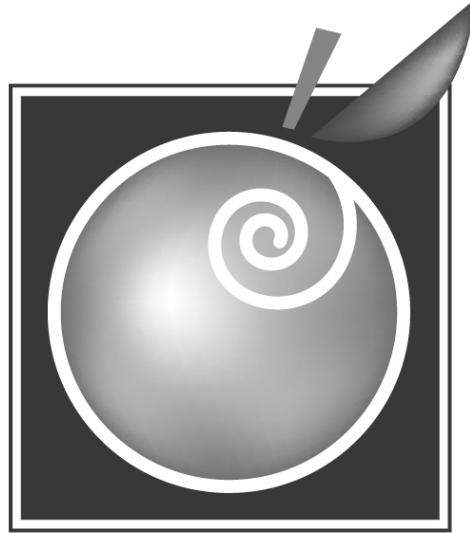


**Little Canada School
Student/Parent Handbook
2011-2012**



Roseville Area Schools

Quality Teaching & Learning for All ^â

“When parents and teachers collaborate on behalf of children, they create windows of light for the generations that follow.”

**400 Eli Road Little Canada, MN 55117
651.490.1353**

Fall 2011

Dear Little Canada Families,

Welcome to a new school year! Please use this handbook as a guide to make the most of your child's time at Little Canada Elementary School. This information will acquaint you with the curriculum, as well as the policies and procedures meant to ensure a safe, nurturing environment.

You are your child's first and most important teacher. Open communication will ensure a strong partnership between two major influences in your child's life—the home and the school. We value the important knowledge you share with us about your child. Together we can make a difference.

We are looking forward to the coming year with enthusiasm and are confident that it will be a great year for your child. Please feel free to contact us with any questions, concerns or comments.

Sincerely,

Garin Bogenholm
Principal

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Roseville Area Schools

Mission Statement—Our Core Purpose

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

OUR VISION 2015

What we intend to create

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

We demonstrate this Vision when:

- Each learner thrives in a safe, equitable, and respectful learning environment that fosters confidence, excellence and a sense of belonging while honoring difference.
- Each learner receives high quality personally relevant instruction enhanced by all members of the learning community.
- Each learner studies a challenging academic curriculum, which enhances social, emotional, physical and ethical development.
- Each learner meets rigorous academic standards and is prepared for future learning and success in a multicultural society.

CORE VALUES

What drives our words and actions

- Equity
- Responsibility
- Integrity
- Respect
- Compassion
- Commitment
- Sense of Belonging
- Curiosity

EQUITY VISION

In alignment with the District Vision, Roseville Area Schools is committed to ensuring an equitable and respectful educational experience for every student, family and staff member regardless of:

- Race
- Gender
- Sexual Orientation
- Socioeconomic Status
- Ability
- Home or First Language
- Religion
- National Origin
- Age
- Physical Appearance

STRATEGIC DIRECTIONS

Our focused allocation of resources

- Community** • Engaging and partnering with the whole community.
- Leadership** • Building a culture that nurtures the leadership potential in each member of the diverse learning community.
- Equity** • Ensuring each individual develops and thrives; eliminating systemic barriers to success.
- Achievement** • Aligning systems, practices, and instruction to the individual's needs, abilities and goals.
- Resources** • Securing, managing and leveraging our human, financial, and physical capital responsibly and creatively.

2011-2012 LITTLE CANADA SCHOOL CALENDAR DATES

SEPTEMBER

- 1 5 PM Kindergarten Registration
5:30-7 PM Back to School BBQ
and meet the teachers
- 6 Gr 1-6 First Day of School
- 7 Kindergarten First Day of School
- 20 6-8 PM PTA Meeting-Media Center
- 26 Culvers night 5-8:00
- 29 5:15-7:15 Roller-skating
at Saints North
- 29 Fundraiser Kick-Off

OCTOBER

- 5 Picture Day
- 10 NO SCHOOL TEACHER
WORKSHOP DAY
- 11 3:30-7:30 PM Conferences
- 13 Fundraiser packets due
- 13 3:30-7:30 PM Conferences
- 18 3:30-7:30 PM Conferences
- 18 6-8 PM PTA Meeting-Media Center
- 20-21 Fall Recess
- 27 AYP title 1 night 6-7:00
- 27 5:15-7:15 Roller-skating at
Saints North
- 29 PUMPKIN CARNIVAL
@ Little Canada

NOVEMBER

- 10 Fundraiser Delivery
- 14 6:30 PM 6 gr band and orchestra
Master Classes @ Parkview

NOVEMBER continued

- 15 6-8 PM PTA Meeting-Media Center
- 16 Picture day retakes
- 17 5:15-7:15 Roller-skating
at Saints North
- 17 6-7:30 Beginning Orchestra
Demonstration Night
@ Parkview
- 23 EARLY DISMISSAL
- 24-25 NO SCHOOL

DECEMBER

- 2 NO SCHOOL TEACHER
WORKSHOP DAY
- 15 5:15-7:15 Roller-skating
at Saints North
- 23-Jan 2 NO SCHOOL WINTER BREAK

JANUARY

- 2 NO SCHOOL
- 3 Back to School
- 5 7:30 PM Faculty Recital teacher
performance @ RAHS
- 9 Culvers night 5-8:00
- 12 2:30-4:45 All District Orchestra
Festival rehearsal
@ Parkview
- 13 5:15-7:15 Roller-skating
at Saints North
- 16 NO SCHOOL MLK Day
- 17 6-8 PM PTA Meeting-Media Center
- 18 2:30-4:45 All District Orchestra
Festival rehearsal
@ Parkview
- 19 7:00 PM All District Orchestra
Festival Concert @ RAHS
- 30 NO SCHOOL TEACHER
WORKSHOP DAY

30 NO SCHOOL TEACHER WORKSHOP DAY

MAY

7 Culvers Night 5-8:30
15 6-8 PM PTA Meeting-Media Center
17 8-9:45 AM **4th,5th,6th grade** District Orchestra rehearsal @ Edgerton
18 2-4:15 PM **6th grade** band festival rehearsal @ Parkview
18 8-9:30 AM **5th grade** band festival rehearsal @ Parkview
18 Ice Cream for Books 1:00-3:00
18 5:15-7:15 Roller-skating at Saints North
21 2-4:15 PM **6th grade** band festival rehearsal/concert @ Parkview
21 8-10:20 AM **5th grade** band festival rehearsal/concert @ Parkview
22 5:30 PM **6th grade** District Band Festival Concert @ Parkview
22 7:00 PM **5th grade** District Band Festival Concert @ Parkview
23 8-10:45 AM **4th,5th,6th grade** District Orchestra rehearsal/concert @ Edgerton
23 6:30 PM **4th,5th,6th grade** District Orchestra Concert @ RAMS
25 NO SCHOOL TEACHER WORKSHOP DAY
28 NO SCHOOL

FEBRUARY

7 3:30-7:30 PM Conferences
9 3:30-7:30 PM Conferences
10 5:15-7:15 Roller-skating at Saints North
14 6-8 PM PTA Meeting-Media Center
16 3:30-7:30 PM Conferences
20 NO SCHOOL
21 NO SCHOOL TEACHER WORKSHOP DAY
23 Bilingual (TWI) K. registration night

MARCH

1 Kindergarten Registration Neighborhood Schools
5 2:30 PM Band & Orchestra Winter Concert @ Little Canada
5 6:30 PM Band & Orchestra Winter Concert @ Little Canada
6 2:00 and 6:30 grades K-3 Musical
7 time TBD- grade 4- 30 minute daytime instrumental demo@ Little Canada
9 NO SCHOOL TEACHER WORKSHOP DAY
12-16 NO SCHOOL SPRING BREAK
20 6-8 PM PTA Meeting-Media Center
20 6:30 PM- 4th grade instrument fair info and demos @ Parkview
23 5:15-7:15 Roller-skating at Saints North
28 2:00 and 6:30 grades 4 &5 Musical

APRIL

6 NO SCHOOL
13 Picture Day
TBD 6-8 PM Little Canada Open House/Talent Show/Book Fair
17 6-8 PM PTA Meeting-Media Center
19 5:15-7:15 Roller-skating at Saints North

JUNE

1 Field Day
4 Alternate Field Day
7 Kindergarten Last Day of School
8 GR 1-6 LAST DAY OF SCHOOL
8 Gr 6 graduation

MCA and MCA Modified

MCA and MCA Modified **Math** (online & paper pencil)

Grade 3 – 8 - April 9 - 27, 2012

MCA and MCA Modified Reading

Grade 3 - 8, Segments 1 & 2 - Tuesday, April 17, 2012

Grade 3 - 8, Segments 3 & 4 - Wednesday, April 18, 2012

MCA Science Online

Grade 5 – April 30 & May 1, 2012

NWEA MAP

Fall MAP – September 15 - 30, 2011

Winter MAP – January 4 - 20, 2012

Spring MAP – May 3 - 18, 2012

TEST SCHEDULE FOR 2011-2012

CogAT

Grades 3 & 5 - October 24 - 28, 2011

EL Tests

Grade K-12 WIDA, March 26 - April 13, 2012

We ask your cooperation in not scheduling appointments or vacations on these dates.

STAFF DIRECTORY

Parents may leave a message for a staff member during school hours by calling 651-490-1353 between 8:30 -4:30. If you are calling outside of regular school hours, you are invited to leave a message on voice mail, your call will be returned as soon as possible.

Principal

Administrative Assistant.....

Art Teacher

ATPPS

Basic Skills 3-6

CID K-1.

CID 2-3

CID 4-6

Computer Supervisor – DITA.....

Custodian - Building Engineer.....

Custodian

ELL

Friendship Connection Site Manager.....

Friendship Conn. Staff.....

All-day Kindergarten

All-day Kindergarten.....

Kindergarten - A.M.....

Grade 1

Garin Bogenholm

Deanna Anderson

Sarah Wolfe

Sue Wenthin

Jodi Seifert

Paula Freeman

Angela Beutz

Melissa Reid

Kathy Palmer

Jim Shields

Jeff Brown

Teresa Chavez & Zachary Mernin

Bethany Snyder

Patty Ferretti

Amanda Wade

Pang Moua

Barb Schochenmaier

Patty Grossen/Liisa Welke

Grade 1
Grade 2

Jen Martin
Barb Sackmann

STAFF DIRECTORY (cont'd)

Grade 2
Grade 3
Grade 3
Grade 4
Grade 4
Grade 5
Grade 5
Grade 6
Grade 6
Health Office – Assistant
Health Office - Nurse
Hispanic Bilingual Liaison
Hmong Bilingual Liaison
Literacy Coach
Media Center Specialist

Ella Rudebusch
Teresa Taylor
Alison Seefert
Joe Bartos
Angela Camacho
Becky Bies
Carrie Smith
Käri Anderson Suggs
Katie Hokanson
Debbie Schultz
Mary Jo Feely
Marlene Stillman
Dou Moua
Patty Grossen
Melanie Houff

Media Center - Clerical
Nutrition Manager
Nutrition Assistants
Office - Building Secretary
Office - Clerical/SASI/SPED
Patrol Student Council & Buses
Reading Recovery
Social Worker
Special Education - LD/MMI
Special Education - EBD Teacher
Special Education - Occupational Therapy
Special Education - Physical Therapy
Special Education - Psychologist
Special Education - Speech Clinician
Special Education - Speech Clinician
Specialist - Adaptive PE
Specialist - Band Teacher
Specialist - Orchestra Teacher
Specialist - Physical Ed. Teacher
Specialist - Vocal Music Teacher
Teacher Assistant (Kdgn)
Teacher Assistant
Teacher Assistants (Gr 2)..... Julie Linder & Anne Shannon
Teacher Assistants - Sp. Ed. . Mary Fischer, Colleen Novak,
Ryan Blume , Claire Sobon, Ann Flagstaff, Pa Vang,
Veronica DePaz, Megheen Jahren, Jeff Jones,
Susan Van-Bernstein, Melanie Canto, Isac Chan,
Krista Swearinger

Denise Hankey
Judy Blossom
Marie Enhelder & Laura Feidt
Jodie Spirer
Catalina Bauer
Deanna Anderson
Barb Schochenmaier
Tina Hogberg
Deanna Anderson
Julie Gloege
Judy LeMay
Jan Gauger
Lisa Valerius
Jenny Bayha
Marilyn Howard
Sarah Robinson
Aaron Freed
Susan Scott
Carol Johnson
Laura Sharp
Patricia Conway
Melissa Dorff

WHEN YOU HAVE QUESTIONS CALL:

Transportation/ Bus stop.....Jan Vanderwall or Jim Monroe651-635-1609
Health related concerns..... Mary Jo Feely.....651-490-1353
Breakfast/lunch program..... Susan Richardson.....651-635-1619
Classroom/curriculum questionsyour child's teacher.....651-490-1353
Enrollment/Records Catalina Bauer..... 651-490-1353
Day care (Friendship Connection)Bethany Snyder.....651-482-0420
General Information.....Office.....651-490-1353

OPPORTUNITIES FOR FAMILY INVOLVEMENT

The PTA works with the school to provide quality education for all students. You are encouraged to become a member. Officers for the school year are:

President, Barb Sykes
Secretary, Jennifer Fawcett
Treasurer, Doris Neutgens
Fundraiser, Phil Belin

Parent volunteer work at Little Canada is both encouraged and appreciated. Parents are utilized in a number of areas, both within individual classrooms and in various resource areas of the school. A sign-up form with a list of options for volunteering will be sent home with your child.

Parent involvement also includes attendance at conferences held in the fall and winter as well as at various school events. The daily parental monitoring of your child's total school experience is another important form of involvement.

PTA MEETING DATES

You are invited to attend the PTA meetings scheduled at 6:00 p.m. in the Media Center. Dates are available on 2011 Little Canada Dates to Remember.

ROLLER SKATING NIGHTS:

Families are invited to join other Little Canada families for a fun night of Roller-skating at Saints North Arena on Hwy 36 and White Bear Avenue. Proceeds benefit our PTA. These dates will be listed in the newsletters and/or flyers and on the "2011 Little Canada Dates to Remember"

SCHOOL VISITORS

Parents are encouraged to visit Little Canada School. As a courtesy to the teacher, a prior appointment is requested for a visit and/or conference.

Parents are welcome to eat lunch with their children. Please call the office in advance so our cooks can prepare for additional meals. When you arrive, please stop in the office or the kitchen to pay for your

lunch. (Please have the correct change!) An adult lunch costs \$3.90.

All visitors must fill out and wear a visitor's pass

SCHOOL DAY

Students should arrive between 8:45 and 8:50 a.m. They report to their classrooms, hang up coats, and prepare to begin classes at 8:55 a.m.

- All children need to wear gym shoes for PE classes. Tennis shoes with either laces or velcro straps are required to participate in gym class. No large platform soles or slip on tennis shoes will be allowed. If your child has an injury that requires limitations in physical activity, please send a note to Mrs. Johnson, the PE teacher. We will adapt the activity for your child, according to the child's needs.
- Students are instructed in computer literacy and use these skills in the computer center to assist in learning other subjects.
- All children are taught media skills and are given the opportunity to use the library on a regular basis. They have flexible book check out times.
- Classes are dismissed at 3:20 p.m. Supplemental classes are offered through our Community Education Program and Targeted Services.
- Lunch/recess for primary grade children (All-day K-3) is 60 minutes long. Lunch/recess for intermediate grade children is 45 minutes long. After the children finish eating, they have outdoor recess. **Each child should be dressed for the weather conditions.** We recommend boots, hats, mittens, etc. when the winter weather arrives. All children will be required to be outside for recess **unless you provide a written note stating a medical reason.** If the temperature is above 10 degrees below zero with the wind chill, all students will go outside. If the temperature, with the wind chill is ten degrees below zero, students will remain inside.

ARRIVAL AND DEPARTURE PROCEDURES

Student hours are All-Day Kindergarten & Grades 1-6 —8:55-3:20
AM Kindergarten—8:55-11:25 & PM Kindergarten—12:45-3:20

STUDENTS ARE NOT ALLOWED TO ENTER THE BUILDING BEFORE 8:45 A.M., THERE IS NO SUPERVISION DURING THAT TIME.

The only exception is for students participating in the breakfast program, who may enter the building no earlier than 8:30 a.m., and go directly to the breakfast serving area. If you need childcare before these times, or after school, contact Friendship Connection, a provider of childcare in our building, at 651-482-0420. Your cooperation in following this policy will be appreciated.

Walkers who live in areas served by the school patrol will walk with the patrols and cross the streets under their supervision. Students who wish to walk and are not designated as walkers must bring a note from their parent giving them permission to walk.

Most students are transported to and from school by bus. Students must ride their assigned bus, board and exit the bus at their assigned stop, and follow bus safety guidelines. If a student will be dropped off or picked up at a different stop, or needs to ride a different bus, they **MUST** bring a note to school. If a student will be picked up rather than take the bus home, they **MUST** bring a note also.

WHEN DROPPING OFF STUDENTS AT LITTLE CANADA, DO NOT DROP CHILDREN OFF AT THE FRONT ENTRANCE WHEN SCHOOL BUSES ARE PRESENT.

For your convenience, two "10-Minute Parking" signs have been installed near the main entrance if you need to come to school for a short period during the day.

BUS STOP PROCEDURES

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

Bus transportation is offered to Roseville Area School students who live more than 1/2 mile from their assigned school or who live in an area where walking is hazardous. **Bus transportation is a privilege** extended by the Board of Education; **it is not a right**. All students are required to obey bus conduct rules, which are in place to protect the safety and well being of all students. Failure to observe the rules may result in loss of bus privileges.

STUDENTS ARE NOT ALLOWED TO RIDE BIKES OR SKATEBOARDS TO SCHOOL.

BUS RULES

1. Immediately follow the directions of your driver, or bus patrol.
2. Sit in your seat facing forward.
3. Talk quietly and use appropriate language.
4. Behave safely—do not throw any objects, do not stick your head or arms out of the windows.
5. Keep your arms, legs and belongings to yourself.
6. Show respect for others, no fighting, harassment, intimidation or horseplay.
7. Treat the bus with respect.
8. No eating, drinking, or use of tobacco or drugs is allowed.
9. Do not bring any weapon or dangerous objects onto the school bus.
10. You must have a note from a parent or school representative before riding on any bus to which you are not normally assigned.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR COULD INCLUDE:

- Conversation with bus patrol, bus driver or administration
- Assigned seating
- Bus suspension
- Termination of bus privileges

STUDENT ATTENDANCE

It is important for each child to be at school every day. Please make every attempt to schedule doctor, dentist, and other appointments, outside of the school day. **If your child will be absent, call the school at 651-490-1353 and ask for Ext. 140.** For each day missed, a note explaining the absence should be brought to school on the following day and given to the classroom teacher.

If you wish to have your child dismissed early, you must send a note to the teacher with your request. Students will not be released to anyone other than their parents/guardians unless we have written permission. The person picking up the child must come in to the school office and **sign the child out**. We will call the student down at that time.

ROSEVILLE AREA SCHOOLS ISD623 SCHOOL ATTENDANCE POLICY

L1.0 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.

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.

LITTLE CANADA DRESS CODE

Little Canada respects the right of students to dress in a way that expresses their personal style as long as it is not offensive to others. Students must be appropriately dressed and groomed for school. Clothing and accessories should not reflect extreme styles, compromise safety, or distract from the learning environment. The following guidelines apply to student dress while at school, and include but are not limited to the following:

- Head coverings (ie. hats, scarves, hoods, etc.) may not be worn or visible on campus from the time students enter the school building through the end of the school day unless they are related to religious practice or function, and/or are needed as a matter of health.
- Clothing or accessories that are obscene, sexually suggestive, or display images, slogans referring to weapons violence, alcohol, other chemicals, tobacco or gang affiliation are not acceptable.
- Clothing may not display demeaning, discriminatory, inflammatory, or intimidating language
- Shorts and skirts must be the length of fingertips when arms are fully extended at sides.
- Bare midriffs, bare backs, short skirts, tube tops, halter tops, and visible undergarments are not permitted.
- Tops with spaghetti straps are not permitted unless a cover shirt or sweatshirt is worn over it.
- Clothing must cover the back, midriff, cleavage, etc. and may not be revealing.
- Pants, shorts and skirts must be worn at the waist and must cover undergarments.
- Students must wear appropriate footwear during the school day and any school activities (ie. dances, sports, etc.)
- Any accessories that may offend or create a danger to self or others (ie. Spikes, chains, etc.) are not permitted.

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

Not Okay

No underwear showing



No spaghetti straps

Too low cut



Too short

No midriff showing



Okay

Layered shirts



Wide straps

Proper length shorts or skirt



DRUG FREE ENVIRONMENT

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

CHANGE IN FAMILY STATUS

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

EMERGENCY RESPONSE PREPAREDNESS

The Roseville Area School district is working to prepare students and staff for emergencies. As we all are aware, there are many different situations involving safety, health or security, which may occur in our schools. Our goal is to prepare our staff and students to properly react to the various types of problems that might occur. You may hear of our preparations during the year as your child brings home information or comments on some of the discussions held at school related to these issues.

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

First, in case of weather related emergencies, we will contact local television and radio outlets to get the information available to the general public. In the case of early dismissals during the day, we will attempt to deliver home only those children whose parents wish them to be delivered and who have access to the home. This means we need some prior information at school about your preference, and your child should also know what is to be done.

You may wish to provide medical emergency information for the student information file. This along with emergency numbers is very important in case of an emergency involving your child.

Each building has set up a planned evacuation site so that parents can have an idea of where their children will be in case of a fire, utility emergency, or other evacuation causes. For Little Canada School, our evacuation site is St. John's. In case there is an evacuation, information will be posted at the District Office as well as available over the district Cable Access Channel and on the web page (www.roseville.k12.mn.us) when such evacuations occur.

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

EMERGENCY CLOSING

In the event of severe weather or mechanical breakdown, the start time of Little Canada may be delayed or the entire school system may be closed. Official announcements will be made over radio station WCCO (8.30 AM) and most other local television and radio stations between 6 a.m. and 7:30 a.m. **If no report is heard, school will be in session.** Please limit phone calls on days in doubt—listen to your radio/TV first. If emergency conditions such as a fire, gas leak, etc. occur during the day at Little Canada School, plans have been made to take the students to St. John School located at 2621 McMenemy Road in Little Canada.

REPORTING SYSTEM

One of our district goals is for families to report a high level of satisfaction with the communication they receive about their child. Our new Elementary Reporting System enables teachers to communicate regularly with families about a student's academic achievement, progress, and learning-related behaviors. This Reporting System consists of an early conference, two formal report cards, a formal reporting conference, and two informal mid-term checkpoints. Through these reporting tools, you will have a better understanding of how your child is performing on grade level outcomes and expectations.

Informal feedback on daily work, samples of pupil's work, and formal tests are other methods of reporting academic and social growth.

INSURANCE

Families may voluntarily purchase a student accident insurance plan. Insurance may be purchased to cover a student only during school time or 24 hour coverage, 365 days a year. Information is sent home the first week of school. Please contact the school office at other times of the year if you are Interested or if you did not receive information.

HOT LUNCH PROGRAM

A student lunch may be purchased at school for \$2.45 including milk. When purchasing milk only, the cost is 50¢.

The computerized lunch system is "pre-paid." Parents deposit money into their student's lunch account by sending a check (labeled with the student's name, and notation indicating "lunch account." Most parents deposit enough to cover a week or two at a time. You may also pay by credit card or phone. Please contact

Kathleen Kurtis at 651-628-6442 for assistance.

When a child goes through the lunch line and takes a hot lunch, \$2.45 is deducted from his/her balance. When the balance reaches zero, each child is reminded to bring money to replenish his/her account. If the account shows a deficit of more than \$5.00, the child may not purchase a lunch until the deficit is erased. If you have questions regarding your child's lunch account, please call Judy Blossom at 651-490-1353 Ext. 131.

We discourage students from bringing pop for lunch, if your child must have pop for lunch, please send a note so we know the student is drinking it with a parent's approval.

BREAKFAST PROGRAM

Students may purchase a breakfast for \$1.70 including milk. When purchasing milk only, the cost is 50¢. Breakfast is available at 8:30 a.m., or when the student's bus arrives. **Only those students having breakfast are allowed to enter the building at that time.**

CLASSROOM PARTIES OR TREATS

It is School Board Policy that all food sent to school for classroom parties or treats **MUST** be commercially prepared and wrapped.

MID-MORNING OR AFTERNOON SNACKS

Many teachers permit students to bring morning or afternoon snacks to school. These may be eaten during designated break periods, usually lasting about 10 minutes. Each classroom teacher will notify parents about their procedure.

Please encourage your child to bring something nutritious for a snack. We ask that you not send pop to school unless it is for a special occasion.

PHOTOGRAPHS

Lifetouch Studios will take individual and class pictures for all students in the fall. Spring pictures are also offered as an option.

LOST AND FOUND

Lost and found articles are kept in the "*Lost & Found*" box for a period of time after being found. These may be reclaimed at any time during the school year. Articles left at the end of the year will be donated to a charity during the summer. To guard against lost articles, please use ink to label items with your child's first and last name.

Students should not bring valuables to school. Collections, mementos, favorite toys, electronics (Game Boys, iPods, cell phones) etc., can be damaged, lost, or "disappear."

SCHOOL SUPPLIES

A school supply list will be handed out to your children and is available on our web site. <http://www.isd623.org/lc>. Please check with your child occasionally to see if they need to replenish their supplies.

SCHOOL DISCIPLINE

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

We will focus on:

- ❖ Building self-esteem
- ❖ Promoting self-discipline
- ❖ Developing internal motivation
- ❖ Eliminating fear and coercion, and
- ❖ Creating conditions for a needs-satisfying environment

Most inappropriate behavior is corrected by re-teaching or through some low level intervention that takes place in the classroom. If the behavior is dangerous, against the law or continues to disrupt the learning of others, more stringent measures such as dismissal, suspension or expulsion could occur. The following behaviors will result in these more serious measures: sexual, racial & religious harassment, bringing a weapon or look-alike weapon to school, fighting, and assault.

ROSEVILLE AREA SCHOOLS ISD623 STUDENT DISCIPLINE POLICY

- 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.

TEASING/HARASSMENT

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

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 though 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.

SEXUAL, RACIAL, AND RELIGIOUS HARASSMENT & VIOLENCE

It is the policy of ISD No. 623 to maintain a learning and working environment that is free from sexual, racial and religious harassment and violence. You may obtain a copy of the entire policy online at www.isd623.org

WEAPONS

Students who bring a weapon to school face immediate suspension and possible expulsion. This includes pocket knives! **Play weapons also are not allowed.** Please make your child aware that under no circumstances should a weapon be carried to school.

FIGHTING

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

All children need to know how to deal with anger. It is not OK to use physical violence when someone disagrees with us, teases us, takes something that belongs to us, or hits us first. If those things happen, students are encouraged to follow the conflict resolution steps. If this does not result in a solution, the student should know how to safely remove him/herself from the problem and report it immediately to the supervisor. Children need to know how to protect themselves when someone is trying to hurt them, not how to hurt that person in retaliation. **In other words, "punching back" will not be an acceptable excuse for fighting with another student.**

Consequences for Inappropriate Behavior could include:

- **Talking with school staff**
- **Conference with the principal;**
- **Parent phone call**
- **Parent meeting**
- **In school suspension**
- **Out of school suspension**
- **Expulsion**

ASSAULT

One area of student behavior that we will be particularly strict about is assault. Assault is defined as an act that intentionally inflicts or attempts to inflict bodily harm upon another. Students who physically assault another person may be suspended up to ten days and in extreme cases may be expelled from school. A readmission conference must be conducted with the parents and student before the student will be readmitted to school. The school may recommend, to the victim of the assault, that a report be filed with the Ramsey County Sheriff's office.

Through these procedures, we hope to provide a clear message to our community that violence will not be

tolerated at our school.

CONFLICT RESOLUTION	
RULES	STEPS
Agree to solve the problem	Agree to the rules
Agree to tell the truth	Share your side of the conflict
Agree not to use put downs	Share your feelings
Agree not to interrupt	Search for solutions
Agree to follow the solution through	Agree to the solution

We do have very high expectations for all of our students. We know that it is harder for some students to meet our expectations than others, but we cannot ignore behavior that is dangerous to others.

PERSONAL TECHNOLOGY USAGE IN SCHOOL

While many students own technology equipment including cell phones, mp3 players, iPhones, iPods, personal gaming systems, etc. the use of such devices is prohibited at school. These devices create unnecessary distractions in the building. Students are discouraged from bringing these devices to school. If a parent or guardian considers it necessary for their student to bring these electronic items to school we suggest they remain hidden within backpacks or pockets. Little Canada is not responsible for theft or damage to such items. If a staff member sees a prohibited electronic item it will be confiscated.

- First offense: Item will be confiscated by staff member, placed in the office and can be retrieved by the student at the end of the school day.
- Second offense: Item will be confiscated by staff member and placed in the office. A parent or guardian will need to retrieve this item during school hours.
- Third offense: Item will be confiscated by staff member and placed in the office. The item may be returned to the student following an administrative conference.

POTENTIAL NUISANCE ITEMS

Students are not allowed to chew gum in the building. Gum chewing is a potential distraction and health concern. In addition, skateboards and bicycles are not allowed at school due to safety and security concerns. Students need to commute to and from school by their assigned bus route, walking route or parent/guardian drop off/pick up. Other items that are deemed classroom distractions such as Game Cards, Matchbox Cars, Silly Bands, etc. are also prohibited. Please contact your classroom teacher if you have questions about these items.

STUDENT CHEMICAL USE

Students shall not possess, use, or distribute alcohol, tobacco, or other illegal drugs while on school grounds or in school sponsored programs and activities. Such behavior is illegal as well as harmful to the student. Violations will result in any of the following consequences, depending on their frequency and the severity of the offense:

- Parent Notification
- Parent Conference
- Suspension under Pupil Fair Dismissal Act
- Police notification or referral for prosecution

- . Referral to Counselor, Social Worker, or other resource
- . Expulsion under Pupil Fair Dismissal Act

AMERICANS WITH DISABILITIES ACT

If you, as a parent/guardian, require auxiliary aids for effective communication regarding issues of the district or education of your child; please notify building principal Garin Bogenholm, at 490-1353, or Robert Rygh, ADA Coordinator at 633-1648.

Auxiliary aids may include large print materials, TDD access, sign language interpreter or Braille print, to name a few. A request for accommodation form will be available in each office.

SPECIAL SERVICES

Resource programs are available at Little Canada for students with special needs. These programs include special services for students with learning disabilities, emotional/behavioral disorders, physically handicapped, or speech/language disorders.

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

TITLE I

Title I is a federally funded program for providing additional help in the areas of reading and/or math. Students are eligible for this help if they are referred by the classroom teacher and meet eligibility criteria on a standardized test.

LIBRARY/MEDIA SERVICES

The Little Canada media center offers an assortment of resources and opportunities for our students and staff. These resources include books, audio books, Playaways, magazines, and reference materials. We also offer a variety of electronic resources, including subscription databases and online reading resources, which can be accessed through the Little Canada Learning Links page.

Library/Media/Technology skills are integrated into the classroom curriculum strengthening the teaching/learning process so that students can develop the vital skills necessary to become effective users of information and ideas. This integrated media program requires flexible access. This allows for individual, small group, and large group instruction.

Some teachers choose to have a fixed weekly book exchange time; others prefer to send students on an individual basis. Students are invited to exchange books daily. Kindergartners are allowed one book; first graders and second graders may check out two. Students in grades 3-6 may borrow three books. Books may be kept for two weeks and may be renewed for an additional two weeks. Magazines and reference materials are one-day items.

Fines are not assessed for overdue books; they are, however, collected for damaged or lost books. Students with two current overdue books will not be allowed to check out materials until books are returned.

ROSEVILLE AREA SCHOOLS STUDENT

TECHNOLOGY ACCEPTABLE USE PROCEDURES AND POLICY (AUP)

1. I understand many important educational resources are accessed using school technology.
2. I will use technology in schools *for educational purposes only*. The school has a right to monitor my use of school technology.
3. I will use respectful language and behavior while using school technology.
4. I will be mindful of school resources by printing only what is absolutely necessary.
5. I will not give out personal information about myself or anyone else while using school technology.
6. I will not look at, download, or communicate any material that is obscene, vulgar, sexually explicit or offensive in terms of race, ethnicity, sex, or religion. I will tell a teacher if I come across any information that is inappropriate or makes me feel uncomfortable.
7. I will never access, remove, change or harm another person's files.
8. I will not use another person's system or password.
9. I will follow all laws and school rules when I use school technology.
10. I will give credit when I use another's work, whether it is from a book, the Internet, or elsewhere.
11. I will use the Internet at school only with permission from a present, supervising adult.
12. I will be respectful of and responsible for all school technology I use, leaving it in good working order, organized and ready for the next person.

HEALTH SERVICES AND MEDICATION

Mary Jo Feely is assigned to Little Canada School one and half days per week. Her responsibilities include managing health records, consulting and guiding students, parents and staff members regarding health needs, providing support to families in crisis situations, assisting in the health education of students, providing screening for vision, hearing and other areas, and providing emergency health care. When our nurse is not at Little Canada School, our health aide or office staff will be available to provide first aid assistance to students.

We must follow the rules recommended by the State Department for the administration of medication:

- Prescription medication may be given at school. Medications must come in the original container labeled by the pharmacist and accompanied by a note from the parent, the pharmacist, and the doctor. The pharmacist will give you two prescription bottles, upon request. Medication authorization forms are available in the nurse's office.
- If medication is to be given no more than three times daily, please arrange to give at home (before school, after school, and at bedtime) unless specifically indicated otherwise by the physician.
- Over the counter medication (including Tylenol and aspirin to be given for two weeks or less) sent in the original container, must be accompanied by a note from the parent. There may be correlation between aspirin and Reyes Syndrome. If you have any questions, please contact the school nurse.

During the school year, cases of head lice may be discovered. The best prevention is for parents to check their child's head for nits, which are small creamy-tan colored eggs attached firmly to individual hairs. Nits are found particularly behind ears and at the back of the head. Please notify the Health Office if you discover head lice on your child. If a case of head lice is discovered in the classroom, parents of all students in the classroom are notified.

IMMUNIZATIONS

MN School Immunization Law requires documentation (statement of month/day/year) of students' immunizations prior to the entrance of school. Requirements vary by grade, however, all students enrolled in school must have their proof on record in the school health office. These requirements apply to all public schools, private schools, and home schools. Appropriate documentation must be provided to the school health office in order for the student to enroll or remain enrolled.

For Kindergarten enrollment, completely immunized means:

5 doses of DPT (diphtheria, pertussis and tetanus) (*need month/day/year*) **4 doses** of polio (*need month/day/year*) **2 doses** of MMR (mumps, measles and rubella) given after 12 months of age (*need month/day/year*) **2 doses** of Varicella (*need month/day/year*) or proof (*need year*) of chicken pox disease **3 doses** of Hepatitis B (*need month/day/year*).

Students in 7th grade will need all of the above immunizations PLUS:

A second dose of MMR (mumps, measles and rubella) (*need month/day/year*)
2 doses of Varicella (*need month/day/year*) or proof (*need year*) of chicken pox disease
1 dose Td (tetanus, diphtheria) or Tdap booster (*need month/day/year*)
3 doses of Hepatitis B are required (*need month/day/year*)

CURRICULUM

Students at Little Canada are taught a balanced curriculum developed and reviewed regularly by teams of educators.

ART

Art makes a core contribution to the total growth of your child by motivating and promoting greater learning in all curricular areas. Art activities are designed to encourage students to explore, express and communicate ideas in a creative way, while learning to understand and appreciate creativity in others. Activities in which your child will participate throughout the elementary grades include: ceramics, collage, drawing, fibers, painting, printmaking, and sculpture. Students in grades 1-6 have art instruction under the guidance of an art specialist. In this class, your child will explore a wider variety of materials and techniques than is available in the regular classroom. Classroom art activities are also a part of each child's program.

COMPUTER PROGRAM

Through our computer literacy program our students learn about the use of computers and a wide variety of programs. Students receive extensive "hands on" experience. Students use programs that reinforce what they learn in the classroom, such as math drills. They also enjoy creative activities such as logo, newsroom, and print shop.

BAND/ORCHESTRA

Elementary Orchestra and Band involves 4th, 5th, and 6th graders. Beginning Violin instruction begins in 4th grade, beginning instruction on all the other instruments (Viola, Cello, Bass, Flute, Clarinet, Saxophone, French Horn, Trumpet, Trombone, Baritone, & Percussion) starts in 5th grade. The major goal of the elementary orchestra and band experience is to provide a solid base of musical skills and techniques, while providing an opportunity for students to have fun making music with others. This is accomplished through weekly lessons, large group rehearsals, school concerts and district festivals.

Success in music is largely determined by the desire to succeed, the motivation to practice consistently, parental support and quality instruction.

Students receive instruction in a small group once a week for 20-30 minutes in like-instrument and/or like-ability groupings. Lessons are scheduled so students will have as little interruption in their daily schedules as possible. Students are expected to practice between lessons and record practice time on a practice card/calendar. Large group rehearsals are held once a week to prepare for the school concert and district festivals.

More detailed information is on the district website. Look for “District Elementary Band and Orchestra” in the “Classes” section of the Central Park website.

HEALTH

The "Great Body Shop" has been adopted as the resource for teaching our health outcomes. General outcomes are:

- a) Understand how we grow and mature; physically, mentally, emotionally, and sexually.
- b) Develop healthy behaviors and practice: nutrition, exercise, healthy attitudes, wellness and basic hygiene.
- c) Increase personal safety: disease prevention, chemical abuse prevention, and safety in physical environments and in relationships.
- d) Build healthy, productive relationships.
- e) Learn and practice reflective thinking, planning, and communication skills regarding health and wellness issues.
- f) Learn about health and wellness issues in a manner which shows respect for self and others, values families, and builds personal responsibility.

MATHEMATICS

The mathematics program teaches children not only to find correct answers, but also to understand a variety of ways to think about mathematics and to determine answers. Students learn that mathematics includes exploring, investigating, reasoning logically, communicating effectively, and using a variety of materials in a way that promotes long-term success in mathematics. Problem solving, estimating, patterns, number sense, geometry, statistics, probability, measurement and computation are studied at each grade level. Knowledge of basic facts and computational procedures is expected.

MUSIC

In music your child will experience a variety of learning activities, singing, playing melodic and rhythmic instruments, learning elements of music and studying music literature and the lives of composers. Lessons are planned to give your child a well balanced musical experience so they will develop enjoyment and appreciation of music and find an outlet for personal expression. Each class has music instruction with a specialist two or three times a week.

PHYSICAL EDUCATION

Your child will learn the importance of a physically active lifestyle. The physical education department curriculum provides carefully planned instruction to fulfill the growth, development and behavior needs of your child. Emphasis in grades K-3 is on movement and body skills. Teachers present many of these skills in a simplified game format. Games increase your child's enjoyment while they are learning to direct and control their body. In grades 4-6, students learn team games such as soccer, basketball, field hockey, etc. While fundamental movement skills are taught, the game itself is an important part of the program and it provides motivation for practice and helps develop good sportsmanship. The entire Physical Education program also believes in teaching students the value of participating in lifetime activities, as well as maintaining high levels of fitness throughout their lifetime. Students are required to wear non-marking tennis shoes (no-slip-ons) for gym.

LITERACY

In the fall of 2010, there was a district-wide implementation of a new K-6 literacy program. Literacy includes reading, writing, and oral communication as detailed in the MN standards in reading and language arts, as well as district outcomes.

The new literacy program maintains strong alignment to expected content in each grade while also advancing our district's strong focus on equity. The program emphasizes a gradual release of responsibility from teacher to student. Skills first are taught explicitly by the teacher, then often are practiced together in cooperative settings, with students practicing independently only after strong initial support has been provided. This approach helps to ensure a high likelihood of success for all students.

Students read a wide variety of fiction, nonfiction and poetry across a range of genres. Nonfiction selections are aligned to national science and social studies standards. Selections become more varied as students advance through the grades. Writing instruction aligns to reading, with students often learning to write the same genre as they are studying in their reading groups. Students are taught to write in a variety of forms through a process approach that includes pre-writing, writing, revising, editing, and publishing.

Spelling, grammar, and usage are taught both through specific lessons that help students expand their skills, as well as through applied activities like process writing. Greater emphasis is given to applied/embedded activities as students advance through the program, although specific skills lessons are part of instruction at all grades.

Student motivation is fostered through the varied texts and activities students complete throughout the program. Students have ongoing opportunities to talk about their learning, and to read, write, and think critically throughout their K-6 experiences.

SCIENCE

The elementary science program FOSS (Full Option Science System) emphasizes scientific thinking skills. Life, earth, and physical science concepts are studied at each grade level using engaging, hands-on-materials. Listed below are the units for each grade level.

Kindergarten – Animals Two by Two, Fabric, Paper

Grade 1 – Insects, Solids & Liquids, Pebbles, Sand & Silt

Grade 2 – New Plants, Balance & Motion, Air & Weather

Grade 3 – Structures of Life, Physics of Sound, Measurement, Water

Grade 4 – Magnetism and Electricity, Earth Materials, Water (fall of 2012), Engineering (Roseville kit)

Grade 5 – Environment, Variables, Power Standards (Roseville Kit)

Grade 6 – Newton's Toy Box, Chemical Reactions, Scientific Method (Roseville Kit)

SOCIAL STUDIES

The Social Studies curriculum, taught from a multicultural perspective includes the following areas of focus:

Kindergarten – Self, Family, School

Grade 1 – School, Communities, Geography, Citizenship

Grade 2 – U.S. Communities, African and European Communities, Citizenship, Geography

Grade 3 – U.S. Geography, States, Inventors, Entrepreneurs, Heroes, Native Americans

Grade 4 – Regions, Minnesota History and Geography, Native American

Grade 5 – U.S. History and Geography, Immigration

Grade 6 – World History: Early and Classical Civilizations

Social Studies instruction includes the use of a variety of print and non-print materials and is often integrated into multidisciplinary learning with reading, art, music, math, and other curricular areas.

SPECIAL EDUCATION

The Little Canada Special Education team is made up of the following professionals: Speech/Language Clinician, School Psychologist, Special Education Teachers, School Nurse and School Social Worker. District itinerant staff members join the team as needed. These staff include: Occupational Therapist, Physical Therapist, and Developmental Adaptive Physical Education Teacher. This staff provides a continuum of services to students who meet the State of Minnesota criteria for a variety of specific disabilities which may include: Specific Learning Disability, Speech/Language Impairment, Other Health Disability, Emotional/Social/ Behavior Disorder, Developmental Cognitive Disability, and Autism Spectrum Disorder. More information about district services or consideration for a referral to the Special Education Team for an evaluation is available online on the Roseville Area Schools home page at [www.isd623.org] under Programs and Services, then Student Services.

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 Officer for Section 504

Dr. Chris Sonenblum Director of Student Services 651-635-1608

ENGLISH LEARNER PROGRAM

Little Canada has a number of students who speak languages other than English. To assist students in acquiring English, the school employs specialized teachers who provide direct instruction in English. The teachers provide a range of direct and indirect instructional support based on the needs of the student. Each student will be provided an instructional program that is based on the World Class Instructional Design and Assessment standards (WIDA), as required by the State of Minnesota.

MEDIA/TECHNOLOGY CENTER

Technology/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.

Students and staff are able to access over 16,000 books with a variety of special collections, including bilingual English-Spanish titles, Early readers (early chapter books), and Guys Pick (a special collection of books that interest male readers) A separate magazine collection featuring periodicals that are of general interest are also housed in the center. Daily checkout is available to all students in grades kindergarten through sixth.

There are two iMac computer labs with computers that provide internet connections. They are located in separate areas of our school building.

GIFTED AND TALENTED SERVICES

Students in the Roseville Area Schools come from a variety of backgrounds and have a wide variety of academic needs. Curriculum enhancements for students who have exceptional academic needs beyond the regular curriculum are provided through differentiation of the curriculum by the gifted and talented cluster classroom teachers. In addition, students may participate in enrichment program services. These enrichment opportunities are integrated into the school day and through academic enrichment competitions offered after school. Students are provided information regarding metro area enrichment programs and summer enrichment opportunities in the metro area, including North Suburban Summer Academy.

Students are selected to participate in the Gifted and Talented Programs during the school year by meeting district wide criteria, which includes teacher screening, parent survey information, student interview, group ability testing and individual ability testing. Students are informally identified for services in grades 1-3 and formal identification takes place during third grade. Formal recommendations are completed by the end of the school year for placement in the upcoming school years.

TITLE I/BASIC SKILLS PROGRAM

Little Canada is a Title 1 School. At the start of the 2010-2011 School year, Little Canada implemented a School-wide Title 1 program. Being a Title I school allows our school to receive additional federal funding which allows us to focus in instructional reform throughout the school with the goal of raising academic achievement for all students.

Whom Should I call with questions about Title 1/Basic Skills?

Questions about students' progress and performance should be directed to the classroom teacher or the Title I teacher. General questions about the Title I program may be directed to the Title I Teacher, or the Principal.

Title 1 and Parental Involvement

Title 1 schools are required to submit a plan to the Minnesota Department of Education on a yearly basis. As part of the School-wide Title 1 plan, schools are required to submit a Parental Involvement Plan. To obtain a copy of the Little Canada's Parental Involvement Plan, please contact the school at 651-481-9951

DATA PRIVACY

WHAT STUDENT INFORMATION CAN YOU INSPECT & REVIEW?

Federal and state law allows you to inspect and review official records, files, and data relating to your child. This includes all material that is incorporated in your child's cumulative record, such as, identifying data, academic work completed, level of achievement (grades and test scores), attendance data, scores on IQ, aptitude, psychological and interest tests, health data, family background information, special education records, and verified reports of serious or recurrent behavior patterns.

WHO IS RESPONSIBLE FOR RECORDS IN OUR DISTRICT?

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

WHAT STUDENTS ARE INVOLVED?

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

WHAT INFORMATION IS MADE PUBLIC?

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

- ❖ Student's name
- ❖ Address
- ❖ Telephone listing
- ❖ Date and place of birth
- ❖ Grade
- ❖ Sex
- ❖ Participation in officially recognized activities and sports
- ❖ Weight and height of members of athletic teams
- ❖ Dates of attendance
- ❖ Degrees and awards received
- ❖ Pictures for school approved publications, newspapers or cable transmissions

WHERE IS STUDENT INFORMATION KEPT?

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

WHAT HAPPENS TO THE RECORDS WHEN A STUDENT LEAVES OUR SCHOOL?

When a student leaves the school system (graduates, moves away, withdraws), contents of the cumulative and special education records are forwarded to other school systems, colleges, or vocational institutes at the request of the institution. Each student's academic record is forwarded to the Data Processing Office where these records are preserved. Inactive special education records are maintained at the school where the student last attended and at the Fairview Student Services Office (651-604-3540).

WHAT ARE YOUR RIGHTS REGARDING STUDENT RECORD INFORMATION?

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

- ❖ You have a right (upon presenting proper identification) to see your child's record and to have the contents of that record explained to you within a reasonable time after you make your request.
- ❖ You have a right to receive a copy of your child's record if you pay the cost of making the copies.
- ❖ You have a right to challenge the accuracy or completeness of the records. You may make a written request that school officials change it explaining the basis of your challenge. If the change that you have requested is not made within 30 days, then the school officials must notify you of their decision. If you disagree with their decision, you have a right to a hearing. In the meantime, a copy of your written challenge to the accuracy or completeness of the record will be included in your child's records.
- ❖ You have a right to file a complaint with the Department of Children, Families and Learning concerning alleged failures by the school district to comply with requirements of Family Education Rights and Privacy Act (FERPA).
- ❖ Establishing safeguards to protect the right to privacy may cause some delay in getting information to the source requesting it. However, this seems a small price for protecting the right to privacy and control of information for all individuals.

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

WHO IS ALLOWED TO SEE STUDENT RECORDS?

Access is limited to the following:

- Parents or legal guardians of students, or individuals acting as parents or guardians in their absence, if the student is under age 18 or dependent.
- Students
- Authorized professional personnel such as the principal, teachers, counselors, nurses in connection with their school functions and responsibilities.

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

HOW TO ACCESS EDUCATION RECORDS

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

AMENDMENT TO EDUCATIONAL RECORDS

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

HOW LONG ARE RECORDS KEPT?

Most records are destroyed when they are no longer needed by professional personnel to plan instructional programs for students. Many evaluative records are destroyed after one year. Contents of the cumulative record folder (less permanent records) usually are also destroyed within one year of the time when a student leaves the school system.

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

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

