

# Roosevelt Elementary School

## 2022-2023 Handbook

925 Parshall Street  
Faribault MN 55021

Office: (507) 333-6700

Fax: (507) 333-6734

Attendance Line: 333-6701

School Hours: 8:15 am – 2:55 pm

First Bell is 8:00 am

Classes begin at 8:15 am



## HOME OF THE FALCONS!

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**English**

If you do not understand the information presented to you in this notice, please contact the ESL instructor through the main office of your child's school. Interpreter services can be provided for you.

**Spanish**

SI NO COMPRENDE LA INFORMACIÓN PRESENTADA EN ESTE AVISO, HAGA EL FAVOR DE PONER SE EN CONTACTO CON LA INSTRUCTORA DE "INGLES COMO SEGUNDA LENGUA" A TRAVÉS DE LA OFICINA PRINCIPAL DE LA ESCUELA DE SU HIJO/A. SERVICIOS DE INTÉRPRETES LES SERÁN FACILITADOS.

**Waalidiinta**

Haddii aadan fahmin akhbaartan, ku saabsan xaaladda ardaga fadlan la xiriir, dugsigu carurtadu dhigato, amma macalink (ESL) Dugsiga Ayan ku diyaarinayo turjubaan wax ku fasiro

**Nuer**

Mi ci láári liŋ rey gɔɔra neme, jin we kä laät tin lät kä ESL, ke duɔp máktápä duel gɔr kä gaan. Ba luuc thuɔk riali kä ka kuii du.

**Cambodian**

<p>ប្រសិនបើអ្នកមិនយល់ក្រសួងសិក្សា,          ដំលែងស្តាប់មកទៅសាលាអ្នក សូមទាក់          ទាក់មកមកប្រជុំនឹង ទារុណ រដ្ឋ          គ្រូស (E.S.L) នាមរយៈ កាលបរិច្ឆេទ          ក្នុងរបស់អ្នក គេនឹងស្តាប់អ្នកបកប្រែ</p>
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# SECTION 1 – MISSION STATEMENT

## Mission Statement

*Roosevelt Elementary School, as part of a global community, is committed to lifelong learning, exploring and creating, in a nurturing environment.*

At Roosevelt Elementary School, our CORE VALUES are based in Responsive Classrooms CARES acronym:

- **Cooperation:** Students' ability to establish new relationships, maintain positive relationships and friendships, avoid social isolation, resolve conflicts, accept differences, be a contributing member of the classroom and school community, and work productively and collaboratively with others.
- **Assertiveness:** Students' ability to take initiative, stand up for their ideas without hurting or negating others, seek help, succeed at a challenging task, and recognize their individual self as separate from the circumstances or conditions they're in.
- **Responsibility:** Students' ability to motivate themselves to take action and follow through on expectations; to define a problem, consider the consequences, and choose a positive solution.
- **Empathy:** Students' ability to "see into" (recognize, understand) another's state of mind and emotions and be receptive to new ideas and perspectives; to appreciate and value differences and diversity in others; to have concern for others' welfare, even when it doesn't benefit or may come as a cost to one's self.
- **Self-Control:** Students' ability to recognize and regulate their thoughts, emotions, and behaviors in order to be successful in the moment and remain on a successful trajectory.

## Our Business is Learning

At Roosevelt Elementary School we . . .

Set high learning expectations for all students.

Offer leadership, which allows these expectations to be achieved in a supportive, caring environment.

Place a high priority on spending the most time possible on facilitating learning, while utilizing a relevant and continuous curriculum.

Actively encourage parent and community involvement and support.

Ways You Can Help Your Child Have Success at School:

Ask your child about his/her day at school

Ask to see your child's homework

Provide an appropriate place and time to do homework

Check to see if your child did quality work

Assist your child, yet encourage your child to do his/her work independently

Help your child organize materials for the next day

Make sure your child is well rested and arrives at school on time

READ to your child, READ with your child, LISTEN to your child READ

Communicate with your child's teacher

The Roosevelt Handbook and School District Policies are available on the School District Website at [www.faribault.k12.mn.us](http://www.faribault.k12.mn.us)

## SECTION 2 – ATTENDANCE

### Arrival and Dismissal Times

Classes begin at 8:15 a.m. and conclude at 2:55 p.m. Students who do not ride the bus should arrive between 8:00 a.m. and 8:10 a.m. Students who arrive prior to 8:00 a.m. should wait on the sidewalk on the West Side of the building. Teachers are involved in meetings and preparation before school and are not available to provide supervision. Playground supervisors are on duty from 7:45 to the opening bell in the morning. After school, teachers will escort their classes to the main foyer to go to the buses or meet parents. Parents who are picking their children up at school are asked to park their vehicles in the East lot. **Please do not leave your car unattended at the curb.** Parents are requested to wait for their child(ren) outside of the school. If it is necessary to come into the school, you will need to report directly to the office to pick up your child. When you are picking up your child(ren) after school, please respect our school hours and be on time. Students are expected to leave the school grounds and go directly home at dismissal time. The Roosevelt playground is not supervised after school. An after-school childcare program is available from 3:00-6:00 p.m. For more information, call **KID'S WORLD** at 507-330-1396.

<b>School Hours</b>
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**Grades K - 5 8:15 a.m. - 2:55 p.m.**

**First Bell is 8:00 a.m.**

**Classes begin at 8:15 a.m.**

### Attendance

When your child is absent from school (i.e. illness, late due to an appointment), please remember to call us. To ensure that our students are safe, the office staff will be contacting families, at home or work, when we do not receive a call. Messages can be left on our 24 hour voicemail any time of the day or night. Please call the attendance line by 8:30 a.m., 333-6701. When your child returns to school, a note needs to be sent to the office, indicating the nature of the absence. Students must report to the office for a pass if, for any reason, they arrive at school after the 8:15 a.m. bell.

The Faribault Public Schools (FPS) Board believes that school attendance is important. Educators and parents must work together to prepare students to earn a living and to function as informed, critical citizens in a democratic and globalized society. The stakes are high. Regular attendance at school maximizes learning for all students. FPS has designed programs to support families and children in keeping children in school and combating truancy and educational neglect. It is the district's obligation to have systems in place to work with children and families when children do not attend school.

### **Who is required to attend school?**

Minnesota law requires that every child between seven and 17 years of age must receive instruction (Minn. Stat. 120A.22, Subd 5). Once a child under the age of seven is enrolled in kindergarten or a higher grade in public school, the child is subject to compulsory attendance provisions.

### ***What is a tardy?***

A tardy is any time a student arrives to class after the bell. At the beginning of the day, a student who arrives within the first 25 minutes of the school day will be marked tardy. After 25 minutes the student will be marked absent.

### **What is an excused absence?** (per School Board policy 503)

An excused absence is any absence that is reported by a parent or guardian to be due to:

1. Medical Illness. \*
2. Serious illness in the student's immediate family.
3. A death or funeral in the student's immediate family or of a close friend or relative.
4. Medical, dental, or orthodontic treatment, or a counseling appointment.
5. Court appearances occasioned by family or personal action.
6. Religious instruction.
7. Official school field trip or other school-sponsored outing.
8. Removal of a student pursuant to a suspension.
9. Family emergencies.
10. Administrative preapproved absences.

\* A doctor's note may be required for absences due to illness that exceed four (4) consecutive days.

### **What is an unexcused absence?** (per School Board policy 503)

An unexcused absence is any absence that does not meet the definition of excused absence. For example,

1. Leaving school without permission.
2. Any absence that does not meet the criteria specified in an excused absence.

### **What about family vacations?**

Family vacations may be deemed as excused with prior authorization from the building administrator. Authorization forms need to be completed by the student's parent/guardian at least two weeks before the intended vacation. Administrators will review student progress and attendance before approving the absences. Parents may be requested to meet with Administrators prior to approval. Vacations not approved will be considered unexcused absences.

Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

Work missed because of absence must be made up according to school guidelines. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

If a student misses fifteen (15) consecutive school days during the regular school year, without receiving instruction in the home or hospital setting, the School District must drop the student from its enrollment roll and classify the student as withdrawn. (Minn. Stat. 126C.05, Subd. 8). The School District may also be required to file an Educational Neglect or Truancy report with the student's county of residence.

### **What are the parent/guardian's' responsibilities?**

Parents of a school aged child(ren) are responsible for assuring that their child(ren) attends school. Parents are required to report absences to the school as soon as they know that their child is not going to be in school on a particular day.

### **What is truancy? (Minn. Stat. 260C.007, Subd 19)**

"*Habitual truant*" means a child under the age of 17 years who is absent from school without excuse for seven school days if the child is in elementary school or for one or more class periods on seven school days if the child is in middle school or high school or a child who is 16 or 17 years of age who is absent from school for one or more class periods on seven school days and who has not lawfully withdrawn from school.

### **What is Educational Neglect?**

Educational neglect refers to a child under the age of 12 years who is absent from school without excuse for more than seven school days and is in need of protection or services due to habitual truancy. For students under the age of 12 years, an absence from school without excuse is considered educational neglect by the parent rather than truancy by the child.

### **How will the district notify me if my child is absent from school?**

Parents are expected to notify the school when their child will not be in school for any reason. When parents do not notify the school, the schools have procedures in place for notifying parents of student absences on the same day they are absent from school.

### **What is the procedure for Unexcused Absences?**

Step 1: Parents report absences to the school attendance line if a student will be absent from school. If the parent does not notify the school, the parents will be notified by the school on the day of the absence. An absence is considered unexcused until the parent has provided an explanation that meets the requirements of an excused absence.

Step 2: When a student has two unexcused absences the homeroom/homebase/case manager will make a phone contact with parent/guardian regarding absences.

Step 3: When a student has three unexcused absences, a letter is sent to the parents notifying them of their child's attendance and the consequences of continued unexcused absences.

Step 4: After the fifth unexcused absence, a second letter is sent to the parent/guardian. A phone contact is made by the School Social Worker/School Counselor to arrange a School Attendance Agreement meeting. The school may implement a number of interventions or impose a number of consequences as part of the School Attendance Agreement.

Step 5: Once the student reaches seven unexcused absences, a final letter is sent to the parent/guardian notifying them that the student is considered *habitual truant* and the possible consequences of continued unexcused absences.

Step 6: Any further unexcused absences may result in an educational neglect report to the student's home county or a referral to the *School Attendance Review Board (SARB)* to discuss possible filing of truancy petition with the court.

### **What is the procedure for Excused Absences?**

Step 1: The parent/guardian reports absences to the school attendance line if a student will be absent from school. If the parent/guardian does not notify the school, the parent/guardian will be notified by the school on the day of the absence. An absence is considered unexcused until the parent/guardian has provided an explanation that meets the requirements of an excused absence.

Step 2: When a student has five excused absences, the homeroom/homebase/case manager will make a phone contact with parent/guardian regarding absences.

Step 3: When a student has seven excused absences, a letter is sent home to parents/guardian notifying them about their student's attendance and concerns about continued absences, which may lead to requiring a doctor's note in order to excuse the student from school.

Step 4: When a student has eleven\*\*\* excused absences, a letter is sent notifying the parent/guardian that a doctor's note is may be required in order to excuse further absences. If the parent/guardian is unable to take the student to the doctor, the school nurse may be used to assess whether a child should attend school or remain home. If a doctor's note has been required and is not obtained, the absence will be considered unexcused and the unexcused absence procedure will be followed.

\*\*\* Individual circumstances will be considered in regards to number of days missed and the need to require a doctor's excuse.

## **SECTION 3 – STUDENT EXPECTATIONS**

### **Discipline Plan**

Roosevelt Elementary uses the Positive School Expectations Policy approved by the Faribault Public Schools School Board as its guideline when disciplining a child. School discipline/consequences strive to be consistent, reasonable, fair, age appropriate, and matched to the severity of the student's misbehavior. Disciplinary and restorative interventions may include an array of different interventions that range from conference with student, parent contact, loss of privilege up to suspension or expulsion. For more information see School Board Policy **Positive School Expectations Policy 537**

*Students demonstrating **Above the Line Behavior** use appropriate choices and exhibit positive attitudes. **Below the Line Behavior** refers to behaviors that are unacceptable, can hurt feelings, or cause potential harm. **Bottom Line** are those behaviors serious enough to fall under the Faribault Public School discipline policy guidelines, or require office referrals.*

(See District Policy # 506 available in the school office)

When a student makes a mistake or poor choice, he/she may develop a “fix it plan”. **Working together, students at Roosevelt learn how to live their lives above the line.**

### **Classroom Behavior Expectations**

Each teacher, with student involvement, will develop their own classroom guidelines for behavior. The list of behavior expectations will be shared with parents, posted in the classroom, and will be reviewed from time to time with students.

### **Safe Team Pledge**

***I promise to myself and everyone here, I will be respectful and caring.***

***I will choose to follow the rules because I want to help make my school a safe place.  
From now until the end of the year, we pledge as a class to do our best to get along and help each other.***

### **Hallway Expectations**

In the interest of orderliness and consideration for others, the following procedures will apply to all students:

1. I will use a whisper (Level 1) voice.
2. I will walk on the right side of the hallway and stairs.
3. I will walk in a single file line.

### **Playground Procedures**

In the interest of safety the following procedure will apply to all students:

#### **Morning:**

1. First bell rings at 8:00 a.m. Students will be tardy if they arrive after 8:15 a.m.
2. Students will use the sidewalks and playground areas at all times.
3. Students will stay clear of the doorway to allow safe movement of people entering and leaving.
4. When the 8:00 a.m. bell rings, students will line up in an orderly manner. Students will then wait for their teacher to meet their class

#### **Noon:**

On all days, except when the weather does not permit, children will be expected to go outside for noon recess. We encourage parents to provide adequate clothing and footwear to ensure each child's comfort and safety during these play periods.

### **Lunchroom Expectations**

1. I will walk at all times.
2. I will talk at a level 2 with others at my table.
3. I will raise my hand for help.
4. I will put things in the right place.

Demonstrate Roosevelt Pride and Above the Line Behavior.

### **Noon Hour Expectations**

Students will be respectful and courteous to the noon aides at all times.

1. I will be aware of my personal space.
2. When the horn/bell blows, I will clean up the equipment.
3. After cleaning up, I will line up quickly.
4. I will include others.
5. I will use the playground safely.

### **Communication**

Open communication between home and school is critical to your child's success. We will try to keep you informed through monthly newsletters, classroom weekly PEEKS, conferences and report cards. Classroom teachers send weekly peeks to communicate important information from the classroom. We hope you will keep us informed as well. It is important for you to communicate important information with us, such as: change of address, telephone numbers, place of employment, and emergency contacts.

### **Changes in Student/Family Information**

Family information sheets are sent home at the beginning of each school year. They must be updated and returned by the end of the first week of school. It is critical that school personnel have current emergency/family information. Parents/guardians must notify the school office with changes in the information during the school year. It is important for you to communicate important information with us, such as: change of address, telephone numbers, place of employment, and emergency contacts.

### **Interpreters/Translators**

Interpreters/translators are available for Deaf/Hearing Impaired and EL parents as needed. Requests for interpreter/translator services must be made at least one week in advance. These services are provided at no charge.

### **Student Dress Code**

Articles of clothing advertising or promoting drug/tobacco use, violence, gang insignia/colors, sexual practices or containing profanity will not be allowed. Students may wear the article “inside out” or call home for a more appropriate garment. Clothing that reveals undergarments or the bare midriff or bare lower back will not be allowed. Flip flop type footwear is not allowed. Students are not to wear coats during the school day unless the classroom environment demands it. Caps and hats are not to be worn inside the school building unless permission is given by a staff member.

**Preparations for winter months:** Students are expected to bring the following items to school every day in the winter months: warm winter coat, hat, mittens/gloves, scarf, snow pants, and boots. Our policy is that all students will go outside for recess in the winter months unless the temperature or wind-chill is below zero. Many of our students come to school not properly dressed to be outside for an extended period of time. We require these items because we want our student to be safe and remain healthy, so they can be in school. Please help us keep all of our students warm and safe this winter and send the proper attire to school each day.

### **Sodexo Food Services - Breakfast/Lunch/Milk Program**

A well-balanced and nutritious breakfast and lunch is available at school each day.

A computerized prepay system is used for payment of lunch and extra milk. Applications for reduced cost meals are sent home at the beginning of the school year and are available in the school office. **Applications must be made annually.** Meals are on a prepay system. Students need to have money in their accounts in order to eat.

**Breakfast** will be available everyday in the classroom. Students who qualify for FREE or REDUCED priced meals, will receive their BREAKFAST at NO CHARGE.

Each student has their own account maintained by the Sodexo Food Service. Payments can be mailed directly to the Sodexo Food Service Office at 925 Parshall St. or sent with your child to class to turn into the school office. Payments to include siblings from other schools cannot be accepted at the school office. PLEASE MAKE ALL CHECKS PAYABLE TO ISD 656 Food Service and include the following information with your payment: the student’s name, grade, and section. For information about your account, please call 333-6772.

The Food Service Office and schools will make reasonable efforts to notify families, students, and employees when the account balance is low (\$10.00 or less). Low balance account statements for elementary students will be sent home weekly. The employees, Middle School and High School students will be told verbally when their account balances are low.

Grades Kindergarten through 8th grade: No student will be denied a reimbursable breakfast or lunch if the food service account is negative, unless the account has been closed. The Food Service Staff may limit the reimbursable breakfast/lunch options to students with a negative account. Students will not be allowed to purchase any ala carte items if the account is negative.

Lunch times for individual classrooms vary. If you would like to visit school and have lunch with your child, please contact the school office at 333-6700 to make a reservation and find out what time your child’s class has lunch. If you bring a lunch in to eat with your child, we do ask that you not bring pop into the school. Please see school board policy 534 for further information.

### **Gifts & Parties/Snacks & Treats**

Deliveries of flowers, balloons, etc., will not be made to classrooms, the lunchroom, or other areas of the school. Please note that FPS are latex free environments, so only mylar balloons are allowed. Students will be called to the office at the end of the school day to pick up deliveries. Please be advised that balloons are not allowed on the bus.

Faribault Public Schools is committed to promoting student health and wellness in all that we do. The FPS Wellness Policy states that any snack, birthday treats, etc. that are provided must be healthy in nature. A list of healthy snacks can be provided and is located in the school office. Parents wishing to have birthday snacks for their children may choose one of the recommended snacks from the list or can choose non-food items to send in celebration of your student’s day. You may either purchase the snack from Sodexo or on your own from a store. All snacks must be commercially packaged. Please contact your child’s teacher before purchasing snacks in order to rule out any student allergies in your child’s classroom.

If your child is celebrating with a party at home, please send invitations to classmates/friends through the U.S. mail. Distributing invitations at school can create disruption in the classroom and hurt feelings for those students who may not be included.

### **Kid’s World**

A fee based, before and after-school program is available for students in Grades K-5. Kid's World is open from 6:00-8:00 a.m. and 3:00-6:00 p.m. Monday through Friday. For more information contact the program coordinator, Tiffany Reuvers at 507-330-1396.

### **Lockers (Policy created by 1995 MN State Legislature)**

School lockers are the property of the school district. At no time does the school relinquish its exclusive control of lockers provided for the convenience of students. School authorities, for any reason, may conduct inspection of the interior of lockers 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 that the search will uncover evidence of a violation of law or school rules. As soon as practical after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by school officials or the police.

### **Lost and Found**

Please label your child's clothing, backpacks, etc. Labeling items is the only way that we can return lost articles to the owner. Students and staff who find lost articles are asked to put them in the designated area. Lost articles, which are not claimed within a reasonable time, will be donated to organizations that provide free or low cost clothing. Students are advised to leave valuables (jewelry, cell phones, smart watches and devices, etc.) at home. Students are expected to be responsible for the safekeeping of their own belongings.

### **Telephone Use**

Each classroom is equipped with a telephone, although students must have permission from their classroom teacher to make phone calls. There is not a student phone in the main office. At the risk of your child's teacher not retrieving an important voice mail message in time, arrangements for after school activities, transportation, etc. should be made prior to arriving at school and not at the end of the day. If a message must be passed on to your child, please call the office before 2:30 PM.

Because use of personal cell phones(or other smart devices such as smart watches, iPods, etc) would interfere with the learning environment and may interfere with communications during emergencies, the administration reserves the right to restrict their use at school. Personal cell phones are not allowed to be used at school. If a cell phone/smart device is brought to school for use after school, it is to remain in the students backpack or coat. If the device is brought out or used during school hours it will be confiscated and will need to be picked up at the school office by an adult.

## **SECTION 4 – STUDENT SAFETY**

### **Bike Safety**

Any child riding his/her bike to school must walk his/her bike once they are on school property. Bikes must be locked in the bike rack. The school assumes no responsibility for damaged or stolen bicycles.

### **Skateboards, Inline Skates, Heelys, Scooters**

Skateboards, inline skates, wheelies, and scooters are not permitted at school.

### **Severe Weather**

In the event of severe weather, schools may close for the entire day, dismiss early, or delay in starting. Radio stations KDHL (920 AM dial) and WCCO (830 AM dial) are notified immediately of any decision. You may also obtain information on school closings by calling our phone line dedicated to school emergencies at the Emergency Information Line - 333-6057. Please also look at the district website for weather information at [www.faribault.k12.mn.us](http://www.faribault.k12.mn.us).

**PLEASE DO NOT** call the school or administrative office, as phone lines are needed to make calls to parents/guardians, the bus company, and radio stations.

Parents may pick up their children early at any time during inclement weather. Parents may keep their children home if they feel the weather is too severe to send them to school even though school may be conducted. **Please be sure your child knows what to do if there is no one home when school has been dismissed early.**

### **Early Release Procedures**

An Early Dismissal Procedure notice will be sent home with each child this fall. At that time, parents will be asked to discuss family procedures in case of early dismissal and return the completed form (to be maintained on file by the classroom teacher.) In the case of early closing, students will be expected to follow your families' early dismissal plan. Students will not be allowed to call home for instructions, as we need to keep our lines open for emergency and incoming calls.

### **School Safety Patrol**

The school safety patrol is on duty from 7:55-8:10 a.m., and 2:55-3:10 p.m. at the parking lot entrances and on Parshall Street at Newhall Drive. Please discuss with your children the importance of crossing streets only at the corner or where the safety patrol is posted. Students who walk to school should arrive no earlier than 8:00 a.m. Students may enter the building at their designated entrance when they hear the 8:00 a.m. bell. The tardy bell rings at 8:15 a.m. (On inclement weather mornings, students will be allowed to enter the foyer and wait for the 8:00 a.m. bell.

### **Pets at School**

Due to the Clean Air Act and because of health and safety concerns, **pets are not allowed at school.** Students are invited to share their pets via photographs or videotape. When the school curriculum calls for animals in the classroom, they will be allowed for the period necessary for study.

### **Safety Drills**

Fire and severe weather drills are practiced during the school year. Each year we will conduct 5 fire drills, 5 lockdown drills, and 1 tornado drill. A district-wide comprehensive emergency/safety plan is in place and will be followed for all drills and emergency situations. With the state-of-art fire/smoke detection devices and sprinkler system, "Defend in Place" procedures will be followed for fire drills. This plan is approved by the local and state fire marshals.

## **TRANSPORTATION – FARIBAULT TRANSPORTATION COMPANY**

Whether a student rides the bus to and from school or for special events/activities, they are expected to follow rules of good conduct and safety with regard to their bus ride in order that the ride is safe and enjoyable for everyone. Students are allowed to ride only their assigned bus.

**Riding the school bus is a privilege, not a right. Specific consequences are outlined in policy 707 for school bus behavior which is available in the school office or at the District Office.**

**If you have questions or concerns, please contact Faribault Transportation at 507-334-5121.**

### **BUS RULES – CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR**

#### **CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR**

Riding the school bus is a privilege, not a right. Students are expected to follow the same behavioral standards while riding school buses as are expected on school property or at school activities, functions or events. All school rules are in effect while a student is riding a bus or at a bus stop.

Consequences for school bus/bus stop misconduct will be imposed by the Building Principal or the Principal's designee. In addition, serious misconduct will be reported to the District's Director of Operations and the Department of Public Safety.

#### **A. School Bus and Bus Stop Rules**

The School District school bus safety rules are to be posted on every bus. If these rules are broken, the School District's discipline procedures will be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school office in a timely fashion and in written form so parents may be notified.

#### **B. Rules at Bus Stop and Boarding the Bus**

1. Go directly from your house to the bus stop; arrive at the bus stop five minutes before your scheduled pick up time.
2. Stay away from the street, road, or highway when waiting for the bus. Wait until the bus stops and the door is opened before approaching the bus.
3. Stay off private property and out of the street.
4. Use appropriate language.
5. If you must cross the street to get to the bus stop, wait until the bus stops and the driver signals you to cross, look left, right, and left again. If clear, walk quickly across the street.
6. Get on the bus in a single file line and hold on to the rail to keep from slipping, falling, or tripping.
7. Go directly to your seat and sit down.

8. No fighting, harassment, intimidation, or horseplay.
9. No use of alcohol, tobacco, or drugs.
10. No pets, live insects, reptiles, or animals allowed on the bus.

### C. Rules on the Bus

1. Respect and obey the bus driver at all times.
2. Cross ten (10) feet in front of the bus when crossing a roadway.
3. Only riders assigned to the bus can ride, students must be on time at their designated stops.
4. Do not damage the bus. Bus vandalism such as cutting/ripping seats is strictly prohibited.
5. Keep all your articles and school supplies in a backpack on your lap and keep the aisles clear at all times.
6. Make room for others needing a seat. Respect other students and their property at all times.
7. Keep your hands and head inside the bus. Windows open to halfway point only, if the driver gives you permission.
8. Remain seated and facing forward at all times.
9. Absolutely no tampering with the bus radio, controls, equipment, or exit doors.
10. Talk quietly and use appropriate language.
11. Video or picture taking of any kind is strictly prohibited.
12. Weapons or dangerous objects i.e., skate boards, pets, glass, knives, etc. are not allowed on the bus.
13. No eating, drinking, gum chewing, smoking, tobacco use or drugs allowed on the bus.
14. No fighting, harassment, intimidation, or horseplay.
15. Do not ignite matches or start a fire.

### D. Exiting the Bus

1. Stay seated until the bus is completely stopped and the door opens. Use handrail to exit.
2. When leaving the bus, if you drop something, **DO NOT GO BACK TO PICK IT UP!**
3. Walk 10 steps on the sidewalk or the side of the road away from the bus. Always walk in front of the bus.
4. If you must cross the street always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
5. Always cross in front of the bus.
6. Go directly home! Don't "hang around" the bus stop.

### E. Consequences

Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

#### Visitors

All daytime visitors to our school (including parents) are required to pre-arrange all visits and first report to the main office. All parents, visitors, or volunteers must be "buzzed in" by school personnel and must report directly to the school's main office. Each guest will be asked to provide a photo ID in the main office during check-in which will be processed through the district's visitor management system. Authorized adults who are picking up their child(ren) during the school day must go to the main office, and will be asked to provide a photo ID as part of the check-out process. All entrance doors other than the main entrance door will be locked once the students have arrived. Together we can ensure your child's safety. Please see school board policy 903 for further information.

## **SECTION 5 - HEALTH INFORMATION / HEALTH SERVICES**

The health office is open from 7:45 am– 3:15 pm on school days. The health office can be reached at **333-6704**. Parents have the primary responsibility for their children's health. The health office nurse does not medically diagnose or prescribe. Parents who are in doubt as to the condition of their child should consult a physician. The health office nurse should be informed of any health conditions the student may have and may request further documentation for the student's health file.

#### **Students should stay home and will be asked to go home if any of the symptoms below are present:**

- A fever over 100 degrees (stay home 24 hours after temperature is back to normal without fever reducing medicine)
- Vomiting or diarrhea (stay home 24 hours after last episode)
- Any undiagnosed rash
- Strep throat (may return to school 12 hours after antibiotics are started)
- Any undiagnosed draining wounds

#### **Parents must inform the school within 24 hours if their child has an infectious disease.**

These may include but are not limited to: head lice, ring worm, scabies, impetigo, chicken pox, and pink eye.

The health office nurse may excuse a student twice from physical activity due to illness or injury. If a student requires longer or further restrictions from a class a doctor's note determining duration and specific restrictions will be required.

All medication must be administered through the school health office. Tylenol (acetaminophen) and ibuprofen can be administered by health office staff, with written parental authorization, up to a maximum of 5 times a month. Student will need to have their own supply in the health office. All other medications require a Medication Authorization Form completed by a Health Care Provider and signed by a guardian. **The school district does not furnish acetaminophen (Tylenol) or ibuprofen.**

All other medications that are administered at school must be 1) Accompanied by a Medication Authorization Form signed by a prescribing Health Care Provider. The Medication Authorization will state medication, dosage, time, duration, and medical reason for medication, other medications this student is taking and side effects of medications. 2) Administered only if a parent has signed the medication authorization form. 3) In the original pharmacy labeled container marked with the student's name, medication name, dosage, times to be given, and route of administration. 4) Any controlled substance medication will be brought to the school and picked up at the school by an adult. Please see school board policy 516 for more information.

If your child has any allergies provide documents from your Health Care Provider stating what foods/substances/etc. should be avoided (For specific forms speak to the Health Office Nurse). This information will be shared with staff on a "need to know" basis and inform the kitchen staff so they can substitute the food items, or you can choose to send your child a cold lunch from home.

Faribault Public Schools are latex free environments. Please do not bring any latex containing products into any of the buildings. Only Mylar balloons are allowed inside the school buildings.

Minnesota Law requires that all students be up to date on their immunizations or have a notarized exemption on file in the health office. The health office nurse will send home requests for student immunization records as needed. If the student does not meet this requirement, they may be held out of school per the district immunization policy.

**"If your child has a health or medical condition that could potentially cause a life threatening emergency while being transported by school bus, it is the parent's responsibility to notify the Faribault Transportation Company at 507-333-6001 or 507-334-5121."**

## **SECTION 6 - STUDENT CURRICULUM**

### **Reading/Language Arts**

**The vision of the Language and Literacy framework is that the process of learning to read and write should be motivating, captivating, enjoyable, and rewarding so that all students read and write with passion and purpose. The classrooms are organized around a minimum of between 120 to 135 minutes of literacy instruction. This includes three major components of Reading Workshop, Writing Workshop and Language and Word Study. The curriculum is supported by *Benchmark Literacy Program*. The students select their own books to read, at their level, and the teacher teaches the reading strategies to through whole group, independent reading (with conferring), and small group instruction. A complete summary of our Language Arts Curriculum can be found on our website under: Departments – Curriculum – School Curriculum.**

### **Mathematics**

K-5 Math Curriculum incorporates the best practices as described in the MN Sci-Math Frameworks and embeds the Minnesota Preparatory Standards. The curriculum is supported by *My Math.*, Classrooms spend 90 minutes per day in math instruction.

### **Social Studies**

The social studies goals are to develop an understanding of the relationships between human beings and their complex world. Students should develop competencies for solving problems and clarifying issues. The curriculum includes the study of the relationships of people with their environment using an interdisciplinary approach. The students study from local to international levels. The district has adopted **Social Studies Alive** curriculum.

### **Science**

The science program is a blend of hands-on science experiments and inquiry lessons. Students also have the opportunity to visit the River Bend Nature Center for life science learning experiences.

### **Art**

The elementary art curriculum provides students with opportunities to develop the necessary skills for self-expression. An appreciation of art is taught with a hands-on approach to creating art. Both flat and dimensional projects are chosen to expose children to a variety of materials.

### **Library/Media**

The elementary media program is an essential element of the total education program. It is an extension and an integral part of the classroom instruction program. This is the beginning process, which leads students to a lifelong appreciation and critical use of print and non-print media as they begin the processes of inquiry.

### **Music**

The elementary music curriculum provides every student with an opportunity to experience singing, moving, playing instruments, the use of technology and composing. Students in grades K-5 have one performance/concert during the school year.

### **Physical Education**

Students strive for personal growth, development and fitness in the physical education classes. Each fall and spring, students in grades 1-5 participate in Presidential Physical Fitness testing. Physical Education contributes to the improvement of motor skills for efficiency in the activities of everyday living and leisure-time use. Students are required to have tennis shoes for Phy. Ed. classes as a safety precaution.

If, for some reason, a child is unable to participate in physical education class, specific written notification must be provided. If the student is unable to participate for more than one day, a doctor's statement identifying specific restrictions may be required.

### **Special Education**

Support services are available for students who meet State/Federal guidelines for Special Education services.

### **English Language Program**

Students with limited English proficiency will receive services to increase language and classroom skills.

### **Title 1 Services**

Title 1 reading support services are available to qualifying students in grades K, 1, 2 and 3.

### **ADSIS Reading Support Services**

ADSIS Reading Support Services are available to qualifying students in grades 3, 4 and 5.

### **Fernbrook Family Center/School-Linked Mental Health Services**

Partnership with community providers to offer mental health treatment at school sites.

### **School Social Work Services**

Social Work services are available to any and all students and families. These services are provided in order to improve and address issues regarding the social and emotional development of our students. These services may be provided at the classroom level, within small groups, and on a one to one basis.

### **Gifted and Talented Services**

Gifted and Talented children and youth are those students with outstanding abilities identified at elementary and secondary levels. These are student who may require differentiated and challenging educational programs and services in collaboration with the general school program.

### **Testing**

The district uses the Fast Bridge assessment to measure progress in reading and math. These score reports are used for screening, skill analysis, instructional planning, and more to ensure educators have the right tools and the right data to provide timely and targeted supports. The Minnesota Comprehensive Assessments are administered in the spring to all third through fifth grade students. Third and fourth graders are tested in Reading and Math. Fifth graders are tested in Reading, Math, and Science.

Please take the time to read the Parent/Guardian Guide to Statewide Testing that is on the next three pages of the student handbook. This will answer many questions you might have about testing. If you choose to opt out of state testing for your student, please make sure to return the required form as soon as possible.

# Questions and Answers about the MCA in Reading, Mathematics, and Science



The Minnesota Comprehensive Assessments (MCA) are state tests in reading, mathematics, and science that are used to meet federal and state legislative requirements. The tests are administered every year to measure student performance relative to the Minnesota Academic Standards that specify what students in a particular grade should know and be able to do.

## Why do we give these tests?

We use the MCA to find out how well schools have aligned curriculum to and instructed students in the Minnesota Academic Standards in reading, mathematics, and science. The reading and mathematics assessments are also used in federal and state accountability measurements.

Schools use the information to improve classroom teaching and learning. Teachers and principals look for areas where students do well so they can reinforce the ways they teach these skills. They also look for areas that need improvement so they can increase instructional time or modify their instruction.

## Who must take these tests?

All students in public schools are required to participate in the statewide assessment program. Reading and mathematics tests are administered in grades 3–8 and high school (students in grade 10 take the Reading MCA, and students in grade 11 take the Mathematics MCA). The Science MCA is administered to students in grades 5 and 8 and in the high school grade when students take a life science or biology course. With very few exceptions, all public school students in the above grades take the MCA.

Students with an Individualized Education Program (IEP) or 504 plan may be eligible for accommodations. Some students with significant cognitive disabilities may be eligible to take the Minnesota Test of Academic Skills (MTAS) instead of the MCA. The MTAS is an alternate assessment based on alternate achievement standards in reading, mathematics, and science. For more information, see the [MTAS Eligibility Requirements on the MDE website](#) (Go to Districts, Schools and Educators > Statewide Testing > Minnesota Tests).

## How are tests administered?

All grades of the Reading, Mathematics, and Science MCA are administered online only. Paper accommodations are available for eligible students, including large print and braille.

The online Reading and Mathematics MCA are adaptive tests, which means that the test adjusts to each student's responses.

- For reading, the test adjusts at a passage level, so a student's responses to a set of items for a passage determine the next group of passages and items a student will receive.
- For mathematics, every time a student answers a question, his or her response helps determine the next question the student will answer.

## How can students prepare for the tests?

The [Test Preparation Suggestions for Parents and Teachers handout on the MDE website](#) (Go to Students and Families > Statewide Testing) is available on the MDE website with tips on content preparation and general test-taking strategies.

Item samplers help students become familiar with the format of the test and the types of questions that are on the test. Student tutorials for online tests provide information on using the online tools and describe navigation and item types. Go to the [Item Samplers page on the MDE website](#) (Go to Districts, Schools and Educators > Statewide Testing > Item Samplers) for information on accessing the item samplers and student tutorials.

## What does it take to pass the tests?

Students do not pass or fail the reading, mathematics, or science tests. Since the tests measure student performance relative to the Minnesota Academic Standards, each student receives a score that falls in one of four achievement levels—Does Not Meet the Standards, Partially Meets the Standards, Meets the Standards, and Exceeds the Standards.

## What skills are assessed by the MCA?

The MCA measures student performance on the [Minnesota Academic Standards](#) (Go to Districts, Schools and Educators > Academic Standards K-12).

- The Reading MCA is aligned to the 2010 academic standards.
- The Mathematics MCA is aligned to the 2007 academic standards.
- The Science MCA is aligned to the 2009 academic standards.

## How can I see the MCA results for my child, school, and district?

Your school will receive an individual student report for your child and will provide this information to you. This report shows your child's overall score in each subject, as well as scores for specific skill areas within each subject. It includes information about achievement level, comparisons to various groups, and comparisons to the student's performance in past years, when applicable.

School and district results are available in the [Minnesota Report Card on the MDE website](#) (MDE website > Data Center > Minnesota Report Card).

*For more information, contact Statewide Testing at:*

[mde.testing@state.mn.us](mailto:mde.testing@state.mn.us)



## 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 be counted as "not proficient" for the purposes 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 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.

Because test content represents the academic standards as completely as possible, preparing for and taking the assessments uses the very same knowledge, processes and strategies included in the standards.

## Are there limits on local testing?

As stated in 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.

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 > 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.

(This form is **only** applicable for the  
 Date \_\_\_\_\_ 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 > 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 be counted as "not proficient" for the purpose of school and district accountability and waive the opportunity to receive a college-ready score that could save him/her time and money by not having to take remedial, non-credit courses at a Minnesota State college or university. My school and I may lose valuable information about how well my student is progressing academically. In addition, opting out 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 \_\_\_\_\_

### What Does It Mean?

Education incorporates many different acronyms and abbreviations into its vocabulary. This list may help you understand them better.

<b>ASD</b>	<b>Autism Spectrum Disorder</b>	<b>DOL</b>	<b>Daily Oral Language</b>
<b>DAPE</b>	<b>Developmental Adaptive Physical Education</b>	<b>ELP</b>	<b>English Learner - Program</b>
<b>EBD</b>	<b>Emotional/Behavior Disorder</b>	<b>IEP</b>	<b>Individual Education Plan</b>
<b>EL</b>	<b>English Learners</b>	<b>LEP</b>	<b>Limited English Proficiency</b>
<b>SLD</b>	<b>Specific Learning Disability</b>	<b>DCD-SP</b>	<b>Development Cognitive Delay – Severe to Profound</b>
<b>DCD-MM</b>	<b>Development Cognitive Delay- Mild to Moderate</b>	<b>PE</b>	<b>Physical Education</b>
<b>OT</b>	<b>Occupational Therapy</b>	<b>Title I</b>	<b>Reading Support Grades K-2</b>
<b>PT</b>	<b>Physical Therapy</b>		

## **SECTION 7 - STUDENT ACTIVITIES**

### **DISCOVERY**

Before ground was broken to build Roosevelt Elementary School, a planning committee was formed which included parents, teachers, and administrators. The planning committee was in the unique position of being able to look at current research and existing school programs to find ways to meet students' needs: self-esteem, academic, and intellectual. After thoughtfully reviewing the research and making several school visitations, the committee decided to provide enhanced learning opportunities for Roosevelt's students. The DISCOVERY program was the planning committee's recommendation. This program was designed to provide students with opportunities to choose courses that interested them. Choice was, and continues to be, an important component of the DISCOVERY program. The intent was that students would gain a feeling of responsibility for their own learning, by having course choices. Through this process, the students would be empowered to explore their own interests and abilities from the course offerings.

### **Targeted Services**

Targeted Services is an after school program which focuses on improved academic achievement in math and reading. For more information on the Targeted Services program, please call the Roosevelt main office at (507) 333-6700.

### **Field Day**

All 5<sup>th</sup> grade students participate in our annual Elementary Track and Field Day. Students may participate in individual and group events. Field Day events include running events, relays, three-legged race, softball throw, long jump and tug-of-war. Field Day is designed to be a fun day for students with school pride and sportsmanship exhibited.

### **Community School**

Community School offers a range of things to do for students and adults alike. This program is open to all students PreK-8 from any Faribault school. Community School also offers free dinners to kids 18 and under Monday-Thursday from 4:50-5:30 p.m. at Jefferson Elementary and Faribault Middle School. If you would like more information about this program, please contact Ellie Eul at (507) 333-6588 or Nora Schultz at (507) 333-6378.

## **SECTION 8 – POLICIES**

**The following are a summary of some of our school policies. All policies are available on our district website at: [www.faribault.k12.mn.us](http://www.faribault.k12.mn.us).**

### **Policy Prohibiting Harassment**

School District 656 has a duty to keep the school setting free of sexual, racial, and religious harassment and violence. Students, staff, and faculty have a right to go to school, or to do their work, without this kind of interference. Harassment

includes any unwelcome verbal or physical conduct, which has the intent of interfering with one's education and/or work performance.

Please see school board policy 413 for more information.

### **Policy Prohibiting Weapons**

Possession of a weapon is prohibited. A weapon is defined as any firearm, gun, knife or other sharp object, bludgeon, fighting stick or baton, brass knuckles, or any other object which by its design or use could cause bodily injury or property damage. The prohibition of weapons shall include any object which could be reasonably mistaken for a weapon including a toy gun or toy knife. Violation of this policy will result in immediate referral to the building administrator. Parents will be contacted. Violations of the weapons policy may result in suspension or expulsion.

Please see school board policy 502.1 for complete policy.

### **Search of Student Lockers, Desks, Personal Possessions, and Student's Person**

The purpose of this policy is to provide a safe and healthful educational environment by enforcing the school district's policies against contraband.

Desks – School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

Personal Possessions and Student's Person – The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness. It shall be a violation of this policy for students to use lockers and desks for unauthorized purposes or to store contraband. It shall be a violation for students to carry contraband on their person or in their personal possessions.

Please see school board policy 502 for complete policy.

### **Policy Prohibiting Tobacco/Drugs.**

School District 656 has a policy respecting a drug-free learning environment for all students and staff. Students are not to possess or use any tobacco/drugs on school grounds. (Prescription drugs are to be administered in the Health Office.) See Medication Section. Violation of this policy will result in an immediate referral to the building administration. Parents will be contacted. Violations of this nature will result in disciplinary action. Please see school board policy 502.3 for complete policy.

### **Policy Prohibiting Bullying**

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

## **II. GENERAL STATEMENT OF POLICY**

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
  1. The developmental ages and maturity levels of the parties involved;
  2. The levels of harm, surrounding circumstances, and nature of the behavior;
  3. Past incidences or past or continuing patterns of behavior;
  4. The relationship between the parties involved; and
  5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school, district property, and events.

- G. The school district will act to investigate all complaints of bullying reported to the school district 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.

### III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
  1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
  2. materially, and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
  1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
  2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
  3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- F. “Prohibited conduct” means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. “Student” means a student enrolled in a public school or a charter school.

#### **IV. REPORTING PROCEDURE**

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal’s designee, or the building supervisor (hereinafter the “building report taker”) is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

## **V. SCHOOL DISTRICT ACTION**

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, 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 try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. 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; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## **VI. RETALIATION OR REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

## **VII. TRAINING AND EDUCATION**

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
  - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
  - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
  - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
  - 4. The incidence and nature of cyberbullying; and
  - 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

- 1. Engage all students in creating a safe and supportive school environment;

2. Partner with parents and other community members to develop and implement prevention and intervention programs;
  3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
  4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
  5. Teach students to advocate for themselves and others;
  6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
  7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

## **VIII. NOTICE**

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy, or a summary thereof, must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

## **IX. POLICY REVIEW**

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

School Board Policy 514

### **Policy for the Protection and Privacy of Pupil Records**

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes. The procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the

requirements of 20 U.S.C. 1232g, et seq., (Family Educational rights and Privacy Act (FERPA)) 34 C.F.R. Par 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and Minn. Rules Parts 1205.0100-1205.2000.

Please see school board policy 515 for complete policy.

### **Policy Prohibiting Discrimination**

No person shall, on the grounds of race, color, national origin, creed, religion, sex, marital status, age, or disability, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program or in employment, recruitment, consideration, or selection.

Inquiries regarding compliance may be directed to the Human Rights Officer at 333-6000, or the Minnesota Department of Human Rights at (612) 296-5633, or the Equal Employment Opportunities Commission at (612) 725-6101, and/or the Director of Civil Rights, Department of HEW, Washington, D.C.

Please see school board policy 522 for complete policy.

### **Internet Acceptable Use and Safety Policy**

Use of the Faribault School District Technology Network and Internet Access is a privilege. Expectations for the use of technology are as follows:

- Follow all guidelines as outlined in the “Faribault Public Schools Technology Network and Internet Access Student Registration and Policy Contract”. A copy of our Internet Acceptable Use and Safety Policy is available under “district info” at [www.faribault.k12.mn.us](http://www.faribault.k12.mn.us)
- Access materials solely for educational purposes.
- Utilize equipment in a respectful manner.
- Creation of materials or projects should enhance a student’s educational achievement and promote Roosevelt Rocket respect.

### **Faribault Public Schools**

#### **“Bring Your Own Device” (BYOD) Guidelines**

*Students using personal mobile devices on the Faribault Public Schools network are still subject to the District’s Acceptable Use Policy 524 (AUP). Violation of this policy may result in disciplinary action and/or loss of privileges.*

Faribault Public Schools recognizes that using digital technologies can enhance student learning experiences and facilitate the development of 21st century skills. The Faribault School’s BYOD program will provide an opportunity for students to bring their own mobile devices to school to use in the classroom. The purpose of allowing a BYOD environment is to continue to develop our digital learning initiative and to empower students to take a more active approach to their personal learning. Faribault Schools will provide Internet access to the ISD 656 guest network for the use of mobile devices. Students who choose to participate in the BYOD program must follow the Acceptable Use Policy and the Bring Your Own Device Guidelines.

#### **Devices allowed**

All devices should have a web-browsing component that makes them suitable for educational use in the BYOD initiative. The device should be able to connect to a secured Wi-Fi network (802.11a/b/g or newer).

#### **Acceptable Uses**

The use of devices in the classroom is at the discretion of Faribault staff. The classroom teacher shall exercise authority to allow or disallow the use of a mobile device. Staff will have the final decision if a device needs to be surrendered due to misuse. At this time, student devices are *not required* for classroom work. Educators shall make clear their stances on student device usage in their classrooms verbally or through a class syllabus.

#### **Staff guidelines**

Faribault Public Schools staff will be responsible for monitoring student use on the wireless network with either school owned or student owned devices. FPS staff will determine when mobile devices may be used in the classroom. Educators shall communicate appropriately with administrators and parents if students violate the Acceptable Use Policy (524) or this BYOD guideline.

#### **Non-Acceptable Uses**

Personal devices must not be physically connected to the district wired network and cabling infrastructure.

All non-district owned devices are recommended to use the “ISD 656 Public Access” while on school grounds.

Mobile devices will be not given access to print to district printers and/or copiers. Users will not use electronic technologies to take photos or record video of person or persons on campus without prior consent from individual or teacher. Students may not print, post, transmit or distribute photos and video without prior consent. Personal devices are not allowed in bathrooms or locker rooms.

Student users shall not access applications such as email, chat, blogs, or social networking (i.e. Facebook, twitter etc.) while at school unless specifically for educational use and when in the presence of school district staff.

### **Theft, Damage or Repair**

The Faribault Public School district shall **NOT** assume responsibility for the maintenance, repair or replacement of any privately-owned property brought to school. The district shall not be held responsible for lost, stolen or damaged devices or for any malware acquired while on the guest network. All devices should have virus software installed with the latest virus definitions. Students should not leave mobile devices unattended and should keep them secured when not in use. The use of passwords and lock codes are strongly encouraged.

### **Technology support**

It is the student's responsibility to connect to the network. FPS staff members shall not provide technical support for any non-district owned devices. The district will not be responsible for financial obligations arising through unauthorized use of the district's educational technologies or the Internet. Faribault Public Schools reserves the right to inspect any personal device at any time if it is suspected of causing technology/network problems or if it is used inappropriately.

### **Etiquette**

Audio requirements – All device ringers must be off and sound must be muted or headphones/ear buds used. Student mobile devices should be fully charged prior to school and used in battery mode while on premises.

The Children's Internet Protection Act (CIPA) requires all network access to be filtered while in a public school. All devices connected to our network will still abide by our Internet filtering policies. Any attempt to bypass the schools network filters will be a violation of our Acceptable Use Policy.

***All guidelines apply anytime on school grounds or during any school related activity. This includes before/after school, during classroom time, school related activity or field trips, sporting events and on school buses.***

Please see school board policy 524 for complete policy.

### **Hazing Prohibition Policy**

No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.

This policy applies to behavior that occurs on or off school property and during and after school hours. 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. 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.

Please see school board policy 526 for complete policy.

### **Immunization Requirements Policy**

All students are required to provide proof of immunization, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

Please see school board policy 530 for complete policy.

### **Multicultural/Gender-Fair Curriculum Policy**

The Board of Education of the Faribault Public Schools affirms its commitment to provide equal educational opportunities to all students attending District schools, regardless of their sex, race, disability, or socioeconomic background. The School Board and Administration will work with District Staff, community members and others to develop a written plan to assure that curriculum developed for use in District schools is done in conjunction with the State Board of Education adopted Multicultural/Gender-Fair Curriculum Rule (3500.0550), so that students and staff gain an understanding and appreciation of:

The cultural diversity of the United States, which reflects the contributions by, and roles open to Americans of all races and cultures.  
the historical and contemporary contributions of women and men to society, and  
the historical and contemporary contributions to society by persons with disabilities

The curriculum developed shall provide learning experiences and appreciation of all cultural heritage's, human dignity, cultural diversity, and development of individual self-worth for students and staff; and shall promote experiences in multicultural, gender-fair activities which prepare the students to live productively in a multicultural, pluralistic society.

Please see school board policy 600.1 for complete policy.

### **Retention Policy**

Parents will be notified as early as possible by school staff when students are having academic problems. Retaining a student based on unsatisfactory program throughout the school year is a viable option that will be considered. Staff members and parents may recommend that retention or promotion be in the best interest of the student. Each case will be considered on an individual basis and what is best for the student will be the determining criteria.

Please see school board policy 605.5 for complete policy.

### **Policy for Visitors to School District Buildings and Sites**

The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.

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

Please see school board policy 903 for complete policy.

### **Non-Custodial Parental Rights to Information**

Custodial and Non-Custodial parents have the right to make inquiries and be informed about their child's educational program and progress in school. Custodial and non-custodial may visit school at any time and attend conferences as a matter of statutory right regardless of the desires or requests of the other parent.

The law states: Family Law-Chapter 668, Sec. 12, Subd 3 Custody Order (a) Upon adjudging the nullity of a marriage, or in a dissolution or separation proceeding, or in a child custody proceeding, the court shall make such further order as it deems just and proper concerning: (1) the legal custody of the minor children of the parties which shall be sole or joint; (2) their physical custody and residence; and (3) their support. In determining custody, the court shall consider the best interest of each child and shall not prefer one parent to the other solely on the basis of the sex of the parent. (b) The court shall grant the following rights of each of the parties unless specific findings are made under paragraph (c) and every custody order must include the following notice of the parties:

Each party has the right of access to and to receive copies of school, medical, dental, religious training, and other important records and information about the minor children. Presentation of a copy of this order to the custodian of a record or other information about the minor children constitutes sufficient authorization for the release of the record or information of the requesting party. Each party shall keep the other party informed as to the name and address of the school of attendance of the minor children. Each party has the right to be informed by school officials about the children's welfare, educational progress and status, and to attend school and parent-teacher conferences. The school is not required to hold a separate conference for each party.

In case of an accident or serious illness of a minor child, each party shall notify the other party of the accident or illness, and the name of the health care provider and the place of treatment. Each party has the right to reasonable access and telephone contact with minor children. The court may waive all or part of the notice required under paragraph (b) if it finds that it is necessary to protect the welfare of a party or child.

Staff at Roosevelt Elementary will, upon request, send report cards and hold conferences with a non-custodial parent, unless there is a court order or legally binding instrument prohibiting such contact. Our school complies with the family Education Rights and Privacy Act of 1974. If you desire to have a copy of your child's report card sent to a non-custodial parent, please notify us.

***Additional policy and information is available through our Faribault Public Schools web site:  
[www.faribault.k12.mn.us](http://www.faribault.k12.mn.us)***