

# **Central Park Elementary School**

**2011-2012**

## **Staff Handbook**

**TABLE OF CONTENTS**

Table of Contents -----2

Introduction -----

Teachers’ Pledge -----5

Value Statements -----6

Central Park Staff -----7

Central Park Calendar of Events -----9

Daily Schedule -----11

Absence – Employee -----12

Accidents – Employee -----12

Accidents – Student -----12

Attendance -----12

Communication to Staff-----13

Voice Mail -----13

Staff Meetings -----13

Communications with Families-----13

Compensatory Time Guidelines-----13

Cumulative Folders -----13

Data Privacy -----13

Discipline Guidelines/Student Behavior Expectations -----13

Behavior Expectation Matrix -----14

Assembly Behavior Expectation Matrix -----15

Library/Media Center Behavior Matrix -----15

Discipline Action -----16

Playground Equipment Safety Guidelines -----16

School Yard/Building Guidelines -----17

Bus Rules/Guidelines -----17

Dress Code for Students -----19

Office Referral Form-----21

Lockdown Drill -----22

Tornado Emergency Procedures-----22

Fire Drills -----23

Field Trips -----24

Duty Day for Teachers -----25

Lesson Plans -----25

Lunchroom Procedure-----25

School Meal Prices -----25

Media Center -----25

Indoor Recess -----25

Preparing Students for Recess -----25

End of Recess Procedures -----26

Power Outage Plan -----26

Release of Students -----26

Reporting Student Progress-----26

Room/Building Care -----27

Security – Access to Building -----27

Employee Badges -----27

Showcase -----27

Staff Development -----28

Supervision of Students -----28

Teacher Evaluation -----	28
Telephone Use -----	29
Video/Movie use Guidelines -----	29
Drug-Free Schools and Workplace-----	29
Mandated Reporting -----	29
Home Bound Instruction -----	29
Section 504 -----	30
<b><u>District Policies</u></b> -----	31
Bullying Prohibition Policy -----	31
Notice of Bullying Prohibition Policy -----	33
Bullying Information -----	34
Religion, Racial or Sexual Harassment, Violence or Bullying Report Form -----	35
Student Discipline Policy-----	37
Student Attendance Policy -----	46
District 623 Guidelines For Engaging in Online Social Media -----	48

## INTRODUCTION

The purpose of this book is to help you understand the expectations as a member of the Central Park Staff.

This is not a comprehensive handbook, so you should become familiar with the School Board Policies, PTA Handbook, weekly bulletins, and the Master Contract. Throughout the year, other pertinent information concerning school business will be given to you. Keep all such information for future reference.

If you have questions or concerns, please discuss them with me. I value open, honest, and direct communication.

Sincerely,

Florence Odegard  
Principal

# Teachers' Pledge

I Will Care.

I Will Share.

I Will Encourage Learning.

I Will Set An Example.

I will Inspire Creativity.

I Will Be Patient.

I Will Teach.



## Central Park Elementary School Staff Value Statements

In order to advance our shared mission and vision of high achievement for every child, we will...

- build relationships.
- hold every child to high expectations by encouraging every child to do his/her best.
- use ongoing assessment for learning and will monitor and adjust for the needs of every child.
- encourage participation in school programs/activities regardless of race, gender, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin or age.
- communicate with students and families to encourage family involvement.
- teach to help students achieve Minnesota Academic Standards and Roseville Area Schools Outcomes.
- use a common language for staff and student expectations.
- promote a positive school climate with the goal of ensuring that all students, staff, and families feel welcome, safe, and valued.
- have a sense of collective responsibility.

*Developed by Central Park staff in 2007*

## CENTRAL PARK STAFF

### Administration

Florence Odegard	Principal	Room 103
------------------	-----------	----------

### Building Support Staff

Jane Krause	Secretary	Room 102
Jenni Kostecki	Special Education Secretary/Program Support	Room 109
Jill Miller	Lunch Ticker/Building Asst.	Room 100
Abby Haworth	Health Asst./Attendance	Room 104
Liz Gallegos	Volunteer Coord/Spanish Cultural Liaison/Office Support	Room 101
Charry Marczewski	District Instructional Technology Asst.	Room 206
Laura Beal	Media Assistant	Room 315
Debbie Pasch	Lead Cook	Room 110
June Roberts	Asst. Cook	Room 110
Sandy Wahlberg	Asst. Cook	Room 110
Bob Peterson	Lead Custodian	
Dan Bowman	Custodian	
Markus Ewing	Custodian	

### Classroom Teachers

Lisa Bell	Kindergarten (Full Day)	Room 113
Mary Thome	Kindergarten (Full Day)	Room 112
Chandra Turner	Kindergarten (Half Day)	Room 111
Gail Roufs	Grade 1	Room 204
April Jackson	Grade 1	Room 202
Maria Le	Grade 1	Room 203
Cindy Paschke	Grade 2	Room 208
Katie Ristine	Grade 2	Room 212
Amanda Nolde	Grade 2	Room 201
Berri Reiser	Grade 3	Room 207
Jacquelyn Blee	Grade 3	Room 211
Emily Johnson	Grade 3	Room 210
Jim Lundorff	Grade 4	Room 308
Michelle Beck	Grade 4	Room 310
Amber Williams	Grade 4	Room 306
Steve Hafeman	Grade 5	Room 304
Emily Mattson	Grade 5	Room 302
Rachel Cooper	Grade 6	Room 305
Anders Johnson	Grade 6	Room 309
Kimberly King	Grade 6	Room 311

### Classroom TA's

Diane Anderson	Kindergarten (full -day) TA	Room 113
Kathy Landucci	Kindergarten (full-day) TA	Room 112
Jamie Hand	Kindergarten (half-day) TA	Room 111
Kasturee Pattniak	Classroom Support	
Michael Selmer	Classroom Support	
Rose Getting	Classroom Support	
Shannon Renne	Playground Supervisor (TA)	

### Friendship Connection

Mike Schultz	Friendship Connection Site Leader	Room 111
--------------	-----------------------------------	----------

**Special Education Staff**

Michele Wackman	Psychologist	Room 108
Debbie Tatge	Speech Clinician	Room 107
Mary Alexander	DAPE Teacher	Room 121
Judy LeMay	Occupational Therapist	Room 314
Gail Hovland-Wires	Special Education Teacher	Room 301
Karla Rhodes	Special Education Teacher	Room 209
Jennifer Metzler	Special Education TA	Room 301
Denise Hohn	Special Education TA	Room 301

**Specialists**

Jane Gottfried	Media Specialist	Room 315
Miriam Sikora	Literacy Coach	Room 106
P.K. Andersen	Nurse	Room 104
Aaron Freed	Band	Room 117
Jamie Lauinger	Phy Ed. Teacher	Room 121
Bee Lee	Art	Room 118
Alta Thoreson	Orchestra	Room 117
Mindy Way-Johnson	Vocal Music	Room 119
Jan Barke	ATPPS Lead Teacher	Room 114
Heidi Wheelock	ESL	Room 312
Ian Shiroma	ESL	Room 312
Karina Armstrong	ESL	Room 307
Shelley Hoehn	ESL	Room 205
Angie Santelli	Social Worker	Room 116

**Title I Intervention Teachers**

Jeanne Snyder	Intervention Teacher	Room 205
Shelley Hoehn	Intervention Teacher	Room 205
Jane Gottfried	Intervention Teacher	Room 205

**Reading Recovery**

Jan Barke	Reading Recovery Teacher	Room 114
Jeanne Snyder	Reading Recovery Teacher	Room 114

August 29 – Sept. 1 (M, TU, W, TH)	K-12 Faculty Pre-School Workshop
September 1 (TH)	Kindergarten Orientation/Curriculum 2:00 P.M. – 3:00 P.M.
September 1 (TH)	Meet Your Teacher Night & Curriculum Presentations
September 5 (M)	Student/Staff Recess (Labor Day)
September 6 (TU)	First Day of School for Grades 1-6
September 7(W)	First Day of School for Kindergarten
September 15 (TH) – Sept. 30 (F)	Fall MAP Testing Window – Grades 2, 3, 4, 5, & 6
September 20 (TU)	PTA Meeting 6:30P.M.
October 10 (M)	Staff Workshop K-12 (No School)
October 11 (TU)	Fall Conferences 3:40 P.M. – 7:40 P.M.
October 13 (TH)	Fall Conferences 3:40 P.M. – 7:40 P.M.
October 18 (TU)	Fall Conferences 3:40 P.M. – 7:40 P.M.
October 20 (TH)	Fall Recess (Teacher Convention)
October 21 (F)	Fall Recess (Teacher Convention)
October 24 (M) – 28 (F)	CogAT Testing Window - Grades 3 & 5
October 26 (W)	Picture Day
October 28 (F)	Masquerade Ball 6:00 P.M. - 8:00 P.M.
November 3 (TH)	Kindergarten Family Night 6:00 P.M. – 7:00 P.M.
November 15 (TU)	PTA Meeting 6:30P.M.
November 17 (TH)	Math Night
November 17 (TH)	Picture Retake Day
November 23 (W)	Early Dismissal K-12
November 24 (TH) and 25 (F)	Student/Staff Thanksgiving Recess
December 1 (TH)	End of the 1st Trimester
December 2 (F)	Teacher Workshop/No School K-12
December 6 (TU)	Grade 6 Musical Concert at 6:30 P.M.
December 23 (F) – Jan. 2 (M)	Student/Staff Winter Holiday Recess
January 3 (TU)	School Resumes K -12
January 10 (TU)	Grade 4 Musical Concert-Afternoon Performance & at 6:30P.M.
January 4 (W) – 20 (F)	Winter MAP Testing Window – Grades 2, 3, 4, 5, & 6
January 16 (M)	Student/Staff Recess (Martin Luther King Jr.)
January 17 (TU)	PTA Meeting 6:30P.M.
January 27 (F)	Winter Carnival 6:00 P.M. - 8:00 P.M.
January 30 (M)	Teacher Workshop/No school for K -8
February 16 (TH)	Winter Conferences 3:40 P.M. – 7:40 P.M.
February 20 (M)	Staff and Student Recess (Presidents Day)
February 21 (TU)	Teacher Workshop/No School for K-12

February 21 (TU)	Winter Conferences 3:40 P.M. – 7:40 P.M.
February 23 (TH)	Winter Conferences 3:40P.M.-7:40P.M.
February 27 (M)	Central Park Band/Orchestra Concert at 2:00P.M. & 6:30 P.M.
March 1 (TH)	Kindergarten Registration Night 6:00P.M. – 7:30 P.M.
March 6 (TU)	Literacy Night
March 8 (TH)	End of Second Trimester K-6
March 9 (F)	Teacher Workday/No School K-12
March 12-16 (M-F)	Spring Break (no school for staff and students)
March 19 (M)	School Resumes K-12
March 20 (TU)	PTA Meeting 6:30P.M.
March 22 (TH)	Grade 3 Music Concert-6:30P.M.
March 26 (M) – April 13(F)	ELL WIDA K-12 Test
April 3 (TU)	Grade 5 Music Concert-6:30P.M.
April 6 (F)	No School K-12
April 9 (M) – 13 (F)	MCA Math On-Line Testing window—grades 3, 4, 5, 6
April 17 & 18 (TU, W)	MCA Testing grades 3, 4, 5, 6 Reading
April 23(M) -27 (F)	MCA On-Line Testing window-grades 3, 4, 5, 6
April 26 (TH)	Grade 2 Music Concert-Afternoon Performance
April 30 (M)	Teacher Workday/No School K-12
May 1 (TU) & 2 (W)	MCA Science Grade 5
May 3 (TH) - 18 (F)	Spring MAP Testing Window
May 10 (TH)	Celebrate Learning/Ice Cream social
May 15 (TU)	Grade 1 Music Concert-Afternoon Performance
May 15 (TU)	PTA Meeting 6:30 P.M.
May 25 (F)	Teacher Workday/ No School K-12
May 28 (M)	Student/Staff Recess (Memorial Day)
May 31 (TH)	Kindergarten Success Night 6:00 P.M. – 7:00 P.M.
June 7 (TH)	Last day for Kindergarten
June 8 (F)	Last Student Day (A.M. only for students; P.M. Staff Workshop)
June 10 (F)	Last Student Day (A.M. only for students; P.M. Staff Workshop)

## **DAILY SCHEDULE**

7:25 A.M.	Office Opens
8:45 A.M.	Buses Arrive
8:40 A.M.	Breakfast Starts
8:45 A.M.	First Bell
8:55 A.M.	Second Bell/Classes Begin
8:55 A.M.	AM Kindergarten Session Begins
11:25 A.M.	Lunch/Recess Session Begins
11:25 P.M.	AM Kindergarten Session Ends
1:06 P.M	Recess Ends
3:20 P.M.	Students Dismissed
3:25 P.M.	Buses Leave
4:00 P.M.	Office Closes

### **Dismissal Bells:**

3:12 P.M.	School Patrol Dismissal
3:17 P.M.	Primary Dismissal
3:20 P.M.	Intermediate Dismissal

### **Absence – Employee**

When absent, the computerized calling system will be used for notification of substitutes for all elementary and secondary teachers. This centralized system employs a device which permits the recording of requests for absences. You will need a Personal Identification Number (PIN) and a copy of the Employee's Quick Reference flyer (or card) to use the system. The telephone answering device may be reached by dialing 651-635-0396. You must use a phone that has the touch tone feature. The help desk phone number is 651-628-6446.

Staff members who are not a part of the computerized system, should call school at 651-481-9951 by 7:00 A.M. and leave a message (on the school's voice mail) regarding their absence.

### **Accidents - Employee**

Should an employee be injured on the job, he/she should report the injury immediately to the office. All accidents are reported to Workman's Compensation and the appropriate forms are to be filled out by the injured staff member on the day of the injury.

### **Accidents - Students**

Any injury to students should be reported to the nurse immediately. The nurse will then put an accident form in the mailbox of the person supervising the activity at the time of the accident. This form should be completed immediately and given to either the nurse or secretary. The nurse will call the parents of the injured child and notify the principal.

### **Attendance**

Attendance and lunch count should be taken by 9:15 A.M. and posted outside the classroom door in the manila envelope provided by the office. Accurate attendance is important. Families are called if their children are reported absent and an adult has not called in. Notes from home indicating the reason for an absence should be sent in along with the attendance slip.

### **Communication to Staff**

Each Friday, Jane Krause will write a weekly bulletin *Opening Doors* which will be sent to you via e-mail. Information that you would like to submit, needs to be in Jane's tray by the end of the school day on Wednesday. Please read these bulletins thoroughly.

Be sure to check your mailboxes each day for messages; before school, during the noon time, and after school.

### **Voice Mail**

Individual voice mail should be updated on a weekly basis. Please check your messages and return calls by the end of the day. See the media specialist if you need directions on setting up your greeting or accessing your mail from home.

### **Staff Meetings**

Staff meetings will be held mostly once a month on Fridays from 7:50 A.M.-8:40 A.M. Staff members are invited to play an active role in staff meeting discussions and presentations. If possible please get agenda items to the principal by the **Monday before** Friday's staff meeting. Our greatest resource is us and we need to find collegial/professional time to learn together.

### **Communications with Families**

- Keeping parents informed of their students' educational growth is a critical component of our jobs. Keep the channels of communication open and answer all reasonable requests for information concerning their students. Parents want to know how their children are doing in school. A few minutes on the telephone or a note home may prevent a larger problem at a later date. Weekly, bi-weekly, or monthly newsletters are an excellent way to keep parents informed of curricular and classroom activities. Voice mail, the web site, and e-mail are additional ways to communicate with families.

School to Home communication pocket folders will be sent home with students on Thursdays. Homeroom teachers are to write a newsletter article at least once a month. These newsletters should communicate what the coming teaching topic will be so families can take advantage of the teachable moments that occur in day-to-day life as a way to prepare their children for upcoming learning. Specialists will write a paragraph or two every month to be included in the Central Park Panther Pause (newsletter). The information will include highlights of what student will be learning during that month.

### **Compensatory Time Guidelines**

For the most part, comp time is intended for support staff (clerical and teacher assistants) who are asked/encouraged to attend staff development training sessions or work special events that are not a part of their duty day (i.e. Title I workshops, clerical help for early conference evenings). It would be rare for staff who work 187 days to earn comp. time as well as for staff who perform day-to-day work tasks at home. Some guidelines that will be used in deciding if an activity is eligible for comp. time are as follows:

- Comp. time must be pre-approved by the principal
- Earned comp. time is to be used within a year of the accrual
- If a person works 40 hours a week, comp. time is earned at time and a half

### **Cumulative Folders**

Students' Cumulative Folders are to be kept in the office (room 106) after the first two weeks of school. Cum folders may not leave the building except for official school business.

### **Data Privacy**

One of the most important ways for each of us to convey respect and affirm the worth of the students, their families, and each other is by preserving confidentiality. Maintaining strict confidentiality requires a strong commitment for students, families, and colleagues not to reveal information that can be shocking, humorous or bizarre.

### **Discipline Guidelines/Student Behavior Expectations**

Each student is responsible for coming to school each day prepared and ready to learn. Central Park staff wants each student to do his/her best to become a life-long learner. To do so, we strive to create a friendly and safe environment for learning where all students show respect and courtesy to each other. Classmates, parents, and the Central Park staff expect each student to also use his/her best conduct in the classroom, in the hallway, in the lunchroom, on the playground, and when coming to school and going home from school. We expect the best from each of our students at all times.

Behavior expectations will be explicitly taught to students at the beginning of the school year. Behavior expectations will be re-visited several times during the school year. The behavior expectations are outlined in the following matrices.

# Central Park Behavior Expectations

	Classroom	Lunchroom	Playground	Hallway	Bathroom	Bus
<b>Respect</b>	Use voice level indicated by teacher Use respectful words & body language	Use a level 2-3 voice Use manners	Use respectful words and body language Wait your turn	Use a level 1 voice	Flush toilets	Use a level 2-3 voice Follow directions from driver 1 <sup>st</sup> time Use respectful words Stay behind yellow line
<b>Responsibility</b>	Share & take turns Follow adult directions 1 <sup>st</sup> time Keep body parts & objects to yourself	Follow adult directions 1 <sup>st</sup> time Clean your area & stack your trays Keep body parts & objects to yourself	Follow adult directions 1 <sup>st</sup> time Line up when bell rings Keep body parts & objects to yourself Use equipment properly in the assigned area	Hands to self and off the wall Walk in the hallway Walk on the right side of the hall	Use bathroom for intended purpose Wash hands with soap & water	Stay seated in assigned seat for a.m. & p.m. ride Keep body parts & objects out of the aisle Ride your assigned bus Food, drink & objects from home stay in your backpack
<b>Safety</b>	Accept ownership for behavior choices Come to school prepared	Eat your own food	Use only school approved equipment	Go directly to your destination	Use the correct bathroom	
<b>Honesty</b>						



<b>Respect</b>	Use a level 1 voice  Show appreciation with good listening and applause
<b>Responsibility</b>	Stay seated on your pockets  Keep your eyes and ears on the speaker
<b>Safety</b>	Keep body parts & objects to yourself  Follow teacher directions at arrival and dismissal
<b>Honesty</b>	Leave only in an emergency and with the permission of your teacher

### **LIBRARY/MEDIA CENTER BEHAVIOR EXPECTATIONS**

<b>Respect</b>	Use a level 1-2 voice  Use respectful words and body language
<b>Responsibility</b>	Take care of library materials
<b>Safety</b>	Keeps hands, feet, and objects to self
<b>Honesty</b>	Check out and return books on time  Tell an adult if a books gets lost or damaged

**Disciplinary Action**

If a behavior involves a disciplinary problem, it will be referred to the office administration. Behaviors referred to the office include

1. Continuous Disruption
2. Bullying
3. Violence
4. Harassment
5. Dangerous Defiance
6. Vandalism
7. Leaving School Grounds
8. Fighting/Physical Aggression
9. Use of Inappropriate Language/Gesture towards staff
10. Drugs, Alcohol, Cigarettes
11. Weapons
12. Terroristic Threats
13. Theft/stealing

The above behaviors may result in disciplinary action that includes, but is not limited to one or more of the following:

- Student conference with teacher, staff member, or principal
- Parent contact
- Parent conference
- Removal from class or before/after school event
- In-school suspension
- Suspension from extracurricular activities
- Loss of privileges such as recess
- Referral to in-school support services
- Financial restitution
- Referral to police or other law enforcement agencies or other appropriate authorities
- Out of school suspension under the Minnesota Pupil Fair Dismissal Act.
- Expulsion or Exclusion under the Minnesota Pupil Fair Dismissal Act.
- Other disciplinary actions as deemed appropriate by the school district.

### **Playground Equipment Safety Guidelines**

- Only go down the slides.
- Do not go on top of the monkey bars.
- No more than two people on a tire swing at a time.
- Sit on tire swings only; do not lie or stand on the swings.

- Do not push people on the gliders; blue gliders are for students in grades 4, 5, & 6 students only.
- One person on the log roll at a time.
- Do not go on top of the roofs of the playground equipment.
- Walk on the playground equipment.
- Woodchips, snow, rocks, sticks, and any objects that could be thrown should stay on the ground.
- Do not jump from high points on the playground; for example, do not jump from the ladder to the slides.

### **School yard/Building Guidelines**

- Defacing or carving on walls, desks, tables, or any school property is not permitted.
- Marking or writing in all school books is not permitted.
- Place paper or waste matter found in our school or on school grounds in trash or recycling bins.
- Respect school displays and student work.

### **Bus Rules and Guidelines**

#### **Bus Procedures**

All students will receive an assigned seat on their bus. They will then be expected to keep that seat for the remainder of the school year. Please call if you or your child has concerns regarding this process.

We believe that having assigned seats reduces problems; therefore, providing a quiet and safe ride to and from school. It eliminates students running and pushing to get to favorite seats. Assigned seating also serves in eliminating rejection by others who may not want to sit by a certain student.

We ask that you do not use the buses to transport children for parties, meetings, or other get-togethers. We can at times accommodate one child; however, putting groups of children on buses for social events can be very challenging.

If your child needs to ride a different bus, the parent/guardian will send a note authorizing the child to ride a different bus. The principal or principal's designee will approve the child to ride the bus based on availability of space. Students will not be allowed to ride a different bus without (a) a note from a parent/guardian and (b) approval by either the principal or the principal's designee.

Please decide if your child will walk to school or ride the bus. If on a given day you choose to alter your child's mode of transportation, a note from home should be sent to the school. Please call the office if your "walker" needs to ride a bus.

Children should be dropped off and picked up at the front west door when buses are present. Hours for drop off are between 8:50 A.M. and 8:55A.M.; hours for pick-up are 3:20 P.M.-3:25 P.M. Please do not drop off or pick up your children on County Rd. B2 or along the south driveway. There is too much traffic and congestion in these areas.

Making the student's ride safe and pleasant is a responsibility we take very seriously. Our buses and children have a good safety record thanks to careful drivers and parents who emphasize safe conduct on buses and at bus stops. If there are problems with the bus schedule or bus stops, please call 651-635-1609 and report the problem to Mr. Jan Vanderwall.

At Central Park, we strongly believe the bus ride is an extension of the school day. We expect students will stay seated and remain relatively quiet during their ride.

Our bus drivers are vitally important. They see the students first and often help set the tone for the day. Please remind your children of acceptable bus behavior by encouraging them to listen to their bus driver and treat the driver respectfully.

The following is a list of the rules students are expected to follow.

1. Obey the bus drivers' directions
2. Sit in assigned seat.
3. Remain seated while the bus is moving.
4. Show respect for others (Do not argue, swear, tease, throw objects, push, fight, wrestle, etc.)
5. Treat the school bus appropriately. (Do not write on the bus or pull material from seats.)
6. Speak quietly. (A single voice should not be heard above others)
7. Keep head, arms, hands and feet inside the bus at all times.
8. Do not eat or drink or chew gum on the bus.
9. Do not bring any weapons or dangerous objects on the school bus.
10. Obtain permission before riding on any bus to which you are not normally assigned.

If a student breaks any of the above rules, the bus driver or school patrol will remind them of the rules and issue a verbal warning. If the student continues to be difficult, the driver will fill out a referral form and submit it to the principal or principal's designee, who will then decide the appropriate course of action.

The school patrol is on the bus to help remind students of the bus guidelines. If the school patrol witnesses another student who is not following the bus guidelines, he/she will report the student to the bus driver or to the principal or principal's designee. Depending on the severity of the infraction, a warning may be issued or the student may be suspended from the school bus for a specific amount of time.

Problem solving or bus suspension is given when rules are ignored. At times, a student is moved to the front seat so their behavior can be monitored. If the student persists in breaking the rules, they may not be permitted to ride the bus for a time. We will make every effort to keep parents informed of problems as they ride. A bus behavior letter will be sent home for parents to read, sign, and send back to school.

It is the principal's or principal's designee's responsibility to remove a student's bus riding privilege if there are safety violations.

**1st violation:** Warning and student parent/guardian contacted.

**2nd violation:** Loss of bus riding privileges for up to three (3) weeks

**3rd violation:** Loss of bus riding privileges for up to three (3) weeks

Any further violation will result in loss of bus riding privilege for the remainder of the school year.

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

It is the responsibility of the parents/guardians to transport their children to and from school during the bus suspension period.

### **DRESS CODE for Students**

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

- Clothes can influence how we feel and act.
- Clothing should be clean and neat.
- During cold weather, we REQUIRE students to wear hats, mittens or gloves, coats, and boots to go outside for recess and environmental science class. All outer clothing should be plainly labeled with the student's name.
- Boots and other outdoor footwear are not to be worn during the school day. Children should have a pair of indoor shoes available at school.
- Students are required to wear white-soled gym shoes (no slip-ons) for Physical Education.
- Clothing exposing the midriff area and bare back, strapped undershirts worn as outer shirts are not allowed.
- Halter tops, see-through clothing, and any other clothing determined by the school administration to be revealing are not allowed.
- Jerseys and muscle shirts may be worn as an outer shirt with a T-shirt underneath.
- Spaghetti strap tops may be worn underneath clothing.
- Pants must be worn at waist level.
- No head coverings such as hats, scarves, du rags, or bandanas. Head coverings worn for medical, disability, religious, or other reasons will be considered on an individual basis.
- No baseball caps or other types of caps are to be worn during the school day (unless as part of a school sponsored event).
- No "short shorts" (if shorts are shorter than the child's fingertips when arms are by their sides, they are too short).
- No undergarments or belly buttons are to be visible.

- Any apparel or footwear that would damage school property is not allowed.
- Chains hanging from wallets or clothing are not allowed.
- Any clothing items that promote the following messages will not be allowed in school: use of tobacco, alcohol, or drugs; violence of any nature; racially motivated or discriminatory pictures, drawings, or statements.

**Central Park Elementary School  
Office Referral Form**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time** \_\_\_\_\_

**Staff** \_\_\_\_\_

**Grade:** K 1 2 3 4 5 6

- Playground
- Cafeteria
- Hallway
- Classroom
- Specialist

**Location**

- Library
- Bathroom
- Bus Loading Area
- On the Bus
- Other

Problem Behavior	Possible Motivation	Administrative Decision
<p><b>Minor</b></p> <ul style="list-style-type: none"> <li>○ Inappropriate Language</li> <li>○ Physical contact</li> <li>○ Defiance/Disrespect</li> <li>○ Disruption</li> <li>○ Threat</li> <li>○ Other _____</li> </ul> <p><b>Major</b></p> <ul style="list-style-type: none"> <li>○ Abusive Language</li> <li>○ Fighting/Physical Aggression</li> <li>○ Overt Defiance</li> <li>○ Harassment/Tease/Taunt</li> <li>○ Weapons</li> <li>○ Continuous Disruption</li> <li>○ Terrorist Threat</li> <li>○ Theft/Forgery</li> <li>○ Property misuse/Vandalism</li> <li>○ Other _____</li> </ul>	<ul style="list-style-type: none"> <li>○ Obtain Peer Attention</li> <li>○ Obtain Adult Attention</li> <li>○ Obtain items/activities</li> <li>○ Avoid Peer (s)</li> <li>○ Avoid Adult</li> <li>○ Avoid task or activity</li> <li>○ Don't know</li> <li>○ Other _____</li> </ul>	<ul style="list-style-type: none"> <li>○ Conference with student</li> <li>○ Parent Contact</li> <li>○ Time in the Office</li> <li>○ Loss of privilege</li> <li>○ Individualizes instruction</li> <li>○ In-School suspension (____) Hours/days</li> <li>○ Out of school suspension (____) Days</li> <li>○ Referral to Police</li> <li>○ Sent home for the remainder of the day</li> <li>○ Other _____</li> </ul>

**Others involved in incident:**     None     Peers     Staff     Teacher     Substitute     Unknown     Others

If peers were involved, list them \_\_\_\_\_  
 \_\_\_\_\_

Staff member's comments: (Brief description of incident and action taken in the past)  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Administrator's or Designee' Comments:  
 \_\_\_\_\_  
 \_\_\_\_\_

Signature \_\_\_\_\_ Date: \_\_\_\_\_

White: Office

pink: Staff member

**Lockdown Drill**

Lockdown drills will be conducted 5 times a year to prepare students in case an emergency situation arises when a lockdown is needed.

**Tornado Emergency Procedures**

Each year, one Tornado drill will be conducted in the spring.

**Tornado Watch** - Weather conditions in the area favor the development of

tornadoes.

1. Appropriate staff will be notified when there is a watch.
2. Staff should review procedures to follow in case of a warning.

**Tornado Warning** - A tornado has been sighted in the area.

1. Tornado message will be announced by the use of the public address system.  
(The bullhorn will be used if the power goes out.)
2. Students and staff remain in rooms or proceed to other rooms as follows:

Primary classes are to locate in the hallway outside of the primary wing but not across from a doorway of another class. Also, try staying away from the ends of the primary wing where the exterior exits are located.

Room 205 should locate in the girls' primary restroom

A number of intermediate classes are to move as follows:

301 to 312

304 to 308

305 to 306

302 to 311

303 to 308

Locate children in the intermediate end of the building away from classroom windows.

Media Center to intermediate rest rooms

Gymnasium to locker rooms

Room 119 (music) to room 118 (art)

Room 111 (Half Day K) to room 109 (across the hall)

Rooms 112 and 113 - to their coat rooms

Office staff to health office

Multi-Purpose Room to kitchen

Room 107 to kitchen

Kitchen staff members are to stay in their area

Lounge, workroom, Room 116, and Room 117 to staff bathroom in the lounge.

3. Move furniture as needed.
4. Assume the protective position - drop to elbows and knees, covering backs of necks and heads with hands (make as small a "target" as possible).
5. Stay away from doors and windows.
6. If there is no time to move, assume the protective position under desks or other furniture.
7. School buses are not to leave school grounds.
8. Remain in shelter area until the "All Clear" is given.

9. Families who pick up their children are to sign them out in the office.
10. Students are to be called in from the outdoors by office staff.
11. Restrooms are to be checked by custodian and the custodian should be ready to turn off the electricity and gas if needed.

**Maps showing tornado shelter areas are posted in the classrooms.**

**Fire Drills**

1. Five drills are to be conducted each year. They are to be done in a quiet orderly manner - no running or loud talking. The purpose of the fire drills is to teach self-control so that panic will be reduced in case of a fire.
2. If you are not in your room when a drill sounds, do not go back to your room but go out the nearest door.
3. Last person out needs to shut the door. Teachers are to take a class roster. Line student up and follow the safest route.
4. The custodian is to check restrooms for any stragglers during the drill, and should be ready to meet the fire department and direct them to the area(s) of concern.
5. Outside doors are not to be propped open by the last person out.

<u>Room</u>	<u>Exit</u>
Office Area, 107, 108, 109, 111, & 112,	West exit - move to north end of playground
Kitchen	Kitchen exterior door then move to north end of playground
113	South facing link door and move to Cohansey
M-P Room & Stage Area	North doors off stage and move to north end to the Playground
Workroom & Lounge	Use lounge exterior door and move to north end of the playground
Room 116 & 117	Move to north end of the playground
Art & Music Rooms	Use classroom exterior doors and move to north end of playground

Gym, 120 & 121	Use gym exterior doors and move to north end of playground
201, 203, & 205	South exit - right door, move to Cohansey
202, 204, & 206	South exit - left door, move to Cohansey
207, 209, & 211	North exit - left door, move to north end of the playground
208, 210, & 212	North exit - right door, move to the north end of the playground
Media Center, 310, 311, 312, & 314	Northwest exit - move to the north end of the playground
301, 302, 303, & 304	Southwest exit - walk to Cohansey
305, 306, 307, 308, & 309	Northeast exit - move to north end of the playground

**Maps showing Fire Evacuation Routes are posted in the classrooms.**

### **Field Trips**

The teacher should notify the principal at least 10 days prior to the date desired for the field trip. Family permission slips are to be sent home at least 5 days prior to the date of the trip. Also, notify the kitchen staff as soon as possible if your trip will impact the lunch program. (The kitchen staff would like 30 days advanced notice.)

Please see Jane Krause for the appropriate form to turn in to the Principal. Students are to be assessed a fee on a voluntary basis. No student shall be denied access to a fieldtrip because his/her family cannot afford the fee charged for the fieldtrip. If PTA funds are used to cover the cost or part of the cost of a fieldtrip, please acknowledge the PTA on the permission slip. If the trip is overnight, more than 250 miles, or at a cost of over \$30 per student, a different form needs to be completed submitted to the Assistant Superintendent for approval at least seven business days in advance of the trip. The form is in the School Board Policy manual and is entitled as: IFCBA-R-1. Please see the office for a copy of the form.

**Duty Day for Licensed Staff** Duty day for licensed staff is 7:45 A.M – 3:45 P.M. (8 hours). Teachers are to be at their teaching stations by 8:45 A.M. when the children enter into the building. Staff members who leave the school building during working hours should sign the in/out sheet located in the office.

### **Lesson Plans**

Detailed plans are to be on the top of your desk BEFORE you leave each night. This commitment from you will help insure that a substitute teacher will be able to carry on the instructional program satisfactorily. First year probationary teachers are to turn a copy of their plans on the last day of the week for the following week. Non-probationary teachers should have at least two days worth of plans on their desks.

### **Lunchroom Procedures**

Each teacher is asked to follow the lunch schedule **precisely** to avoid a back-up. If each class thereafter is on time, we should have an even, steady flow of children into the lunchroom. Please impress upon your students that while in the lunchroom, they should follow lunchroom guidelines. Homerooms will have assigned lunch tables. Adults who wish to eat school lunch will be assigned a pin number and are to make deposits to the account that will be set up in their name. Children who routinely forget their lunch money will not initially be denied a lunch, but rather will receive a 'no pay' lunch consisting of an entrée and a carton of milk.

### **School Meal Prices:**

Student Breakfast	-	\$1.65 per breakfast (includes milk)
Adult Breakfast	-	\$2.35 per breakfast
Milk	-	\$ .50 per half pint
Student Lunch	-	\$2.40 per lunch
Reduced price student lunch	-	\$.40 per lunch
Adult Lunch	-	\$3.90 per lunch

### **Media Center**

The Media Center is a facility which provides opportunities for staff and students as they progress on their educational journey. The Media Center staff assists students and faculty in becoming creative problem solvers as well as self reliant life-long learners.

There are two iMac computer labs with internet connections. They are located in the primary and intermediate wings of school building.

### **Indoor Recess**

1. An announcement will be made by 11:00 A.M. if there is a change in the regular procedure.
2. Children will not go outside when the temperature is below 0 degree Fahrenheit or when the wind chill is -11 degrees Fahrenheit or colder. Rain, sloppy playground conditions, or an unsafe situation may also necessitate an inside recess day.
3. If it is an indoor recess day, students are not to be sent to the library because of illness, work completion or as a consequence.

### **Preparing Students for Recess**

1. PLEASE encourage your students to use the lavatories and wash their hands before they go to lunch. It is difficult to supervise the lavatories during the noon hour.
2. Students will wear "light" jackets to and from the lunchroom. When the weather requires more substantial clothing (i.e. boots), students will leave the lunchroom for their classroom to get dressed for outdoors.
3. After the first "major" snowfall, an announcement will be made to inform students that boots are to be worn for recess. Boots are to be worn by all students during the colder and sloppier noon recesses. If students do not have boots, they are to be directed to "borrow" from the Lost & Found. Students will continue to wear boots until an announcement is made informing students that the playground is again ready for street shoes.

### **End of Recess Procedures**

1. When the bell rings, the children are to line up and enter the building through the assigned doorway as a homeroom group and WALK silently to their classroom

2. Homeroom teachers are expected to meet their students at the doorway in which they re-enter the building.

### **Power Outage Plan**

**Below is the plan to follow if an outage occurs.**

1. Teachers should remain in their classrooms with their students.
2. If an outage occurs during the lunch hour, students in the cafeteria would remain in the cafeteria until further notice. All other students should remain in their classrooms with their teacher.
3. If an outage occurs during passing time, teachers should direct students back to their classroom.
4. Bullhorns will be used to communicate information/updates to staff and students.

### **Release of Students**

Families must sign out students at the office before the children can leave the building during the school day. Families have been informed of the sign-out procedures in the Student Handbook.

### **Reporting Student Progress**

Parent/teacher conferences will be in October and February. At the October conference, families have the opportunity to meet staff and hear staff members' ideas, expectations, plans, relevant routines, and to set some goals. The February conferences allow for sufficient time to adjust expectations and practice. Written report cards are typically not given to families at this time but learning progress is shared. Two four hour evenings in the fall and two in winter are building-wide common conference times. The remaining conference time (and planning time if you have completed your conferences) of eight hours is to be scheduled on your own. {Don't forget to take time to have dinner!} The common conference time is meant to first accommodate families that have multiple children in our school. Numerous forms and schedules are developed by the office and shared with teachers prior to conferences.

Staff members who work the 187 day calendar, are scheduled to receive compensatory time for conferencing. In order to receive this comp. time, affected staff members will need to work 32 hours in conferencing/planning outside their normal duty day.

Report cards will be sent home on the first Thursday following the end of the first and third trimesters.

### **Room/Building Care**

We are proud of the appearance of our building and hope that you will do your part in keeping it as clean and attractive as possible. The children quickly adapt to your standards for appearance and neatness.

### ***PLEASE, DO NOT USE TAPE ON GLASS OR CHALKBOARDS!***

Broken glass should not be put in the wastebaskets. Set it aside and notify the custodian sometime during the day.

If custodial equipment is needed, please ask the custodian for assistance.

### **Security – Access to Building**

The following procedures should be followed by staff members who need to enter the building for professional job-related purposes when the building is on security:

1. Staff member lets the principal know that they would like to have an access card and security number.
2. Bob Peterson assigns security number and provides the entrance card.
3. The staff member enters building by sliding the card through the card reader located just outside the main entrance to the building. This will unlock the front door for a short period of time. The staff member then enters the building, locates the key pad in the entry way (south wall) and enters the security code s/he was given followed by the number "0". This takes the entire building off security.
4. Staff members leave the building by entering his/her security code in the entry way key pad followed by the number "1". This will place everything on security except the gym. (If you enter a "2" instead of a "1" following your security code, you will place the entire building on security.) An intermittent beeping tone will sound. Then exit the building via the main doorway during the beeping period.
5. Should you need to call the security company (Silent Knight), their number is: 612-925-5866. Central Park's account number is 5047.

### **Employee Badges**

Staff members are to wear the district prepared picture name tags while on school property or on official school business.

### **Showcase**

The school showcase is a very visible feature of our school and should reflect school pride and student accomplishment. Each grade level/department has been assigned a month for the showcase display. Student work, seasonal themes or special events are just a few of the possibilities. Displays should go up on or around the 1<sup>st</sup> of each month and be taken down on or around the 30th.

Aug.	PTA
Sept.	Specialist Staff
Oct.	PTA
Nov.	Grade 5/6
Dec.	Special Ed Staff
Jan.	Grade 4
Feb.	Grade 3
Mar.	Grade 2
Apr.	Grade 1
May	Kindergarten.

\*Trading months is certainly allowable. Please let the principal know of any changes.

### **Staff Development**

All staff members may select growth opportunities from a variety of sources including: in and out of district workshops. We believe the following related to staff development:

- Improving on what we do is a need for all in the system. Continuous examination and modification of practice is essential to professional growth.

- The purpose of professional growth is to provide improved service. Improved service means better meeting the learning needs of all that are in the system using best knowledge and common sense.
- Staff development opportunities should reflect a balance between growth of the individuals and growth of the building's educational picture of its future.
- For significant growth to occur, a climate must exist in which staff are committed to moving toward their individual needs and the building's shared picture of the future; in which staff feel safe taking risks and are supported for doing so.
- There is no one best way of learning or teaching.  
The primary goal of Central Park is to facilitate learning for students to achieve at high levels. To that effect, we focus on the following:
  - a. Using multiple sources of data to develop SMART goals
  - b. Using data to monitor student progress
  - c. Pyramids of Intervention (RTI and PBIS)
  - d. Improving our ability to work effectively with our more diverse population
  - e. Teaming/Collaboration/Professional Learning Community

Staff members who wish to become involved in a staff development opportunity that requires using Central Park's staff development funds should fill out a staff development request form located in the main office. Please place the form in Gail Hovland-Wires mailbox by the 15<sup>th</sup> of the month. Once you have your plan approved, Jane Krause will assist with any necessary paperwork. If the activity involves arranging for a teacher substitute, the staff member will be responsible arranging for a substitute teacher.

### **Supervision of Students**

State law requires that students should be supervised at all times. Please do not leave your student in the classroom or instructional area unattended.

### **Teacher Evaluation**

Teachers are evaluated on a continuous basis throughout the year by the principal. During these times, the teacher and administrator are to work to create an atmosphere in which students feel it is common for the principal to come into the classroom. The primary purpose of the evaluation process is aimed at the improvement of instruction and programming.

Aspects of the current evaluation system:

1. Probationary teachers will be formally observed at least three times during the school year.
2. All licensed staff will establish an annual Professional Development Plan (PDP).

### **Telephone Use**

Most spaces in our building have phones. Building and district directories will be developed in the fall and distributed to staff. An emergency calling tree will also be established in the fall.

All urgent calls and calls for adults will be put through to the staff member by the office staff.

Calls for students that are of routine nature and occur before 3:20 P.M. will have messages taken and placed in the corresponding homeroom teacher's mailbox. For calls that come in between noon and 3:20 P.M., messages will be taken and hand delivered by office staff. Calls that occur after 3:20 P.M. will be put through to the classroom.

All staff members are expected to establish a building based voice mail box. Please see the media specialist if you need assistance

### **Video/Movie Use Guideline**

Only G-rated movies should be shown to elementary-age students. If a teacher wishes to show a PG or PG-13 movie to upper elementary age children for educational purposes, the teacher will work with the principal to follow an alternative procedure for approval.

### **Drug Free Schools and Work Place**

Roseville Areas Schools prohibits the unlawful possession, use, or distribution alcohol and illegal drugs by students and employees at all facilities of the district.

Roseville Area Schools prohibits the unlawful manufacture, distribution, dispensation, possession, or use of controlled substances in the workplace/district facilities.

### **Mandatory Reporting**

School personnel are mandated reporters of child abuse/neglect. All reports of suspected child abuse and neglect are to be made directly and immediately to the local welfare service, police department, or the county sheriff, followed by a written report. Confidential Report of Suspected Student Maltreatment forms are available in the office. A copy of the report is to be sent to the director of Student Services.

Please work collaboratively with the school psychologist, school nurse, social worker, and the principal to address your concerns of students and course of action.

### **Homebound Instruction**

**Homebound Tutor:** Notifies parents and makes arrangements for instructional schedule: obtains assignments directly from teacher(s) or through the principal; coordinates his/her instruction with what is being done in school as closely as possible; communicates with teacher(s) regarding student's progress; recommends grades(s) to classroom teacher; and turns in time cards and student's time records to the homebound secretary.

**Classroom Teacher:** Works cooperatively with the homebound teacher; has assignments ready in a timely fashion to give to homebound teacher; and determines grade based on homebound teacher's recommendation.

**School Liaison (School Nurse):** Completes referral form to start homebound services; obtains "Physician Approval" form for medically related homebound or attaches explanation when homebound instruction is needed due to a on-medically related circumstance; and sends referral form with attached justification and student schedule to the homebound secretary.

**Building Administrator:** works with classroom teacher(s), homebound instructor and/or parent to resolve any disagreements.

## **Section 504**

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

### **Who Qualifies for Section 504?**

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

### **Substantially Limits...**

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

### **Education is Considered a Major Life Activity**

Major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. When a condition significantly limits a major life activity, an accommodation plan must be developed for that individual. Accommodations or services must be determined by a team knowledgeable about the individual and his/her disability. Parents or students may request accommodations under the protections of this law by contacting the building principal or program supervisor.

District Compliance office for Section 504  
Dr. Chris Sonenblum

### **Section 504 Plans at Central Park Elementary**

Central Park's 504 Coordinator is Michele Wackman, School Psychologist.

The building 504 coordinator initiates the 504 process; oversees location, implementation, evaluation of the 504 process at the building level; provides access to documentation and all 504 documents; maintains or designates maintenance of section 504 log; communicates or designates communication with parents regarding meetings, and in-services or facilitates training for building staff.

The classroom teacher participates in problem-solving team regarding locating, identifying, and evaluating eligible 504 learners; participates at a team member in the development of appropriate accommodation plans; provides learner accommodations in the regular education setting; review and revise plans as needed; communicates with parents; and maintains 504 Accommodation Plan in student's cumulative file

### **Distict Policies**

#### **ROSEVILLE AREA SCHOOLS** Independent School District No. 623

Policy 508 – Bullying Prohibition

#### 1.0 PURPOSE

The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

#### 2.0 GENERAL STATEMENT OF POLICY

2.1 An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions. 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 constitutes bullying that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

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, it is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying that occur.

2.2 No teacher, administrator, volunteer, or other employee of the school district shall permit or tolerate bullying.

2.3 Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.

2.4 Retaliation against a victim, a good faith reporter, or a witness of bullying is prohibited.

2.5 False accusations or reports of bullying against another student are prohibited.

2.6 A person who engages in an act of bullying, reprisal or false reporting of bullying, or permits or tolerates bullying shall be subject to discipline for that act in accordance with the school district's policies and procedures. The school district may take into account the following factors:

2.6.1 the developmental and maturity levels of the parties involved;

2.6.2 the levels of harm, surrounding circumstances and nature of the behavior;

2.6.3 past incidences or past and continuing patterns of behavior;

2.6.4 the relationship between the parties involved; and

2.6.5 the context in which the alleged incidents occurred.

2.7 Consequences for students who commit acts of bullying may range from positive behavioral interventions up to and including suspension and/or expulsion. Consequences for employees who permit 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 acts of bullying may include, but are not be limited to, exclusion from school district property and events, and/or termination of services and/or contracts.

2.8 The school district will act to investigate all complaints of bullying and will discipline or take appropriate action against any student, teacher, administrator, volunteer or other employee of the school district who is found to have violated this policy.

### 3.0 DEFINITIONS

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

3.1 "Bullying" is defined as unprovoked, repeated and aggressive or intimidating actions or threats of action by one or more persons in order to cause fear, distress or harm. Bullying substantially interferes with another student's or students' educational benefits, opportunities or performance. Bullying includes but is not limited to:

3.1.1 name-calling,

3.1.2 taunting,

3.1.3 teasing and put-downs,

3.1.4 saying or writing inappropriate things about a person,

- 3.1.5 deliberately excluding a person from activities or conversations,
- 3.1.6 threatening a person with bodily harm,
- 3.1.7 hitting, kicking, tripping, shoving, biting or otherwise inappropriately touching a person,
- 3.1.8 taking or damaging a person's belongings, or
- 3.1.9 making a person do things he or she does not want to do.
- 3.1.10 cursing or swearing
- 3.1.11 abuse of power (bus patrols, for example)
- 3.1.12 hand gestures ("L" for "loser", for example)
- 3.1.13 nonverbal behavior that impedes another's education

Bullying can also occur through electronic means via Web postings, e-mails, chat rooms and text messaging.

- 3.2 "On school district property or at school-related functions" means all school district buildings, school grounds, 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. -While this policy prohibits bullying and the school district reserves the right to impose discipline for violations of this policy at these locations and events of which it is made aware, the school district does not represent that it will provide supervision or assume liability for bullying which may occur at these locations and events.

#### 4.0 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 retaliates against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, harassment, or intentional disparate treatment.

#### 5.0 NOTICE

- 5.1 This policy shall be conspicuously posted.
- 5.2 The school district will communicate this policy to students, families and employees.
- 5.3 This policy shall appear in a student rights and responsibilities handbook and an abbreviated version of this policy shall appear in student handbooks.

*Legal References:* Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)  
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)

Adopted 3/14/06

### **Notice of Bullying Prohibition Policy**

1. Bullying is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. Bullying is prohibited on school district property or at school-related functions.
2. Bullying is any unprovoked, repeated or aggressive action or threat of action that is intended to cause or is perceived as causing fear, distress or harm to another person. Bullying includes but is not limited to:
  - a. name-calling,
  - b. taunting,
  - c. teasing and put-downs,
  - d. saying or writing inappropriate things about a person,
  - e. deliberately excluding a person from activities or conversations,

- f. threatening a person with bodily harm,
- g. hitting, kicking, tripping, shoving or otherwise inappropriately touching a person,
- h. taking or damaging a person's belongings, or
- i. making a person do things the or she does not want to do.

Bullying can also occur through electronic means via Web postings, e-mails, chat rooms and text messaging.

- 3. The Bullying Prohibition policy applies to students who directly engage in bullying as well as to students who permit or tolerate another student's act of bullying.
- 4. No teacher, administrator, volunteer or other employee of the school district shall permit or tolerate bullying.
- 5. All complaints of bullying will be investigated and discipline or appropriate actions will be taken against anyone who violates the Bullying Prohibition policy.
- 6. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in the policy.
- 7. Retaliation against a victim, reporter or a witness of bullying is prohibited.
- 8. False accusations or reports of bullying against another student are prohibited.
- 9. Consequences for bullying may range from positive behavioral interventions to suspension and/or expulsion.

### **Bullying Information - Elementary Level**

Bullying is not allowed at our school. Bullying is NEVER OK. It is against the rules!

Rules against bullying

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

BULLYING IS.....

- Name calling
- Put downs
- Teasing
- Threatening

- Hitting
- Kicking
- Biting
- Ignoring or leaving someone out on purpose
- Saying or writing mean things about someone
- Making someone do something they don't want to do
- Taking someone else's things without permission
- Making someone feel scared or uncomfortable

Adults at your school are responsible for keeping you safe. You need to report bullying right away to a teacher or another staff person you trust.

If you help bully someone or you see someone being bullied and you do nothing, that's being a bully too, and that's not OK!

**RELIGIOUS, RACIAL OR SEXUAL HARASSMENT, VIOLENCE or BULLYING REPORT FORM**

General Statement of Policy Prohibiting Religious, Racial, Sexual Harassment or Violence or Bullying

Roseville Area Schools maintain firm policies prohibiting all forms of discrimination, harassment, violence or bullying. Religious, racial or sexual harassment or violence against students or employees is discrimination. All persons are to be treated with respect and dignity. Sexual violence, sexual advances or other forms of religious, racial or sexual harassment by any pupil, teacher, administrator or other school personnel, which create an intimidating, hostile or offensive environment will not be tolerated under any circumstances. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school district property or at school-related functions.

Complainant

---

Home Address

---

Work Address

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Date of Alleged Incident(s)

Circle as appropriate: Sexual harassment / Racial harassment / Religious harassment / Violence / Bullying

Name of person you believe harassed or was violent or bullied toward you or another person. \_\_\_\_\_

If the alleged harassment or violence or bullying was toward another person, identify that person. \_\_\_\_\_

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e., threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.)

Where and when did the incident(s) occur? \_\_\_\_\_

List any witnesses who were present \_\_\_\_\_

This complaint is filed based on my honest belief that \_\_\_\_\_ has harassed or has been violent to me or to another person, or has bullied me or another person. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

(Complainant Signature)

(Date)

Received by \_\_\_\_\_  
(Administrator's Signature)

(Date)

*This completed form should be forwarded immediately to District 623's Human Rights Officer: Director of Human Resources/Operations, Independent School District #623, 1251 W. County Road B-2, Roseville, MN 55113.*

*To be completed by District 623 Human Rights Officer or designee:*

Individuals interviewed by the investigator:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

Brief summary of the factual findings:

---

---

---

---

---

---

---

---

Have the allegations been substantiated as factual? \_\_\_\_\_ Yes \_\_\_\_\_ No

Do the allegations appear to constitute violations of this policy? \_\_\_\_\_ Yes \_\_\_\_\_ No

---

Name of Investigator

---

Date

**ROSEVILLE AREA SCHOOLS**  
Independent School District No. 623

Policy 520 – Student Discipline

1.0 The School Board and District administrators will support District personnel who, in dealing with students on disciplinary matters, act in accordance with State Statute, State Board of Education regulations, District 623 policies and regulations, and building rules and procedures.

2.0 Scope and Application of Policy

This policy shall apply at the following locations and to all District 623 students during the regular day and while attending before and after school events.

- School
- School grounds
- School-sponsored activities
- School bus/vehicle
- School-related events

2.1 This policy applies to any student whose conduct interferes with or obstructs the educational mission or operations of the school district or the safety or welfare of others.

### 3.0 Rules of Conduct

The following acts are unacceptable behavior subject to disciplinary action by the school district. This list is not intended to be exhaustive.

3.1 Attendance Issues: including, but not limited to unexcused absence, tardiness, truancy, skipping classes, and leaving school grounds without permission.

3.1.1 The authority to decide whether an absence is excused rests with the building principal or his/her designee, acting according to Policy 504 “School Attendance” and Regulation 504-R.

3.1.2 If a student has an attendance issue, disciplinary action may be taken according to Policy 520, Section 4.0.

3.2 Damage to School or Personal Property

3.2.1 Vandalism: Willful damage to or destruction of school property or property of others.

3.2.2 Arson: Intentionally, by means of fire or explosives, setting fire to or burning or causing to be burned any school building, school property, or the property of any individual.

3.2.3 Breaking and Entering: Using force to gain entry into a School District building, regardless of whether a crime is actually committed.

3.2.4 Trespassing: Entering or being found in a School District building or on School District property unless the person: is an enrolled student in, a parent or guardian of an enrolled student in, or an employee of the school or school district; has permission or an invitation from a school official to be in the building; is attending a school event, class, or meeting to which the person, the public, or a student's family is invited; or has reported the person's presence in the school building in the manner required for visitors to the school.

It is trespassing for a person to enter or be found on school property within one year after being told by the school principal or the principal's designee to leave the property and not to return, unless the principal or the principal's designee has given the person permission to return to the property.

3.2.5 Theft: The act of taking, using, transferring, concealing, or retaining possession of stolen property of another without his/her consent or the finding of lost property and not making reasonable effort to find the owner, including illegal copying of software.

3.2.6 Robbery: The act of taking another’s personal property from the person without permission, or in the presence of another using or threatening to use imminent force against any person to overcome the person's resistance or powers of resistance to, or to compel acquiescence in, the taking or carrying away of the property.

3.2.7 Extortion: Obtaining property from another, with consent, induced by a wrongful use of actual or threatened force, violence, or fear.

- 3.2.8 Possession of stolen property: Receiving, possessing, transferring, buying or concealing any stolen property or property obtained by robbery, knowing or having reason to know the property was stolen or obtained by robbery.
- 3.3 Physical Assault, Violence or Fighting: -Any action which is intended or which should reasonably be expected to inflict bodily harm upon, or causes injury to or otherwise endangers the health, safety or welfare of students, school district personnel or other persons.
- 3.4 Oral/Written Assault: Abusive, threatening, profane, or obscene language by a student toward a staff member or another student. This act may include conduct that degrades people because of perceived or actual race, religion, gender, national origin, abilities, sexual orientation, socioeconomic status, home or first language, age or other personal or physical characteristics.
- 3.5 Sexual Harassment/Sexual Violence
  - 3.5.1 Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature.
  - 3.5.2 Sexual Violence: Physical act of aggression or force or threat thereof that involves the touching of another's intimate parts, either above or underneath the other person's clothes, or forcing another to touch one's intimate parts, either above or underneath one's clothes. Intimate parts, as defined in Minnesota Statutes Section 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast of a human being. Sexual violence is a criminal activity. Sexual violence may include, but is not limited to: touching, patting, grabbing, or pinching another person's intimate parts, either same sex or opposite sex; coercing or forcing sexual touching on another; coercing or forcing sexual intercourse on another; threatening to force sexual touching or intercourse on another.
- 3.6 Threats and Disruptions:
  - 3.6.1 Dangerous Threats: Threats to school operations or school activities, including but not limited to the reporting of dangerous or hazardous situations that do not exist.
  - 3.6.2 School Disruptions: Disturbance or interruption of the peace, functioning or order of the school or school-sponsored activities.
  - 3.6.3 Possessing/viewing/distributing obscene or pornographic material: Possessing, viewing, and/or distributing any book, magazine, pamphlet, paper, writing, card, advertisement, circular, print, picture, photograph, motion picture film, videotape, script, image, instrument, statue, drawing, or other article which, taken as a whole, appeals to the prurient interest in sex and depicts or describes in a patently offensive manner sexual conduct and which, taken as a whole, does not have serious literary, artistic, political, or scientific value.
  - 3.6.4 Gambling: A risking of money or other property between two or more persons on a contest of chance of any kind, where one must be the loser and the other the gainer.
  - 3.6.5 Hazing (See Policy 544): Committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization.
  - 3.6.6 Possession and /or distributing slanderous libelous materials: Possessing and/or distributing any writing, document, or other form of communication containing knowingly false statements about an individual(s).
  - 3.6.7 Falsifying or tampering with records or documents: Deliberately altering or changing School District records or documents without proper authorization or creating documents having the appearance of official School District records or documents without proper authorization.

- 3.6.8 Academic dishonesty: Any action taken with the intention of obtaining credit for work which is not one's own which includes, but is not limited to: submitting another student's work as one's own work; obtaining or accepting a copy of tests, test questions, test answers or scoring devices; copying from another student's test or computer file, or allowing another student to copy during a test or computer program; using materials which are not permitted during a test; plagiarizing (presenting as one's own material copied without adequate documentation from a published source); copying or having someone other than the student prepare the student's homework, paper, project, laboratory report, computer program, or take-home test for which credit is given; permitting another student to copy, or writing another student's homework, project, report, paper, computer program, or take-home test accessing restricted computer files without teacher authorization; copying materials, including computer software, in violation of the copyright law.
- 3.6.9 Misuse of School District technology: Using School District technology, including but not limited to: computers, networks, telephones, cameras, e-mail, voice mail, and printers) in a manner that violates the School District's "Acceptable Use Policy (Policy 400)".
- 3.7 Use/Possession/Distribution of Dangerous, Harmful, and Nuisance Substances and Articles:
  - 3.7.1 Alcohol: Use, possession, distribution, or being under the influence of alcoholic beverages. (Refer also to Policy 512 "Chemical Use: Students")
  - 3.7.2 Drugs: Use, possession, distribution, or being under the influence of illegal drugs, controlled substances or "look-a-like" substances, except as prescribed by a physician. (Refer also to Policy 512 "Chemical Use: Students"). Sharing prescription medications with others and the misuse of prescription and/or over-the-counter medications. Use, possession and/or distribution of drug paraphernalia.
  - 3.7.3 Tobacco and Tobacco Paraphernalia: Use, possession or distribution is prohibited. (Refer also to Policy 432 Smoking and Tobacco Products and Policy 512 - Chemical Use.)
  - 3.7.4 Harmful or Nuisance Articles: Use or possession of articles that are nuisances, illegal, or that may cause harm to persons or property. Examples include but are not limited to: chemicals, cellular phones, electronic devices, water balloons, squirt guns.
  - 3.7.5 Gun-Free Schools/Gun-Free Schools Act.

Any student who is determined to have brought a firearm (as that term is used in the Gun Free Schools Act of 1994 and defined in Section 3.7.5.2 and 3.7.5.3 below) to school, to a school-sponsored activity, or onto school property (see Section 2.0), will be expelled for a period of one calendar year. This policy may be modified by the Superintendent on a case-by-case basis.

3.7.5.1 Definitions:

For purposes of this Section on Gun-Free Schools only, the following terms have the designated meaning:

3.7.5.2 "Firearm" includes:

- 3.7.5.2.1 any firearm (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive;
- 3.7.5.2.2 the frame or receiver of any such firearm;
- 3.7.5.2.3 any firearm muffler or firearm silencer; or
- 3.7.5.2.4 any destructive device.

3.7.5.3 "Destructive device" means:

- 3.7.5.3.1 any explosive, incendiary, or poison gas including-
  - 3.7.5.3.1.1 bomb,
  - 3.7.5.3.1.2 grenade,
  - 3.7.5.3.1.3 rocket having a propellant charge of more than four ounces,
  - 3.7.5.3.1.4 missile having an explosive or incendiary charge of more than one-quarter ounce,
  - 3.7.5.3.1.5 mine, or
  - 3.7.5.3.1.6 device similar to any of the devices described in the preceding clauses;
- 3.7.5.3.2 any type of weapon by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and
- 3.7.5.3.3 any combination of parts either designed or intended for use in converting any device into any destructive device described above and from which a destructive device may be readily assembled.

### 3.7.6 Weapons

Possession of weapons, as that term is defined in Section 3.7.6.1 below, in school, on school grounds (see Section 2.0) and at school-sponsored activities, is prohibited.

#### 3.7.6.1 Definitions

“Weapons” means any firearm, whether loaded or unloaded, any device designed as a weapon or through its use capable of threatening or causing bodily harm or death; or any device or instrument which is used to threaten or cause bodily harm or death. Examples include but are not limited to: guns (including airguns, pellet guns, BB guns, look-alike guns such as water pistols or toys that could reasonably be mistaken for real, and non functioning guns that could be used to threaten others), knives or other blades, clubs, metal knuckles, numchucks, throwing stars, explosives, fireworks, mace and other propellants, stunguns, ammunition. ISD 623 prohibits the possession or distribution of ammunition (such as bullets), fireworks, lighters and matches. The School District also prohibits items that are generally used for other purposes (ie scissors, belts, keys, files) from being used to threaten or inflict bodily harm, such objects in that manner will be treated as possession and use of weapon.

3.7.6.2 Procedures. Any student possessing a weapon in violation of Section 3.7.6.1, whether the weapon is on the student’s person, among the student’s immediate possessions (book bag, purse, instrument case, etc.), in the student’s locker, or in the student’s vehicle, shall be subject to the following procedures:

3.7.6.2.1 The School District may refer the matter to local law enforcement officials.

3.7.6.2.2 The administration will evaluate the situation and make a recommendation for the student’s re-admittance to school, or exclusion or expulsion. Where a student violates this policy through possession of an instrument which constitutes a “weapon” under the Gun-Free Schools Act, (see Section 3.7.5 above), the School District will adhere to that Act’s expulsion provisions.

3.8 Failure to provide adequate identification upon request of a staff member.

- 3.9 Insubordination: Refusal to comply with rules or directions of a staff member.
  - 3.10 The violation of any Federal, State, or local law, which has an effect on the discipline or general welfare of the school.
  - 3.11 Conduct which interferes with or obstructs the educational mission, operations, or functions of the school district or is an actual or potential risk to the safety or welfare of others.
  - 3.12 Violation of school bus or transportation rules.
  - 3.13 Violation of parking or school traffic rules and regulations.
  - 3.14 Violation of guidelines relating to school lockers.
  - 3.15 Dress code violations.
- 4.0 Disciplinary Action
- 4.1 Disciplinary action for acts of unacceptable behavior may include any or all of the following, but are not limited to the following. The building administrator and/or school district administrator will exercise his or her professional judgment in determining appropriate consequence(s) or disciplinary action(s).
    - 4.1.0 Verbal Warning
    - 4.1.1 Student conference
    - 4.1.2 Parent or Guardian contact
    - 4.1.3 Parent or Guardian conference
    - 4.1.4 Removal from class and/or before or after school event
    - 4.1.5 Suspension from extra-curricular activities
    - 4.1.6 Detention
    - 4.1.7 In-school monitoring
    - 4.1.8 Consequences according to the bylaws and rules of the Minnesota State High School League
    - 4.1.9 Loss of school privileges
    - 4.1.10 Modified school program/schedule
    - 4.1.11 In-school suspension
    - 4.1.12 Saturday school option
    - 4.1.13 Referral to in-school support services
    - 4.1.14 Referral to community service or outside agency services
    - 4.1.15 Mediation/Restitution
    - 4.1.16 Suspension under Pupil Fair Dismissal Act
    - 4.1.17 Expulsion under Pupil Fair Dismissal Act
    - 4.1.18 Exclusion under Pupil Fair Dismissal Act
    - 4.1.19 Reference to police or other law enforcement agencies for criminal action
    - 4.1.20 Petition County Court for juvenile delinquency adjudication
  - 4.2 Removal from Class:
    - 4.2.1 Removal from class is any action taken by a teacher, principal, or other school district employee to prohibit a pupil from attending a class pursuant to procedures established in the school district discipline policy adopted by the School Board.
    - 4.2.2 Grounds for removal from class
      - (a) Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with the teacher's ability to teach or communicate effectively with students in class or with the ability of other students to learn;
      - (b) Willful conduct that endangers surrounding persons, including School District employees, the student or other students, or the property of the school;

(c) Willful violation of any rule of conduct specified in the discipline policy adopted by the School Board.

#### 4.2.3 Procedures for removal of student from class

- 4.2.3.1 The teacher may remove a student from the class and may locate a student in the hallway immediately adjacent to his/her classroom. The teacher retains responsibility. The removal shall not exceed one hour or one class period.
- 4.2.3.2 The teacher may remove a student from the class and may send a student or may have a student escorted to the school office. The teacher shall immediately notify the principal or designee. Upon arrival at the school office the student becomes the responsibility of the principal or designee.
- 4.2.3.3 The removal in 4.2.3.2 shall include an informal administrative conference with the student conducted by the principal or designee.
- 4.2.3.4 The length of time of the removal in 4.2.3.2 shall be at the discretion of the principal or designee after consultation with the teacher. For a violation of a rule of conduct the removal shall not exceed five hours or five class periods within a given school day without notice of suspension.

If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian. The student may be referred to the building problem-solving team to determine whether it is appropriate to refer the student for assessment as to whether the student is qualified for Special Education services or in need of other services. The current Individualized Education Program (IEP) or Section 504 plan may also be referred for review.

- 4.2.3.5 To the extent funds are available, the School District will coordinate with the County Board responsible for implementing the "Minnesota Comprehensive Children's Mental Health Act" for crisis services for students with a serious emotional disturbance or other students who have an Individual Education Plan and who may benefit from crisis intervention.
- 4.2.3.6 The School district shall make appropriate referrals for chemical abuse problems of a student while on school premises, as set forth in Policy 512.
- 4.2.3.7 Students removed from class will be assigned to a location within the School District under supervision by School District personnel. The student's activities during the period of removal will be at the discretion of School District staff. Student removal shall be documented and reported to the school building principal.

#### 4.2.4 Procedures for Return of Student to Class

A student shall be returned to class upon completion of the terms of removal established at the informal administrative conference.

4.3 "Dismissal" is the denial of the student's current educational program, including suspension, exclusion, and expulsion. Dismissal shall be imposed in accord with the Minnesota Pupil Fair Dismissal Act of 1974, as amended.

4.3.1 "Expulsion" is a School Board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled.

- 4.3.2 “Exclusion” is an action of the School Board to prevent the enrollment or re-enrollment of a student in school for a period that shall not exceed beyond the school year.
- 4.3.3 “Suspension” is an action by the School Administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) days, except for suspensions pending expulsion, which may be a maximum of fifteen days. The Superintendent of Schools will be apprised of the reasons for suspensions exceeding five (5) days. Dismissal from school for one school day or less, except as provided in applicable federal and state law governing students with disabilities, does not constitute a suspension.
- 4.3.4 The suspension procedure in each school shall be in accord with the Minnesota Pupil Fair Dismissal Act, including administrative conference and written notice and service of suspension.
- 4.3.5 If a student’s total days of suspension, expulsion, or exclusion exceeds ten (10) cumulative days in a school year, the School District shall make reasonable attempts to convene a meeting with the student and his/her parents/guardians prior to subsequent dismissal, and offer to assist in arranging a mental health screening for the student, at parent/guardian expense.
- 4.3.6 In the case of a student with a disability who has an Individualized Education Plan, the team will meet to review the relationship between the student’s disability and the behavior subject to suspension or other removal; and determine the appropriateness of the student’s education plan, if: (a) the parent requests a meeting; (b) the student is removed from his/her current placement for five or more consecutive days; or (c) the student’s total days of removal from his/her placement during the school year exceeds ten (10) cumulative days.
- 4.4 Parents or guardians shall be notified of the rules of conduct and disciplinary policy. Each school shall have a written procedure describing when and how parents or guardians will be notified. Such notification shall be distributed to parents or guardians by the end of the first month of the school year.
- 4.5 Individual schools shall develop their own procedures for handling disciplinary referrals.
  - 4.5.1 Parents or guardians will be encouraged to assist school personnel in attempts to improve a student’s behavior. The School District encourages early detection of discipline problems and shall involve communication between the parent or guardian and school personnel, to the extent possible.
  - 4.5.2 School building procedures must be consistent with the Minnesota Pupil Fair Dismissal Act and School District policies.
- 4.6 When considering expulsion or exclusion, school building administrators will review a student’s record to determine whether the student is entitled to procedural safeguards under the IDEA or Section 504 of the Rehabilitation Act. A student with a disability receiving special education services under the Individuals with Disabilities Education Act (IDEA) may not be excluded or expelled for behavior which has been determined to be a manifestation of the disabling condition for which the services are provided. Parents are included in the process of such determination, as required under state and federal law.
- 4.7 A party to an expulsion or exclusion decision made by the School Board may appeal the decision to the Commissioner of the Department of Education within twenty-one (21) calendar days of School Board action pursuant to Minnesota Statutes § 121A.49. The decision of the School Board shall be implemented during the appeal to the Commissioner.
- 4.8 Students shall be provided alternative educational services to the extent that a dismissal (suspension, expulsion or exclusion) exceeds five (5) days. The specific alternative educational services are at the discretion of the School District and may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instructions through electronic media, special education services, as indicated by appropriate assessment, home bound instruction, supervised homework, or enrollment in another district or in an alternative learning center.
- 5.0 Searching Students and Their Property

5.1 Personal Possession Searches

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

5.2 School lockers and desks are the property of the School District. At no time does the School District relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school authorities for any reason, at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of the law or school rules. As soon as practicable after the search of a student's personal possessions, school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

6.0 Policy Considerations

6.1 Review of Policy

6.1.1 The principal and representatives of parents or guardians, students and staff in a school building will confer annually to review this policy and the building procedures to determine if the policy is working as intended; any recommended changes to the policy shall be submitted to the Superintendent of Schools for consideration by the School Board (Minnesota Statute 121A.65). The School Board will conduct an annual review of the policy.

6.2 Copies of this policy together with The Pupil Fair Dismissal Act of 1974 as amended shall be distributed to all students during the first month of the school year that they are students in that building. Elementary schools shall include distribution to parents during both kindergarten and grade three. Also, copies of this policy and The Pupil Fair Dismissal Act of 1974 as amended shall be posted annually during the first month of the school year at a location of which parents or guardians /students are notified. Copies of this policy will be made available in the principal's office upon request.

6.3 Nothing in this policy is intended to conflict with The Pupil Fair Dismissal Act of 1974.

7.0 Corporal Punishment

7.1 Definition. Corporal punishment means conduct involving:

7.1.1 Hitting or spanking a person with or without an object

7.1.2 Unreasonable physical force that causes bodily harm or substantial emotional harm

7.2 Prohibition. An employee or agent of a public school district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.

7.3 A school principal, teacher, or other School District employee, school bus driver, or other agent of the School District may use reasonable force when necessary under the circumstances to restrain a student or prevent bodily harm or death.

*Approved: 06/28/84*

*Revised: 03/13/86*

*11/10/87*

*10/25/88*

*02/13/90*

*06/25/91*

05/26/92

10/26/95

06/22/99

**ROSEVILLE AREA SCHOOLS**  
Independent School District No. 623

Policy 504 – Student Attendance

1.0 Purpose:

It is the position of Independent School District No. 623 that regular school attendance is directly related to success in academic work, benefits students' emotional and social development, provides opportunity for important

communication between teacher and student, and establishes regular habits of dependability important to the future of the student. Consequently, the following attendance policy is intended to be positive and not punitive.

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

#### 2.1 Student's Responsibility

It is the student's right to be in school

It is the student's responsibility to be familiar with all the procedures governing attendance.

It is the student's responsibility to attend all assigned classes and study halls every day that school is in session and to follow the correct procedures when absent from an assigned class or study hall.

It is the student's responsibility to complete any assignments missed due to an absence.

#### 2.2 Parent or Guardian's Responsibility

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

It is the responsibility of the student's parent or guardian to accurately inform the school, in a timely manner, of the reason for a student's absence.

It is the responsibility of the student's parent or guardian to work cooperatively with the school and the student to improve student behavior as to school attendance.

#### 2.3 Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall.

It is the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures equitably.

It is the teacher's responsibility to provide any student who has been absent with any missed assignments upon request.

It is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to address any attendance issues that occur.

#### 2.4 Administrator's Responsibility

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

It is the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures equitably to all students.

It is the administrator's responsibility to receive and maintain accurate records on student attendance.

It is the administrator's responsibility to work cooperatively with the student's parent or guardian and the student to address any attendance issues that occur.

It is the administrator's responsibility to inform parents and students annually of the need for regular school attendance and of the regulations, procedures, and implementation plan for this policy.

***DISTRICT 623 GUIDELINES FOR ENGAGING IN ONLINE SOCIAL MEDIA***

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

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

Adopted: 8/8/89

Revised: 3/24/09

***Definitions***

***Personal Online Social Media Sites:*** Any web-based content that includes personal items (photos, videos, opinions, other) intended for personal enjoyment and that are not intended to support the work and/or professional responsibilities of a school district employee.

***Professional/Official Online Social Media Sites:*** Any web-based content that includes information that supports the work and/or professional responsibilities of a school district employee.

***Develop personal and professional boundaries for friends when using online media.***

Familiarize yourself with your profile's security and privacy settings and review them regularly. Depending on how your settings are established, you could be opening your content to everyone, including people you do not know. Your privacy and that of your family is at risk.

Remember that people classified as friends on Facebook and similar social networking sites may have the ability to download and share your information with others. Information temporarily posted about you can be maintained permanently by someone else. Pictures and content from your personal site is easily captured and shared with others. Exercise caution when choosing to be friends with students of District 623 or their parents on your personal online social media site. Educational employees have a responsibility to maintain appropriate employee-student relationships, whether on or off duty.

In general, if your connection is due to your role as an employee of the district (rather than as a relative or family friend) it is recommended that you maintain a professional relationship and decline the online friendship on your personal site.

If you are uncertain of the language to use when declining the "friend" request of a student or parent, consider the following suggestion for a response:

*Thank you for your friend request. I have a routine practice of only sharing information with students or parents through my professional email and web resources. If you feel your request is directly related to my professional responsibilities, feel free to use my school email or professional web resources to contact me.*

***It is recommended that you limit professional friendships to professional online social media sites that are kept separate from your personal content.***

***Safety comes first***

If you learn of information on a social networking site that suggests a student is being abused or neglected, you may have a duty to report as a mandated reporter. When in doubt, talk with your supervisor if you become aware of information on a social networking site that suggests a student may be in harm's way, whether due to their own actions or the actions of another. The same care and consideration you show for students in a school setting should be shown online.

***District employees are held to a higher standard of conduct than the general public***

*Don't share private data*

Most information on students (and their parents) is classified as private data under state and federal law and cannot be released without written permission. Employees should also use caution before posting pictures or information about colleagues.

*Remember copyright requirements*

If you are responsible for an official school or district online social media site, you must respect copyright requirements. If you are including content on the site that is not your own, copyright laws and policy apply. Be sensitive about links, as it may imply an endorsement of the linked content.

*Use professional judgment and etiquette*

- Only post content that you would be comfortable sharing with the entire community on Professional Online Social Media sites.
- Imagine that your students, their parents, or your supervisor may visit your site.
- Consider whether your content would support your personal values and the values of the school district if shared on the front page of a newspaper.
- In general, if you're about to publish something that makes you even the slightest bit uncomfortable, this may be a good indicator to refrain from posting.

Perception can become reality. In online networks, the lines between public and private, personal and professional can be ambiguous. Your postings may create unintended perceptions about yourself and the district. Ask yourself:

- Are your postings honest, fair, and appropriate?
- Are they expressed respectfully and in good taste?

Remember that district employees are held to a higher standard of conduct than the general public. The district can't list all the ways conduct can fall short of that standard, but it believes in its staff to act appropriately and use common sense.

Remain objective when confronted with a difference of opinion in an online discussion. Engaging in online debates can be challenging because the face-to-face human interaction is not present. People are sometimes more likely to write something questionable because they do not have to feel or see the emotion it has created for the person receiving the content.

Don't allow your online activities to interfere with your work duties. Remember that district technologies are provided for business use. Personal use of online social media during district time or on district equipment should not occur except as permitted by the district's acceptable use policy (<http://isd623.org/edc/media/documents/CTAU-AUPPolicy.pdf>).

