will receive and must wear a highly visible visitor badge to signify their status and the fact that school administration has authorized their presence in the building.

Visitors who wish to meet with or observe teachers should schedule appointments with administration and teacher in advance and register with the administrative office upon arrival.

Visitors will drop off and pick up students in the main office.

The school board, the superintendent and the building administrators of the district reserve the power to decline to give permission for or to withdraw permission for parent/guardian, citizens, alumni, or other members of the public to visit the schools and district facilities. This action is deemed necessary to ensure the physical or emotional safety of the students and staff of the district or to prevent disruption of the district's educational programs.

K-8 ACADEMIC PROGRAM OVERVIEW

Kindergarten

Language Arts: By the end of kindergarten, students will choose, listen to, and respond to a broad range of stories, poems, and nonfiction texts. With help, students will discuss main ideas, characters, settings, events, and important information from texts. They will also discuss similarities and differences across texts. With guidance from the teacher, kindergartners will produce age-appropriate writing to communicate a clear idea.

Mathematics: By the end of kindergarten, students will be able to read, write and represent numbers zero through 31 and will count to 100 or higher. They will learn to sort objects into categories such as size, color or shape. They will be able to name many 2D shapes, such as a square or triangle, and recognize 3D objects, such as a cube or sphere. By the end of kindergarten, students will also be able to read and interpret various types of graphs.

Science: Kindergarten students will be able to sort objects in multiple ways and explain their sorting system. Through observations, students will learn how to describe organisms and events in nature and will distinguish between natural and human-made objects. Kindergartners will also identify physical features of plants and animals.

Social Studies: In kindergarten, students will learn to understand wants, needs, and choices. They will study parts of neighborhoods, including their own, and describe similarities and differences between people in daily life. Kindergartners will also learn about some famous Americans and symbols of the United States.

Grade 1

Language Arts: By the end of first grade, students will learn reading strategies with grade-level material. They will retell stories and poems to describe characters, settings, and important details. They will also identify important information in nonfiction texts and compare different texts. With help, first grade students will also write about their ideas clearly, using some detail.

Math: By the end of first grade, students will be fluent in counting to 120 and beyond. They will also be able to count by twos, fives and tens. Students will learn to solve addition and subtraction

problems using a variety of strategies. Students will use pictures, shapes, rules, numbers, and more to create simple patterns and identify the characteristics of basic shapes. First graders will also be able to tell time to the hour and half-hour and count money, identifying coin values and adding groups of coins to make a specific amount.

Science: By the end of first grade, students will know why insects are animals. They will also be able to describe the similarities and differences between types of insects, between rocks and soil, and between solids and liquids.

Social Studies: In first grade, students learn what it means to be a good citizen at home and school. They will learn examples of good citizenship, create simple maps of familiar places, explore how families make choices together, and describe how families lived in the past.

Grade 2

Language Arts: By the end of second grade, students will read and understand short stories, poems, and nonfiction texts. They will identify the main idea or message and important information in texts and compare similar reading passages. With help and support, students will produce short pieces of writing that stay on topic and include supporting detail.

Science: By the end of second grade, students will be able to describe how plants interact with their environment in life science. They will describe motion and how objects maintain stability in physical science. They will also identify and describe characteristics of air and weather in earth science.

Math: By the end of second grade, students will be able to count to 1,000 or higher. They will demonstrate an understanding of basic addition and subtraction facts and will solve

real-world, multi-digit addition and subtraction problems. Students will connect repeated addition or subtraction to number patterns and solve addition and subtraction number sentences that include unknowns, like letters. They will also learn to identify and describe the characteristics of basic 2D and 3D shapes. Second graders will be able to tell time to the quarter hour, understand a.m. and p.m., measure lengths to the nearest centimeter or inch, and identify coin combinations that add up to any given amount.

Social Studies: In second grade, students will learn about voting as a way to make group decisions. They will also study and create basic maps of real or imagined places and explore how communities can change over time.

Grade 3

Language Arts: By the end of third grade, students will be reading stories, poems, and nonfiction texts to find a

K-6 Health: Health programs inform students about topics like nutrition, growth, injury and disease prevention, and mental and emotional health. Students will learn about safety in all aspects of life.

K-6 Media Technology: Students will use Internet, interactive whiteboards, and other electronic resources to creatively solve problems and collaborate with others. Students will also cultivate new skills to succeed in a global society.

K-6 Visual Art: Visual art is a vital part of a well-rounded education. Students at the elementary level are exposed to a variety of artists, cultures, mediums, and techniques that empower them to think freely and explore their creativity.

K-6 Music: Offering students a variety of musical experiences develops self-expression, confidence, and self-discipline. Focus areas include singing, rhythm, reading music, and performance. K-6 physical education encourages students to have fun and stay fit for life. Students develop skills through a variety of challenging fitness activities.

K-6 E-STEM: STEM is a curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. Parkview adds an E for our focus on environment. Rather than teach the disciplines as separate and discrete subjects, E-STEM integrates them into a cohesive learning paradigm based on real-world applications. Learning is collaborative and project-based; kids work closely together in a hands-on way to solve real-world problems.

main idea and key details. They will also explain how the text's details support a message or topic and compare information from two texts about a similar theme or topic. Students will learn to use writing to tell a story, persuade the reader, or explain a process. With help and support, they will revise and edit their own work.

Science: By the end of third grade, students will be able to describe how sounds move through air, and they will learn about concepts related to pitch and volume. Through direct observations, students will be able to explain how having a variety of organisms allows growth, reproduction, and survival. Third graders will also accurately measure length, mass, volume, and temperature in standard units and understand the importance of accurate measurements.

Math: Third grade students will learn to count to 100,000 and higher. They will work on multiplying and dividing whole numbers and solving real-world, multi-digit addition and subtraction problems. Students will compare and sort fractions with common denominators and extend number patterns using specific rules. By the end of third grade, they will recognize parallel and perpendicular lines and find the perimeters of shapes. Students will analyze data by studying bar graphs, pictographs, and tally charts. They will also tell time on an analog clock, determine how much time has passed within an hour, read thermometers, and calculate temperature.

Social Studies: In third grade, students study the three branches of U.S. government, learn simple examples of supply and demand, study and create maps with simple keys, and compare and contrast the daily lives of people living during three different periods.

Grade 4

Language Arts: By the end of fourth grade, students will read, understand, and analyze a wide range of texts. They will summarize nonfiction material and identify the main idea. Fourth graders will read two or more texts about a topic and explain what they learned about it. Students will also write stories, informative essays, and persuasive pieces using a writing process. They will use technology to publish and present their work.

Science: By the end of fourth grade, students will be able to describe how engineering is a process and how it improves society. While exploring magnetism and electricity, students will be able to detect magnets and explain why magnets repel and attract. They will also learn how to create series and parallel circuits. In earth science, students will describe properties of minerals and their relationship to rocks.

Math: In fourth grade, students master all mathematical operations. They will solve multi-digit multiplication and division problems and multi-step addition and subtraction problems. Fourth grade students will use fraction models to find equal fractions, read and write decimals up to three places, and solve problems with fractions and collected data. Fourth graders will develop their algebra skills by recognizing rules for input-output tables, identifying one-operation rules, and solving for unknowns in number sentences. They will also be able to name and describe triangles and quadrilaterals, classify angles, calculate area, and identify transformations by studying bar graphs, pictographs, and tally charts. They will also tell time on an analog clock, determine how much time has passed within an hour, read thermometers, and calculate temperature.

Social Studies: In fourth grade, students will learn how people can influence their government, explore how buyers and sellers interact in a market, create and use various maps, and understand how maps and timelines describe change in communities over time.

Grade 5

Language Arts: By the end of fifth grade, students will read a variety of literature, poetry, and nonfiction. They will discuss and analyze texts, quoting accurately from material they read, and they will learn about theme and tone. Students will be able to read several texts on the same topic, synthesize information, and explain what they learned. They will also write complete stories, informative texts, and persuasive pieces using a writing process and technology to develop their skills.

Science: By the end of fifth grade, students will be able to describe the positive and negative impacts animals, plants, and land and water environments have on each other. Students will identify elements of controlled experiments, including changing only one variable at a time, and will predict outcomes, and present data with graphs.

Math: By the end of fifth grade, students will be able to use all mathematical operations. Students will sort, compare, add, and subtract fractions and decimals. Students will develop their algebra skills by using patterns and rules, applying number properties, solving inequalities, and adding variables in equations. They will learn to classify 3D figures and break down familiar shapes as well as calculate area, surface area, and volume. Students will also analyze data, calculating mean (average), median, and range, and they will understand different ways to display data to solve problems.

Social Studies: In fifth grade, students study the history of North America up to the year 1800. They will learn about early people, explorers, colonialism, and the establishment of the United States. Students will also create and use many kinds of maps, specifically related to the history of North America.

GRADE 6-8 PROGRAM OVERVIEW

Parkview Center School provides a 6-8th grade program that is developmentally responsive to young adolescents. We believe in a challenging curriculum with high expectations for all students. Our 6-8 educators are committed to young adolescents and employ a variety of teaching and learning approaches to ensure success for all students. Parkview Center School believes in the importance of a positive school climate that welcomes and supports all members of the community.

Grade 6

Language Arts: By the end of sixth grade, students will read literature, poetry, and nonfiction extensively. They will summarize and explain text in detail and make observations based on evidence from multiple texts. Students will explore theme and tone more deeply and compare different forms and genres of texts. They will analyze the validity of informational text by exploring the ways authors develop their messages and consider sources. Sixth grade students will also write narratives, informative texts, and persuasive pieces using a writing process and technology. They will learn to adapt writing for specific audiences.

Science: By the end of sixth grade, students will describe motion in terms of position, direction, and speed. They will explain the magnitude and direction of forces and how they determine an object's motion. They will also understand matter's composition and characteristics and how the properties of

matter change.

Math: By the end of sixth grade, students will solve all whole number, fraction, and decimal problems related to mathematical operations. Students will learn how to factor numbers and determine equal fractions, decimals, and percentages to solve problems such as creating ratios. Sixth graders will develop their algebra skills using math properties to solve problems that include equations and inequalities. They will use formulas to solve area and perimeter problems for all types of shapes, describe angles, and convert units of measurement. In sixth grade, the study of probability becomes more in-depth, determining sample spaces and calculating simple probability involving fractions, decimals, and percentages. Sixth grade math is based on Stem math curriculum. The curriculum is divided into two sections Stem 1 (grade level) and Stem 2 (accelerated).

Social Studies: In sixth grade, students study the history of Minnesota within a national context. Students will create and use many different maps related to the history of Minnesota.

Homeroom: Students check in with their homeroom teachers first thing each day. Mondays are classroom meeting days, Tuesday-Thursday students have SIR (Supported Independent Reading time) when they read chapter books and conference individually with their homeroom teachers about what they are reading, and Fridays are community building days. Homeroom is the base room for students and allows them to make a connection with a single teacher. Families also conference with the homeroom teacher.

Explore: This curriculum is in transition due to the implementation of the ELA standards.

Health 6: This class provides the opportunity for students to acquire beneficial knowledge and skills to lead healthy lives. Students will explore social, physical, mental, and emotional aspects of health. This course will include units on:

- Values and Decisions
- Self-esteem
- Violence Prevention
- Anti-bullying Curriculum
- Dangers of Drugs
- Basics of Nutrition
- Family Life

Grade 7

Art 7: Art 7 is a semester course designed to provide students with a comprehensive and exploratory approach to technology, the visual arts, digital photography, and other educational experiences. Some exploratory units will be integrated into unit studies in other classes. Through exploration students discover and cultivate their own interests, abilities, values and preference.

English 7: The seventh grade curriculum emphasizes the application and integration of skills taught in the lower grades. Students become familiar with many literary forms through reading and writing experiences. Grammar, usage and mechanics are practiced as students use the writing process. Listening and speaking skills are developed through class discussions, small group interactions and oral presentations.

Health 7: This semester course provides the opportunity for students to acquire beneficial knowledge and skills to lead healthy lives. Students will explore social, physical, mental, and emotional aspects of health. The course will include the following units:

- Communication
- Character Building
- Decisions and Goals
- Self-esteem
- Body Systems
- Prevention of Drug Use
- Human Sexuality

Life Science: Students will adapt the basic principles of life science to everyday applications. Numerous activities will be offered that give students the chance to further explore and investigate the scientific topics covered. This not only helps students relate life science to their everyday world, but it also helps to build skills that will make them responsible decision makers and critical thinkers.

Mathematics 7: Three courses are offered: Pre-Algebra, Algebra, and Intermediate Algebra. Students taking Intermediate Algebra will receive 2 high school credits that apply toward graduation requirements. Students will be placed in the appropriate math selection based on standardized test scores, 6th grade assessments and teacher recommendations.

Skills & topics in 7th and 8th grade math courses include:

- Problem Solving
- Communication
- Reasoning
- Making Connections
- Number Sense and Computation
- Using Patterns and Functions
- Using Probability, Statistics, and Geometry
- Whole Numbers
- Variables

- Decimals
- Geometry
- Number Theory
- Fractions
- Equations
- Percent
- Patterns in Data
- Area & Volume
- Integers

Spanish 7: This is a trimester class that bridges the learning from elementary Spanish to 8th grade Spanish. Topics covered are: meeting and greeting people, discussing and expressing likes and dislikes about common activities, ordering food and drink, expressing how well or how often you do something, and identifying and understanding mealtime customs in the Hispanic world.

Literacy Skills:

This course is dedicate to teach students skills for success in literacy. With a focus on literacy students will learn to extract important facts and information out of text. Writing will also be a focus in this class. This is specific to journaling and opinion works of writing. Each week, current events will be read and discussed. Large group, small group and individual projects will be utilized. Student will practice a variety of reading strategies to improve their literacy skills.

Social Studies 7: Grade 7 features history as the lead discipline with a strong secondary emphasis on citizenship and government. It will also include important economics and geography content. The course will cover this nation's history from 1800 to the current era of globalization. All students will be asked to read and

analyze texts in support of Reading Standards for Literacy in Social Studies; they will apply and use their knowledge in a variety of ways and will work more independently; and problem-solve, collaborate, communicate and understand the content of the course at higher levels.

Physical Education: Students are guided through the process of developing lifelong personal fitness and recreation habits. By engaging in varying activities, students will develop a healthy lifestyle and a respect for the proper use of leisure time.

Grade 7 Music: These classes meet on an alternating day basis with physical education for the entire year. Students must select one music class from the following electives:

- General Music: This is a non-performing class. The class explores past and current musical styles and their importance in history. Students use Garage Band (a music writing program) to create music in the style they are studying in class.
- Band: Students must currently play a woodwind, brass, or percussion instrument.
- Orchestra: Students must currently play a string instrument.
- Chorus: Students must enjoy singing and be able to match pitch in their voice range. This is a 7th and 8th grade Mixed Chorus.
- Band, orchestra, and chorus are PERFORMANCE classes where students play/or sing every day, learn to read music, and develop their skills on their instrument or with their voice. Small group pull-out lessons are part of the curriculum for band and orchestra.

Two evening concerts are a required part of performing in these ensembles.

- Jazz Band and Chamber orchestra extra curriculars are available. Please contact the teachers.

Grade 8 Information

Art 8: Students are provided with a comprehensive approach to art with the incorporation of art history. The principles of design are introduced and incorporated with the previously learned elements of design. The course will include the following units:

- Elements of Design (color, line, value, shape, texture, form, space)
- Principles of Design (balance, variety, rhythm, unity, emphasis, proportion, harmony, movement)
- Art Criticism
- Aesthetic Perception
- Art and Culture

Social Studies 8: Eighth grade features geography as the “lead discipline” with a strong secondary emphasis on contemporary world history. Content drawn from citizenship and government, and economics, enriches the study of world regional geography, and further develops the interdisciplinary “studies” approach. Students in grade 8 explore the regions of the world using geographic information from print and electronic sources. They analyze important trends in the modern world such as demographic change, shifting trade patterns, and intensified cultural interactions due to globalization. Students participate in civic discussion on contemporary issues, conduct historical inquiry, and study events over the last half century that have shaped the contemporary world. They analyze connections between revolutions, independence movements and social

transformations, and understand reasons for the creation of modern nation states. They learn that governments are based on different political philosophies and serve various purposes. By learning economic principles of trade and the factors that affect economic growth, students understand why there are different standards of living in countries around the world.

Earth Science: Students will investigate the relationships and interactions between the universe, the Earth’s systems, and living organisms. There will be an emphasis on environmental issues, the scientific method and technology. The course will include the following units:

- Astronomy
- Solar system
- Geology
- Oceanography
- Storms

English 8: The 8th grade English program has three major goals. First, motivating students to understand that reading literature is enjoyable, discussing literature is stimulating, and writing about reading can be meaningful and satisfying. Second, writing is a process that can be successfully mastered when broken down into the process steps. Third, using literature as a base, language skills will be taught in an integrated manner so the learning is relevant to students. The course will include the following units:

- Formal Writing
- Vocabulary Development
- Writing Workshop
- Informational/Nonfiction Texts
- Oral Presentation
- Multi Text Comparisons

- Literature Circle Novels
- Reading Comprehension
- Test Taking
- Essay Writing, Self/Peer Editing

Health 8: This semester course provides the opportunity for students to acquire beneficial knowledge and skills to lead healthy lives. Students will explore social, physical, mental and emotional aspects of health. The 8th grade health course will include the following units:

- Healthy Behaviors
- Organ Health
- Nutrition
- Consumer Awareness
- Health Information
- First Aid
- Career Exploration
- Research a specific career of choice

Mathematics 8 Program: Three courses are offered: Algebra I, Intermediate Algebra and Geometry. In eighth grade, students either take Algebra I or one of the accelerated math options. Students who take Intermediate Algebra or Geometry are given two high school credits that apply toward graduation requirements. Placement in the Accelerated Math (Intermediate Algebra or Geometry) courses is based on standardized test scores, 7th grade assessment and teacher recommendations. The course will include the following units:

- Problem Solving
- Communication
- Reasoning
- Making Connections
- Number Sense and Computation

- Using Patterns and Functions
- Using Probability, Statistics, and Geometry
- Whole Numbers
- Variables
- Decimals
- Geometry
- Number Theory
- Fractions
- Equations
- Percent
- Patterns in Data
- Area and Volume
- Integers

Spanish I: Spanish I is an 8th grade course that is equivalent to Spanish I at RAHS. Students are given two high school credits that apply toward graduation requirements. Spanish I introduce students to the language, cultures and celebrations of the Spanish-speaking world. Students learn how to give information about themselves and to ask questions of others, as well as how to respond to or describe given situations in Spanish. Activities include speaking, listening, reading and writing in Spanish. Included within this outline is an array of grammatical, usage-related concepts (e.g. verb conjugation). In addition, a wide variety of vocabulary is incorporated into simple phrases. The course will include the following units:

- Meet and greet people.
- Discuss and express your likes and dislikes about common activities.
- Order food and drink.
- Express how well or how often you do something.

- Identify and understand mealtime customs in the Hispanic world.
- Talk about your possessions.
- Express your likes and dislikes.
- Describe your family.
- Understand people talking about themselves and their families.
- Identify and locate places in a city.
- Express your desires and preferences.
- Talk about age.
- Ask and give directions.
- Give orders and suggest activities.
- Tell time.
- Talk about the way you or someone else feels.
- Make plans for various activities in town.
- Talk about the future.
- Recognize large numbers.
- Talk about past, present, and future activities and events.

Physical Education: Students are guided through the process of developing lifelong personal fitness and recreation habits. By engaging in varying activities, students will develop a healthy lifestyle and a respect for the proper use of leisure time.

Grade 8 Music: These classes meet on an alternating day basis with physical education for the entire year. Students must select one music class from the following electives:

- General Music: This is a non-performing class. The class explores past and current musical styles and their importance in history. Students use Garage Band (a music

writing program) to create music in the style they are studying in class.

- Band: Students must currently play a woodwind, brass, or percussion instrument.
- Orchestra: Students must currently play a string instrument.
- Chorus: Students must enjoy singing and be able to match pitch in their voice range. This is a 7th and 8th grade Mixed Chorus.
- Band, orchestra, and chorus are PERFORMANCE classes where students play/or sing every day, learn to read music, and develop their skills on their instrument or with their voice. Small group pull-out lessons are part of the curriculum for band and orchestra. Two evening concerts are a required part of performing in these ensembles.
- Jazz Band and Chamber orchestra extra curriculars are available. Please contact the teachers.

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.

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](http://education.state.mn.us) (education.state.mn.us > Students and Families > Programs and Initiatives > Statewide Testing).



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

Parent/Guardian Refusal for Student Participation in Statewide Assessments

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

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

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

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

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

Student’s District/School _____ Grade _____

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

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

Reason for refusal:

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

_____ MCA/MTAS Reading

_____ MCA/MTAS Science

_____ MCA/MTAS Mathematics

_____ ACCESS or Alternate ACCESS for ELLs

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

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

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only.

Student ID or MARSS Number _____

Students' Rights & Responsibilities

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

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

DATA RECORDS AND PRIVACY

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

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

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

The policy and procedures regarding

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

DIRECTORY INFORMATION

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

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

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

Enrollment at the District Center or the main office of your student's school).

SCHOOL ATTENDANCE K-12

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

Responsibilities

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

Student's Responsibilities

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

Parent or Guardian's Responsibilities

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

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

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

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 grad 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.

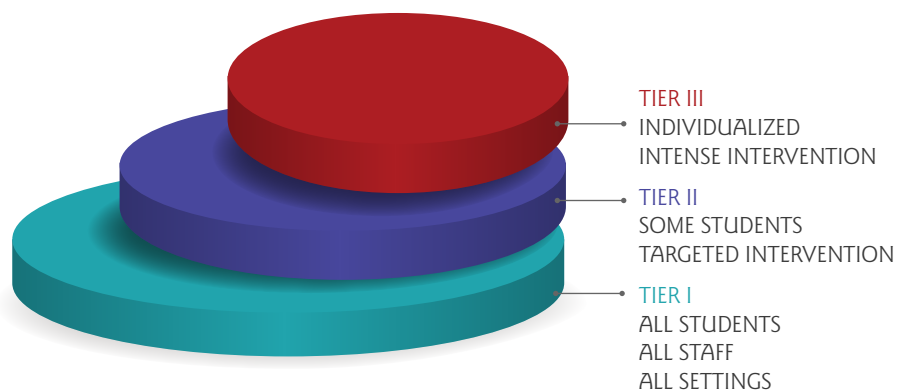
School-wide Tiered Behavior Support

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.			