

Central Park Elementary School

2018-2019

Student Handbook



Central Park Elementary

A Roseville Area School

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Letter from the Principal

Welcome to the new school year! We are excited for a great year and trust this will be a wonderful learning experience as we SPARK the academic potential of your child.



This handbook is filled with important information and we hope you will take the time to become familiar with our practices and policies. Knowing and understanding this handbook will help you during your time at Central Park. Talk about this information with your child. This handbook is available on our website. If you desire a paper copy please request one in the office. We will be happy to get you one.

One of our goals at Central Park is to open doors to the world of learning and provide the guidelines for exploring it. Every person who enters our school, be it student, parent/guardian, visitor, or staff member, will know that Central Park is a warm and caring place where all students are scholars who can learn and excel.

Thank you for taking the time to become familiar with the important information contained in this handbook. If you have any questions, please call the school at 651-481-9951.

I am looking forward to working with you throughout the school year.

Sincerely,

A handwritten signature in black ink that reads "Becky Berkas". The script is fluid and cursive, with a long, sweeping underline for the name.

Becky Berkas
Principal

Si necesita ayuda con las formas escolares, o tiene alguna pregunta sobre la educación de su hijo(a) por favor llame a Español: Liz Gallegos 651-481-9951.

Yog nej leej twg xav paub meej tsaj, thov hu xov tooj rau Du Muas losyog Ntxhoo Vaj Hmong:
Dou Moua 651-604-3594



Roseville Area Schools Strategic Plan

OUR MISSION

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

OUR EQUITY VISION

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

OUR COMMITMENT

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

We will achieve our mission when:

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

CORE VALUES

Equity
Responsibility
Integrity
Respect
Compassion
Commitment
Sense of Belonging
Curiosity

FOCUS AREAS

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

About Central Park Elementary School

ABSENCES/ATTENDANCE

All children are expected to be in school each day we are in session. If a child is ill or there is a family emergency please contact the school before 9:30 a.m. After that time our office and/or health staff will begin contacting parents and emergency contacts as a measure of safety for each child.

SCHOOL HOURS

Children should not arrive at school before 8:45 a.m. Supervision is not available before 8:45 a.m. and the entrance bell rings at 8:50 a.m. Students who arrive after 8:55 a.m. are considered tardy. Students are dismissed at 3:20. If you need extended school care for your child please contact Friendship Connection. Office staff and teachers are not available to watch students who are dropped off early or picked up late at the end of the day.

CONTACTING THE SCHOOL

If you have a concern about school involving your child or any other issue, please call your child's teacher first at 651-481-9951. Teachers can also be contacted via email. Your child's teacher's email address is first name.last name@isd623.org (no space). If after that call or contact, you still would like to talk to someone else, please call Principal Becky Berkas at 651-481-9951.

EMERGENCY NUMBERS

In the office, we have a record of parent phone numbers and phone numbers of a friend or neighbor who can be contacted in case of an emergency.

DAILY SCHEDULE

| | |
|-----------|--|
| 7:30 a.m. | Office Opens |
| 8:40 a.m. | Buses Arrive |
| 8:45 a.m. | First Bell Students may enter the building |
| 8:45 a.m. | Breakfast to go is served |
| 8:55 a.m. | Second Bell/Classes Begin |
| 3:20 p.m. | Students Dismissed |
| 3:25 p.m. | Buses Leave |
| 4:00 p.m. | Office Closes |

SCHOOL DISTRICT ADMINISTRATION

| | | |
|-------------------|---|--------------|
| Dr. Aldo Sicoli | Superintendent of Schools | 651-628-6452 |
| Dr. Leona Derden | Director of Equity and Elementary Education | 651-628-6452 |
| Dr. Jenny Loeck | Director of Secondary Education | |
| Dr. Alecia Mobley | Director of Student Services | 651-635-1608 |
| Karen Schaub | Director of Community Education | 651-604-3507 |

During early conferences, your child's health and Emergency Card will be shown to you to make any additions or changes. We need to have accurate and up-to-date emergency information for your child. If phone numbers or contact information change for your child during the school year, please be sure to contact the school office so records can be updated.

EMERGENCY SCHOOL CLOSING

In case of inclement weather or any other emergency, official school closing will be announced on radio station WCCO-830 on your AM radio dial. The following television stations will carry information about emergency school closing: KSTP, KARE 11, WCCO, and

Fox 9. Our school district will be referred to in the following way "Roseville Area Schools, District 623". Emergency closing information due to inclement weather will also be posted on the school district website at www.isd623.org in the "Current News" section by 6:00 a.m. If school is in session and we should have to dismiss early because of threatening weather conditions, or any other emergency, students will be sent home on the bus, or walk as they normally would, unless families provide us with different arrangements. We would not be able to call all students' parents/guardians to inform them of an early dismissal. If your child should not follow the usual end of school day are dismissed early due to inclement

weather or another emergency situation, please contact the school and communicate your plan.

RELEASE PROCEDURES

According to Roseville's school board policy, no student is authorized to leave the school building or grounds during school hours without approval from parents/guardians and the principal or his/her delegated agent. On occasion, parents come to school to take their child to a scheduled appointment. If a child leaves school early a parent/guardian must come to the office to sign their child "OUT." With this in mind, our procedures are as follows:

- If your child is to leave school during the day, we ask that you send a note with your child to your child's teacher, stop in the office to sign your child out, and have your child called down to meet you.
- If you want your child who routinely takes the bus to walk home at the end of the day, we ask that you send a note to your child's teacher.
- People who sign a child out and are unknown by staff will be asked to show picture identification.
- A note or a phone call will be required to release a child with anyone other than a parent/guardian.
- All individuals will sign in and wear an identification tag. Unknown people in the building will be directed and escorted to the office.
- All outside doors will be locked when students are in attendance with the exception of the main entry.

| | |
|--------------------|--|
| KARE 11 | Continuous TV listing, email alert process available at www.kare11.com |
| KSTP TV 5 | Continuous TV listing, district information available at www.kstp.com |
| WCCO TV 4 | Continuous TV listing, email alert process available at www.channel4000.com |
| WCCO Radio 1800 AM | Closings read often during the early morning program. |
| KMSP 9 | Continuous TV listing |

STUDENTS AND THE MEDIA

From time to time Central Park events may be noted or recognized in the newspaper and occasionally we record or quote students for public relations reasons or to help individuals better understanding the educational needs of others. If you do NOT want your child's image used in such a manner please contact the office before October 1. Your child's name will be added to a list of students we will not photograph.

PLEDGE OF ALLEGIANCE

By law, schools are required to recite the Pledge of Allegiance at least once a week. At Central Park, the Pledge of Allegiance is recited every Monday or the first school day of the week. Students will be allowed to opt out. Parents/guardians should send a note to their child's teacher if they do not want their child to recite the Pledge of Allegiance.

FIELD TRIPS

Students will have field trip opportunities throughout the school year.

CLASSROOM PARTIES AND CELEBRATIONS (INCLUDING STUDENT BIRTHDAYS)

Healthy kids learn better. In order to align with federal mandates that aim to provide the best learning environment possible and support student achievement, the school district has announced changes to its wellness policy that will go into effect in all Roseville Area Schools starting with the 2017-2018 school year.

In addition to updates to physical activity, school nutrition, and other district wellness, families will see a change to classroom birthday celebrations. As of the 2017-2018 school year, birthday celebrations will not include food or drink. Parents/families are asked to not send birthday treats (cupcakes, juice, candy, etc.) with their student to school. These guidelines help students avoid unhealthy snacks while still providing plenty of room for tradition and fun. Pencils, stickers or other nonfood items may be an appropriate option to food or drink.

BIRTHDAY INVITATIONS TO PARTIES OUTSIDE OF SCHOOL

An important goal at the Central Park is to help each student to be sensitive and responsive to the needs and values

of others. To be consistent with this goal, it is asked that parents/guardians not send birthday invitations to school. Please use other methods of communication that do not involve the school setting. This request is made in order to protect the feelings of all the children. Buses are not to be used to transport children for parties, meetings, or other get-togethers. Putting groups of children on buses for social events can be very challenging.

CLASSROOM AND SCHOOLWIDE CELEBRATIONS

Central Park seeks to create a positive learning environment for all learners. On a daily basis, staff members continue to find new ways to celebrate students' social, emotional, and academic growth. To encourage and sustain a sense of belonging and community, we have fall, winter, and spring school-wide celebrations. In the fall, we celebrate community with a Panther Pride kickoff assembly where we emphasize the Central Park core values of being Respectful, Responsible, Honest and Safe. We use our mid-point winter celebration to acknowledge students' hard work and recommit to showing Panther Pride. At the fun-filled spring celebration, we reflect and highlight our successes. Classroom celebrations typically take place on the day of the assemblies as an extension of the school-wide event.

In alignment with Roseville Area Schools' Equity Vision, Central Park staff members strive to provide an inclusive learning community for all families regardless of race, gender, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, age, or physical appearance. To this effect, school-wide and classroom celebrations/parties are not directly linked to religious and/or calendar holidays.

HEALTH SERVICES

A school nurse is assigned to Central Park. The nurse is at the school two days per week, generally all day on Monday and Tuesdays. A health assistant is available in the health office every day during school hours. Vision and hearing screening are done for selected grades and as requested by the classroom teacher and/or parents. Color vision screening is done for all kindergarten students. Scoliosis screening is done for selected grades.

OVER-THE-COUNTER MEDICATION

The Roseville School District policy regarding over-the-counter medication is designed to protect students, parents and school personnel. All medication will be stored in the health office. Physician authorization/permission for over-the-counter medications may be requested at the discretion of the school nurse. A new physician authorization/permission form is required each school year. Parent signature, authorizing permission to dispense medication at school, must accompany any medication that is to be given at school. Over-the-counter medication must be labeled with the manufacturer's instructions.

PRESCRIPTION MEDICATION

All prescription medication is stored in the health office. This is for the safety of all students. Medication that is to be dispensed at school must be accompanied by a medication permission form that is signed by the prescribing physician and the parent. This authorizes the school staff to dispense the medication at school. All medication must come to the school health office in the pharmacy labeled bottle.

The pharmacy labeled bottle will need to include the following information:

1. Student's Name
2. Medication name and Dose
3. Time of Day to take medication
4. Doctor Name

Most pharmacies, when asked, will provide a container for school use. Medication that comes to school improperly labeled cannot be dispensed. Please direct questions /concerns about medication at school to the health office.

DISMISSING STUDENTS DUE TO ILLNESS

Students who leave school during the school day for health related reasons must be dismissed through the health office. It is the school's practice for students who become ill at school to report to the health office. If the determination is made that the student should go home, then the health office staff will notify the parent/guardian. The student will wait in the health office for the parent/guardian to arrive, then the student will be dismissed from the health office. It is not the school's practice for students to phone their parents during the school day from the classroom to be picked up. All student dismissals are processed in the office. Only the principal or the principal's designee can dismiss a student from school. This is to ensure student safety.

LATEX-REDUCED ENVIRONMENT

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.

STATE-MANDATED IMMUNIZATION FOR SCHOOL ATTENDANCE

All students entering kindergarten are required to have written documentation (day, month, year) for state-required vaccinations. Students who are not in compliance with the requirements for the Immunization Law will be excluded from school. Please ask the health office staff if you have any questions or concerns.

HOMEBOUND INSTRUCTION

Homebound instruction may be made available to students who are chronically ill or who are expected to be absent from school for more than 15 consecutive days due to a serious illness or accident. A physician's authorization is necessary to initiate this service and to coordinate the student's educational program with medical treatment. Please contact the school nurse at 651-481-9951 if your student has a diagnosed



medical condition that prevents regular school attendance. The school nurse will coordinate the necessary paperwork.

HOME/SCHOOL COMMUNICATION

Conferences, Meet Your Teacher Night, report cards, the Thursday Folder, and the school newsletter are some of the ways you learn about your child's school experience.

Equally important are informal ways of communication. Please set aside time each day to hear about what your child has learned in school. Talk about the day's happenings, friendships, and feelings. Talk about school projects and become active in the Central Park PTA/FIG/Family Involvement Group.

Whenever you feel the need or have a question about your child's experience in school, phone your child's teacher. If you have a concern, pursue it. If you are happy with the progress your child makes, express your thanks. We like to hear from you!

PANTHER PRIDE

Central Park practices School-Wide Positive Behavior Interventions and Supports (SW-PBIS). PBIS is a schoolwide positive behavior intervention program that identifies

and teaches expected student behavior, reinforces and rewards appropriate behavior and enforces consistent, meaningful consequences when violations occur.

PBIS is a planned, effective way proven by research to meet the behavioral needs of students in a school setting that creates a positive learning environment for all students. Central Park students know this initiative as "Panther Pride" in which our four behavioral expectations (Respectful, Responsible, Honest and Safe) are explicitly taught using a matrix visual, multiple times during the school year. Expected behavior is reinforced with "paw print tickets" that are entered in a weekly drawing.

FIRE/LOCKDOWN/TORNADO DRILLS

Fire Drill: Students will be instructed on proper evacuation procedures. Fire drills will be conducted five times a year. When the signal is given, everyone must clear the building quietly and as quickly as possible along the designated routes made for each classroom. Students remain with their teacher until the "all clear" signal is given.

Lockdown Drill: Lock-down drills will be conducted five times a year to prepare students in case an emergency situation arises when a lock-down is

needed.

Tornado Drill: To prepare students in case of a tornado event students will be instructed of safety measures and they will practice a drill each year.

SCHOOL PATROLS

School patrols assist in maintaining safe and orderly procedures to and from school. One or more school patrols are stationed on each bus to assist the driver in maintaining safe and appropriate conduct on the bus. School patrols also assist students when students cross streets to and from school. School patrols with stop flags are stationed where needed in the morning and when school is dismissed in the afternoons to assist children in crossing traffic. School patrol provides grades 5 & 6 students with the opportunity to be leaders. While on patrol, students are expected to be role models, showing responsible behavior and a dedication to safety. If a fifth or sixth grade student is interested in serving as a school patrol, he/she will undergo a selection process. Students selected as school patrols participate in orientation and training in the fall and spring. The students are trained by the school patrol advisor and/or school patrol officer.

STANDARDIZED TESTING

Standardized testing in the Roseville Area Schools includes assessments required by state and federal guidelines as well as tests that the District chooses to administer. Testing is done to help schools monitor student, school and district progress for these purposes there are a variety of assessments.

State-mandated tests are called Minnesota Comprehensive Assessments (MCAs). These tests in reading and mathematics and are administered to elementary students in grades 3-6. In

addition grade 5 students take a Science test. Roseville Area Schools use locally

criterion referenced assessments in reading and mathematics. These curriculum based tests help teachers plan instruction.

Students in grades K-6 take aReading and aMath developed by the University of Minnesota. aReading and aMath are computerized adaptive assessments that provide educators and students' families information designed to help improve teaching and learning. Educators use the growth and achievement data from these tests to develop targeted instructional strategies and to plan school improvement efforts. A major difference between aReading and aMath and other achievement tests is the immediacy of feedback. Teachers have data in a timely manner. Further, aReading and aMath is designed to measure growth over a year's time in a way that other tests do not. Similarly, 6th grade students complete the Measures of Academic Math assessment, which offer the same features and benefits as aReading and aMath.

Roseville Area Schools uses the Cognitive Abilities Test (CogAT) as a screening tool, allowing families and staff to compare this measure of aptitude with student achievement. The CogAT is administered to students in grades 3 and 5.

In addition to the state and district tests English Learners also take the ACCESS. ACCESS stands for Assessing Comprehension and Communication in English State-to-State; the test is designed to measure English language proficiency. The ACCESS test is part of Minnesota's adoption of new English Learner Standards known as World-class Instructional Design and Assessment (WIDA).

STUDENT RECORDS

A cumulative school record, containing progress and developmental information,

is maintained for each student. The folder contains such items as copies of progress reports, student work, standardized test scores such as the MCAs. These records are confidential. Access to a student's record is restricted to the parent/legal guardian and persons with a need to know who are directly associated with the student (i.e. teacher, counselor, nurse, etc.). Persons other than authorized school officials will not have access to student records without the written permission of a parent, except where a student's record is formally requested by an authorized investigative agency.

PLACEMENT OF STUDENTS

It is the classroom teacher & principal's responsibility to assign pupils to classrooms and ultimately develop the class list. When information is known about a student the following educational considerations are made when carefully developing classes:

- Academic achievement
- Personality and behavior
- Learning styles
- Special learning, emotional or behavioral needs
- Relationships with other people
- Family/parental input
- Gender balance

KINDERGARTEN AGE REQUIREMENT

Minnesota state statutes require that kindergartners be five years old on or before September 1 of their kindergarten year. Requests for early entrance are handled at the District Center. Please call 651- 635-1600 for more information. Typically the child is tested to determine if a child is developmentally and emotionally

ready for school. write, and think critically throughout their K-6 experiences.

VISITORS

We encourage parents and families to visit our school. All visitors must sign in at the office and obtain a name badge so we know who is visiting. If you wish to visit your child's classroom, please notify the teacher in advance so that the teacher can accommodate you.

Curriculum

ART

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

BAND/ORCHESTRA

Elementary Orchestra and Band involves 4th, 5th, and 6th graders. Beginning Violin instruction begins in 4th grade, beginning instruction on all the other instruments (viola, cello, bass, flute, clarinet, saxophone, French horn, trumpet, trombone, baritone, and percussion) starts in 5th grade. The goal of the elementary orchestra and band experience is to provide a solid base

of musical skills and techniques, while providing an opportunity for students to have fun making music with others. This is accomplished through weekly lessons, large group rehearsals, school concerts and district festivals.

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

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

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

HEALTH

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

- Understand how we grow and mature; physically, mentally, emotionally, and sexually
- Develop healthy behaviors and practice: nutrition, exercise, healthy attitudes, wellness and basic hygiene
- Increase personal safety: disease prevention, chemical abuse prevention, and safety in physical environments and in relationships
- Build healthy, productive

relationships

- Learn and practice reflective thinking, planning, and communication skills regarding health and wellness issues
- Learn about health and wellness issues in a manner which shows respect for self and others, values families, and builds personal responsibility

LITERACY

Literacy includes reading, writing, and oral communication as detailed in the Minnesota standards in reading and language arts, as well as district outcomes.

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

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

Students are taught to write in a variety of forms through a process approach that includes pre-writing, writing, revising, editing, and publishing.

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

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

MATHEMATICS

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

ART

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

instruction with a specialist two or three times a week.

PHYSICAL EDUCATION

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

SCIENCE

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

SOCIAL STUDIES

The social studies curriculum is based on the state standards and is taught from a multicultural perspective. Includes a different areas of focus at each grade level. Social studies instruction includes the use of a variety of print and non-print materials and is often integrated into multidisciplinary

learning with reading, art, music, math, and other curricular areas.

TECHNOLOGY

Students have access to a variety of technologies, which are incorporated into everyday classroom instruction. Students at all grades are taught Acceptable Use Practices (AUP).

WRITING

All students learn writing at Central Park. Using Units of Study -Writing, teachers help students develop a love for the art and craft of writing by practicing narrative, informational, opinion, poetry and other forms of writing. There is a strong link between reading and writing and our goal is everyone writing everyday.

Additional Academic Support

SPECIAL EDUCATION

The Central Park Special Education team is made up of the following professionals: speech/language clinician, school psychologist, special education teachers, school nurse, and school social worker. District itinerant staff members join the team as needed. These staff include: occupational therapist, physical therapist, and developmental adaptive physical education teacher. This staff provides a continuum of services to students who meet the State of Minnesota criteria for a variety of specific disabilities which may include: Specific Learning Disability, Speech/Language Impairment, Other Health Disability, Emotional/Social/Behavior Disorder, Developmental Cognitive Disability, and Autism Spectrum Disorder. More information about district

services or consideration for a referral to the Special Education Team for an evaluation is available online on the Roseville Area Schools home page at [www.isd623.org] under Programs and Services, then Student Services.

SECTION 504

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

Who Qualifies for Section 504?

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

Substantially Limits

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

Education is Considered a Major Life Activity

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

The district compliance officer for Section 504 is Dr. Alecia Mobley,

director of student services, at 651-635-1608.

ENGLISH LEARNER PROGRAM

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

Kristina Robertson
English Language Administrator
651-635-1624

MEDIA/TECHNOLOGY CENTER

Technology/Media Center is a facility that provides opportunities for staff and students as they progress on their educational journey. The Media Center staff assists students and faculty in becoming creative problem solvers as well as self reliant life long learners. Students and staff are able to access over 16,000 books with a variety of special collections, including bilingual English-Spanish titles, Early readers (early chapter books), and special collections featuring high interest topics. A separate magazine collection featuring periodicals that are of general interest are also housed in the center. Daily checkout is available to all students in PreK through 6th grade.

GIFTED AND TALENTED SERVICES

Students in the Roseville Area Schools come from a variety of backgrounds and have a wide variety of academic needs. Curriculum enhancements for students who have exceptional academic needs

beyond the regular curriculum are provided through differentiation of the

curriculum by the gifted and talented cluster classroom teachers. In addition, students may participate in enrichment program services. These enrichment opportunities are integrated into the school day and through academic enrichment competitions offered after school.

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

TITLE I/BASIC SKILLS PROGRAM

Central Park is a Title I School. Central Park implements a School-wide Title I program. Being a Title I school allows our school to receive additional federal funding THAT allows us to focus in instructional reform throughout the school with the goal of raising academic achievement for all students.

School Information & Guidelines

SCHOOL MEALS

There is a fee charged for students receiving breakfast and/or lunch at Central Park. Students may bring food from home as an alternative. Breakfast is an optional meal.

Breakfast and hot lunch are served daily

and the menus are sent home via the monthly newsletter. Parents can access

the menu via the District's webpage at www.isd623.org. The nutritional analysis is also available as a link and is designed to assist diabetic students. If you have questions please contact Angela Richey at 651-635-1619.

Children bring money from home which they turn into the classroom teacher. Money is deposited into the students account. Accounts are updated daily. Please put money in an envelope and mark with the amount and name of the student. This should be given to the classroom teacher in the morning before class.

Parents may join their children for lunch or breakfast any day. We ask that you call the school office prior to 9:30 a.m. or send a note with your child in the morning to inform us that you would be joining your child for lunch. The cost for an adult/visitor (including preschool children) is \$3.90 and breakfast is \$2.35.

Please keep in mind that our system is not set up to take cash during the lunch hour, so deposits must be made before or after lunch for the next day.

All students being picked up from school need to be signed out before leaving. Please notify the school if someone other than a parent/guardian will be picking up your child.

SCHOOL PICTURES

Individual student pictures and class pictures are taken in the fall. Details of prices of different picture packets will be sent home prior to "Picture Day." Purchase of pictures is optional.

Students will be included in the school yearbook unless a parent makes a special request. Yearbooks are available

for purchase in the spring of the school year.

INDOOR RECESS

Generally, when the temperature at noon recess time is below 0° Fahrenheit students will remain indoors. Rain or sloppy playground conditions may also necessitate an "inside" day.

OUTDOOR RECESS

All students are expected to participate in outdoor recess. The purpose of recess is active play. Boots, snowpants, hats, mittens and jackets are required of all students at noon recess during the winter months. Please dress appropriately for the weather. Exceptions to outdoor recess are made on a case by case decisions and may be granted with a doctor's note.

LOST AND FOUND

Please label your students their belongings with their name. If your child leaves something on the bus, please contact Centerline bus company at (651) 482-1794.

DROPPING OFF/PICKING UP STUDENTS

When driving your students to school, please be extra careful. The time it takes to drive a little slower or park and walk to the school is well worth it. Student safety is everyone's responsibility.

When dropping children off for school or picking them up, please observe all posted parking and traffic signs, including the bus zone. Please do not enter the school bus drop off/pick up area located south of the building.

STUDENTS LEAVING SCHOOL DURING THE SCHOOL DAY

There are times when it is necessary for a child to leave school early for an

appointment. We would appreciate it if you would attempt to schedule those appointments either before or after school. However, when it is necessary for your child to be excused during school hours, we ask that a note with your request be given to the teacher; the teacher will forward the note to the front office. Please come to the office to sign out your child. It is important that we have a record of who picks up your child.

Elementary children are not allowed to leave the school grounds for ANY REASON from the time of their arrival without an authorized adult. If you plan to pick your child up after school, please come into the building and wait in the hallway by the front office. Please do not go to the classroom. These procedures are necessary to ensure the safety of all students.

CHANGE IN FAMILY STATUS AND/OR PHONE NUMBER

Please inform the school of any changes in your family status. This might include change of residence, telephone number (home, work, or emergency), parent's occupation or change of marital status. This information is essential for our records in case of an emergency.

ATTENDANCE GUIDELINES

Part of your child's responsibility as a student is to attend school faithfully, whenever he/she is healthy. School is your child's full-time job. It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class. Finally, it is the student's responsibility to request any missed assignments due to an absence. The Minnesota Compulsory School Attendance Law mandates that students be in school every day on time for the

entire school day unless they have an acceptable reason to be absent or tardy.

When a Child is Absent

Please call the school at 651-481-9951 before 9:30 a.m. to report your child's absence. Calls will be taken 24 hours a day with the help of our voicemail system. If we do not hear from you, it is our practice to call your home or work number to follow up on your child's absence. This is a safe arrival issue; the school is required to contact you. If your child has any communicable infectious disease (suspected or confirmed) and/or conditions such as head lice or scabies, please report this to the school immediately.

If a child frequently complains about illness (such as stomach ache or headache) and does not wish to go to school, yet displays no apparent symptoms such as vomiting, diarrhea, or fever, there may be other reasons (such as school avoidance). Please discuss this situation with your child's teacher or the principal.

We urge you to carefully consider circumstances that keep your child out of school. Regular school attendance and school success are linked. Thank you for your cooperation in insisting that your child attends every school day. This will let your child know that you value education.

When a child must leave during the school day because of illness or an appointment, parents must come into the school office to sign the child out of school before taking the child out of the classroom or nurse's office.

Regular attendance is recommended, but if your child is displaying symptoms of illness, we encourage you to keep him/her home rather than trying to achieve perfect attendance. A headache

and/or fever should be checked before a child is sent to school. Remember, most communicable illnesses are usually

contagious in their earliest stages. We know it is often difficult to schedule medical appointments, but whenever possible, try to schedule appointments outside of school time.

Types of Absences

There are two types of absences: excused and unexcused.

Excused absences include:

- Illness
- Serious illness in student's immediate family
- A death in the student's immediate family or of a close friend or relative
- Medical/dental treatment
- Court appearances occasioned by family or personal action
- Religious instruction not to exceed three (3) hours in any week
- Physical emergency conditions such as fire, flood, storm, etc.
- Removal of a student pursuant to a suspension

All other absences are considered unexcused, and therefore truant. An unverified absence is also considered unexcused. Some unacceptable reasons (unexcused) for being absent include:

- Staying home to babysit
- Oversleeping
- Missed the school bus
- Lack of ride to school

Consequences of Unexcused Absences

The school may petition with the

Ramsey County Attorney with a referral to the FTIP program (Family Truancy Intervention Project) if a student is absent from school without a lawful excuse for three days.

Tardiness

We require that a parent/guardian call the school if a student will be late to school for any reason. The parent should accompany their child into school and sign them in at the front office. This will ensure safe arrival to school.

Students are expected to be in their classroom at 8:55 a.m. Failure to arrive in the classroom by this time will constitute a tardy. Students who are tardy at the start of a school day must report to the front office for a tardy slip to be given to them by the office staff.

Excused Tardiness

Valid excuses for tardiness are illness; serious illness in the student's immediate family; a death in a student's immediate family or a relative; medical or dental treatment, physical emergency conditions such as fire, flood, storm, etc.; any tardiness for which the student has been excused in writing by an administrator or designee.

Unexcused Tardiness

An unexcused tardiness is failing to be in the classroom by 8:55 a.m. start time without a valid excuse. Excessive tardiness may also result a petition to the Ramsey County Attorney and a referral to the FTIP program (Family Truancy Intervention Project).

When Should My Child Stay Home?

If a student has had a fever of 100 degrees or greater, the student should stay home for 24 hours after the temperature has returned to normal. If a student has vomited or had diarrhea, the student should stay home for 24 hours

after the last episode. If the student has had a rash that may be disease-related

or the cause of the rash is unknown, consult the student's physician before sending the student to school. If the student is ill and stays home, please phone the school daily to report the illness.

BUS RULES & GUIDELINES

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

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

We ask that you do not use the buses to transport children for parties, meetings, or other get-togethers. We can at times accommodate one child; however, putting groups of children on buses for social events can be very challenging. If your child needs to ride a different bus, the parent/guardian will send a note authorizing the child to ride a different bus. The principal or principal's designee will approve the child to ride the bus based on availability of space. Students will not be allowed to ride a different bus without (a) a note from a parent/guardian and (b) approval by either the principal or the principal's designee.

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

office if your "walker" needs to ride a bus.

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

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

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

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

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

1. Obey the bus drivers' directions.
2. Sit in assigned seat.
3. Remain seated while the bus is moving.
4. Show respect for others. (Do not argue, swear, tease, throw objects, push, fight, wrestle, etc.)
5. Treat the school bus appropriately.

(Do not write on the bus or pull material from seats.)

6. Speak quietly. (A single voice should not be heard above others)
7. Keep head, arms, hands and feet inside the bus at all times.
8. Do not eat or drink or chew gum on the bus.
9. Do not bring any weapons or dangerous objects on the school bus.
10. Obtain permission before riding on any bus to which you are not normally assigned.

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

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

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

CLOTHING

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

- During cold weather, students are required to wear hats, mittens or gloves, coats, and boots to go outside or recess and environmental science class. All outer clothing should be plainly labeled with the student's name.
- Boots and other outdoor footwear are not to be worn during the school day.
- Children should have a pair of indoor shoes available at school.
- Students are required to wear gym shoes (no slip-ons) for physical education.
- Clothing should not be a distraction to the learning environment.
- Clothing or other items that promote the following messages will not be allowed in school: use of tobacco, alcohol, or drugs; violence of any nature; racially motivated or discriminatory pictures, drawings, or statements.
- Chains hanging from wallets or clothing are not allowed.

ROSEVILLE AREA SCHOOLS' 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.

TECHNOLOGY ACCEPTABLE USE PROCEDURES AND POLICY FOR ROSEVILLE AREA SCHOOLS

1. I understand many important educational resources are accessed using school technology.
2. I will use technology in schools for educational purposes only. The school has a right to monitor my use of school technology.
3. I will use respectful language and behavior while using school technology.
4. I will be mindful of school resources by printing only what is absolutely necessary.

5. I will not give out personal information about myself or anyone else while using school technology.
6. I will not look at, download, or communicate any material that is obscene, vulgar, sexually explicit or offensive in terms of race, ethnicity, sex, or religion.
7. I will tell a teacher if I come across any information that is inappropriate or makes me feel uncomfortable.
8. I will never access, remove, change or harm another person's files.
9. I will not use another person's system or password.
10. I will follow all laws and school rules when I use school technology.
11. I will give credit when I use another's work, whether it is from a book, the Internet, or elsewhere.
12. I will use the Internet at school only with permission from a present, supervising adult.
13. I will be respectful of and responsible for all school technology I use, leaving it in good working order, organized and ready for the next person.

PERSONAL CELL PHONES/ TABLETS/TECHNOLOGY DEVICES

Students are strongly encouraged NOT to bring any expensive or personal technology to school. If a family decides this is an important safety protection for their child, the personal phone or technology must be turned off during the school day. Students with personal devices are encouraged to keep their device in a pocket or secured in a locked drawer of the classroom teacher. School is NOT responsible for the loss or damage of these personal devices. Misuse of the device during the school

day will result in the device being removed to the office. The child is responsible for picking it up at the end of the day. If this happens again the parent/guardian will be contacted and an alternative solution will be sought. School will supply students with school-issued devices when technology is used in the classroom.

If you have any comments or questions, please contact your principal, media specialist, or District Media/Technology Services at 651-604-1476. Check for updates to these guidelines on the Roseville webpage AUP.

HARASSMENT AND VIOLENCE

The Roseville Area Schools prohibits any form of sexual, racial, and religious harassment and violence.

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and sexually motivated physical conduct. Sexual violence is a physical act of aggression or force or threat which involves the touching of another's intimate parts.

Sexual harassment/violence includes but is not limited to:

- Unwelcome verbal or written harassment or abuse
- Unwelcome subtle pressure or sexual activity
- Touching, patting, or pinching, or grabbing another's intimate parts
- Demanding sexual favors accompanied by implied or overt threats concerning an individual
- Demanding sexual favors accompanied by implied or overt or promises for better treatment of an individual
- Any sexual motivated or unwelcome touching

Racial violence is the physical act of aggression or assault upon another because of, or in a manner reasonably related to, race. Racial harassment consists of physical or verbal conduct relating to an individual's race when the conduct:

- Creates an intimidating, hostile or offensive academic environment
- Substantially or unreasonably interferes with a student's academic performance
- Adversely affects a student's academic opportunity

Religious violence is the physical act of aggression or assault upon another because of, or in a manner reasonably related to, religion. Religious harassment consists of physical or verbal conduct which is related to an individual's religion when the conduct:

- Creates an intimidating, hostile or offensive working environment.
- Substantially or unreasonably interferes with a student's academic performance
- Adversely affects a student's academic opportunity

Any student who believes he/she has experienced harassment or violence by another student or employee should report the alleged acts immediately to a staff member or principal. Complaints will be investigated.

WEAPONS

No student or non-student, including adults and visitors, shall possess, use, or distribute a weapon when in a school location.

Students who become aware of a weapon being brought to school or on school property must immediately notify an adult staff member. Students should

not, however, pick up or transport the weapon.

A "weapon" means any firearm whether loaded or unloaded, any device designed as a weapon or through its use capable of threatening or causing bodily harm or death; or any device or instrument which is used to threaten or cause bodily harm.

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 reasonably be mistaken for real) knives or other blades, clubs metal knuckles, numchucks, throwing stars, explosives, fireworks, mace and other propellants, stun guns, and ammunition.

No student shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above.

No student shall use articles designed for other purposes (e.g., belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate. Such use will be treated as the possession and use of a weapon.

CHEMICAL USE

Students and adults shall not possess, use, or distribute alcohol, tobacco, or other illegal drugs while on school grounds or in school-sponsored programs and activities.

BICYCLES

Students are not permitted to ride bicycles to school.

CANDY/GUM

Candy and gum is not allowed at school.

NON-SCHOOL/NUISANCE ITEMS/ FIDGETS

There is no reason to bring any articles to school that do not pertain to a school activity. Such articles may interfere with learning. These articles include, but are not limited to the following items: ipods, spinner fidgets, cellular phones, headsets, earbuds, game boys, laser pens, Pokeman and Yu-Gi-Oh cards, baseball cards, roller blades, skateboards, and balls of any type. Such items may be confiscated and returned to the parent/guardian.

Toys should not be brought to school unless they are for Show and Tell/ sharing.

Cash should not be brought to school except for a school-sponsored activity (such as book fair). The school is not responsible for lost, broken, or stolen items.

ANIMALS/PETS IN THE SCHOOL

Animals/pets may be brought to school if the animal is a certified therapeutic animal or:

- The principal is consulted.
- There is a specific learning objective.
- The animal is under the control of the owner (leash, cage, etc.).
- The teacher has contacted parents regarding plans to have the animal at school and students with allergies are protected.

For the safety of the students and the animals, all pets must be under the control of the owner (leash, cage, etc.).

The owner of the animal accepts full responsibility for all clean-up associated with the animal in the classroom and the school grounds.

Parent/ Guardian Family Involvement

VOLUNTEERS

Many families and community members volunteer their time at Central Park. We appreciate our volunteers!

There are many opportunities for parents/ guardians and community members to be actively involved at Central Park Elementary School. We want you to participate in ways that are of interest to you. If you are interested in volunteering for special field trips, special school programs, or to work at home on school or teacher projects, we would appreciate your help and your ideas. Teachers will also be inviting you to participate in classroom activities, events and projects.

We believe the most important family involvement is your involvement at home with your child/children, providing a safe and supportive environment for your child/children to grow and develop all of their potential. During Back to School Night, you will have the opportunity to sign up as a volunteer for specific activities. Volunteers are welcome anytime during the year. You can call the school office for volunteer information/ opportunities.

Parents should use their discretion when bringing non-school age children with them while volunteering. Non-school age children are not allowed to accompany chaperones on field trips.

Background checks are required for volunteers on overnight trips.

CLASSROOM VISITS

We encourage parents to visit our school often. We ask that all visitors

sign the visitor's log in the office and obtain a name badge so we know who is visiting. If you wish to visit your child's classroom, please attempt to notify the teacher in advance, so that the teacher can accommodate you.

NEWSLETTER

The Central Park newsletter, *Panther Pause*, is published once a month. It brings information of interest and value to you and your child. This newsletter is distributed via the school webpage. www.isd623.org/cp typically at the start of a new month.

REPORTING TO FAMILIES

At Central Park our parent/teacher conferencing program will impact the way report cards are distributed. following is our plan:

- Early October: Parent/Teacher Planning Conference
- Early December: Report Card
- Late January: Mid term for students with concerns only
- Mid February: Parent/Teacher Followup Conference
- Late April: Mid Term for students with concerns only
- Early June: Report Card

We will have parent/teacher conferences in October and February. At the October conferences, teachers have the opportunity to meet you, learn of your hopes and expectations, learn of your son/daughter's strengths and areas for improvement and establish with you a few individualized goals for your child. Parents have a chance to hear first hand of the teacher's hopes and expectations for the upcoming year, curriculum offered, class rules and discipline plan. By meeting early, we feel we can promote effective parent/

teacher/student communications and can begin to develop trust among all parties. Conferences in February allow for sufficient time to adjust expectations and practice. (Children are not to be left unattended during conferences.)

Conferences, open houses, report cards, and newsletters are a few of the formal ways you learn of your child's experiences. Equally important are the informal ways:

- Set aside time each day to hear what your child has learned in school
- Talk about the day's events, friendships, and feelings
- Talk about school projects
- Become active in the PTA/FIG

Whenever you feel the need, please phone or email your child's teacher. If you have questions, ask them. If you have concerns, pursue them. If you are happy with the progress your child is making, express your thanks. We like to hear from you. Every Thursday, notes information will be given to your child for his/her Thursday folder. Please check your student's folder. We consider you an equal member of the educational team at Central Park.

PRODUCT REDEMPTION

Campbell's Company product labels, General Mills box tops, proof of purchase symbols, computer ink cartridges, and aluminum beverage tabs are collected. Funds redeemed from the labels, box tops, Kemps caps or symbols, and ink cartridges are used to support the school. You will receive periodic fliers regarding redeemables during the school year. The pop tabs are

used to support the Ronald McDonald House.

FRIENDSHIP CONNECTION

Friendship Connection provides year round school-age care and enrichment opportunities to Central Park School's K-6 students. We provide a multiage, inclusive environment for all children. Families have the option to register their child/ren for before school care (6:30 a.m. – 8:50 a.m.) and (3:20 p.m. - 6:00 p.m.) for after school care. We are governed by the policies and guidelines of the Board of Education and have adopted the National Standards of quality School-Age Care as developed by the national School-Age Care Alliance. For more information please contact the site leader at 651-481-0745. <http://www.isd623.org/cp/>

UNITY CENTER

Is a unique after school opportunity (3:20-5:20 p.m.) for students in grades 4-6. A 21st Century Grant makes this free optional activity available. Students have additional opportunities to delve into collaboration, creativity, critical thinking and problem-solving learning experiences. More information is available from the out-of-school site leader at 651-481-0745.

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

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

Why statewide testing?

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

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

Why does participation matter?

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

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

Academic Standards and Assessments

What are academic standards?

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

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

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

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

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

ACCESS and Alternate ACCESS for English Learners

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

Posted May 2018

Why are these assessments effective?

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

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

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

Are there limits on local testing?

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

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

What if I choose not to have my student participate?

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

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

When do students take the assessments?

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

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

When do I receive my student's results?

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

How much time is spent on testing?

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

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

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

Where do I get more information?

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



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

Parent/Guardian Refusal for Student Participation in Statewide Assessments

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

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

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

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

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

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

Reason for refusal:

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

_____ MCA/MTAS Reading

_____ MCA/MTAS Science

_____ MCA/MTAS Mathematics

_____ ACCESS or Alternate ACCESS for ELLs

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

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

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only.

Student ID or MARSS Number _____

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. 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.

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).



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.

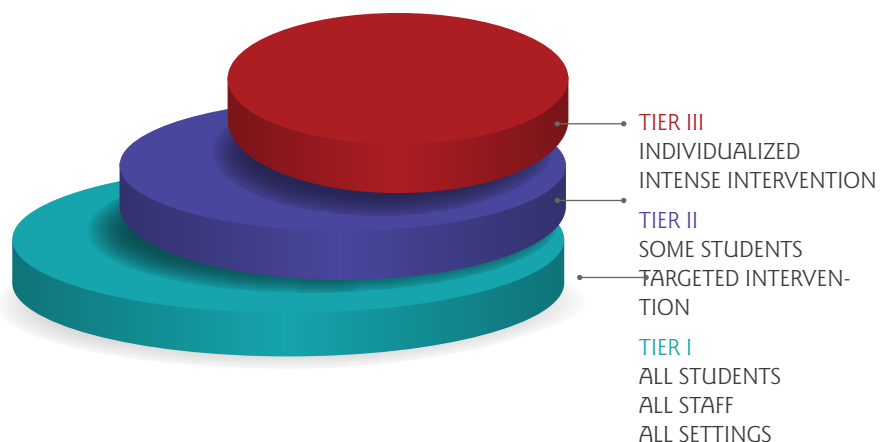
School-wide Tiered Behavior Support

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 | Acceptable Use |
| 416P | Harassment and Violence |
| 504P | School Attendance |
| 508P | Bullying Prohibition ; Bullying Report Form |
| 520P | Student Discipline |
| 544P | Hazing |
| 584P | Collection, Maintenance, Use and Release Student Data |

Visit www.isd623.org for the district's policies

Tennessean Warning to Parents and Students

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

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

Levels of Intervention for Behavior

LEVEL 1

Teacher Managed Response

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 •

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

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

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. | | |

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