

Family Handbook



Brimhall Elementary

A Roseville Area School

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Letter from the Principal

It is an absolute honor to serve as Brimhall's principal. I have spent the past few weeks getting to know staff, families, and learning about all the exceptional work happening at Brimhall through the years.



My 'why' is an unwavering commitment to each child in our care – to foster an equitable, nurturing, and relationship-driven learning environment that provides every Brimhall learner with the critical thinking skills necessary to be successful in middle school and beyond. Seeing our young people be successful is what drives me day in and day out. It is such a privilege, and quite humbling, to lead as a principal supporting students, families, and staff.

I am eager to partner with each of you throughout the year. The trust you place in our team to support your children is one I do not take lightly.

Thank you and here's to a fantastic year!

Ryan Vernosh
Principal



Roseville Area Schools Strategic Plan

OUR MISSION

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

OUR EQUITY VISION

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

OUR COMMITMENT

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

We will achieve our mission when:

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

CORE VALUES

Equity
Responsibility
Integrity
Respect
Compassion
Commitment
Sense of Belonging
Curiosity

FOCUS AREAS

- Improve learning for students of color, American Indian students, English learners, students receiving special education services, and pre-kindergarten 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

General Information

Brimhall is a part of the Roseville Area Public Schools, which provides the curriculum, bus transportation system, and many of the general policies utilized at the school. The Roseville School Board, consisting of six elected officials, is the policy making body of the district. The Superintendent of Schools, Dr. Aldo Sicoli, is appointed by the school board and administers board policies.

ABSENCES/ATTENDANCE

It is important for each child to be at school every day. Please make every attempt to schedule doctor, dentist, and other appointments, outside of the school day. Students leaving early for outside school activities is an unexcused absence. If your child will be absent, please call the school attendance office at 651-724-7204 or send an email to: battendance@isd623.org. Please include your child's name, grade and teacher and the reason for the absence. If your child is ill please include symptoms such as, fever, vomiting, diarrhea or respiratory/flu-like symptoms.

If you wish to have your child dismissed early, please send a note to the teacher explaining the request. Students will not be released to anyone other than their parents/guardians unless we have written permission or they are listed as an emergency contact for that student. The person picking up the child must come to the school office to sign the child out.

When a student is arriving after 9:35 a.m. the student must be signed into the office by the person who is bringing the child to school. For more information on the school district's policy on student attendance, please go to:

WHEN YOU HAVE QUESTIONS ABOUT:

Transportation/Bus Stop	Jim Monroe	651-635-1638
Health Concerns	Mary Ann Mathews	651-724-6205
Breakfast/Lunch Program	Mary Jensen	651-724-6200
Classroom/Curriculum	Your Child's Teacher	651-638-1958
Enrollment Changes	Pat Fleming	651-724-6201
Friendship Connection	Linda Weber	651-724-6210
General Information	Office	651-638-1958

<http://www.isd623.org/schoolboard/Policies.cfm#svvpolicies>.

ARRIVAL & DEPARTURE

Student hours are: Grades K-6: 9:35 a.m.-4:00 p.m.

Students are not allowed to enter the building before 9:25 a.m., as there is no supervision. The only exception is if students participate in the breakfast program, in which case they may enter the building at 9:20 a.m. and go directly to the breakfast serving area. If you need childcare before these times, you may contact Friendship Connection, a provider of childcare in our building, at 651-724-6210. Your cooperation in adhering to this policy will be greatly appreciated.

Most students are transported to and from school by bus. Students must ride their assigned bus, board and exit the bus at their assigned stop, and follow bus safety guidelines. If a student will be dropped off or picked up at a different stop, or ride a different bus, they need to bring a note to school to obtain a bus pass.

Students being driven to and from school should use the main entrance. Cars should not drive in the bus drop off zone, but rather drop students off at the in the drop off/pick up turnaround.

When using the drop off/pick up turnaround, please remember:

- Pull forward as far as possible before you stop your vehicle
- Drop your child off on the sidewalk only.
- NO PARKING – If you need to leave your car, park in the lot and walk into school.
- NO LEFT TURNS should be made when leaving the turnaround area! Right turn only.

If you need to change your child's end of the day transportation, please send a note to your child's teacher in the morning. Please do not call the office in the afternoon with end of day changes, unless it is an emergency.

BEHAVIOR EXPECTATIONS

We concentrate on teaching children to take responsibility for their learning and behavior in ways that are acceptable and supportive of other learners. We believe all children who attend Brimhall School are capable of meeting the school's expectations. Teaching students how to solve problems and make wise behavioral choices are our major goals in promoting self-discipline.

Positive Behavior Interventions and Support (PBIS)

Our school began implementation of a research-based behavior support model in the year 2009-2010. The school behavioral expectations are stated for all settings within the school, playground and on the bus. Our behavior coach works with students, staff, and families to help create a positive environment for learning and responding to behaviors. We encourage parents to review and discuss these behavioral expectations with their children. Your support in guiding positive behavior is appreciated.

Classroom Expectations

Respect

- Listen and follow adult directions
- Use self-control so others can learn
- Respect differences in learning
- Share materials when asked

Responsibility

- Be ready to learn
- Keep organized
- Ask for help when needed
- Work with your group as needed

Best Effort

- Start and finish work on time
- Cooperate
- Take care of yourself
- Turn in your best work

Safety

- Be where you are supposed to be
- Be a problem solver
- Use school tools appropriately

Care of Property

- Keep valuables at home
- Put things where they belong

- Clean up

Playground Expectations

Respect

- Listen and follow adult directions
- Include everyone
- Play fair and be a good sport
- Show cooperation and consideration

Responsibility

- Have fun and be safe
- Report safety concerns
- Line up quickly when the whistle blows
- Get permission from adults to leave the area

Effort

- Be a problem solver
- Share idea for new games or fun
- Wait calmly when recess ends

Safety

- Move and play without hurting yourself or others
- Stay in assigned area
- Show self-control when line up (hands and feet to yourself)

Care of Property

- Share equipment
- Report to an adult any unsafe or missing equipment
- Safely return equipment

We will focus on:

- Building self-esteem
- Promoting self-discipline
- Developing internal motivation

- Eliminating fear and coercion, and
- Creating conditions for a needs-satisfying environment

BICYCLES & SKATEBOARDS

Because Brimhall is surrounded by so many busy streets, for safety reasons students are strongly discouraged from riding bicycles and skateboards to school. Please call the office if you have any questions.

BUS TRANSPORTATION

Bus Stop Procedures

Students should arrive at their stop no more than five minutes before the scheduled arrival of the bus. They will need to wait for the bus in a safe, courteous manner. Safety means staying out of the street and not playing games near the traffic. Courtesy means being respectful of private property near the bus stop and not pushing and shoving in line. Parents are responsible for their child's behavior and safety; to and from the bus stop, prior to entering and immediately after exiting the bus at the end of the school day.

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, please send a note to the office in advance, in order to obtain a bus pass.

Bus Rules

Responsibility

- Immediately follow directions of your driver or your patrol
- Obtain permission before riding

on any bus to which you are not normally assigned

Respect

- Talk quietly and use appropriate language
- Show respect for all other riders: no fighting, harassment, intimidation or horseplay

Care of Property

- Treat the bus with respect (no writing or harming seats/windows)

Safety

- Sit in your seat facing forward
- Behave safely: Do not put our arms or hands out of the windows, do not throw objects
- Keep your arms, legs, and belongings to yourself (keep aisle clear)
- Do not bring weapons or dangerous objects on the bus

Best Effort

- No eating, drinking, or use of tobacco/drugs is allowed

Referrals from patrol or bus driver may result in parent contact or bus suspension as determined by staff (in school consequences).

If you need to contact us about busing, please call Pat Fleming at 651-724-6201.

Brimhall School trains 6th graders to participate in a Bus Patrol program to support safety and reinforce appropriate bus behaviors. They are responsible for reporting to staff regarding the Bus Expectations. Your child should identify their bus patrol and report any concerns directly to that patrol or their classroom teacher. If you hear of bus problems, please contact the classroom teacher or the Brimhall Office at 651-638-1958, so

we can respond effectively.

NOTE: Bus company policy states that parents are not allowed to enter and/or ride a school bus. (Parents are only allowed to be on the bus when chaperoning school field trips).

Bus Safety

Minnesota state law requires that school bus safety education be taught in schools during the first weeks of school. The law also suggests that young students receive school bus safety training before they come to school the first day. As a parent, you are your child's most influential teacher. We ask that you teach your child about school bus safety. The information below will help you explain to your child how to be safe on and around the bus. Spend some time with your child on these points. Explain the reasons why they are important, and go over them again three or four times on different days so that your child will have a safer bus ride when school starts. Secondary drivers who will be driving when there are school buses on the road should read this as well, so that they are aware that small children might be on the roads when they are driving after school.

Bus Safety Guidelines

1. **Be ready for the bus at the scheduled time.** Bus times are set based on the streets that they run on and with a standard loading time. If a student is late to the stop, and the bus has to wait, the bus will be late to all the rest of the stops and to school. Bus riders who are late to stops often don't act safely, and are in more danger than if they were ready on time.
2. **Wait until bus is stopped before moving toward the bus and getting on.** Often students get anxious as the bus arrives, so

they run forward while the bus is still moving. This is a dangerous practice because a student could slip or fall in front of the bus.

3. **After getting on the bus, go to a seat, sit down and stay seated.** Law requires that students be seated while a bus is moving. Students should sit down quickly so that the bus runs on time. If a student is standing when the bus is moving, he or she may get knocked down or around by the movement of the bus.
4. **Remain quiet on the bus, so you don't distract the driver.** While the bus is moving, kids often talk, and that is OK unless it gets too loud. When the bus is loud the driver can't hear important things like sirens or train whistles, or can be distracted by having to pay attention to the kids and miss something important like a stoplight, or a car coming from another direction.
5. **Do what the driver tells you to do.** The driver is in charge of the bus, and sometimes has to tell students to be quiet, or to sit down, or to wait to get on or off of the bus. The driver is trying to keep students safe, and so kids should do what he or she says.
6. **Make sure that you get on the right bus – know your bus numbers.** The bus which takes a student to school may be different than the one that bring her or him home. A student should always now the bus number which will bring her/him home because that is the one at school where there may be other buses to choose from.
7. **Always carry your bus card.** The bus card provided by the district office contains the student's name, what buses he/she rides, and

where the bus stop is. If there is a question about what the bus or bus stop is, the student should get out the bus card and show it to the driver or teacher. This should be carried in the back pack all the time.

8. **Be ready to get off the bus when it gets near your stop, but don't get up until the bus stops at your stop.** Many times young students get so involved in a conversation or the ride that they forget to watch for their stop. When they arrive they aren't ready to pick up their back pack and get off of the bus. This delays the bus and makes everybody else late. If the student misses his or her stop the bus has to go back to the stop, making the bus late to all the other stops.
9. **After getting off of the bus, walk away from the bus. Don't stay near it. If you have to cross the street, go at least 5 big steps in front of the bus, and wait until the driver waves for you to cross the street. If there are older children crossing at your bus stop, younger students should cross the street with them as well. NEVER GO BACK TO THE BUS AFTER YOU GET OFF OF IT. IF YOU DROP SOMETHING, WAIT UNTIL THE BUS IS GONE, AND THEN GET YOUR MOM OR DAD TO GO WITH YOU TO GET IT.** This is the most important instruction on this page. According to statistics, this is the area where most students' fatalities occur. The three key points are to go 5 big steps in front of the bus, wait until the driver tells you to cross, and never go back to the bus. If your student doesn't have to cross (we try to avoid it) still take time on these points, because the route may change with new riders or for the next school year.

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

CHANGE IN FAMILY STATUS/ MOVING

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

Families planning to move out of the district are asked to notify the office several days before their last school day. All accounts must be paid before leaving. All library books must be returned.

CLASSROOM TREATS/SNACKS

Classroom Treats/Birthdays

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 has changed its wellness policy.

In addition to updates to physical activity, school nutrition, and other district wellness, families will see a change to classroom birthday celebrations. As of the 2017-18 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 www.RosevilleNutrition.com.

CONFERENCES

Conferences are scheduled twice each school year (September/October and February/March) and may be scheduled online at: <http://schools.isd623.org/conferences/login/?school=bh>. We consider these conferences to be important and beneficial to both parents and teachers, so please make every attempt to attend. If you have concerns, please deal with them as soon as possible. You do not need to wait until conference time to address your concerns. Most teachers are available for calls before or after school and can also be reached via e-mail. **Calls made to teachers during the school day will be directed to voicemail and will be returned as soon as possible.**

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, www.isd623.org, for more important information regarding Data Privacy Rights of parents and students.

DRESS

Positive attitudes and behavior are directly related to appropriate dress and good grooming. Appearance and dress are to be in good taste at all times. For health and safety reasons, as well as community standards, proper school dress will be enforced.

Appropriate dress will include:

- No hats
- Must wear shoes at all times (for safety)

- Shorts must be at least mid-thigh
- Must wear tennis shoes to Physical Education
- Tops must cover midriff
- Shirts with derogatory or offensive language shall be considered improper
- No Heeley shoes

We at Brimhall are committed to maintaining a school atmosphere that is inclusive, respectful and conducive to student learning.

DRUG-FREE ENVIRONMENT

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

ELECTRONIC DEVICES/CELL PHONES

All electronic devices, including MP3 players and handheld games are not allowed at school. The use of cell phones at Brimhall is STRONGLY discouraged. Arrangements should be made through the school office if your child needs to have a cell phone at school. Students should not bring valuable items to school.

EMERGENCY CLOSINGS

In the event of severe weather or mechanical breakdown, the start time of Brimhall 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 6:00 a.m. and 7:30 a.m. If no report is heard, school will be in session. If emergency conditions such as a fire, gas leak, etc. occur during the day at Brimhall, students will go to St. Michael's Lutheran Church, 1660 County Road B West in Roseville.

KARE 11	Continuous TV listing, email alert process available at www.kare11.com
KSTP TV 5	Continuous TV listing, district information available at www.kstp.com
WCCO TV 4	Continuous TV listing, email alert process available at www.channel4000.com
WCCO Radio 1800 AM	Closings read often during the early morning program.
KMSP 9	Continuous TV listing

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 year as our child brings home information or comments on some of the discussions held at school related to these issues.

Our emergency response effort has many topics, including bus accidents, illness or injuries, hazardous accidents, weather emergencies, utility emergencies, assault or intruders, bomb threats, evacuation plans, and missing children.

We ask that you provide medical emergency information for the student information file. This along with emergency numbers is very important in case of an emergency involving your child.

Each building has set up a planned evacuation site so that parents have an idea of where their children will be in case of a fire, utility emergency, or other evacuation causes. For Brimhall,

our evacuation site is St. Michael's Lutheran Church. In case there is an evacuation, information will be posted at the District Center as well as available over the district's cable access channel and on the web page (www.isd623.org) when such evacuations occur.

Finally, it is a good idea to spend some time with your child going over the problems which you can see occurring and what you would like to see him/her do in those situations. It is always a good idea for your child to carry a card with name, home address, and phone numbers in their backpack or lunch box. This is helpful especially for very young students who happen to get on the wrong bus, or do not remember his/her name, address or telephone number when under stress.

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 parents. Parents 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 to Brimhall's K-6 children. For more information, call Linda Weber at 651-724-6210 or refer to Brimhall's website: www.isd623.org/school/brimhall-elementary.

GIFTED AND TALENTED

Students in the Roseville Area Schools come from a variety of backgrounds and have a wide variety of academic needs. Curriculum for students who have exceptional academic needs is generally provided for by the classroom teacher. In addition, identified students in grades 4-6 may participate in specialized services provided by the Gifted & Talented Program. These services include a variety of enrichment opportunities, summer opportunities, and special offerings during the school year. Gifted & Talented 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.

HARASSMENT

All students deserve to be treated with respect by others. Sometimes it is difficult for children to know the difference between teasing and harassment. When a child experiences teasing, we encourage them to ignore the teasing, to tell the person to stop teasing them or it will be reported, or avoid the person who is teasing. If these interventions do not work, we encourage the student to report the teasing to his/her teacher or another adult.

Students who continue to tease, following a conference with the teacher or principal, will face consequences for harassment.

If harassment occurs, the student should report it immediately to their teacher.

Sexual, Racial, and Religious Harassment & Violence

It is the policy of Roseville Area Schools to maintain a learning and working environment that is free from sexual, racial, and religious harassment and violence. You may obtain a copy of the entire policy in the school office if you so desire.

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

Copies of the School Board Policy; Student Discipline, and the Pupil Fair Dismissal Act of 2001 are available online at www.isd623.org.

HEALTH SERVICES

Mary Ann Mathews is the nurse assigned to Brimhall. Mrs. Mathews is in our building Monday, Tuesday, and Friday from 8:30 a.m. to 4:30 p.m. Her responsibilities include managing health records, consulting and guiding students, parents, and staff members regarding health needs, providing support to families in crisis situations, assisting in the health education of students, providing screening for vision, hearing and other areas, and providing emergency health care. Kristin Brandt, our health assistant, is at Brimhall every day to provide care for our students.

We must follow the rules recommended by the State Department for the administration of medication. Please call or stop by the health office if you have any questions.

Immunizations

State law requires each student be completely immunized against seven diseases in order to be enrolled in a Minnesota school. The following are immunization requirements:

Students under seven years of age:

- a) Measles, Mumps, and Rubella vaccine given after age 12-months. 2nd MMR for kindergarten
- b) 5 doses of DPT vaccine, unless the fourth dose was given after the child's fourth birthday; then 4 doses are minimum
- c) 4 doses of polio vaccine, unless the third dose was given after the child's fourth birthday, then three doses are minimum
- d) Hepatitis B series
- e) Chicken Pox vaccine

Students seven years and older:

- a) Measles, Mumps, and Rubella vaccine given after 12 months
- b) 3 doses of both Td (DPT/DT) and polio vaccine

LATEX-REDUCED ENVIRONMENTS

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

- Latex balloons are restricted from Roseville Area Schools for the protection of students and staff who have latex allergies. They contain large amounts of latex residue and, therefore, carry the most danger for allergic reactions.
- Latex products of all kinds have

been removed from health offices.

- The district will make every effort to order latex-free products (natural rubber products). In areas such as science classrooms, latex equipment may still be in use because latex-free alternatives are unavailable. If a student has a known latex allergy, latex will not be used in that classroom.

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

LOST AND FOUND

Lost and found articles are kept in the “Lost & Found” area, which is located in the main hallway, for a period of time after being found. Also, several times during the school year items are placed on “claiming tables” after which the remaining articles are donated to an area charity.

To guard against lost articles, please use ink to label items with your child’s first and last name.

Students should not bring valuables to school. Collections, momentos, favorite toys, cell phones, MP3 players, etc., can be damaged, lost, or “disappear.”

LOST OR DAMAGED SCHOOL PROPERTY

Students who lose or damage library materials, textbooks, or other school property will be assessed a fine to cover the cost of loss or repair. The fine will be refunded if the book or other lost item is found later and returned. Families unable to pay the cost of the item are asked to contact the principal to make arrangements.

LUNCH AND BREAKFAST PROGRAM

School Meals

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

Menu Choices

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

If you have questions regarding your child’s lunch account, please contact Mary Jensen at 651-724-6200 or mary.jensen@isd623.org.

Free and Reduced Meals

Families are encouraged to submit an application for free or reduced priced meals. These not only provide meal benefits to students but can also help Brimhall get crucial funding. Applications are mailed to families in August and are also available online at www.RosevilleNutrition.com. Families who qualified for free or reduced benefits in the past must complete an application each school year to receive benefits. For more information or to apply go to www.RosevilleNutrition.com.

MEDIA TECHNOLOGY PROGRAM

Mission

Ensure that students and staff are effective users of ideas and information

This mission is accomplished by:

- Facilitating access to ideas and information
- Collaborating with teachers in the teaching of information literacy and technology skills
- Encouraging reading and the use of information skills to promote literacy and lifelong learning

Media/Technology Staff

Anna Zbacnik, Library Media Specialist

Nancy McNulty, Media Technology Assistant

Media/Technology Curriculum

The media/technology curriculum is integrated into the classroom curriculums. For more information on the media/technology curriculum, visit <http://www.isd623.org/edc/ps/it/MTCurriculum.cfm>

Book Checkout

Teachers have a weekly book exchange time, but students are encouraged to visit the media center throughout the week as needed at times determined appropriate by their teachers.

Students may check out a “reasonable” number of books.

Teachers may choose this number for their students.

Kindergarten to Grade I

- Typically kindergarten students check out one book. First grade checks out 1-2 books.
- Students return books after one week.
- A reminder slip is filled out for those students who do not return their books that week.
- Overdue notices are printed at

midterm and term.

- Problem overdues are dealt with on an individual basis.

Grades 2-6

- Books are checked out for two weeks.
- Books may be renewed.
- Verbal reminders are given to students.
- Overdue notices are printed at midterm and term.
- Students will be asked to return overdue books before checking out others.
- Problem overdues are dealt with on an individual basis.

TECHNOLOGY ACCEPTABLE USE PROCEDURES AND POLICY

1. I understand many important educational resources are accessed using school technology.
2. I will use technology in schools for educational purposes only. The school has a right to monitor my use of school technology.
3. I will use respectful language and behavior while using school technology.
4. I will be mindful of school resources by printing only what is absolutely necessary.
5. I will not give out personal information about myself or anyone else while using school technology.
6. I will not look at, download, or communicate any material that is obscene, vulgar, sexually explicit or offensive in terms of race, ethnicity, sex, or religion. I will tell a teacher if I come across any information that is inappropriate or makes me

feel uncomfortable.

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

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

PTA

PTA Meetings

The PTA meets several times during the school year. Parents are welcome to attend meetings. We encourage parents to join the PTA and get involved at Brimhall.

PTA-sponsored Activities

Throughout the school year the PTA sponsors many activities: back-to-school treats, pumpkin carving, restaurant fundraisers, Read-a-thon, PTA Bingo Nights, Silent Auction, and an International Festival.

PARENT INVOLVEMENT/ADULT VOLUNTEER FORM

Parent volunteer work at Brimhall is both encouraged and appreciated. Parents are utilized in a number of areas, both within individual classrooms and in various resource areas of the school. Please contact Mary Jensen, the volunteer coordinator, at 651-724-6200 if you wish to volunteer in any capacity.

Roseville Area Schools continuously work to prepare students and staff for emergencies. Our goal is to prepare our staff and students to properly react to the various types of incidents that could occur.

PHOTOGRAPHS & YEARBOOKS

Life Touch Studios will take individual and class pictures for all students in the fall of each school year. Picture retakes are taken a month later. Picture packages are available for purchase. In addition, yearbooks are offered for purchase in the spring of each year. Notices are sent home with students in January regarding yearbook sales. The yearbook, which is offered as a service to students, is not a fundraiser.

PLEDGE OF ALLEGIANCE

According to state statute, all public school students shall recite the Pledge of Allegiance to the United States of America one of more times each week. Anyone who does not wish to participate may elect not to do so and students must respect another person's right to make that choice.

POSITIVE BEHAVIORAL INTERVENTION SYSTEM (PBIS)

Beliefs & Assumptions

- Our community is strongest when all are included and we are working towards common goals.
- All students can be successful if they know how.
- Clearly defined expectations

support student achievement.

- Students increase positive behaviors when they are given positive reinforcement.
- Some students will require re-teaching, practicing, or individual plans to meet our expectations.

At Brimhall, PBIS includes:

Expectations Matrix

- Clearly defined, across settings, taught and reinforced regularly
- Definition of major and minor behaviors agreed upon by staff

Bengal Pride Ticket System

October through May this year:

- Tickets are given for students showing Bengal Pride and weekly names are drawn for rewards.
- Whole school celebrations related to behavioral successes

Office Referrals

- Definition of major and minor behaviors
- Natural consequences determined by incident
- Parents informed of office referrals for major behaviors
- Documentation of patterns so interventions can be created

PBIS Schoolwide Team

- Representatives from different grade levels and different settings within the school
- Monthly review of referrals and proactive interventions
- Annual planning for evaluation of program and setting goals
- Planning schoolwide supports and

celebrations throughout the year

Major Behavior Examples

Addressed with referral to behavior coach:

Fighting, taking things that don't belong to you, leaving the group without permission, ongoing disruption that doesn't allow others to learn, bullying and harassment

Minor Behavior Examples

- Addressed by the classroom teacher: (redirection, take a break, etc.)
- Incomplete work, hands on others in line, talking during instruction, off task

How Families Can Participate

- Teach, review and reinforce the expectations for the different settings in school
- Cheer your child on when they earn "tickets" or they are a Bengal Pride ticket winner
- Respond if notes or messages come from the school staff related to office referrals
- Check in with Jeanne Connelly (651-638-1958, ext. 226) with questions or concerns at any time
- Participate in planning if interventions are created with the Student Teacher Assistance Team

For more information on the school district's policy on student discipline, please go to: <http://www.isd623.org/schoolboard/Policies.cfm#svvpolicies>.

PROGRESS REPORTING

Report cards are sent home twice during the school year: in December, following the first trimester, and in June, at the end of the school year. Mid-term

checkpoints are sent home in January and April, only if there are concerns. Report cards inform parents and students of academic and social growth and are not designed to compare one student's achievement with that of other students in the class. It is only one tool in the ongoing process of reporting a pupil's progress.

SCHOOL COMMUNICATIONS

The *Brimhall Buzz* is our weekly school newsletter emailed to families every Thursday during the school year. The *Brimhall Buzz* contains important dates, school information, announcements, and flyers. If you do not receive our newsletter and would like to sign up, go to www.isd623.org/school/brimhall-elementary. Under "Quick Links," click on "Subscribe to School News." School and community flyers are also available in the display rack outside our main office.

SCHOOL DAY

- Students may enter the building beginning at 9:25 a.m. They should report to their classroom, hang up coats, and prepare to begin classes at 9:35 a.m.
- All children need to wear gym shoes for physical education classes. Tennis shoes with either laces or Velcro straps are required to participate in gym class. No large platform soles or slip-on tennis shoes will be allowed. If your child has an injury, which requires limitations in physical activity, please send a note to the school nurse.
- All children are instructed in computer literacy and use their skills in the computer center to assist in learning other subjects.
- All children are taught media skills and are given the opportunity to

use the Media Center on a regular basis. They have flexible book check out times.

- Classes are dismissed at 4 p.m. Supplemental classes may be available through Community Education, Targeted Services, and/or Compensatory Education.
- After lunch, students have outdoor recess. Your child should be dressed for the weather. We recommend boots, hats, mittens, etc. during winter. All children will be required to be outside for recess unless we have a written note stating a medical reason. If the actual or wind chill temperature is below zero, the principal will decide if classes will go outside or remain inside.

SCHOOL SUPPLIES

Each teacher will inform parents of basic supplies students will need to keep on hand in their desk. Please check with your child occasionally to see if they need to replenish their supplies during the school year. A list is also available on Brimhall's webpage <http://www.isd623.org/school/brimhall-elementary>.

SPECIAL EDUCATION

Resource programs are available at Brimhall for students with special needs. These programs include special services for students with learning disabilities, emotional/behavioral disorders, physical handicaps, or speech/language disorders.

State law provides specific guidelines for the administration of these programs, as well as specific eligibility criteria which a student must meet prior to admission. Evaluation of a student for admission into any of these programs is a very complex process requiring professional study and testing. Students are usually referred for assessment by their

classroom teacher. However, parents may also request this testing for their child. Please contact the principal for further information or if you would like to refer your child. For more information about Section 504, Targeted Services, Title I, or ELL, visit the district website: www.isd623.org.

STUDENT INVOLVEMENT

School Patrol (Grade 6)

Brimhall's School Patrol program is made up of approximately 50 sixth grade volunteers. The job of our volunteers is to help the bus driver safely transport students to and from school, to escort kindergarten students to and from the buses at school, and to help with loading and unloading of buses at school. Some patrols help our walking students cross the street safely. School patrol volunteers are trained in the fall by our principal. Information is sent home with fifth graders in the spring.

School Leaders (Grades 4-6)

In the fall, students in grades 4, 5, and 6 are encouraged to apply to become a part of Brimhall's Student Leader program. Student Leaders meet once a month during the school year and work on school-wide projects.

TESTING INFORMATION

Roseville Area Schools continually assesses student performance to provide parents and staff with the data needed to make informed instructional and educational decisions. For more information, please go to: <https://www.isd623.org/ourdistrict/education-services/teaching-learning/assessment-evaluation>.

VISITORS

Parents are encouraged to visit Brimhall! At the same time, the staff needs to

attend to students and complete related tasks. Keeping both needs in mind, we ask that you please comply with the following procedures when you visit a classroom:

- Schedule a visit or conference in advance by contacting your classroom teacher directly, or by contacting Janet Maitrejean in our office
- Check in at the office before proceeding to the classroom
- Enter the room and sit in the designated area
- Limit your visit to 30 minutes
- Avoid engaging the teacher in a conversation during the visit
- If you wish to talk to the teacher, let them know and they will arrange a time to do so
- No more than two parents per room, per visit
- For further information related to visitors, please see District Policy 804

All visitors must sign in at the office, take and visibly wear a "Visitor" badge upon entering the building.

Parents are welcome to eat lunch with their children. If you would like to order a school lunch please call the office in advance (preferably by 10:00 a.m.) so our cooks can prepare an additional meal. The cost for a visitor lunch is \$4.

Animal Visitors

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

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

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

Why statewide testing?

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

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

Why does participation matter?

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

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

Academic Standards and Assessments

What are academic standards?

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

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

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

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

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

ACCESS and Alternate ACCESS for English Learners

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

Posted May 2018

Why are these assessments effective?

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

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

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

Are there limits on local testing?

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

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

What if I choose not to have my student participate?

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

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

When do students take the assessments?

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

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

When do I receive my student's results?

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

How much time is spent on testing?

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

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

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

Where do I get more information?

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

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

Parent/Guardian Refusal for Student Participation in Statewide Assessments

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

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

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

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

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

Student's District/School _____ Grade _____

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

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

Reason for refusal:

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

_____ MCA/MTAS Reading _____ MCA/MTAS Science
 _____ MCA/MTAS Mathematics _____ ACCESS or Alternate ACCESS for ELLs

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

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

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only. Student ID or MARSS Number _____

Students' Rights & Responsibilities

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

The district also maintains policies on subjects such as student transportation, hazing, bullying, visitors, and harassment and violence. You will find copies of all these policies at www.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:

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

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

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

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

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

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

ROSEVILLE AREA SCHOOLS' BULLYING PROHIBITION POLICY POLICY 508 NOTIFICATION

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

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

No teacher, administrator or other employee of the school district will

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

To see the complete Bullying Prohibition Policy 508, refer to the district webpage www.isd623.org/our-district/school-board/district-623-policies.

SCHOOL ATTENDANCE K-12

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

Responsibilities

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

Student's Responsibilities

- It is the student's right to be in school.
- It is the student's responsibility to be familiar with all the procedures governing attendance.
- It is the student's responsibility to attend all assigned classes every day that school is in session and to follow the correct procedures when absent from an assigned class.
- 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 collaboratively with the school and the student to improve student behavior as to school attendance.

Teacher's Responsibilities

- It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class.
- 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 have an effective system in place so that any student who has been absent can obtain missing assignments.
- It is the teacher's responsibility to work collaboratively with the student's parent or guardian and the student to address any attendance issues that occur.

Administrator's Responsibilities

- It is the administrator's responsibility to require that students attend all assigned classes and study halls.
- It is the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures equitably to all students.

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

Requirements

In accordance with the regulations of the Minnesota Compulsory Instruction Law, Minnesota Statutes Section 120A.22, the students of District No. 623 are required to attend all assigned classes 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).



Roseville
Area Schools

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

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.

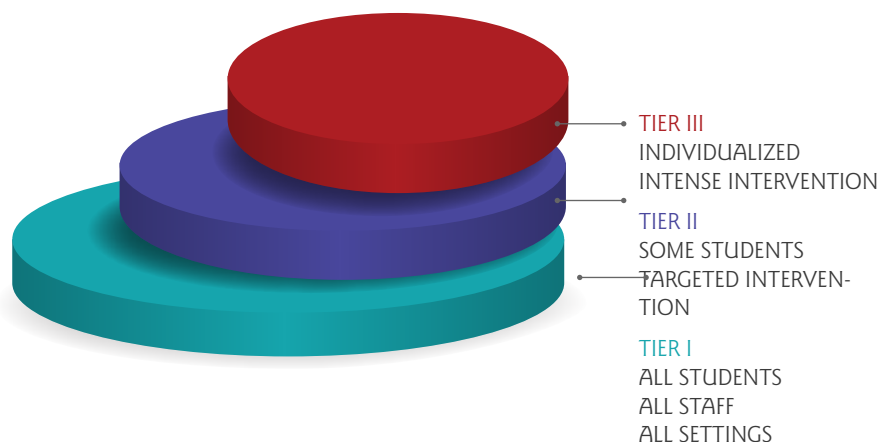
School-wide Tiered Behavior Support

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 www.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
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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
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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.			