

# Fairview Alternative High School

# 2018-2019

## Student Handbook



Fairview Alternative High School  
A Roseville Area School

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# Letter from FAHS Staff

Welcome to Fairview Alternative High School (FAHS). FAHS is Roseville Area Schools' alternative high school. Your decision to enroll in our school is a positive sign that you want to continue to learn while making progress toward earning your high school diploma. Although it will be difficult and challenging, requiring self-discipline and perseverance, we are prepared to help you be successful in achieving your goals.

A positive attitude towards learning will be important as you. As your advocates here at FAHS, we are here to support, encourage, and assist you in setting and meeting your educational goals. Being part of the FAHS community, each person in the community is expected to treat each other with respect. When there is a conflict, we will find a solution to the situation and continue to move forward. We encourage you to meet any challenges facing you and celebrate each success as a stepping stone in life. Those challenges will require you to work with your teachers and family and not give up! In order for you to accomplish your goals and ours – for you to graduate from high school – we need you to make the commitment to come to school here every day.

The information in this handbook has been prepared to help you understand what is expected of every individual who is part of this learning community. We are committed to maintaining a safe and supportive learning environment where all members feel welcomed and respected. The policies, rules, and expectations are intended to ensure that everyone has an opportunity to develop and apply academic, personal, and career skills while making progress towards earning a high school diploma. It is your responsibility to know and understand what is expected of you while enrolled in this program. If you have any questions or concerns, we are happy to support you. Again, we look forward to working with you and helping you succeed.

Sincerely,

FAHS Staff

# Staff Directory

## FAIRVIEW ALTERNATIVE HIGH SCHOOL

1910 County Road B

Roseville, MN 55113

Main phone: 651-604-3800

Fax: 651-604-3801

<b>Administration</b>		
Laura Freer	Principal	Laura.Freer@isd623.org
Brian Bailey	Assistant Admin	Brian.Bailey@isd623.org

<b>Student Support Services</b>		
Betsy Difabio	School Nurse	Elizabeth.Difabio@isd623.org
Amanda Loge	Social Worker	Brian.Bailey@isd623.org
Jessica Mernin	Counselor	Jessica.Mernin@isd623.org
Jordan Nelson	School Psychologist	Jordan.Nelson@isd623.org

<b>Student Support Services</b>		
Brian Bailey	PE Teacher	Brian.Bailey@isd623.org
Jennifer George	Math Teacher	Jennifer.George@isd623.org
Maureen Kieger	English Teacher	Maureen.Kieger@isd623.org
Melanie Meyer	AVID Teacher, Work-based Learning Coordinator, Special Education Case Manager & Teacher	Melanie.Meyer@isd623.org
Patrick Puskala	Science Teacher	Patrick.Puskala@isd623.org
Ginger Rota	Art Teacher	Ginger.Rota@isd623.org
Ken Sopcincki	IT Teacher	Kenneth.Sopcinski@isd623.org
Laura Tucci	Social Studies Teacher	Laura.Tucci@isd623.org

<b>Clerical</b>		
Vicki Day	Secretary	Vicki.Day@isd623.org
LuAnn Quayle	Health Assistant	Luanne.Quayle@isd623.org



# Roseville Area Schools Strategic Plan

## OUR MISSION

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

## OUR EQUITY VISION

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

### OUR COMMITMENT

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

We will achieve our mission when:

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

### CORE VALUES

Equity  
Responsibility  
Integrity  
Respect  
Compassion  
Commitment  
Sense of Belonging  
Curiosity

### FOCUS AREAS

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

# About FAHS

Fairview Alternative High School differs from a traditional high school for many reasons. Some examples are:

- Smaller class sizes
- Enhanced individualized instruction
- Credit opportunities in the summer
- Project-based learning curriculum



## Vision Statement

“Fairview Alternative High School is a respectful and supportive high school that empowers students to take an active role in their learning through a variety of instructional strategies in a small learning community.”

## FAHS 5 FOUNDATION

At FAHS, we believe that everyone is here to learn. In order to provide an opportunity where all can learn and excel, the following philosophy has been established in our learning community.

1. **Attend:** Our students will attend school all day. Every day.
2. **Work:** Effort is valued and the work you do in all of your classes will lead you to your goals.
3. **Respect:** Everyone deserves and gives respect here at FAHS.
4. **Restore:** No one is perfect. If you make a mistake, fix it.
5. **Grow:** Learn new things. Grow academically, personally, socially, emotionally, and professionally.

## 2018-2019 School Calendar

### Family Involvement Nights

August 29	Open House
November 1	Student-Family-Advisor Meeting
January 31	Student-Family-Advisor Meeting
March 21	Student-Family-Advisor Meeting
May 3	Student-Family-Advisor Meeting
May 28	Student-Family-Advisor Meeting
June 4	Graduation

### Grading Periods

Trimester 1:	September 5 – November 29
	Term 1: September 5 – October 17
	Term 2: October 22 – November 29
Trimester 2:	December 3 – February 28
	Term 3: December 3– January 18
	Term 4: January 22 – February 28
Trimester 3:	March 11 – June 5
	Term 5: March 11 – April 18
	Term 6: April 22 – June 5



We, the staff of FAHS, believe it is important that students have the support needed to be successful in school by their family, school, and peers.

- Be your own advocate. Stake a claim in the classroom by making sure the teacher knows the real you.
- Ask lots of questions and show confusion.
- Communicate your struggles. Stressors can affect your work. How can others support you positively?
- Think of school as your career in training. We want you to be prepared for postsecondary education and work force.
- Do more than the minimum so you aren't creating gaps that are harder to bridge later.
- Sweat a little. School is your brain gym. You have to work out your muscles, make them a little sore, if you're going to lift a heavier load later on.
- Find ways to relate to your coursework. We want to connect what you are learning in the classroom to your life.
- Be in class. Don't jeopardize your own training for the future.
- Surround yourself with other students who can help you. You don't have to be best friends with everyone you seek advice from, but find friends or acquaintances that are rooting for you, the best of you.

### **Continual Learning Plans**

When a student is first enrolled at FAHS, they will create a Continual Learning Plan. The Continual Learning Plan will be updated on a regular basis every six weeks with a reflection of

goals as well as communication with an advisor of the plan in order to meet the goal.

If a student fails to meet their expectations, the advisor working with that student will create a success plan to help them succeed. The usual reasons a student fails to meet their Continual Learning Plan are lack of earning credit, excessive absences, and/or a record of inappropriate behavior. If a student continuously does not progress toward the CLP goal, termination of enrollment could occur based on meeting with the student, family, and administration.

### **Graduation Requirements**

FAHS students need to fulfill the credit requirements of Roseville Area Schools. An advisor will help each student choose appropriate courses and ensure all required courses are completed. However, the ultimate responsibility for completion of graduation requirements rests with the student and the parent. Questions or problems should be referred to an administrator. Graduates of FAHS will earn a Roseville Area Schools diploma at graduation.

### **COMMUNICATIONS**

We believe that families are important to the success of our students. We want to have communication regarding progress towards graduation and how we can support students better. Teachers and staff members can be reached via email, phone, or in person.

We encourage and appreciate contact with families. Families can call the school office at 651-604-3800 and leave a phone number and the time you can be reached. The message will be given to the teacher as soon as possible. You may also contact any staff member via email. Email addresses for staff members are located on page 2 of this handbook or on the school website. The teacher

will return your call/email at his/her earliest availability.

### **Email News**

Receive news, announcements, and updates from FAHS straight to your email inbox. To subscribe to email information, go to [www.isd623.org/fahs](http://www.isd623.org/fahs) and click on "Subscribe to School News" under Quick Links.

### **Website**

The school's website offers a wealth of information about the school including school news, classes/departments, student support services, athletic events, college and career information, academic events, and links to district information. Make sure you regularly visit [www.isd623.org/fahs](http://www.isd623.org/fahs).

### **Weather-related School Closings**

Announcements regarding school closing due to inclement weather and/or hazardous conditions will be announced on WCCO radio (830 AM). The district will make a decision to close the schools by 6:30 AM and pass this information on to WCCO at that time. Be sure to listen to WCCO for an announcement on days when the weather is not good.

### **Synergy**

Synergy StudentVue and ParentVue is available to check a student's academic progress, attendance and health history. Parents/guardians select Parents at [www.isd623.org/fahs](http://www.isd623.org/fahs) then select Synergy Parent Portal.

# FAHS Courses

Courses at FAHS are designed around the Minnesota State Standards as well as the needs of individual students. The following describes the types of courses we have here at FAHS.

## ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

AVID is an academic elective course that prepares students for college readiness and success, and it is scheduled during the school day. Each week students receive instruction utilizing a rigorous post-secondary curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

## COLLEGE-CREDIT BEARING

College credit bearing courses are offered throughout the year to allow students to earn high school and college courses. These courses are offered in several content areas. The rigorous coursework allows students to get a sense of what post-secondary courses may look like. All students are encouraged to take these classes.

## BLOCK COURSES

Block courses have been designed to give students more individualized learning. Each student will be assigned content areas based on their transcripts needs. The block courses meet state standards course will be scheduled for 2 class periods and will last for 3 weeks.

*Other opportunities will be offered on an individual basis. Students will need to talk to their advisor, counselor, or administrator.*

## SEMINAR COURSES

Seminar courses will incorporate daily assignments as well as small projects to prepare students for a project based class. We use the state standards to create courses that students see the relevancy in the learning. Students will be using AVID strategies throughout their content classes.

## HOMES

This course is a 45-minute class that will allow students opportunities to meet with small groups to participate in team building activities, learn habits that will assist success in school, Silent Sustained Reading, and organize work in order to stay up to date on their credit.

## WORK EXPERIENCE PROGRAM

The Work Experience Program is for juniors and seniors who need to gain works skills and/or explore careers. The Work Experience Program works closely with local businesses and the federal Jobs and Training Program. Training Agreements and Training Plans must be signed and abided by in order for students to gain academic credit.

## TITLE I

Title I courses are used to help students gain higher reading and math skills to ensure success in high school and post-secondary options. These courses

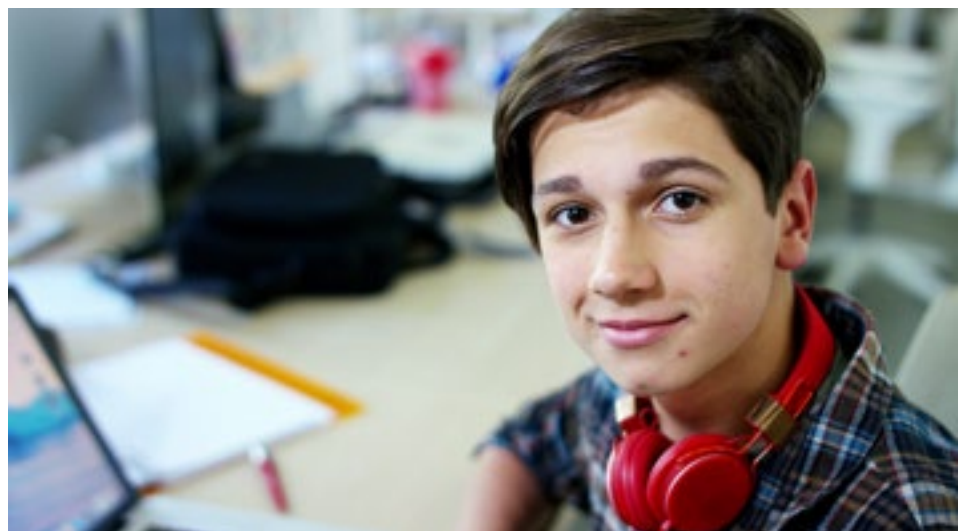
are in addition to an English or Math class that might be on your schedule. We are interested with your feedback throughout the year in regards to our Title I Plan. Please contact the FAHS office at 651.604.3800. Our plan can be found on the school website at [www.isd623.org/fahs](http://www.isd623.org/fahs).

## GENERAL EXPECTATIONS

We, the staff of FAHS, believe that it is important that students understand our commitment to fulfill the philosophy, goals, and beliefs of this learning program. It is equally important for students to understand our expectations of them as valuable members of this learning community.

Therefore YOU as a student are expected to:

- Read, understand and follow all Roseville Area Schools' rules and policies as outlined in the handbook.
- Attend school every day and be on time.
- Stay on task, work hard, and make satisfactory progress on class work.
- Be mentally prepared and willing to participate in all learning activities.
- Participate in scheduled learning activities (e.g., guest speakers, field trips, and testing)





- Conduct yourself as a responsible person and be accountable for your behavior.
- Do not use cell phone during class time.
- Use appropriate language at all times.
- Never smoke or use tobacco products on school property.
- Never verbally or physically provoke another student.
- Demonstrate responsible use of school building and grounds.
- Treat others as you would like to be treated.
- Have a positive attitude.

# Rules & Regulations

## ATTENDANCE

Minnesota state law provides that every child between the ages of 7 and 18 shall attend a public or private school in each year during the entire time the public schools of the resident district are in session, unless excused from attendance by the parent or the district school board.

FAHS believes that regular attendance is directly related to success in academic work, benefits students socially, provides opportunity for important communication among students and teachers, and establishes regular habits of dependability important to future success. When a child returns to school following an absence, the student must assume the responsibility for contacting individual teachers immediately about making up the missed work. If the work is satisfactory, full credit will be given for the completed work.

Regular school attendance by students is linked to school success and academic achievement. School attendance is mandatory in Minnesota, and parents and school officials have the duty to see that a child attends school (see MN Statute 127.20 and 127.19-Compulsory Attendance Law). Students are expected to be in school every day on time. According to Minnesota law, a student with three or more days of unexcused absences, excessive number of absences, or chronic tardies is defined as truant if the student is 12 years or older. We wish to work with parents and guardians so their children have consistent attendance.

Families are expected to contact the school to report a student's reason for absence or tardiness because unverified absences are unexcused. (Unverified means the school did not receive a call or note explaining the absence.) The school administrator has the right to determine the validity of the excuse. **If a student must be absent, a parent/guardian must call the FAHS main office number at (651) 604-3800.**

Fifteen consecutive absences automatically results in termination of enrollment from FAHS. Students who have withdrawn or have terminated their enrollment from FAHS and wish to continue MUST re-enroll.

If a student is absent from scheduled classes because of suspension or administrative dismissal, the student is responsible for the work to be completed. Staff will assist students to gather the work to be completed.

FAHS has a closed campus. If it is necessary to check out of school before the end of the day, the student must sign out in the office. A parent/guardian must call the school if the student is under the age of 18. **Students will NOT be allowed to check back into school, unless they are returning**

**with verification of the absence.** If a student checks out of school before or during a class, it will count as an absence.

### Some acceptable reasons (excused) for being absent or tardy are:

1. Illness
2. Doctor's visit or mental health appointment
3. Religious holiday
4. Extreme family emergencies (such as death in the family, house fire, etc.)

### Some unacceptable reasons (unexcused) for being absent or tardy are:

1. Staying home to baby-sit
2. Oversleeping
3. Missed the bus
4. Cold weather
5. A child is needed at home

Roseville Area Schools has successfully worked with the Ramsey County Truancy Intervention Program (TIP) to improve student attendance. Initially the school works directly with each family on improving attendance by either calling or writing a letter to the parent / guardian, or trying various school based interventions. If improvements are not made, a referral is made to TIP and a meeting is held with the parents, selected school staff, and the county attorney. The goal is to improve school attendance and help your child be successful in school.

## BULLYING PROHIBITION POLICY

Bullying is a conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe

environment. Bullying is prohibited on school district property or at school-related functions.

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

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

No teacher, administrator, or other employee of the school district will knowingly permit, condone, or tolerate bullying. The school district will investigate complaints of bullying by students and take appropriate action against any student who is found to have violated this policy.

To see the complete Bullying Prohibition Policy 508, refer to the district webpage.

## **BUS PROCEDURES**

Transportation by school bus is a privilege, not a right. Bus transportation can be revoked for unsafe behavior on a bus. Any student who jeopardizes the safety and comfort of other bus students can lose the privilege of school bus transportation. The building administrator may set up a conference with the student or parent/guardian. The parent/guardian may be notified by phone, in person, or in writing. A

pattern of minor infractions or a single major infraction of the rules will result in suspension of bus privileges. Other school consequences may also apply. It is essential to enforce the rules to ensure your child's safety and comfort.

The possession, use, or distribution of tobacco or chemicals while on the bus will result in a bus suspension and other disciplinary action as stated under the Chemical Use/Abuse provisions.

## **CELL PHONES & DEVICES**

If a parent or guardian(s) believes it is necessary to contact their son/daughter during school hours, please call the FAHS main line at 651-604-3800 and a staff member will deliver a message at an appropriate time.

Students wishing to make a phone call during school hours must do so during passing time or with teacher permission. A student phone is located on the desk in the FAHS office as well as in every classroom.

FAHS students may possess personal electronic devices (cell phones, iPads, headphones, etc.) at school. Unless the device is being appropriately used under the guidelines listed below, the student shall secure the personal electronic device out of sight.

High school student use of personal electronic devices is limited to:

1. Before and after the regularly scheduled school day
2. During the student's scheduled lunch period
3. During passing time
4. During class time when directed by the classroom teacher
5. During the school day as permitted by the school administration

## **Response to Behaviors**

1. At the first infraction within a class period, the staff member will remind the student of the classroom expectations and shall redirect the student to secure the device out of sight.
2. At a second infraction within a class period, the staff member will remind the student of the classroom expectations and redirect the student to secure the device out of sight. Also at the second infraction, the staff member will have a conference with the student to reteach the classroom expectations.
3. At a third infraction within a class period, the staff member will contact the processor to notify him/her that the student will turn in their phone/device in the office. The processor will lock the device in the storage cabinet and the student's electronic device will remain there for the rest of the day. On the day of the infraction, the staff member will contact the student's family by phone to notify them of the ongoing concern.
4. 3+. For an on-going concern, the staff member will contact the processor to notify him/her that the student will turn in their phone/device in the office. The processor will lock the device in the storage cabinet and the student's electronic device will remain there for the rest of the day. The processor will immediately contact home and retain the student's electronic device for the remainder of the day and develop a behavior plan with the student and family.

The school is not responsible for lost, stolen, or broken phones. Do not leave them unattended.

## CHEATING & PLAGIARISM

Cheating/plagiarism is unethical and does not enhance the learning process. Any student involved in cheating/plagiarism is subject to serious disciplinary action and may lose credit for that grading period. Everyone is responsible for knowing and avoiding the various forms and levels of plagiarism.

To quote Writers Inc., “Plagiarism - [is] the act of presenting someone else’s ideas as your own” (179).

The following are the most common types of plagiarism that occur in student work:

- Word-for-word plagiarism is the direct copying of another’s material without giving credit.
- Paraphrase plagiarism is using someone else’s ideas without crediting the source of the material or idea.
- Spot plagiarism is using key words or phrases without giving credit.

## CHEMICAL ABUSE

Minnesota schools are drug-free zones. Recent laws allow severe penalties for anyone caught selling or possessing illegal drugs within one city block or 300 feet of any Minnesota school or school bus carrying students.

The consuming or possessing of any beverage containing alcohol, or any other mood altering substance while on school property, buses, or at any school activity (or having consumed before arrival at school or before any school activity) is not permitted. This includes any beverage containing alcohol, any simulated controlled substances, any non-alcoholic look-a-like or smell-a like substances or any other mood-altering substances. Possession or use of any drug related paraphernalia on school

property or buses, or at any school activity is also not permitted.

Possession/use of paraphernalia will result in the same consequences as chemical use violations.

FAHS reserves the right to utilize local law enforcement measures to search for controlled substances on school grounds. This may include the use of canines trained in the search and seizure of controlled substances.

Students who have been caught selling or distributing drugs on or within sight of the school property may be subject to immediate expulsion from FAHS. Due process procedures apply as well as Minnesota State High School Leagues rules.

## COMPUTERS/INTERNET POLICY

FAHS students and staff have access to the Computer/Internet in school. Time spent on the computer/internet will be dedicated to supporting curriculum outcomes per District Acceptable Use Policy. If a student uses their own devices in classes, they must also agree to follow the District Acceptable Use Policy as well.

The following policy statements guide student use.

- Student use of the computer/internet will be tied to classroom assignments or an approved teacher study. This use gets top priority. FAHS does not offer student’s access to the Internet for recreational browsing. Access is supervised at all times.
- Students wanting to use the computer/Internet outside of class, such as before school or after class is completed must have a teacher supervise them.
- When using school computers, students may not access files belonging to any other user, add programs to the computer or change

any default settings on the computer.

- When interacting on the Internet through a class supported activity, students may not use or send inappropriate, obscene, threatening or inflammatory messages to anyone at any time.
- Certain materials available on the Internet are inherently inappropriate for student use; students must not access inappropriate materials for any reason. Appropriate sites are considered sites pre-approved by the teacher.
- Students may not have any food or beverage at the computer.
- Students having a problem with their computers should see the classroom teacher.

## DRESS CODE

FAHS respects the right of students to dress in a way that expresses their personal style as long as it is not offensive to others. Most clothing is acceptable for school wear as long as it does not jeopardize anyone’s health or safety, does not disrupt the educational process, or does not create school disorder. No dress code can address all styles of attire. Disruption is defined as causing others to feel uncomfortable or threatened in our public setting.

The following are some examples of attire considered to be unacceptable for students while attending FAHS.

- Clothing that includes words or pictures that are obscene, vulgar, and sexually explicit, convey sexual innuendo, abuse or discrimination, or that promotes or advertises alcohol, chemicals, tobacco or any other product that is illegal for use by minors.
- Clothing, symbols, emblems, painted faces, or any other

items that violate any district policy cannot be worn or displayed.

- Any accessories that may offend or create a danger to self or others (e.g., spikes, chains, etc.) are not permitted.
- Gang-related activities that are disruptive to the school environment, which include the display of any apparel, jewelry, accessory, or tattoo, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior.

If there is doubt about a particular item of apparel, the student should contact a school administrator for a decision prior to wearing the clothing to school.

**Consequences:** Students who are inappropriately dressed will have the opportunity to change, trade, or wear a school t-shirt, or remain in the office until a parent brings in more appropriate clothing. If students refuse to change their clothing, they will be considered willful disobedient.

## EMERGENCIES

Students who become ill or injured during school are to report the issue to their teacher. If the illness or injury is prolonged or severe, school personnel will attempt to contact parents/guardians. If a student must go home, the parent/guardian is to make arrangements to pick up the student and have a place for him/her to go.

## FAIRVIEW COMMUNITY CENTER

FAHS is one member of the Fairview Community Center. We will be sharing common grounds with all members of the Roseville area. It's important to respect all members of that community.

Students are allowed in our own areas of the building. Students should remain on the 2nd floor of the building, except when they have permission from a staff member, during lunch, and after school. If a student leaves the FAHS-designated areas, they may be asked to leave the building for the rest of the school day.

## FIELD TRIPS

Field trips and other school-sponsored trips are considered to be extensions of the school. All school rules and regulations are to be followed and will be enforced. Students are required to travel to and from the field trip on school district provided transportation. Past infractions of FAHS/District policies and/or lack of attendance/earning credits may be cause for students to not be allowed to participate in field trips.

## FIRE

Don't panic! When the fire alarm sounds, all persons in the building must evacuate the premises. The students and staff should be at least 100 feet from the building. All classroom and office doors are to be closed. When leaving the building, the teacher will lead the class out the nearest and safest exit. The teacher should make sure that all students have left the building. The teachers and students may return to the building when the all clear is given.

## GANG-RELATED ACTIVITY

For the purposes of this policy, a "gang" is defined as any group or association of three or more persons, whether formal or informal, which encourages, solicits, promotes, urges, counsels, furthers, advocates, condones, assists, causes, advises, procures, or abets any illegal or disruptive activity or behavior of any kind, whether on or off school campuses or school property. Clothing that can imply gang membership is not permitted.

No student shall:

- Display or wear gang tattoos, articles, paraphernalia, or clothing
- Wear bandanas, rolled up pants, chains, and spiked jewelry
- Threaten to commit, or actually commit, any crime of violence or to burn or damage property with the purpose of terrorizing another or of causing the evacuation of a building, place of assembly, school bus, or other school facility or otherwise causing disruption to the orderly operation of any activity on any school campus or school property, or in reckless disregard of the risk of causing such terror or disruption.
- Recruit or solicit membership in any gang or gang-related organization.
- Hold himself or herself out as a member of a gang.

## LIABILITY FOR PERSONAL MATERIALS

Neither FAHS nor the school district shall be responsible for the loss of any personal items of students. Should any theft occur, please notify an administrator.

## LOCKERS

Lockers are provided for students' convenience to keep books and other property needed at school. They should be kept neat and clean. Students are not to change lockers without permission from the FAHS office. Students should not leave money or valuables in lockers. Any damage to the lockers should be reported to a staff member. We request that students not place stickers on the inside or outside of lockers as they are difficult to remove. Writing on the lockers will be considered vandalism. The lockers are the property of the school district and the administration



has the right to search the lockers at any time.

## **MEALS**

Student meals should be eaten in the cafeteria. Students are expected to leave the tables, chairs, and floors in a clean condition and be respectful of self and others. Students are not allowed to order food from outside vendors to be delivered to the school during school hours.

### **Breakfast and Lunch**

Breakfast and lunch is served in the cafeteria. More information can be found on the district website under Nutritional Services regarding the cost.

**Free and reduced lunch forms are available in the office.**

### **Conduct in the Cafeteria**

The right of the student to eat in the cafeteria is coupled with the responsibility of keeping the area presentable for others. Food throwing and other disrespectful conduct may result in suspension from the lunchroom and up to expulsion from school. Each student is responsible for busying his/her dishes. Students are to remain in the commons area during the 26-minute lunch time.

## **MILITARY RECRUITERS**

The recruiters for the military service are given the names, addresses, and phone number of high school students. Names, addresses, and phone number are not given to any other organization or commercial enterprise. Students who do not wish to have their address given to military recruiters should notify the administration in writing by September 15 of the current school year.

## **PARKING**

Students will be given the opportunity to drive their cars to FAHS. Parking is

not a right; it's a privilege. Students may lose the right to park here based on attendance, behavior, etc.

## **PASSES**

Students will receive a punch pass at the beginning of every three weeks. This punch card should be kept with them at all times as this is how a student can use the restroom, go to the vending machine, use the phone in another room, etc. Students should only use their own pass. A teacher has the right to say no to a request to leave the classroom during instruction or during work time. There will be no passes given the first 10 minutes or the last 10 minutes of each class period.

## **PHOTOGRAPHS**

Any photographic or movie image taken of a teacher or other student during the instructional day without the consent of the individual(s) could result in disciplinary action. Any photographic or movie image taken of a teacher or other students during the instructional day cannot be published or posted on a public forum (YouTube, Facebook, etc.) without the written consent of each individual. Any violation may result in disciplinary action.

## **PROFANITY/OBSCENITY**

Written or verbal profanity, obscene and/or offensive gestures, signs, pictures, publications will result in disciplinary action.

## **SCHOOL SAFETY**

School needs to be safe, orderly, and conducive to teaching and learning. School is a public place and all the laws, social norms, and common sense rules of public behavior apply on school property. Roseville Area Schools takes a decisive stand on aggressive behavior and on the possession, storage, transmission and/or use

of weapons or look-alike weapons. School administration may recommend expulsion if a student is involved with a weapon or look-alike weapon. **Any student observing a dangerous, harmful, threatening, suspicious or frightening situation should report it to an adult immediately. We are all responsible for a safe and orderly school.**

## **SEARCH & SEIZURE**

School officials may, without a search warrant, search the person and/or personal possessions based on reasonable suspicion. The search will be reasonable in its scope and intrusiveness. A search of a person shall be conducted in privacy by a school official. A second school official shall be present as an observer during the search whenever feasible.

If a search yields contraband, school officials will seize the item and where appropriate, turn it over to legal authorities for ultimate disposition.

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Code of Conduct, discipline may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal authorities.

## **SIGNS, POSTERS & LITERATURE**

Any sign, poster, or literature that is to be displayed or distributed in the school building or grounds requires the prior approval of the administration. In general, public school buildings may not be used to advertise commercial activities or products. Only signs, posters, literature will be approved for posting/distribution that are directly related to FAHS programming.

## **TARDY POLICY**



It has been shown that good attendance will lead to more credit earned. It is expected that if a student is tardy, he/she will enter the room quietly. When the teacher is available, he/she will have a conversation with the student about the information that the student missed.

Teachers will create classroom policies regarding tardies and the consequences. Examples of the consequences might be lunch detention, parent conference with the student, or administrative conference with the student and teacher.

If a student is 10 or more minutes late to class, the student will be counted absent for that class period.

## **TESTING**

Students at FAHS are required to participate in a number of tests throughout the school year. Students causing disruptions will receive disciplinary action. Minnesota Statutes, section 120B.31, subdivision 4a was revised in the 2017 legislative session. As a result, MDE has updated its Parent Guardian Guide to Statewide Testing and Refusal to Test Form. Form can be found at the end of this handbook.

## **THEFT**

Theft refers to the possession of property that does not belong to the holder without permission of the owner. Students participating in theft will receive disciplinary action and possible police intervention. Students who find property that does not belong to them should turn the property into the front desk immediately. Do not leave your valuables unattended.

## **TOBACCO USE & POSSESSION**

FAHS is a tobacco-free zone. Smoking, chewing, or the possession of tobacco products on school grounds, within sight of the school grounds, in the

school buildings, or while on school activities is prohibited. School rules apply in all areas within 300 feet or one city block of school boundaries. Students violating this policy are subject to disciplinary action.

## **TRESPASSING**

Trespassing is the presence at any school or district location without permission of school personnel. This includes any student on suspension who goes to a school or district location without permission. Students who refuse the request by a FAHS staff member to leave Fairview Community Center property will be subject to trespassing charges from the Roseville Police Department.

## **VANDALISM**

Vandalism is the damage or destruction of school property or the property of others. A student found to be involved in an act of vandalism will be expected to pay restitution and will be subject to disciplinary action and/or a referral to the police.

## **VIDEO MONITORING**

For the safety of the students and staff at FAHS and Fairview Community Center, video-monitoring equipment has been installed inside and outside the building. The cameras are recording 24 hours a day, 365 days per year. In some cases, the recordings will be used to review incidents that took place in the building and/or on school property. If the situation warrants, the police will be contacted to review the video recordings. Only the FAHS administration has access to the video monitoring equipment.

## **VISITORS**

All visitors must report to the main office to check in.

- No person other than staff and

students of the FAHS, school district employees or authorized agents of this school district are permitted to be in any classroom in the building or on campus unless written permission to do so has been retained from the principal.

- Such written permission is required ahead of the date requested.
- Students will not be allowed to bring a friend or relative (Other than parent/guardian) to school as a visitor. Parents are encouraged to visit the school.

## **WEAPONS USE & POSSESSION**

Minnesota schools are weapon-free zones. Recent laws allow severe penalties for anyone caught possessing or using a dangerous weapon within one city block or 300 feet of any Minnesota school or school bus carrying students.

Students and non-students, including adults and visiting youths, are forbidden to possess, store, transmit, or use any instrument that is considered a weapon or a look-alike weapon in school, on school grounds, at school activities, at bus stops, on school buses or school vehicles or school contracted vehicles, or entering upon or departing from school premises, property, or events.

Students are expected to report harmful, threatening, or suspicious situations to an adult immediately. Failure to do so may result in disciplinary action.

A student who finds a weapon on the way to school or in the school building and immediately takes the weapon to any staff member or to the main office will not be considered in possession of a weapon.

Students are forbidden knowingly and voluntarily to possess, handle, transmit, or use any instrument in school or on school grounds (or during school

activity) that is ordinarily or generally considered a weapon. An object that could be used to injure another person and that has no school-related purpose for being in school or on school grounds will be considered a weapon for the purpose of this policy.

The following are examples of instruments ordinarily or generally considered weapons: knives, guns, lead pipes, chains, chuck sticks, throwing stars, darts, metal knuckles, blackjacks, unauthorized tools, explosives, or other chemicals and “look-a-likes”.

A student who brings a weapon to school may be expelled for a period of up to one calendar year. Violation of this policy shall be in accordance with local district policy and/or the Gun Free Schools Act of 1994. The principal, under appropriate circumstances, may recommend and the board may impose a lesser penalty. Police will be contacted when there is a suspected violation of criminal laws concerning weapons.

Students who have been found guilty on a weapons charge that occurred outside of the schools may also be subject to suspension and/or expulsion proceedings.

## Consequences/ Disciplinary Action

The school has developed consequences for those who show inappropriate or disruptive behavior. These consequences are assigned in an effort to correct or change behavior that is not acceptable. Disciplinary action may include, but is not limited to: meeting with the teacher/counselor/administrator, behavioral contracts, loss of school privileges, parent conference with school staff, modified school

program, referral to school support services, referral to legal system, restitution, suspension from class, probation, out-of-school suspension, exclusion, or expulsion.

### BEHAVIOR REFERRAL

Teachers complete a referral if a student is not meeting classroom and/or school expectations. The student will complete a reflection and then will process with a staff member. If returning to class is an option, the student will be escorted back to class.

### ADMINISTRATIVE DISMISSAL

Students are requested to leave the building. The student will be required to make up any work missed.

### SUSPENSION

Students are removed from school and may not participate in or attend any school functions during the suspension. A parent conference is required for re-admittance to school.

### TERMINATION OF ENROLLMENT

FAHS is a school of choice. Students in violation of Roseville Area Schools' policies and/or FAHS policies may have their enrollment terminated from FAHS.

Suspension, exclusion, and expulsion are governed by The Pupil Fair Dismissal Act.

### DISCIPLINE GUIDELINES

Acts that cause substantial disruption and/or conduct which reflects negatively on the school can result in suspension from FAHS.

With matters of discipline, teachers take the first steps in correcting inappropriate behaviors.

If these steps are ineffective and inappropriate behavior continues, consequences progress.

A referral to the office is written and the student can be sent to the office to remove him/her from the learning environment. If a student is removed from a class or sent to the office, the student will complete a reflection sheet and will then process with an available staff member to determine whether or not the student can return to the classroom for instruction.

If the behavior is a high level offense, the student will complete the reflection sheet and will then process with an administrator before returning to class at an appropriate time.

In cases where the student conduct violates school/district policies or expectations, parents will be notified in order to work together to resolve the issue.

A primary goal is to maintain a physically and emotionally safe learning environment for everyone at FAHS. The ultimate goal is the development of responsible, respectful, and self-directed behavior.

A full list of district policies can be found at:

<http://www.isd623.org/ourdistrict/schoolboard/district623policies>

## Student Information

### GUIDANCE & COUNSELING SERVICES

FAHS has the following staff members in the building at various times during the school day.

- Counselors
- Psychologist
- Social worker

- Registered nurse
- Cultural liaisons

The following services are available to students:

1. Opportunities to evaluate aptitudes, interests, values, and personality traits in relation to career exploration and human interaction
2. Printed information on scholarship possibilities, college and trade school testing dates and other pertinent educational/vocational information
3. Assistance in improving learning techniques
4. Help with personal problems or concerns regarding such things as relationships with teachers, friends, family, school, and with chemical use
5. A career resource room that has educational-vocational information and occasionally invites representatives from various job clusters and educational institutions
6. Assistance for students and parents in selecting appropriate courses

## IMMUNIZATION REQUIREMENTS

According to Minnesota Statute “The Minnesota Immunization Law,” no person may be allowed to enroll or remain enrolled in any secondary school until that person has submitted to the school a statement verifying the person has been immunized against red measles, rubella, diphtheria, tetanus, polio, and mumps.

## INSURANCE

Student accident insurance and student dental insurance plan will be available.

Information and application forms will be issued during the first weeks of each school year.

## MEDICATION

Medications taken at school, prescribed by a physician, or over-the-counter, must be accompanied by a Medication Permission Form (see page 36) that is signed by a parent (and the physician for prescription medications). For the protection of our students, all medication will be stored in the School Health office. The exception to this are Epi-pen and inhalers with authorization from doctor, school nurse and parent. All medication must come to school in a pharmacy-labeled bottle or the original container.

### The prescription label for the school must include:

- Student’s name
- Medication name and dosage
- Time of day to be given, and
- Doctor’s name

Most pharmacies, when asked, will provide an extra container to be kept at school.

## PROM/DANCES

A student may be allowed to attend dances at their home high school. Check with home high school for more information.

# Student Rights

## Age of Majority Rights for Students Who Are Age 18

### Regardless of age, the student must follow all school rules.

According to Minnesota Statutes, once a student reaches the age of 18, they attain age of majority status. When the

student reaches age 18, many of those rights previously granted to the parent/guardian are automatically the rights of the student. For example, students who are age 18 may write their own excuses, have access to their school records, and have correspondence relative to school business mailed directly to them.

The parent/guardian of a student who is age 18 or over may access educational data about the student if the parent/guardian provides evidence to the school that the student is a “dependent student” under the Internal Revenue Code.

## CHILD ABUSE POLICY

Minnesota Statute Section 626.556, Subd. 3 - “A professional or his delegate, who is engaged in the practice of education, who has knowledge or reasonable cause to believe a child is being neglected or physically or sexually abused, shall immediately report the information to the appropriate agency.

Recognizing the relationship that exists between successful school experiences and good physical, mental and emotional health of children, it is the policy of Roseville Area Schools to protect children by requiring the reporting of suspected physical abuse, sexual abuse, or conditions of neglect involving minor children whether occurring in the home, school, or community.

## HARASSMENT

Harassment of any nature will not be tolerated. The FAHS staff especially focuses on eliminating racial, religious and sexual harassment.

**Religious and Racial Harassment and Violence:** Religious/racial harassment is defined as being any comment, gesture, joke, language or behavior, displayed in any manner that draws attention to religious, racial or cultural differences

in a demeaning, disrespectful or offensive manner. Any occurrence of religious/racial harassment should be reported directly to a school official (teacher, counselor, or administrator). Once reported, the administration will investigate the complaint and an appropriate course of disciplinary action will be taken. Consequences for racial harassment may include; warning, parent conference, sensitivity training, suspension, completion of a harassment packet, and/or victim involvement.

**Sexual Harassment:** Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature.

Guideline for Behavior:

- To know the difference between behavior that is OK and behavior that constitutes sexual harassment, remember these guidelines:
- Be aware of the difference between the intent of your behavior and the impact of your behavior.
- Be sure that there is equal initiation and participation when you interact with others.
- Treat people as they would like to be treated, not as you think they would like to be treated.

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

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

## Why statewide testing?

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

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

## Why does participation matter?

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

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

## Academic Standards and Assessments

### What are academic standards?

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

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

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

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

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

#### ACCESS and Alternate ACCESS for English Learners

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

Posted May 2018



## Why are these assessments effective?

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

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

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

## Are there limits on local testing?

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

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

## What if I choose not to have my student participate?

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

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

## When do students take the assessments?

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

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

## When do I receive my student's results?

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

## How much time is spent on testing?

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

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

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

## Where do I get more information?

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



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

## Parent/Guardian Refusal for Student Participation in Statewide Assessments

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

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

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

Student's Legal First Name \_\_\_\_\_ Student's Legal Middle Initial \_\_\_\_\_

Student's Legal Last Name \_\_\_\_\_ Student's Date of Birth \_\_\_\_\_

Student's District/School \_\_\_\_\_ Grade \_\_\_\_\_

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

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

Reason for refusal:

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

\_\_\_\_\_ MCA/MTAS Reading

\_\_\_\_\_ MCA/MTAS Science

\_\_\_\_\_ MCA/MTAS Mathematics

\_\_\_\_\_ ACCESS or Alternate ACCESS for ELLs

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

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

Parent/Guardian Name (print) \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_

To be completed by school or district staff only.

Student ID or MARSS Number \_\_\_\_\_

# Roseville Area Schools Belief Statement

Roseville Area Schools believe an equitable district-wide student behavior policy will contribute to the quality of a student's educational experience and safety. This discipline policy is reviewed yearly as part of revising this student handbook.

## Behavior Expectations

To ensure quality education for all, Roseville Area Schools students will:

- Treat all students and staff with respect.
- Be on time to all classes.
- Come to all classes prepared for the day's activities.
- Participate in all classroom activities in a positive manner.
- Do schoolwork as assigned, be honest with yourself and others about your work.
- Know and follow school and classroom rules.
- Respect the right of all students to receive an education.
- Respect all school property, and the property of others.
- Keep the entire school building and grounds clean.

## RAS Rules of Conduct

Unacceptable behavior is subject to response. This applies to all District 623 students at school, on school grounds, at school-sponsored activities, on a school bus, and at school-related events. When an individual is asked to supply private or confidential data about himself/herself, the Minnesota Government Data Practices Act requires the individual be informed of: Purpose for collecting the data and intended use of the data.

- Whether the individual possessing the data may refuse or is legally required to supply the requested information.
- Any known consequences arising from supplying the data or refusing to supply the data.
- The identity of other persons or entities authorized by state or federal law to receive the data.

The building administrator will exercise their professional judgment in determining an appropriate response. Staff responses for acts of unacceptable behavior may include any or all of the following, but are not limited to:

- Restorative practices
- Student conference
- Parent/guardian contact
- Parent/guardian conference
- Removal from class or activities
- Suspension from co-curricular activities
- In-school monitoring
- Loss of school privileges
- Modified school program
- Referral to in-school support services
- Referral to community service or outside agency services
- Assignment to another learning program or school
- Suspension under Pupil Fair Dismissal Act
- Expulsion under Pupil Fair Dismissal Act
- Exclusion under Pupil Fair Dismissal Act
- Reference to police or other law enforcement agencies for criminal action
- Petition County Court for juvenile delinquency adjudication penalties according to the bylaws and rules of the Minnesota State High School League
- Mediation
- Fine assessed

Repeated violations may result in greater level of consequence. Administrative responses are recorded in the district's student database (Synergy).



# Why Use Restorative Practices?

Roseville Area Schools believes that the creation of a restorative culture in our schools holds significant promise as a means to achieving safe, culturally respectful, equitable and just learning communities. Restorative practices are defined as a way of being in community that focuses on continual building and maintaining of relationships. Through direct participation and communal decision making (students, staff, families, and community members) social norms and behavioral boundaries are identified and reinforced. To this extent, Roseville Area Schools will be exploring and implementing community building and relational practices where:

- Harm done to the community and/or relationships is addressed in a constructive and humane way that rebuilds and strengthens instead of creating or increasing a divide. Therefore, when community norms and expectations are broken, there is acknowledgment that this results in real harm to relationships and the community. When possible, responses will seek to repair these relationships while holding those involved to a high level of personal accountability and providing a high level of support to ensure that needs and responsibilities are met without creating further harm, alienation, or exclusion.
- It is acknowledged that as people we are more cooperative and more likely to make positive changes as those in positions of authority do things with us, rather than to us or for us. Therefore a restorative culture allows parents, students, and educators to act and view themselves as leaders in creating the school environment they wish to see.

- It is recognized that other approaches to school climate and discipline have not consistently worked to build safe learning environments, have created racial disparities in discipline responses, and have fostered a culture of blame that is harmful to the social fabric of our schools and communities. Problems related to discipline and safety in our schools can only be solved when all members of these communities are willing to share their experiences, take responsibility and work together to identify solutions.

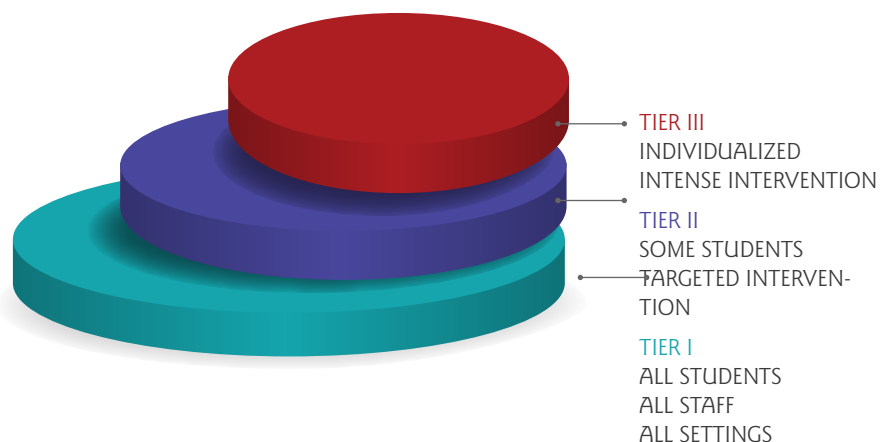
## School-wide Tiered Behavior Support

One of the foremost advances in schoolwide discipline is the emphasis on schoolwide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Attention is focused on creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results

(personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

## Why is it so important to focus on teaching positive social behaviors?

In the past, schoolwide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.



# Important District Policies to Know

At right is a summary of important School Board policies regarding student behavior and ensuring a safe and positive learning environment for all our learners.

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

400P	<a href="#">Acceptable Use</a>
416P	<a href="#">Harassment and Violence</a>
504P	<a href="#">School Attendance</a>
508P	<a href="#">Bullying Prohibition</a> ; Bullying Report Form
520P	<a href="#">Student Discipline</a>
544P	<a href="#">Hazing</a>
584P	<a href="#">Collection, Maintenance, Use and Release Student Data</a>

Visit [www.isd623.org](http://www.isd623.org) for the district's policies

## Tennessean Warning to Parents and Students

**PARENTS ARE ADVISED THAT:** Students attending school in the school district will be asked to supply information to school personnel. Examples of such information requests include homework assignments, test questions, and questions during the course of classroom activities.

- The information will be collected by the school district in order to evaluate the student's current level of performance with respect to his or her education program, to maintain discipline within the school, and to determine the student's needs and preferences relating to his or her education program.
- Students are not required by any law or regulation to supply data. However, the school district expects and requires that students will participate fully in their educational program by completing homework assignments and tests. Moreover, the student's refusal to supply data may prevent the school district from assessing the student's needs and incorporating the student's preferences into the student's educational program. Refusal to supply information used to evaluate a student, including homework assignments and tests, will result in a failing grade being given for the assignment. Continued failure to supply information will result in a failing grade for a particular course, and a failing grade for the year.
- Data collected will be provided to school personnel having a legitimate educational interest in obtaining access to the data, and to state and federal authorities having statutory rights of access to the data.



# Levels of Intervention for Behavior

## LEVEL 1

### Teacher Managed Response

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An Office Discipline Referral would not typically be completed at this stage. These responses aim to change the factors surrounding the negative behavior and will be addressed by the teacher. A teacher may tailor a response to a particular situation.

- Classroom based responses (redirection, reminder, break)
- Restorative practices for a behavior
- Loss of privilege connected to the infraction (e.g., assigned seat)
- Family contact in possible collaboration with student
- Collaboration consultation with support staff (counselor, teacher assistant, case manager)

## LEVEL 2

### Teacher Initiated Response with Office Support

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A Discipline Referral would be created in this situation but would include **ongoing Level 1 interventions**. Partnership with teacher and administration. These responses are designed to teach behavior and reinforce appropriate behavior. Many of these responses engage the student's support system in order to alter conditions that contribute to the student's inappropriate or disruptive behavior.

- Temporary classroom removal
- Detention (additional time in a specific location)
- Home visits
- Informal and/or preventative school-based mentoring
- Family/team meeting
- Individualized Educational Plan meeting (if applicable)
- Restitution

## LEVEL 3

### Administrative Responses

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A Discipline Referral would be created in this situation and the administration would coordinate interventions. These responses are designed to engage the student's support system and reinforce appropriate behavior. The goal of these responses is to alter the targeted behavior without removing the student from the school and **may include Levels 1 & 2 interventions**. These responses may include short-term removal of a student from certain school environments and focused on targeted reentry in a short duration of time.

- Classroom removal
- In-school suspension
- In-school intervention
- Collaboration with community based organization
- Involvement of school resource officer for educational purpose

## LEVEL 4

### Administrative Support and Removal Options

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Immediate notification will be made to the office at this level. Administration will be working to collect information and make a determination for behavioral response. These responses address serious, safety-related instances. When necessary, due to the nature of the behavior or potential implications for future harm, a student may be removed from the school environment for a period of time.

- Restorative Practices
- Loss of privilege/removal from extracurricular activities
- Involvement of the school resource officer
- Manifestation Determination
- Classroom removal
- Suspension
- Transition Plan
- Referral to alternative educational setting
- Recommendation for expulsion

# Behavioral Responses

Behavioral Contract	This is the use of a formal plan designed by the school staff to offer positive behavioral interventions, strategies and supports.
Check In/Check Out	A formal process where a student meets with a school staff member on a regular basis.
Classroom-based Responses	This is teacher directed behavior to prompt a student to reflect on the target behavior using strategies in the classroom such as taking a break, time out, student-teacher conference, redirection, seat change, calling home, loss of classroom privilege, letter of apology, and/or re-teaching expectations.
Classroom Removal	This practice has two different levels. The lowest level is removing a student from the classroom for a period of time less than a full class period. This may look like going to another classroom for a time out. The second level is removing the student from the classroom for a period of time not to exceed three class periods without administrator involvement. The student is given class work to complete in an alternate location.
Community Service	This practice turns the focus of the behavior remediation to a restorative practice to strengthen the school or area community.
Conflict Resolution	In this behavioral response, a team of individuals meets to discuss and train around the conflict that arose related to the behaviors. This team may include students, parents, staff, and/or administrators.
Detention	This practice is having the child report to a designated space outside of typical class time periods (before school, during lunch or recess, after school, on the weekend or during a free period during the school day) for a set period of time.
Dismissal	The child is removed from the school setting for a period of time less than one full school day.
Exclusion	Action taken by the School Board preventing enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.
Expulsion	School Board action prohibiting an enrolled student from further attendance for up to twelve (12) months from the expulsion date.
Loss of Privileges	This is the process of temporarily denying a student a privilege related to school and or school events.
Parent Outreach	Informing parents/guardians of their children's behavior and seeking their assistance in correcting inappropriate or disruptive behavior.
Referral to Alternative Learning Center	Recommending a student to a building administrator(s) for placement in an alternative education program.
Referral to Community-based Organizations	In consultation with principal or designee, referring students for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, tutoring, and/or truancy.
Removal from School	Removing a student from classes for more than one class period, but less than one day.
Restitution	A consequence that results in restoring and improving an environment, plan to repair harm or compensating for loss, damage, or injury; community services.
Restorative Practices	Proactively establishing and maintaining a positive school climate and establish a structured approach to teaching appropriate social skills. Employing interventions, responses, and practices designed to identify and address the harm caused by an incident, including harm to a victim, and developing a plan for the student who caused the harm to heal and correct the situation.
Suspension	Action taken by school administration, under rules promulgated by the School Board, prohibiting a pupil from attending school for a period of no more than ten school days. Suspension does not include dismissal from school for one school day or less, except as provided in federal law for a student with a disability. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days. Students and families will be expected to follow the school's re-entry process upon returning from suspension.

# Behavior Response Matrix

Lowest level should be considered first, followed by progressively more intensive interventions.

BEHAVIOR	RESPONSE			
	LEVEL 1 Classroom and Support Responses <i>(teacher coordinates intervention, no office discipline referral)</i>	LEVEL 2 Classroom and Support Responses <i>(teacher coordinates intervention, partners with office, office discipline referral required)</i>	LEVEL 3 Support, Administrative Responses <i>(teacher initiates intervention, office coordinates intervention, office discipline referral required)</i>	LEVEL 4 Support, Removal Responses <i>(office coordinates intervention, may include removal, office discipline referral required)</i>
Academic Fraud, Plagiarism and Cheating	Plagiarism involves passing off other people's work as your own. Any copied or plagiarized work will be reviewed and may result in a zero for the assignment and/or additional interventions.			
Acceptable Use of School Technology	Students must conduct themselves in a responsible manner while using the school's technology. Computers and technology are available for educational use and the use of equipment is a privilege, not a right. Accessing or producing content including social media that is vulgar, racist, profane, violent, obscene, or pornographic is subject to disciplinary action. The school has a right to monitor/restrict use of school technology. Policy 400P - Acceptable Use			
Alcohol			Being under the influence.	
			Using or possessing alcohol.	
			Distributing/ selling alcohol.	
Arson	Setting or attempting to set a fire or helping others to set a fire.			
Assault	Physical assault will be defined as an intentional act by one person that creates an apprehension in another of an imminent harmful contact. Assault may result in restorative measures, suspension, and/or the Discipline Review Board convening to determine expulsion and the incident being referred to law enforcement.			
Attendance	If a student has unexcused absences or tardies, there are several possible intervention options that may be assigned by the classroom teacher and/or building administrator.			
Bullying	Inappropriately targeting another student over a pattern of events where a perceived imbalance of power exists.			
	Materially, substantially interfering with another student's right to learn or participate in school activities. This includes cyberbullying, the use of technology or electronic communication to bully another student.			
Bus Misconduct	Breaking any bus/school rules while waiting for, riding and/or leaving the bus.			
Display of Affection	The place for displaying physical affection is not at school or school sponsored activities. Please refrain from intimate behavior (kissing, embracing, touching parts of the body, etc.). Teachers and other staff members are instructed to correct students if their behavior is not acceptable.			

BEHAVIOR	RESPONSE			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Disruption to the Learning Environment <i>Includes, but is not limited to the actions listed in this matrix</i>	Engaging in minor behavior that distracts from the learning environment.			
	Persistently or habitually engaging in chronic minor behavior that distracts from the learning environment (i.e. talking out of turn, throwing small items, horseplay).			
	Engaging in moderate or serious behavior that distracts from teaching and learning and directly affects the safety of others; gang symbols, drawings/ messages or any type of display affiliation with an organization that is disruptive to the learning environment.			
	Possessing or using any object that causes distraction or safety threat.			
Destruction of Property	Causing accidental damage.			
	Minor destruction of property.			
	Causing intentional damage to property.			
Dress Code	It is the expectation that students dress in a manner that doesn't disrupt the school environment, nor cause a safety issue.			
Driving on school property		Carelessly or recklessly operating a vehicle; operating any motorized or non-motorized transportation on school locations in such a manner as to endanger people or property is prohibited.		
Explosives/ Bomb Threat	Possessing any incendiary or explosive device, material, or any combination of combustible or explosive substances that can cause harm to people or property (i.e. firecrackers, smoke bombs, etc)			
			Detonating or possessing and/or threatening to detonate an incendiary device or material as described above.	
Fighting	Engaging in shoving, pushing, or otherwise being physically aggressive toward others.			
	Engaging in a fight.			
Firearms			Possessing a firearm as defined by school district/ state policy.	
Gambling	Gambling or any game played that involves the exchange of goods or money is prohibited at school.			
Harassment	Engaging in intentional actions on the part of one or more students that cause discomfort with identity in regards to race, color, national origin, gender, gender identity, disability, sexual orientation, religion or other characteristics, and that interfere with a student's ability to participate in or benefit from the school's educational programs.			
	Unwelcome sexual advances; requests for sexual favors and/or other inappropriate verbal, written, or physical conduct of a sexual nature; directed towards others.			
	Creating an intimidating, hostile, or offensive academic environment; substantially or unreasonably interfering with an individual's academic performance or otherwise adversely affecting an individual's academic opportunities.			
	Engaging in an inappropriate behavior of a sexual nature.			
	Engaging in intentional, negative action that significantly disrupts the rights of other students and/or school community member to learn and be safe.			
	Filming or recording in any manner the conduct or activities of other students or staff on district property or at district events without permission. In addition, any distribution, transmission, sharing or broadcasting of such activities/conduct on social media or elsewhere is prohibited. This prohibition does not apply to public events held on district property.			

BEHAVIOR	RESPONSE			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Illegal Substances including Alcohol (use and possession)		Unauthorized use of, possession of, or being under the influence of a controlled substance or look-alike substance not prescribed by a physician.		
			Using or possessing (including paraphernalia) or being under the influence of illegal drugs.	
			Distributing or selling non-illegal drugs or look-alike substances.	
Inappropriate Use of Personal Electronic Devices	Using or displaying a personal electronic device that causes a disruption.			
Insubordination	Repeatedly or persistently defying or refusing to follow directions of teachers, staff or administrators.			
Other Firearms/ Weapons/Knives		Possessing, using, or threatening to use a look-alike gun or facsimile (i.e. water gun)		
			Possessing, using or threatening to use a non-firearm gun.	
			Possessing ammunition, a knife or other implement that could cause serious bodily harm, without intent to use as a weapon.	
				Possessing a knife or anything that could cause serious bodily harm with intent to use as a weapon.
				Using or threatening to use, a knife or other implement as a weapon with an intent to cause serious bodily harm.
				Distributing or selling weapons.
Property Vandalism	Vandalism is damaging or destroying school property, property of staff members, or the property of others.			
Sexual Offense			A sexual offense is the physical act of aggression or force involving non-consensual sexual contact with another person.	
Tardiness	Arriving late to the assigned school location (class).			
	Persistently (more than three times) arriving late to class or school without an excuse.			
Theft	Taking or obtaining property of another without permission and/or knowledge of the owner.			
		Persistently or habitually taking or obtaining property of another without permission and/or knowledge of the owner.		
			Taking or obtaining property of another without permission and/or knowledge of the owner, where the theft is over \$200 or defined as burglary by law enforcement.	
Threats	Threats include threatening or intimidating behavior, verbally, written, or by gesture, which threaten the well-being, health or safety of any student or staff that disrupts the learning environment.			
Tobacco Possession and Use		Possession or use of tobacco products/items in any form by students and adults alike is prohibited.		



<b>BEHAVIOR</b>	RESPONSE			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Truancy	Being willfully absent from class without a lawful excuse for one or more class periods on seven different school days.			
Verbal Abuse	Engaging in verbal behavior that involves an expressed or implied threat to interfere with an individual's personal safety, academic efforts, employment, or participating in a school sponsored event which would cause a reasonable person to have a reasonable apprehension that such harm is about to occur, or "fighting words" that are spoken face-to-face as a personal insult to the listener or listeners in a personally abusive language inherently likely to provoke a violent reaction by the listener to the speaker is prohibited.			