

Roseville Area High School  
2018-2019  
Student Handbook



Roseville Area  
High School  
A Roseville Area School

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# Contact Information

ROSEVILLE AREA HIGH SCHOOL  
240 County Road B2 West  
Roseville, MN 55113  
Main office: 651-35-1660 • Fax: 51-635-1699

<b>School Contact Information</b>	
Main Office	651-635-1660
Attendance	651-604-1465
Registrar	651-635-1681
Administrative Offices	651-604-1466
Student Support Offices	651-604-1467
Activities Office	651-635-1670
Career Center	651-635-1669
Nurse	651-604-1474
Police Liaison	651-604-1461
Staff Voicemail	651-604-1439
Fax	651-635-1699
School Website	<a href="http://www.isd623.org/rahs">www.isd623.org/rahs</a>
School Activities/Facilities Calendar	<a href="http://www.suburbaneast.org">www.suburbaneast.org</a>

OFFICE HOURS: 7:00 a.m. to 3:30 p.m.

**SPEAK UP, CALL UP, WALK AWAY**

A safe, helpful way to keep your school safe is to call

Tip Line 651-604-1414

Keep your school a safe place to learn.



# 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

# 2018-2019 Important Dates

## JULY

1 Fall Sports Sign-up Opens

## AUGUST

13 1st Official Day of Fall Sports

21 Grades 10-12 Orientation  
9:00 a.m.-1:00 p.m. and 2:00-6:00 p.m.

27 Grade 9 Orientation, 3:00-7:00 p.m.

27 Grade 9 Parent Meeting, 4:00 or 6:00 p.m.,  
RAHS Auditorium

## SEPTEMBER

4 First Day of School for Grade 9

5 First Day of School for Grades 10-12

7 Lifetouch Picture Catch-up (during lunches)

19 Early Dismissal, 1:15 p.m.

## OCTOBER

1 No School - Teacher Staff Development

2-5 Homecoming Week

12 Lifetouch Picture Retakes (during lunches)

16 Conferences, 3:30-7:30 p.m.  
(arena style in café/gym)

17 Early Dismissal 1:15 p.m.

18-19 No School - EM Workshop

## NOVEMBER

5 No School – Teacher Staff Development

7 Early Dismissal 1:15 p.m.

21 Early Dismissal 11:40 a.m.

22-23 No School - Thanksgiving Holiday

29 End of Trimester I

30 No School - Teacher Grading Day

## DECEMBER

12 Early Dismissal 1:15 p.m.

24-Jan. I No School - Winter Break

## JANUARY

9 Early Dismissal 1:15 p.m.

17 Conferences 3:30-7:30 p.m.  
(arena style in café/gym)

21 No School- Martin Luther King Jr. Holiday

28-Feb. I Charity Week

## FEBRUARY

8 No School - Teacher Staff Development

13 Early Dismissal 1:15 p.m.

18 No School - President's Day Holiday

28 End of Trimester 2

## MARCH

1 No School - Teacher Grading Day

4-8 No School - Spring Break

20 Early Dismissal 1:15 p.m.

## APRIL

2 Early Dismissal 1:15, 11th grade ACT testing,  
No School for 9, 10, 12

18 Conferences 3:30-7:30 p.m.  
(arena style in café/gym)

19 No School – Holiday

## MAY

4 Prom – Envision Center

8 Early Dismissal 1:15 p.m.

24 No School - Teacher Staff Development

27 No School - Memorial Day Holiday

30 Last Day of School for Seniors

31 Graduation - Roy Wilkins Auditorium 7:00 p.m.

## JUNE

5 Early Dismissal, 10:20 a.m.

6 Early Dismissal, 10:20 a.m., Last Day of School

## ROSEVILLE RAIDERS

This is your parent-student handbook that provides information to help you understand more about your child's school. Please contact 651-635-1660 if you have any questions. Thank you.

Este es su manual para padres y estudiantes que ofrece información para ayudarle a entender más acerca de la escuela de su hijo. Por favor, póngase en contacto con 651-604-1489 si usted tiene alguna pregunta. Gracias.

Phau no yog rau niam/txiv ua yog memnyuam phau qhia kev ub no los pab niam/txiv nkag siab ntxiv txog ntawm nej tus memnyuam lub tsev kawm ntawv. Muaj lus, thov hu rau Maider Lee 651 604-3548. Ua tsaug.

## COLORS, MASCOT & SONG

### School Colors

Silver and Black

### School Mascot

Silver Fox

### School Song

Go Roseville Raiders  
Win for Roseville High  
We will lead you  
on toward  
Fame and victory (rah, rah, rah)  
Onward and upward  
we'll strive to the end!  
So go, fight, win for Roseville High!

## SCHOOL INFORMATION SOURCES

### Website

The school's website offers a wealth of information about the school including school news, classes/departments, student support services, athletic events, career center, academic events, and links to district information such as curriculum maps or Board meeting minutes. Make sure you regularly visit [www.isd623.org/rahs](http://www.isd623.org/rahs).

## SCHOOL ELECTRONIC NEWSLETTER

Receive news, announcements and updates from Roseville Area High School straight to your email inbox. To subscribe or unsubscribe your email address, go to [www.isd623.org/rahs](http://www.isd623.org/rahs) and click on "Subscribe to School News."

## WEATHER-RELATED SCHOOL CLOSING

Announcements regarding school closing due to inclement weather and/or hazardous conditions will be announced on WCCO radio (830 AM) and on the district website. The district will make a decision to close the schools by 6:30 am and pass this information onto WCCO at that time. Please do not call the school for school closing information.

## ACADEMIC INFORMATION

### GRADING SYSTEM

RAHS uses a 4.0 non-weighted grading system. The grade point average (GPA) for each student is calculated each trimester by dividing the honor points earned by the number of credits. Students achieving a GPA of 3.0 or better are named to the honor roll for that trimester. A cumulative GPA for each student is also calculated each trimester by dividing the total honor points earned since ninth grade, by the total number of credits taken since ninth grade. This cumulative GPA is used in determining the class rank and the Senior Honor Roll list.

The academic grades used on report cards, progress reports, and student records appear in letter form. Teachers may adopt academic regulations for their classroom as stated on their course syllabus. The numerical equivalency used to determine a student's GPA is as follows:

## SCHEDULE

### RAHS Daily Schedule

Period 1	8:10-9:16
Announcements	9:16-9:20
Period 2	9:26-10:32
Period 3	10:38-12:16
A Lunch	10:38-11:08
B Lunch	11:01-11:31
C Lunch	11:24-11:54
D Lunch	11:46-12:16
Period 4	12:22-1:28
Period 5	1:34-2:40

### Raider Time Schedule

Period 1	8:10-9:10
Announcements	9:10-9:14
Period 2	9:20-10:20
Raider Time	10:20-10:44
Period 3	10:50-12:28
A Lunch	10:50-11:20
B Lunch	11:13-11:43
C Lunch	11:36-12:06
D Lunch	11:58-12:28
Period 4	12:34-1:34
Period 5	1:40-2:40

### Early Dismissal Schedule

Period 1	8:10-9:56
Period 2	9:02-9:48
Period 3	9:54-10:40
Period 4	10:46-11:16
A Lunch	10:46-11:16
B Lunch	11:09-11:39
C Lunch	11:32-12:02
D Lunch	11:54-12:34
Period 5	12:30-1:15



## MARK/GRADE POINT

A	4.00	P	Pass
A-	3.67	I	Incomplete
B+	3.33	NM	No Mark
B	3.00	TO	Test Out
B-	2.67		
C+	2.33	Courses with NM or P are not included in the GPA.	
C	2.00		
C-	1.67		
D+	1.33		
D	1.00		
D-	0.67		
F	0.00		

“No Mark” is used for students with extenuating circumstances that may prevent them from completing the work in a class before grades are put into the computer.

Students have the option of Pass/Fail grading. The forms are available online or from the Student Support Services Office. The deadline for being graded Pass/Fail must be made by mid-trimester.

## DUAL HONORS CLASS RANK

Dual Honors Class Rank is an additional class rank system for students who take a minimum number of rigorous credits at RAHS. Qualifying courses include AP/CIS/Pre-AP. A dual rank will be given to students who earn a C or better in 10 or more qualifying credits by the end of eleventh grade.

## SYNERGY

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

## REPORT CARDS

Report cards will be mailed home following the end of each trimester.

## PARENT/GUARDIAN/TEACHER COMMUNICATION

Parents/guardians are encouraged to contact the school to resolve academic or behavioral concerns. Teachers can be reached through email or voicemail.

## GRADUATION REQUIREMENTS

While it is the student’s responsibility to see that he/she has all of the requirements necessary for graduation, the counselors will assist the students in monitoring requirements needed for graduation. Any student or parent/guardian who has a question regarding graduation status should contact their assigned counselor.

Commencement exercises will be held in June. A student must be enrolled full time or participating in the diploma completion plan option in the third trimester to participate in the graduation ceremony.

## Required Credits for Graduation

Subject	Credits
Language Arts (2/year)	8
Health	1
Social Studies (2/year)	8
Phy. Ed.	3
Science	6
Fine Arts	2
Math	6
Electives	21
<b>Total</b>	<b>55</b>

## Testing Requirements for Graduation

Students in grade 12 have met graduation assessment requirements through participation in the grade 11 ACT Plus Writing if in attendance during the statewide administration in spring 2016. Students in grade 11 and below will meet graduation assessment requirements through participation in the series of career and college assessments, which were first

administered in school year 2014–2015:

- Take grade 8 career and college assessment AND
- Take grade 10 career and college assessment AND
- Take grade 11 college assessment

For more information on Testing Requirements for Graduation go to Minnesota Department of Education website at: <http://education.state.mn.us/MDE/SchSup/TestAdmin/MNTests/index.html>

## SCHEDULE CHANGES

The master schedule is built using student/family course requests from registration. When a student registers for a class, they have the responsibility of remaining in the class and completing it. **Student schedules will not be changed unless a parent/guardian and the school counselor has approved a change. Schedule changes only occur in rare instances as we base our staffing on your registration. The following are acceptable reasons to make an appointment with your counselor for a schedule change:**

- Need a class to graduate
- Placed in the wrong level of course (e.g., Spanish III vs. Spanish II)
- Medical/physical restriction
- Missing the prerequisite
- Taken the class already
- Missing a class
- Have two classes scheduled the same period

The following scheduling requests cannot be accommodated:

- Specific teacher requests

- Changes to support sports, activities or work
- Changed minds
- Desire to be with friends, have a certain lunch or certain period

## STUDENT RECORDS

Permanent records include the student's scholastic achievements (grades and credits), standardized testing results, attendance, and health and immunization records.

A student and/or parents/legal guardians may see the student's record by making an appointment to do so with his/her counselor. The student and/or parents/legal guardians may place any statements or items in the record if it pertains to the student's school work. Students may request that items be removed from the file; however, the counselor may or may not grant the request. If the request is denied, an appeal may be made to the principal.

## TRANSCRIPTS/PARCHMENT

Transcripts needed for college applications or the NCAA are requested through Parchment ([www.parchment.com](http://www.parchment.com)). Set up an account, select Roseville Area High School as your school, and order your transcript. A fee will be charged for each transcript and must be paid by a credit or debit card. Transcripts needed for scholarships or PSEO applications can be obtained from Student Support Services. Students who qualify for free/reduced price lunch are eligible for up to four free transcripts. Please see Student Support Services.

## SUMMER SCHOOL

Roseville Area Schools offers a summer school program of 5 weeks duration. Summer school is for make-up of required coursework. Students who do not earn credit for a course during the school year have the option of summer

school to earn credit in math, English, science, and social studies. Two credits are the maximum a student can make up each summer.

## WITHDRAWAL FROM ROSEVILLE

A student must have his/her parent/legal guardian's permission to withdraw. To withdraw, a student is to obtain a Withdrawal Form from the Student Support Services Office and have it signed by his/her teachers, counselor, nurse, media specialist, activities director, and associate principal. All books and materials checked out are to be returned and the fines assessed due to damaged or lost materials paid. Any course fees need to be paid in full.

## STUDENT RECOGNITION

### HONOR ROLL

The Honor Roll is based on academic performance. To qualify for the "B" Honor Roll, a student must have achieved a GPA of 3.0 or better for the trimester just completed. Students with a GPA of 3.67 or better are recognized as "A" Honor Roll students.

### ACADEMIC LETTERS

Academic letters are awarded at the end of the third, sixth, and ninth trimesters to students who are enrolled at RAHS full-time with a cumulative GPA of at least 3.67 or honors rank equivalent. Students receive one academic letter and certificates thereafter. Letters are presented to qualifying students at a fall academic awards program.

### STUDENT OF THE TRIMESTER

Student of the Trimester will be selected each trimester by each department. The criteria for selection may include academic achievement, improvement, leadership, classroom contributions, classroom cooperation and behavior.

Students can be selected only once during their high school years.

## NATIONAL HONOR SOCIETY (NHS)

Membership in the National Honor Society is the highest formal academic honor conferred at Roseville Area High School. Selection to NHS is an honor accorded by the faculty, and is based on the student's academic record, service record, leadership ability, and character.

Students who qualify academically are notified of their eligibility. A student must have a cumulative GPA of 3.7 based on our 4.0 point grading system, at the end of their seventh trimester. Students must provide evidence of performing a school or non-school service activity for which they have received no school credit or monetary payment. Continued service is important to membership in NHS. Each chapter must do a service project and members must be actively involved in service to school and community.

## STUDENTS GRADUATING WITH HONORS

The top ten percent of graduating senior students from the regular class rank and the dual honors class rank are identified from the cumulative grade point average (GPA) / class rank computer list after the second trimester of their senior year. These students wear a silver honor cord at graduation. The top one percent of the senior class from both class ranks are honored with a medallion.

For home school students to be eligible for RAHS recognition of class rank, graduation honors, National Honor Society and academic letters, students need to have completed 75% of their credits at RAHS. Foreign exchange students are not eligible for these recognitions.



## **CAREER & COLLEGE READINESS**

### **POST-SECONDARY ENROLLMENT OPTIONS (PSEO)**

Juniors and seniors have the option to complete some of their high school requirements at a PSEO participating college or university. Students must meet eligibility requirements established by the post-secondary institution. Grades and credits earned are included on the high school transcript and are used in determining class rank. Students must follow the application process and timeline set by the post-secondary institution.

### **NORTHEAST METRO 916**

The Northeast Metro Career and Technical Center is associated with Century Community and Technical College. Over thirty career and technical programs are open to high school juniors and seniors. To enroll in NE Metro, a student must fill out an application and have counselor and/or case manager approval. Students at NE Metro will earn high school credits and, in some programs, may earn college credits.

### **ADVANCED PLACEMENT**

Advanced Placement (AP) allows high school students to take college-level courses and exams to earn college credit while still in high school. Students learn the subject in greater depth, develop analytical reasoning skills, form disciplined study habits, gain confidence by meeting the challenge of college-level courses and gain experience of college-level work within the support of the high school environment. Students who are college bound and want a challenging academic program should register for AP classes. AP exams are given in May on a prescribed national schedule. Exam fees

are set by the College Board. Students register for the exam(s) on FeePay.

### **NAVIANCE/FAMILY CONNECTIONS**

Naviance is a web-based post-secondary planning program that students will be taught to use throughout high school. It is a program that helps students explore college and career decisions. Seniors will use Naviance to do many of their college applications, scholarship applications and more. It is imperative that students learn Naviance in order to access tools they need for their senior year. If you have questions about the program, please feel free to call your student's counselor. Students access Naviance by logging in at [www.connection.naviance.com/rahs](http://www.connection.naviance.com/rahs) or the link on the RAHS website (Naviance Family Connections). Student's login information: Email: student ID number; Password: 6 digits of student's birthday. (note: leave the 20 off the year). Parents can call their counselor or 651-635-1662 to receive their registration code.

### **COLLEGE APPLICATION PROCESS**

Senior students receive a letter in September which provides the directions they need for their college application process through Naviance and should apply to colleges as soon as possible before their deadline. Letters of recommendation are requested through Naviance after talking to the teacher. Give counselors/teachers 2-4 weeks' notice to write the letters. Order all transcripts through Parchment.

### **CAREER CENTER/TESTING**

The Career Center offers a multitude of resources for college and career planning. It is staffed by a Career Specialist and is open and available to students and parents Monday through Thursday- before, during and after school.

The Career Center sponsors many programs and activities that encourage students to utilize available resources to enhance post-secondary decision making. College admissions representatives schedule visits through the Career Center to meet with students at RAHS. (Visits to post-secondary institutions can be arranged by contacting the admissions office of the college). Practice ACT tests, Accuplacer and ASVAB tests are offered periodically throughout the school year through the Career Center. Scholarships are coordinated through the Career Center.

#### **PSAT (Grade 11)**

Offered to all interested juniors in the fall.

#### **ACT (Grade 11/12)**

All juniors will take the ACT as a required test for graduation in the spring.

## **STUDENT SUPPORT SERVICES**

The Student Support Services department is committed to supporting students, parents/guardians and staff in developing attitudes and skills that will enhance student's self-esteem, contribute to lifelong learning and promote successful relationships.

### **Counselors**

651-635-1662

Counselors can be helpful to you in many situations such as academic support, personal problems, emotional concerns, college applications, vocational and business schools, and future career planning.

### **School Psychologist**

651-604-1468

The school psychologist is a resource for students and parents/guardians regarding psychological testing and special education placement.

**Social Worker**

651-604-1406

The school social worker provides services to students and parents/guardians in the areas of counseling, mental health, homelessness, and connecting to community agencies. He primarily works with students receiving special education services.

**Registrar**

651-635-1681

The registrar is responsible for enrolling new students, student withdrawals, mark reporting and transcripts.

**School Resource Center**

651-604-1461

The school resource officer is our community resource through the Roseville Police Department.

**Cultural Liaisons**

African-American 651-604-1402

American Indian 651-604-1402

Hmong 651-604-3548

Latino 651-604-1489

**HEALTH INFORMATION****School Nurse** 651-635-1682

Managing the health office, the school nurse works with school staff to understand and meet individual student health needs and support students as needed to help them be successful at school. The nurse is a liaison between parent/guardians, school staff, and healthcare providers to address needs related to student health and educational plans (IHP, 504, IEP). The nurse maintains health records, including immunization records, according to state law; is a member of the student support services team, and provides referral information about community health-related resources as needed.

**Health Assistant** 651-604-1474

The health assistant, supervised by the school nurse, performs routine first aid and administers daily medication as prescribed by a health care provider. The health assistant communicates with parents/guardians when a student becomes ill or is injured during the school day, consults with the school nurse when there is an emergency or a physical assessment of an illness or an injury is needed, or a non-routine health concern arises during the school day.

**MEDICAL APPOINTMENTS**

Medical appointments should be made outside of school hours whenever possible. If the appointment falls during school hours, it needs to be cleared by the attendance office before first hour on the day of the appointment. The student must bring a signed note from the parent/legal guardian indicating the clinic name, phone number, and the time the student is to be released for the appointment. Students will be expected to bring the original pass, signed by the clinic indicating the duration of the appointment, to the attendance office when they return to school to be readmitted.

**ILLNESS**

When should a student stay home from school? If your student has:

- A fever of 100 degrees or more, he/she should stay home for 24 hours after the temperature returns to normal and remains normal without fever-reducing medication.
- Vomited or has diarrhea, he/she should stay home until 24 hours after the last episode.
- Any rash that may be disease-related or the cause is unknown, check with your health care provider before sending him/her back to school.

If your student becomes ill or injured at school:

- He/she may come to the health office to be assessed and treated. Health office staff will determine whether your student should be sent home and will contact you (or your designated emergency contact) if they believe he/she shouldn't remain in school.
- Students are not to contact their parents/guardians directly and ask to be picked up because they are sick or injured unless their call or email is made through the health office.

**IMMUNIZATIONS**

Minnesota law requires students to be immunized against certain diseases or have a signed, legal medical or conscientious exemption kept in the student health record. Appropriate documentation must be provided to the school health office in order for the student to enroll or remain enrolled. Contact the health office for information about obtaining a medical or conscientious exemption.

**MEDICATIONS**

Medications taken at school must be accompanied by a medication permission form that is signed by a parent/guardian (and the health care provider for prescription medications). To protect our students, all medication is stored in the school health office. The exceptions are Epi-pens and inhalers as authorized by the provider, school nurse, and parent. Students may also self-carry certain non-prescription pain medication. Contact the health office for information about what medication may be self-carried and how to get the permission which is required by state law. All medication must come to school in a pharmacy-labeled bottle or the original container. A student

who possesses non-prescription or prescription medication without following the procedure mandated by state law and school policy may be subject to disciplinary actions.

### **HOMEBOUND INSTRUCTION/ EXTENDED ILLNESS**

When a student's ability to attend school is interrupted by illness or injury, they may become eligible for homebound instruction when the length of absence is anticipated to be fifteen or more school days. The application for homebound instruction is made through the school nurse. Allotted time is one hour per day for each day missed. When students have extended illness that does not qualify for homebound instruction, they may request homework from teachers through the nurse or student support services.

### **CHEMICAL RELATED SUPPORT GROUPS**

RAHS has developed a program to combat alcohol, tobacco and other drug abuse. Support groups offered at RAHS:

#### **RADD**

RADD (Raiders Against Destructive Decisions) is a group that welcomes any and all students who are committed to making decisions to remain free from alcohol and other drugs, always wearing a seatbelt, never riding with an impaired driver or driving under the influence themselves. This group is committed to making positive choices in their own lives, and is committed to being advocates in creating a culture that encourages and supports students to remain free from alcohol and other drug use.

#### **Concerned Persons Group**

Concerned Persons Group provides support for students whose parents, other caregivers, family or close friends are chemically dependent in a safe, non-

threatening space created by the student group and facilitator.

## **ATHLETICS & ACTIVITIES**

Roseville Area High School provides a varied and comprehensive program from which students may choose to participate. We would like to believe we have "something for everyone." We encourage all students to seek programs of interest and get involved. Participation in a school sponsored activity/club is a privilege and not a right. Any student who wishes to participate in school activities/athletics must meet academic and MSHSL eligibility requirements. If a student is deemed ineligible for academic and/or by-law violations, the principal will act as the local hearing officer for the school. The role of the hearing officer is to review the decision of the suspension.

### **MINNESOTA STATE HIGH SCHOOL ATHLETICS AT RAHS**

#### **MSHSL Fall**

Cross-Country Running (B/G)  
Football  
Soccer (B?G)  
Sport Cheer  
Swimming/Diving (G)  
Tennis (G)  
Volleyball  
Adaptive Soccer  
Debate

#### **MSHSL Winter**

Alpine Skiing (B/G)  
Basketball (B?G)  
Dance Team (G)  
Gymnastics  
Hockey (B/G)  
Nordic Ski Racing (B/G)  
Sport CHEer  
Swimming/Diving (B)  
Wrestling  
Adaptive Floor Hockey

Debate  
Speech

#### **MSHSL Spring**

Baseball  
Fast Pitch Softbal  
Golf (B/G)  
Lacrosse (B/G)  
Tennis (B)  
Track and Field (B/G)  
Adaptive Softball  
Speech

Contact the Activities Office for more information regarding athletics/activities and a complete list of non-MSHSL sponsored activities and student groups or visit <http://www.isd623.org/athletics>.

### **STUDENT PARTICIPATION IN CO-CURRICULAR ACTIVITIES/ SCHOOL ATTENDANCE**

Students must be enrolled in Roseville Area Schools sponsored academic programs to be eligible for co-curricular activities. In order to participate in co-curricular activities (practices, games, performances, etc.) a student must be in school at a minimum for the second half of the school day (10:30-2:40). If a student goes home ill during the course of the school day, that student may not participate in that day's event. If a student has an unexcused absence, including lunch and/or advisory, that student may not participate in that day's event. In the case where a student does play in an activity after being unexcused during the day, the student will miss the next comparable event.

### **RAHS - MSHSL SPONSORED ACTIVITIES ACADEMIC ELIGIBILITY POLICY**

Extracurricular eligibility at RAHS pertains to all MSHSL sponsored events (athletics & activities) and is based upon credits earned towards graduation. A student must be earning and accumulating enough credits each

trimester to keep them on track to graduate with their class.

Students must complete 55 credits to graduate from RAHS, as determined by the Roseville Board of Education.

Student eligibility status will be in one of the following three categories:

- a. Eligible: student is eligible for participation in all activities without restriction.
- b. Probationary: student eligible for participation subject to fulfilling additional requirements in regards to academics.
- c. Ineligible: student may not participate in any activity until they have increased number of earned credits.

### PROBATION

Students who are failing 2 or more classes at mid-tri (parent-teacher conferences) will be placed on probation. While on probation, student must fulfill all of the following to continue to participate:

- Student must meet with teachers of failing classes two times each week before or after school to work towards bringing the grades above passing.
- Student will print and submit a grade report from Synergy to the activities director each Friday they remain on probation. If a teacher has not updated Synergy, the teacher may hand write a grade update on the students' grade printout.

- Students may practice and participate in games/meets during probation.

### BEHAVIOR UNBECOMING OF A CAPTAIN

Any student who is found to be in violation of any MSHSL eligibility by-laws will lose their captancy and/or will not be eligible to become a captain for one calendar year.

### STUDENT PARTICIPATION IN SCHOOL-SPONSORED STUDENT COUNCIL ACTIVITIES

A student must be in good academic standing, attending school according to Ramsey County guidelines and have no out of school suspensions within the last calendar year to be eligible to participate in school sponsored Royalty events. Examples: Homecoming King & Queen, Mr. RAHS, Prom King & Queen, etc.

### DISPLAY OF POSTERS, CHARTS, PICTURES, ANNOUNCEMENTS

In order to protect school property and to maintain an attractive building, posters, pictures, and similar material must have authorization from the Activities Office before being posted in the school building. Those items posted without proper authorization will be removed. Those students who post items are expected to remove posters in a timely manner.

### DANCES

1. All dances are for students registered at RAHS.
2. All fees/fines must be paid before dance tickets are purchased.
3. Tickets for all school sponsored dances are pre-sold.
4. Current school ID is required at the door.

### CREDITS REQUIRED FOR ELIGIBILITY AT BEGINNING OF THE STATED TRIMESTER

		# of attempted credits	Credits required for eligibility
Freshman	Tri 1	0	0
	Tri 2	5	3
	Tri 3	10	8
Sophomore	Tri 1	15	13
	Tri 2	20	17
	Tri 3	25	22
Junior	Tri 1	30	27
	Tri 2	35	31
	Tri 3	40	36
Senior	Tri 1	45	41
	Tri 2	50	45
	Tri 3	55	50



5. Sadie Hawkins Dance, Charity Week Dance, and Prom are the only dances where a guest (date) is allowed. Guests must register and complete a form located in the Activities Office prior to the dance. Guests must show a valid picture ID at the door. Prom is intended to be a special event for juniors and seniors. Freshman and sophomores may attend only if invited as a guest of a junior or senior. Students who are serving a suspension from school are not allowed to attend.
6. Unacceptable/unsafe behavior will result in removal from the dance.
7. Once students leave the dance, they are not readmitted.
8. Students must leave the dance within 15 minutes of the end of the dance.
9. Most of the school dances are informal. Students may dress accordingly. Some dances are formal or provide the opportunity to dress in costume.
10. Alcoblow (breath analysis) will be given to all students and guests entering all RAHS dances.

## GENERAL INFORMATION

### ACTIVITY/BUS PASS

The activity bus runs at 4:00 p.m. & 4:15 p.m. after school Monday-Thursday. Students are required to obtain a Daily Activity Bus Pass from their teacher, coach or advisor to ride the activity bus. Activity buses do not follow the regular bus routes but will bring the students within the general area of their home.

### BUILDING HOURS

All students are asked to leave the building once the school day ends. Students who are staying after school for school work or school-related activities must be supervised. For safety reasons, any unsupervised students in the building after the 3:00 pm bell will be asked to leave the building. School consequences may be assigned to students who continue to violate this school policy.

### BUS TRANSPORTATION

Bus transportation is a service provided by this school district for the convenience and comfort of those students not living within walking distance of the school. Contact District Transportation for rider eligibility (651-635-1638). Bus transportation should be considered a privilege. Regulations for student behavior on school buses are sent to residents of our school district by the Board of Education. Deliberate violation of bus safety rules may result in the loss of bus privileges.

### CAFETERIA/LUNCHES

Lunch accounts are prepaid accounts. No cash will be accepted during lunch. Lunch money can be handed in at the breakfast line by 8:05 AM or dropped off in the white Lunch Money Box inside the Student Support Services office before 9:30 AM to be entered into the account before lunch. Put first and last name of student and grade in the memo area of the check. One check may be used for all family members but all student's names and grades must be on the check.

A menu is posted at the entrance to the cafeteria. Students are also offered a variety of specialty items (salad bar, hamburger/sandwich line, pizza, etc.).

Student lunches 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.

### DATA PRIVACY

Certain information has been classified as directory or public information. If you do not want this information disclosed, you must notify the District Office.

### DRESS

Inappropriate dress includes, but is not limited to, any clothing with inflammatory images, slogans and/or derogatory or offensive language promoting illegal activities or products (tobacco, drugs, or alcohol) or clothing that disrupts the learning environment. Students wearing inappropriate dress may be asked to dress more appropriately or change their clothing.

### EIGHTEEN YEAR OLDS

Minnesota Law 120.06 states that school districts may impose the same rules and regulations on students 18-21 years of age as those imposed on students under 18. All Roseville Area High School students are expected to adhere to the same set of policies and guidelines.

### ELECTRONIC DEVICES/CELL PHONES/NON-DISTRICT-ISSUED DEVICES/DISTRICT-ISSUED iPad Student iPad Guide

Taking photographs/pictures, videos or voice recording of students and staff without written permission is prohibited. Taking photographs of exams or other assignments for the purpose of cheating is also strictly prohibited. Please do consider that all valuables become a target for theft. The school will not



assume responsibility for investigating loss or theft of such articles. (Note: Individual teachers may make classroom policies regarding electronic devices in order to create a classroom atmosphere that is safe and promotes learning.

## **ROSEVILLE AREA HIGH SCHOOL ELECTRONICS POLICY**

Roseville Area High School students may possess personal electronic devices (cell phones, iPads, headphones, etc.) at school and at extra-curricular events. 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 (bell to bell)
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 re-teach the classroom expectations.

3. At a third infraction within a class period, the staff member will contact administration/SSS for a student and/or technology pick up. Administration will contact home and retain the student's electronic device for the remainder 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.
- 3+. For an ongoing concern, the staff member will contact administration/SSS for a student and/or technology pick up. Administration 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.

## **EQUAL OPPORTUNITY, STATEMENT OF**

Roseville School District 623 provides equal educational opportunity for all learners. The school district does not unlawfully discriminate on the basis of gender, home or first language, ability, race, age, socioeconomic status, religion, physical appearance, sexual orientation, or national origin. In compliance with the law, procedures have been established for resolving complaints alleging discrimination in these areas. Any person who feels he/she has been discriminated against is encouraged to follow reporting procedures. Copies of the policy and the regulation are available in the Principal's Office and at the Roseville Area Schools District Center.

## **FREEDOM OF EXPRESSION AND SPEECH**

There will be no effort of censorship on the part of RAHS staff. Each RAHS staff member will communicate with respect and the students will be expected to do the same. Students

will be encouraged to use speech and written expression as a respectful means of communication. Students who use profanity, disrespectful slang, or graffiti will be asked to correct the behavior.

## **IDENTIFICATION - SCHOOL ID**

All students will have their picture taken by Lifetouch for the purpose of having a picture in Synergy as well as a student ID. Students should be able to show ID if asked by a staff member during the school hours. Student ID's are issued to each student at RAHS. Lost and stolen cards are replaced for a \$5.00 fee and can be paid for with cash or check.

## **IPADS See iPad 1;1 Initiative**

1:1 iPad Program: Technology Contract and Insurance - If your child will be in 7th, 8th, 9th, or 10th grade during the 16/17 school year, he/she will be issued a school iPad for academic use. In order for students to receive district-issued iPads in a timely manner, families should complete a digital contract as soon as possible. Please complete the contract by visiting the following website: <http://bit.do/2016contract>. This site will also contain all information related to the 1:1 program including goals, policies, behavior expectations, and more. You can also link to the 1:1 site and digital contract from the Parkview, RAMS, or RAHS webpages. If you have additional questions or have any trouble with the digital contract, there is a contact form on the 1:1 website that you can complete and submit, and someone from the technology team will respond to your question as soon as possible.

## **LATEX ALLERGY PROCEDURE**

Roseville Area Schools is committed to providing learning and work environments that are healthy and safe for all students and staff. To this end, all district schools and instructional support facilities have been designated

as 'latex-reduced environments.' The following guidelines are in place at all district schools and instructional support facilities:

- Latex balloons are restricted from Roseville Area Schools for the protection of students and staff who have latex allergies. They contain large amounts of latex residue and, therefore, carry the most danger for allergic reactions.
- Latex products of all kinds have been removed from health offices.
- The district will make every effort to order latex-free products (natural rubber products).

In areas such as science classrooms, latex equipment may still be in use because latex free alternatives are unavailable. If a student has a known latex allergy, latex will not be used in that classroom.

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

## **LOCKERS/LOCKS**

School lockers are the property of Roseville Area Schools and are loaned to students for their use. School officials have the legal right to access lockers and search them at any time, for any reason, and without notice. Students are to use only the locker assigned to them. Students are not to share their combination or locker with another student and are responsible for their own possessions. The school will not assume responsibility for lost or stolen articles. School insurance does not cover personal loss or theft. Valuables and money should NOT be brought to school nor kept in lockers.

For safety and security, locks are required on each hall and physical education locker. Locks may be purchased during orientation for \$5. It is expected these locks be used for the entire high school experience and are the possession of the student. Students enrolled in physical education will need two locks – one for the hall locker and a red lock for the P.E. locker. Locks will be on sale from your physical education teacher as well as the Student Support Services office after orientation.

If the location of your locker is a problem, please see the Student Support Office.

Only the official school locks may be placed on high school lockers. We will not make refunds at the end of the school year.

### **Athletic Locker**

Athletic lockers and lock combinations are assigned by the equipment manager. The assignments are for the sport season only.

## **LOST AND FOUND**

Lost and Found is located in the Student Support Services office. Textbooks which are found will be returned to the teacher who assigned the book to a student or to the media center. Check with your teacher if you have lost a textbook.

## **MEDIA CENTER SERVICES/ ACADEMIC TUTORING**

The media center is open Monday -Thursday from 7:00 a.m. - 4:00 p.m. and Friday from 7:00-3:00 p.m. Students have access to technology during this time. Staff are also available to students to provide academic tutoring.

Books may be checked out for four weeks. Reference materials, calculators, and laptops (for word processing) may be checked out OVERNIGHT and must be returned to the media center before

first hour the following school day.

AVID tutors are available Tuesdays and Thursdays 3-4 p.m. in Room D102 for all students.

## **PARKING/PARKING PERMITS**

All permits are issued through the Activities Office. All fines must be paid from the previous year before a new parking permit is issued.

### **Parking Regulations**

Students who receive parking permits must observe the following rules. Violation of any of these rules will result in the forfeiture of the parking permit. NO refunds.

1. Student parking is allowed in designated areas only in two lower lots. Students who park in the staff lot or other non-designated areas will have their cars booted or possibly towed at their expense.
2. All students driving to school must have their valid parking permit affixed to the vehicle. Vehicles without a permit will be booted or towed, which will result in substantial costs to the student.
3. The school does not carry liability insurance to cover damage or theft of student, staff, or visitor's vehicles and/or contents.
4. Any unreasonable speed or reckless driving on or near school premises may be reported to the police liaison officer and will likely result in the suspension of parking privileges.
5. Students are not to be in the parking lot or cars during school hours without permission from an administrator.
6. The parking permit cannot be transferred or sold to anyone else. The student for which the permit is

issued is liable for violations under that permit number.

Fine payment is due in the form of cash or check made out to RAHS. Payment can be made immediately or arrangements made with an administrator for later payment. If no payment is made, the amount will be put into Synergy as a fine.

Parents/Legal Guardians: Please encourage your student/s to use our district transportation and be familiar with parking regulations and procedures.

### **PLEDGE OF ALLEGIANCE**

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

### **SAFETY DRILLS (Fire, Evacuation, Tornado, Lockdown)**

Protective drills are conducted several times throughout the school year. Each classroom will have a sign posted telling the students where they should report for tornado and lockdown emergencies, and how they exit the building for evacuation drills (fire, gas leak, broken water main, electrical outages, etc.). All drills are serious matters and should be treated as such.

#### **Fire Drill**

Students exit the building as a class by following their teacher through the assigned exit to an area approximately 100 feet away from the building. Coats and books should be left behind. Students will return to the classroom when the all-clear bell rings. Students should not leave the school grounds during a fire drill.

#### **Evacuation Drill**

During an evacuation, students will remain as a class and follow their classroom teacher to a designated location outside of the building.

#### **Tornado Drill**

Tornado drills and warnings will be announced over the intercom. When drills are announced, teachers will take their classes to the assigned shelter areas. Students are to remain together as a class. The students are to sit next to the wall. In case of an actual tornado, students should sit on the floor and cover their heads for protection from flying glass and objects.

#### **Lockdown Drill**

A designated tone will sound and an audio announcement will be made by an administrator to make students and staff aware of this kind of situation. A video announcement will help remind students to stay in their classroom or go to the nearest secure location. Students will move away from windows and doors and sit on the floor. No one will be allowed to leave the building unless directed by law enforcement. An "all clear" from administration or police will be given to leave the building or resume class time.

#### **Drill Procedures for Evacuation of Handicapped Students**

Evacuation plans are on file with each case manager. The handicapped student will report to a predetermined location.

### **SCHOOL VISITORS**

Students- RAHS has a no-visitor policy. Students are not allowed to bring guests into school during school hours. Students from other schools are not allowed to shadow RAHS students during the school day.

Adults - Parents or legal guardians who wish to see a teacher, counselor, or administrator are to call ahead to schedule a meeting time and location. All adults are to report to the security desk to sign in, receive their name tag and be escorted to their destination. This includes students who attended RAHS during a previous school year. Parents and/or legal guardians are not allowed to shadow their students during the school day.

### **SURVEYS**

As a district based in data decision making, there are various surveys students are asked to complete throughout the year which are not advertised in advance to families. These may include: staff ratings, building/ climate ratings, wellness surveys, etc. Surveys may occur as part of advisory or part of a class. Students are expected to participate in surveys unless a parent/ guardian has excused participation. To opt out of all student surveys, please leave a message in the main office at 651-635-1660. In this message, include your child's name, grade and preference they be excused from survey participation.

### **TEXTBOOKS**

Textbooks come in both soft and hard cover and may cost from \$3 to over \$100. Students are expected to take good care of them. A fee is not charged for their use but fines are assessed for lost and/or damaged books.

### **ATTENDANCE POLICY**

A pattern of regular attendance will benefit the learner now and will lead to success in future schooling or the workplace. Instructional time lost due to absence is not easily regained. Our goal is for students to be in school all day, every day to achieve their maximum educational opportunities.

Students and parents/guardians are encouraged to work with Roseville Area High School in a partnership to reach this goal. Minnesota State Law and the Department of Education regulations require daily school attendance.

## **ATTENDANCE RESPONSIBILITIES**

### **Student Responsibilities**

- Attend all classes on time each day
- When absent, meet with teacher to obtain and complete missed assignments
- Use attendance office sign-out procedures when leaving school grounds during day
- Monitor own attendance

### **Parent/Guardian Responsibilities**

- Monitor your child's attendance on Synergy. Attendance records can also be made available upon request.
- Encourage students to attend class regularly
- Limit absences by scheduling appointments, vacations, college visits, etc. on non-school time.
- Call attendance office to report all absences each day that child is absent from school.
- Parents/guardians must notify the Attendance Office of a student absence by:

Calling 24 hour attendance line (651-604-1465) OR

Sending a note to attendance before or the day following the absence.\*Please be sure to include the full name of student, date(s) of absence, parent/guardian signature, date and daytime phone number.

- Extended absences for trips should be pre-arranged with counselors one week in advance.

### **Teacher's Responsibilities**

- Explain to students how attendance will affect course grade
- Take daily attendance and maintain attendance records for each class
- Inform students periodically of their tardies and unexcused absences
- Communicate with parent(s)/guardian(s) if a student's attendance is affecting his or her learning and achievement.

### **Administrator Responsibilities**

- Distribute the district attendance policy to all students, parents/guardians and staff
- Plan interventions for students with excessive attendance issues

## **EXCUSED ABSENCES**

- School authorized absences (field trips, music lessons, support groups, student council meetings, etc.)
- Official religious holidays
- Death in the immediate family (parent/guardian, sibling, grandparent)
- College visits that are pre-approved through the Attendance Office (preferably a week in advance). The parent/guardian verification AND the teacher signed pre-approval form (obtained from the Attendance Office) must be completed prior to the absence. If the visit was not pre-approved through the Attendance Office, the student will need to bring proof of the college visit date and time.
- Vacations pre-approved through the attendance office. It is left to teacher's discretion if make-up work

is assigned prior to vacation or after returning. Due date should be agreed upon at the time of assignment. However, vacations should preferably be taken during non-school days.

- Extended illnesses confirmed by medical professional in writing. This confirmation note needs to be submitted promptly to inform the student's teachers, counselor and administrator. Fax this medical confirmation to the nurse at 651-635-1693.

## **PERMISSION TO LEAVE - SCHOOL HOURS**

Every student who leaves the building during the school day and did not bring a permission note from a parent/guardian before school, must have the written permission of either the nurse for reasons of illness or the written permission of an associate/assistant principal or dean for all other reasons. If either pass states a return time, the student is to sign back into school by presenting the signed (by a health professional) Medical Appointment Pass or the Permit to Leave the Building Pass to the attendance personnel.

## **NOTIFICATION OF ABSENCES/TARDIES**

- An automated calling system will notify parents daily by telephone of tardies and unverified absences. Notification by mail follows. In addition, students are reminded of their attendance irregularities by classroom teachers.
- Absences that are not excused are reported as unverified. Unverified absences will transfer to a Cut/Truancy within two school days.
- NOTE: If you have a block on your phone, the calling system may be unable to deliver the message.



## ATTENDANCE INTERVENTIONS

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:

- Student conference
- Parent/guardian contact or conference
- Removal from class, lunch and/or before and after school events
- Suspension from extra-curricular activities
- Consequences according to the bylaws and rules of the Minnesota State High School League
- In-school monitoring
- Loss of school privileges
- Modified school schedule
- Restart room
- Out of school suspension
- Referral to Ramsey County Student Attendance Matters (SAM) as defined by Minnesota Statute 260A.03
- Roseville Area High School may terminate the enrollment of any nonresident student who is enrolled under the Enrollment Option Act and who meets the definition of a habitual truant.

Any student with an unexcused absence or tardies may be subject to differentiated opportunity for make-up work.

Cultural liaisons may be contacted as a resource for attendance, academic, discipline, or other issues.

## STATE TOURNAMENT PROCEDURES

These guidelines are intended to help maintain responsible attendance of all RAHS students during tournament play. RAHS students will be allowed to attend the following:

- State tournaments with a RAHS team in competition.
- State tournaments with individual Roseville team members in competition.
- Athletic tournaments that correspond to the participating athlete's sport.
- Student must bring a note from a parent/guardian excusing him/her for the event. The note must be delivered to the Attendance Office one day prior to the tournament.

## DISCIPLINE POLICY

### 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.

### STUDENT BEHAVIOR EXPECTATIONS

To ensure quality education for all, Roseville Area High School 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.
- Courteously identify yourself when asked.

- 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.

### RAHS RULES OF CONDUCT

Unacceptable behavior is subject to administrative response. This applies to all Roseville Area Schools 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 his/her professional judgment in determining an appropriate consequence. Administrative responses for acts of unacceptable behavior may include any or all of the following, but



are not limited to: restorative measures, 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 high school's student database (Synergy).

A full list of district policies can be found at [Http://www.isd623.org/our-district/school-board/district-623-policies](http://www.isd623.org/our-district/school-board/district-623-policies).

These unacceptable behaviors include but are not limited to:

### **Academic Dishonesty, Plagiarism, and Cheating**

Student work is highly respected and important to academic success. For that reason academic dishonesty cannot be tolerated. Plagiarism is regarded as a serious offense. 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 or appropriate consequences. If you are feeling extreme academic pressures, please contact your counselor. The RAHS staff wants all students to succeed using their own product or work.

### **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. Internet chat and game play is not allowed at any time. The school has a right to monitor use of school technology.

### **Assault**

Physical assault will be defined as an intentional act by one person that creates an apprehension in another of an imminent harmful or offensive contact. Assault will result in restorative measures, suspension, the Discipline Review Board convening to determine expulsion and the incident being referred to law enforcement.

### **Bullying/Cyber-Bullying**

*District 623 Bullying Prohibition Policy 508 Notification*

Roseville Area Schools has revised Policy 508- Bullying Prohibition, to comply with the requirements of the Safe and Supportive Schools act, MN Statutes 121a.031. This policy assists the district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other prohibited conduct. Bullying means: repeated intimidating, threatening, abusive, or harming conduct that substantially interferes with a student's educational opportunities or performance, ability to participate in school functions or activities or receive school benefits, services or privileges. This includes cyberbullying 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. Bullying may result in restorative measures, suspension, the Discipline Review Board convening to determine expulsion and the incident being referred to law enforcement.

### **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. It is the intent to maintain a proper atmosphere for all students in the building.

### **Disruption to the Learning Environment**

Disruptions include disturbance or interruption of the peace, normal functioning and good order of the school or school-sponsored activities. This includes, but not limited to, disruptive texts, inappropriate videos or electronic posts to social media. Disruptions may result in restorative measures and suspension.

### **Distribution of Illegal Substances including Alcohol**

Distribution of chemicals is defined as being in possession of chemicals with intent to sell and/or distribute. These chemicals include, but are not limited to mood-altering chemicals, controlled

substances, non-prescribed prescription medicine, over the counter medications, and/or paraphernalia. Distribution will result in restorative measures, suspension, the Discipline Review Board convening to determine expulsion and the incident being referred to law enforcement.

### **Fighting**

Fighting will be defined as an act including two or more persons engaging in behavior which intentionally inflicts or attempts to inflict bodily harm upon each other. When does an assault become a fight? When the victim of an assault physically retaliates against the person who initiated the assault. Fighting will result in restorative measures, suspension and the incident being referred to law enforcement. Multiple incidences will lead to the Discipline Review Board convening to consider expulsion.

### **Gambling**

Gambling or any game played that involves the exchange of goods or money is prohibited and may result in restorative measures, suspension and the incident being referred to law enforcement.

### **Harassment**

Physical harassment includes, but is not limited to, bullying and intimidation. Verbal/written harassment includes, but is not limited to, abusive, threatening, profane, or obscene language directed toward another person. This may include conduct which degrades people because of their race, religion, sex, ethnic background, or physical characteristics or mental handicaps. Any type of harassment may result in restorative measures, suspension, the Discipline Review Board convening to determine expulsion and the incident being referred to law enforcement.

Sexual harassment includes unwelcome sexual advances, request for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature which creates a hostile environment.

Sexual harassment is behavior which interferes with an individual's working/learning performance or creates an intimidating, hostile, or offensive working/learning environment.

### **iPad Behavior Expectations**

Violations of the acceptable use agreement will result in the following:

1st offense: iPad restricted for 4 weeks

2nd offense: iPad restricted for 12 weeks

3rd offense: iPad restricted for the remainder of the school year

### **Personal Possession Searches**

Personal possessions of students whether on their person, in desks, electronic devices or lockers may be subject to a reasonable search when the school district has a reasonable suspicion that evidence will be produced showing that the student violated the law or school rules.

### **Possession and Use of Illegal Substances including Alcohol**

Chemical possession and/or use is including, but not limited to: alcohol, controlled substances, non-prescribed prescription medicine, over the counter medications, and/or paraphernalia. Chemical possession and use will result in restorative measures, suspensions and the incident being referred to law enforcement. Multiple incidences will lead to the Discipline Review Board convening to consider expulsion.

### **Possession of a Weapon**

Possession is having a weapon on one's person in school, on school grounds,

on school buses or at school sponsored and school-related activities. Possession of a weapon will result in restorative measures, suspension, the Discipline Review Board convening to determine expulsion and the incident being referred to law enforcement.

A weapon is defined as 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 air guns, pellet guns, BB guns, look-alike guns such as water pistols or toys that could be mistaken for real, and non-functioning guns that could be used to threaten others), knives or other blades, clubs, metal knuckles, nunchucks, throwing stars, explosives, fireworks, mace and other propellants, stun guns, ammunition.

### **Property Vandalism**

Vandalism is damaging or destroying school property, property of staff members, or the property of others. Vandalism may result in restorative measures, suspension and the incident being reported to law enforcement.

### **Sexual Offense**

A sexual offense is the physical act of aggression or force involving non-consensual sexual contact with another person. Sexual offenses will result in restorative measures, suspension, the Discipline Review Board convening to determine expulsion and the incident being referred to law enforcement.

### **Theft**

Theft is the act of taking, using, transferring, concealing, or retaining possession of property of another without his/her consent or the finding of lost property and not making reasonable effort to find the owner.

Theft may result in restorative measures, suspension and the incident being reported to law enforcement. Multiple incidences will lead to the Discipline Review Board convening to consider expulsion.

### **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. Threats may result in restorative measures, suspension, the Discipline Review Board convening to determine expulsion and the incident being referred to law enforcement.

### **Tobacco Possession and Use**

Possession or use of tobacco in any form by students and adults alike is prohibited. Possession and/or use of tobacco or paraphernalia such as but not limited to e-cigarettes or vapor pens, may result in restorative measures, suspension and the incident being referred to law enforcement.

### **Willful Disobedience**

Willful disobedience is refusal to comply with a reasonable request. Examples include, but are not limited to, not identifying self or refusal to follow staff directive, insubordination or disrespect for authority. Willful disobedience may result in restorative measures and suspension.

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

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

## Why statewide testing?

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

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

## Why does participation matter?

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

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

## Academic Standards and Assessments

### What are academic standards?

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

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

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

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

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

#### ACCESS and Alternate ACCESS for English Learners

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

Posted May 2018

## Why are these assessments effective?

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

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

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

## Are there limits on local testing?

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

These limits do not include statewide testing.

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

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

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

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

## When do students take the assessments?

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

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

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

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

## How much time is spent on testing?

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

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

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

## Where do I get more information?

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



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

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

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

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

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

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

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

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

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

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

Reason for refusal:

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

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

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

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

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

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

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

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

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

To be completed by school or district staff only.

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

Posted May 2018

# Students’ Rights & Responsibilities

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

The district also maintains policies on subjects such as student transportation, hazing, bullying, visitors, and harassment and violence. You will find copies of all these policies at [www.isd623.org/schoolboard](http://www.isd623.org/schoolboard). If you have a question concerning this information or district policies, contact the building principal or the Office of the Superintendent at 651-628-6452.

## **DATA RECORDS AND PRIVACY**

Roseville Area Schools collects, maintains, and releases information about students and their families only for legitimate educational purposes including instruction, guidance, and research as provided in federal law and state statutes.

Collection, maintenance, and release of student information in Roseville Area Schools is based on the premise that the welfare of the student and his/her family is primary and must be protected.

Procedures for the collection, maintenance, and release of student personnel data shall be specified and be regularly reviewed to assure that such data is safeguarded and the privacy of the individual is maintained.

The policy and procedures regarding the protection and privacy of parents

and students are adopted by the school district, pursuant to the requirements of 20 U.S.C., § 1232, et.seq. (Family Educational Rights and Privacy Act) 34 C.F.R., Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minn. Stat., Chpt. 13 and Minn. Rules Pts. 1205.0100 to 1205.2000.

## **DIRECTORY INFORMATION**

Directory information in Roseville Area Schools generally means information contained in the education records of a student that generally would not be considered harmful or an invasion of privacy if disclosed. Directory information shall include the student’s name, parent’s name, address, telephone listing, date and place of birth, grade, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of enrollment, degrees and awards received, the most recent educational institution attended by the student, pictures for school-approved publications, including yearbooks, newspapers, social media, or local cablecasts, grade in school, and other similar information. Directory information does not include identifying information on a student’s religion, race, color, social position, or nationality.

This information will be public information that the district may disclose from student records without consent. If parents/guardians of a student or eligible student request, directory information will not be disclosed (except to school officials) unless the parent/guardian or eligible students provide written consent to school officials as provided under FERPA.

In order to make the directory information listed above “private,” the parent/guardian or eligible student must complete a Student Directory Information form (available in Central Enrollment at the District Center or the main office of your student’s school).

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

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

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

## **ROSEVILLE AREA SCHOOLS’ BULLYING PROHIBITION POLICY POLICY 508 NOTIFICATION**

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

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

No teacher, administrator or other employee of the school district will knowingly permit, condone or tolerate bullying. The school district will

investigate complaints of bullying by students and take appropriate action against any student who is found to have violated this policy.

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

## **SCHOOL ATTENDANCE K-12**

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

### **Responsibilities**

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

#### **Student's Responsibilities**

- It is the student's right to be in school.
- It is the student's responsibility to be familiar with all the procedures governing attendance.
- It is the student's responsibility to attend all assigned classes every day that school is in session and to follow the correct procedures when absent from an assigned class.
- It is the student's responsibility to complete any assignments missed due to an absence.

#### **Parent or Guardian's Responsibilities**

- It is the responsibility of the student's parent or guardian to

ensure that the student attends school and to understand the school's attendance procedures.

- It is the responsibility of the student's parent or guardian to accurately inform the school, in a timely manner, of the reason for a student's absence.
- It is the responsibility of the student's parent or guardian to work collaboratively with the school and the student to improve student behavior as to school attendance.

### **Teacher's Responsibilities**

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

### **Administrator's Responsibilities**

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

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

### **Requirements**

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

## **STATE LICENSING**

Parents/guardians may request and the district must provide on request information about whether the student's teacher(s) meet state licensing approval for the grad and subject being taughts, is teaching with a waiver, has certification for the field being taught, and/or the qualifications of any paraprofessional providing instruction.

# Roseville Area Schools Belief Statement

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

## Behavior Expectations

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

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

## RAS Rules of Conduct

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

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

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

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

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



Roseville  
Area Schools

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

# Why Use Restorative Practices?

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

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

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

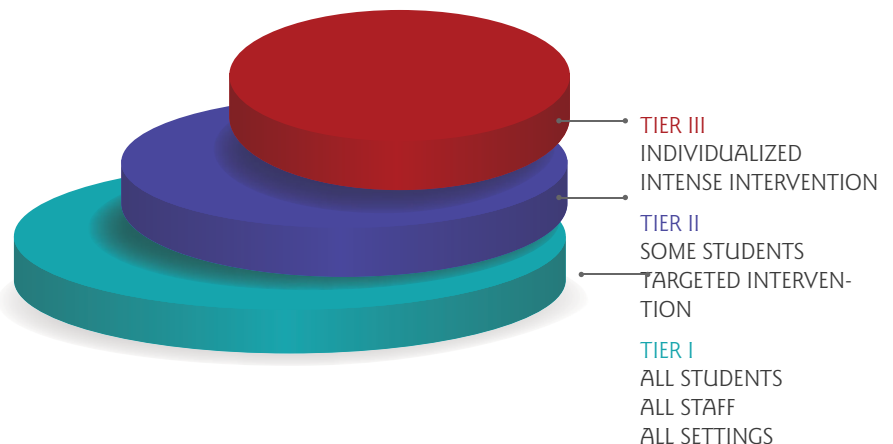
## School-wide Tiered Behavior Support

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

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

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

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





# Important District Policies to Know

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

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

400P	<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. Refusal to supply information to a school district employee investigating an alleged rule violation may result in action being taken without benefit of information the student could have provided.
- Data collected will be provided to school personnel having a legitimate educational interest in obtaining access to the data, and to state and federal authorities having statutory rights of access to the data.

# Levels of Intervention for Behavior

## LEVEL 1

### Teacher Managed Response

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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>	<b>RESPONSE</b>			
	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
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.			