

Emmet D. Williams Elementary School

2018-2019

Student Handbook



Emmet D. Williams
Elementary
A Roseville Area School

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Letter from the Principal

It is a pleasure to be the principal of your neighborhood elementary school. Emmet D. Williams (EDW) Elementary School is named after the first superintendent of the Roseville Area Schools. Part of Emmet Williams' vision in creating the Roseville Area School District was to gather smaller districts to create a community of learners in the Roseville area. We work each day to uphold this vision of a community of learners from different cities.



EDW hosts 500 learners each day. Our children range in age from prekindergarten through 6th grade. Our goal is to have the EDW experience be a unique one for each of these learners and their families. To support our 500 learners, we employ 75 trained and caring staff members. In addition to the general education program, we support a district-wide program that specializes instruction for learners whose needs best met

outside of the traditional classroom.

Each person in the EDW community has a commitment to our core values of Cooperation, Assertion, Responsibility, Empathy, and Self-Control. These core values form the basis of our interactions together and are proactively taught across the school day and woven into our academic curriculum. Also at EDW Elementary, we work to live out our district's equity vision where each learner is capable of a high degree of learning.

Thank you for all you do to support the EDW community.

Sincerely,

A handwritten signature in black ink that reads "Brian A. Koland". The signature is written in a cursive, flowing style.

Brian Koland
Principal

General Information

Emmet Williams is part of the Roseville Area Public Schools, which provides the curriculum, transportation system, and many of the general policies utilized at the school. The Roseville Area Board of Education, consisting of six elected officials, is the policy making body of the District. Practices at EDW are guided by District Policies found here: <https://www.isd623.org/our-district/school-board/district-623-policies>. The Superintendent of Schools, Dr. Aldo Sicoli, is appointed by the Board of Education and administers board policies.

EMMET D. WILLIAMS ELEMENTARY SCHOOL
955 County Road D. West
Shoreview, MN 55126
Main office: 651-482-8624 • Fax: 651-482-0801
Attendance: 651-259-1980

When You Have Questions About:		
Transportation/Bus	Jim Monroe	651-635-1638
General Information	Juli Fick	651-724-6312
Health Concerns	School Nurse	651-724-6316
Breakfast/Lunch Program	Marge Dettling	651-724-6309
Classroom/Curriculum	Your child's teacher	651-482-8624
Enrollment Changes	Theresa King	651-724-6323
Friendship Connection	Tabitha Denison	651-724-6317



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

ABSENCES/ATTENDANCE

It is important for each child to be at school every day. Please make every attempt to schedule doctor, dental, and other appointments outside of the school day.

If your child will be absent, please call the Attendance Line at 651-259-1980.

This line is available 24 hours a day.

If you need to have your child dismissed early, please send a note with your child explaining your request. Students will not be released to anyone other than their parent/guardian unless the office is notified by written permission or a phone call to the office. Anyone picking up a child before the end of the school day is required to come to the office and sign the child out.

When a student arrives after 9:35 a.m. the student must be signed in by staff in the health office.

ALLERGIES

If your child has a serious allergy this needs to be reported to the Health Office and classroom teacher. Latex balloons are restricted from Roseville Area Schools. We ask that families not bring their pets to school. We have several children with pet allergies.

Animals may be brought to school if the animal is a certified therapeutic animal – Upon approval from the principal.

ARRIVAL & DEPARTURES

STUDENT HOURS:
9:35 a.m. – 4:00 p.m.

Students are not allowed to enter the building before 9:20 a.m. as there is no supervision. If you need childcare before the school day, you may contact Friendship Connection @ 651-724-6317.

Most students are transported to and from school by bus. Students must ride

their assigned bus. If a student will be dropped off or picked up at a different stop, or ride a different bus, they need to bring a note from home giving them permission to do so. Your child will bring the note to the office.

Students being driven to and from school should use the main entrance. Cars should not drive in the bus drop off zone or park in the fire lanes.

When using the drop off/pick up area at the west end of the parking lot, please remember:

- Pull forward as far as possible before you stop your vehicle
- Drop your child off on the sidewalk only
- NO PARKING – If you need to leave your car, park in the lot and walk into school

Dismissal:

Any adult picking up a child from school will wait in the main entrance near the office. If you are picking your child up early or before the second bell (4 P.M.), you need to sign your child out in the office.

Student Security

Like many elementary schools we take precautions to ensure student safety.

All entrances remain locked throughout the day and individuals must enter the building through the entrance at the south west side of the building. Our security buzzer is on from 9:35 a.m.-3:45 p.m. All visitors must sign in and wear a visitor badge while in the building.

BEHAVIOR EXPECTATIONS

EDW elementary school is committed to providing a respectful learning community for all students. We use a

variety of tools that are both proactive and reactive in design so students are successful. The approach is grounded in the Responsive Classroom model and the following core beliefs, which guide our actions and interactions with students and others.

We believe it is essential for staff, students, parents, and community to work together.

- Knowing the families of the children we teach is as important as knowing the children we teach.
- Knowing the children we teach individually, culturally, and developmentally is as important as knowing the content we teach.
- Parents are partners in a child's education.

We believe in meeting the individual needs of all students.

- Working with the individual child's needs does not mean treating each child the same.
- Children grow through stages of development.
- The growth of a student should be focused on self-control and making ethical decisions.
- Consistency is essential and consequences are necessary and logical.

We believe students have the right to learn.

- There is a specific set of social skills that children need to learn and practice in order to be successful academically and socially: cooperation, assertion, responsibility, empathy, and self-control (CARES).

We believe students learn only when they are in a safe, supportive environment.

- All children want to be good.
- All children want to and can learn.
- All people make mistakes.

We believe students learn when engaged in relevant and meaningful work.

- How children learn is as important as what they learn.
- The greatest cognitive growth occurs through social interactions.
- The social curriculum is as important as the academic curriculum.
- Tools to help us – build a caring, inclusive community.
- Build social skills.
- Build academic readiness.

Morning Meeting: gathering as a whole class to greet one another, share news, and warm up for the day ahead. Morning Meetings are held in the homeroom classrooms every morning. We encourage you to join us.

Establishing and Sharing Hopes and Dreams: members of the community share the goals they want to achieve.

Creating Rules Collaboratively: helping students create classroom rules that allow all class members to meet their learning goals.

Logical Consequences: responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity

- Loss of privilege
- Take a break
- Reparations

Most inappropriate behavior is corrected by re-teaching or through some low level intervention, which occurs in the classroom. If the behavior is dangerous, against the law, or continues to disrupt the learning of others, more significant measures such as dismissal, suspension or expulsion may occur. The following behaviors may result in significant measures: sexual, racial and religious harassment, bringing a weapon or look like a weapon to school, verbal and/or physical assault/harassment.

Weapons

Students who bring a weapon to school may face immediate suspension and possible expulsion. This includes pocket knives. Any type of play weapon is not allowed. Please make your child aware that under no circumstances should a weapon be carried to school.

Fighting

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

All children need to know how to deal with anger. It is NOT ok to use physical violence when someone disagrees with us, teases us, takes something that belongs to us, or hits us first. In the event that this should happen, students should know how to safely remove him/herself from the problem and report it immediately to the supervisor. Children need to know how to protect themselves when someone is trying to hurt them, not how to hurt that person in retaliation. In other words, “punching back” will not be an acceptable excuse for fighting with another student.

Depending on severity of the incident, consequences for inappropriate behavior

may range from conference with a staff member, loss of privilege to removal from school.

BULLYING

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

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

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

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

BUS

Bus Stop Procedures

Students should arrive at their stop no more than five minutes before the scheduled arrival of the bus. Students need to wait at the bus stop in a safe, courteous manner.

Safety means staying out of the street and not playing games near traffic. Courtesy means being respectful of

private property near the bus stop. Parents are responsible for their child's behavior and safety; to and from the bus stop, prior to entering and immediately after exiting the bus.

Bus transportation is a privilege extended by the Board of Education; it is not a right. All students are required to obey bus conduct rules which are in place to protect the safety and well-being of all students. Failure to observe these rules may result in the loss of bus privileges.

If your child will be riding a different bus home from school, please send him/her with a note giving them permission to do so.

Bus Rules

1. Immediately follow the directions of the driver and patrols.
2. Sit in your seat facing forward.
3. Talk quietly and use appropriate language.
4. Be safe: Do not throw any objects, do not stick your head or arms out the bus windows.
5. Keep your arms, legs and belongings to yourself.
6. Show respect for others (no fighting, harassment, intimidation or horseplay).
7. Treat the bus with respect.
8. No eating or drinking.
9. Do not bring any weapons or dangerous objects on the bus.
10. Obtain permission before riding on any bus to which you are not normally assigned.

If you need to contact us about busing, please call Juli Fick at 651-724- 6312.

Bus Safety

Roseville Area Schools' School Safety Home Training Lesson

Minnesota state law requires that school bus safety be taught in schools during the first weeks of school. The law also suggests that young students receive school bus safety training before they come to school the first day. As a parent, you are your child's most influential teacher. We ask that you teach your child about school bus safety. The information below will help you explain to your child how to be safe on and around the bus. Spend some time with your child on these points. Explain the reasons why they are important, and go over them again three or four times on different days so that your child will have a safer bus ride when school starts.

Thank you,
Jim Monroe
Roseville Area Schools Transportation

Bus Safety Guidelines

1. Be ready for the bus at the scheduled time. Bus times are set based on the streets that they run on and with a standard loading time. If a student is late to the stop, and the bus has to wait, the bus will be late to all the rest of the stops and to school. Bus riders who are late to stops often don't act safely, and are in more danger than if they were ready on time.
2. Wait until bus is stopped before moving toward the bus and getting on. Often students get anxious as the bus arrives, so they run forward while the bus is still moving. This is a dangerous practice because a student could slip or fall in front of the bus
3. After getting on the bus, go to a seat, sit down and stay seated. Law

requires that students be seated while the bus is moving. Students should sit down quickly so that the bus runs on time. If a student is standing when the bus is moving, he or she may get knocked down or around by the movement of the bus.

4. Remain quiet on the bus, so you don't distract the driver. While the bus is moving, kids often talk, and that is OK unless it gets too loud. When the bus is loud the driver can't hear important things like sirens or train whistles, or can be distracted by having to pay attention to the kids and miss something important like a stoplight, or a car coming from another direction.
5. Do what the driver tells you to do. The driver is in charge of the bus, and sometimes has to tell students to be quiet, or to sit down, or to wait to get on or off the bus. The driver is trying to keep students safe and so kids should do what he or she says.
6. Make sure that you get on the right bus – know your bus number. The bus that takes a student to school may be different than the bus that brings them home at the end of the day.
7. Be ready to get off the bus when it get near your stop, don't get out of your seat until the bus is stopped. Many times young students get so involved in a conversation and forget to watch for their stop. This means that the student has to take time to gather their belongings before they get off the bus. Doing this makes other stops late.
8. After getting off of the bus, move away from the bus. If you have to cross the street wait until the driver has placed the stop sign in position.

CALLS TO THE CLASSROOM

All calls during the day to classrooms go directly to voicemail. Teachers are expected to return calls within 24 hours. If you need to talk with your child or change pick up plans please notify the office staff directly.

CHANGE OF ADDRESS/PHONE NUMBER

It is extremely important that we have all student records updated. Please be sure to report all changes to the school office.

CLASSROOM & SCHOOLWIDE CONVERSATIONS

EDW seeks to create a fun educational environment for all learners. Throughout the school-year students and staff come together to demonstrate a sense of pride and strong community well-being at our Bobcat Pride assemblies. During this time we sing the school song and play interactive/cooperative activities related to our Responsive Classroom core values-Cooperation, Assertion, Responsibility, Empathy, and Self-Control-C.A.R.E.S.

To encourage a sense of building wide community we have fall, winter and spring celebrations. In the fall we celebrate community, team-building and our Responsive Classroom C.A.R.E.S. We kick off our winter celebration of reading with a Bobcat Pride assembly. Students and staff take time at the end of the school year to intentionally engage in a celebration of learning with picnics and classroom community events.

In alignment with Roseville Area Schools' Equity Vision, EDW 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 are not directly linked to calendar holidays.

CLOSING SCHOOL

Families with a television or access to the Internet can find out if school is cancelled or starting late. Because our district is small and without rural roads, we often remain open when Minneapolis, St. Paul, and even Mounds View are closed. The district will make an effort to notify families via phone or email.

We are part of the Roseville Area Schools. Emmet D. Williams is not listed separately unless the closing is due to a localized problem, such as a broken water main. These sites also will tell you if school is closing early due to severe weather conditions.

Please talk with your child about where to go and what to do if school closes early and you cannot be reached.

CLOTHING FOR SCHOOL

Positive attitudes and behavior are directly related to appropriate dress and good grooming. Appearance and dress are to be in good taste at all times.

Just as outdoor temperatures can vary greatly throughout the day, so can

the temperature from one area of our building to the next. It is a good idea to send children to school wearing layered clothing that can be removed or added as needed. We want to promote a healthy, respectful lifestyle so clothing that advertises alcohol or tobacco products, or has a message that is disrespectful of others is not considered school wear.

Winter Weather

We ask students to wear the following clothing items during the winter months: warm jacket or snowsuit, hat, boots and mittens. Snow pants are recommended for students who like to play in the snow. Students without boots at school must remain on areas with blacktop.

CONFERENCES

The purpose of the reporting system implemented in the Roseville Area Schools is to communicate to families about academic achievement, progress and learning related behaviors. It is intended to inform families about learning and personal successes and to guide improvement efforts. Conferences are scheduled twice each year (Fall/Winter). Conference sign up sheets are sent home with each student with a selection of dates and times. Conferences are beneficial to students,

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.

families and teachers, so we work very hard to provide families with a preferred choice time. Conference dates for the 2018-2019 school year are: Sept. 25, 27 & Oct. 2 – Feb. 5, 7 & 12.

DATA PRIVACY INFORMATION

Roseville Area Schools collects, maintains, and releases information about pupils and their families only for legitimate educational purposes including instruction, guidance and research as provided in federal law and state statutes. Please refer to the district website, www.isd623.org for more information regarding Data Privacy Rights of parents and students.

DRESS CODE

Appropriate dress will include:

- Must wear shoes at all times (for safety)
- Shorts & skirts must be at least mid-thigh
- Must wear tennis shoes to PE
- Tops must cover midriff
- Shirts with derogatory or offensive language shall be considered improper
- Clothing with alcohol, tobacco or drug statements are not allowed

Students are to wear the following clothing items during the winter months: warm jacket, snow pants, hat, boots, and gloves/mittens.

DRUG-FREE ENVIRONMENT

The use of tobacco, alcohol and chemicals is strictly prohibited on school grounds. This includes all activities before, during and after school for all students, siblings, parents and staff.

EMERGENCY DRILLS &

PREPAREDNESS

The Roseville Area School district is working to prepare students and staff for emergencies. As we all are aware, there are many different situations involving safety, health or security, which may occur in our schools. Our goal is to prepare our staff and students to properly react to the various types of problems which might occur. You may hear of our preparations during the school year as your child brings home information or comments on some of the discussions held at school related to these issues. Our emergency response effort includes a variety of situations, including bus accidents, illness or injuries, hazardous accidents, weather emergencies, utility emergencies, assault or intruders, bomb threats, evacuation plans, and missing children. We are required by the State of Minnesota to practice 5 fire drills and 5 lockdowns per school year. We ask that you provide medical emergency information for the students information file. This along with emergency numbers are very important in case of an emergency involving your child. Each building has an ER Team (Emergency Response Team). In the event of an evacuation our site is the Lutheran Church of the Resurrection located on the corner of County Road D and Victoria Street. We feel that it is a good idea to spend some time with your child going over some of the situations that could occur and what you would like to see him/her do in those situations. It is always a good idea for your child to carry a card with name, address, and phone numbers in their backpack. This is helpful especially for very young students who may get on the wrong bus, or do not remember his/her information.

FREQUENTLY ASKED QUESTIONS

What should I do if I want to pick up my child at the end of the day?

Parents/guardians need to send a note with their child. If the decision is made during the school day, the parent should call the school office to make arrangements. We ask that these calls are made before 3:30 p.m. The adult picking up the child will need to sign the child out in the office before they will be released. Students are not allowed to enter cars in the parking lot unless a parent or other adult is with them.

Do I need to let the school know if I will be on vacation?

Yes. We ask that families send a note to the school with information as to who will be responsible for your child while you are away. Please be sure to add current contact numbers in the event of an emergency/ illness. As with a family vacation, please notify the health office along with the child's teacher.

Who should I talk to if I have a problem?

If you have concerns relating to the classroom we ask that you contact the teacher. If the problem cannot be resolved, the family or teacher is asked to report the issue to the principal.

FRIENDSHIP CONNECTION

Friendship Connection provides year round school age childcare to EDW's K – 6 children. For more information, call Ariel Gittens at 651-724-6317.

GIFTED AND TALENTED EDUCATION (GATE)

As part of the Roseville Area Schools, EDW provides a Gifted Cluster Model Program in grades 1-6. Students are placed in a heterogeneous classroom with a small gifted cluster group of

4-8 informally or formally identified students. Teachers are trained in the characteristics and needs of gifted students. They are equipped with strategies and differentiation techniques to challenge and support all students.

Each elementary school has a designated GATE Lead Teacher who facilitates enrichment opportunities and represents the school on the Roseville Area Schools Gifted and Talented Advisory Council. Contact information for the GATE Lead Teacher can be found on the district website under GATE Programming and Services. The GATE lead teacher is accompanied by a Parent Representative from EDW on the task force.

Academic competitive programs are offered at the school. EDW has a history of involvement in the Future Problem Solvers and Math Masters programs in grades 5 and 6.

More information about philosophy, identification and other details can be found on the district website under the tab "Teaching and Learning".

HEALTH SERVICES

Please contact our school nurse or health assistant about health concerns for you child.

Medication Policy: Roseville Schools follow the rules recommended by the State Department.

1. The administration of medication to student shall be done only in exceptional circumstances. When possible, families arrange to give medication at home.
2. Medication must be administered through the school health office.
3. All medication must be in a pharmacy labeled bottle and will only be administered by our nurse or health assistant.

4. The school does not provide any over the counter medication to students.

Immunizations

State law requires each student to be completely immunized against seven diseases in order to be enrolled in a Minnesota school. The following are immunization requirements:

Students under seven years of age:

1. Measles, Mumps, and Rubella vaccine given after age of 12 months. 2nd MMR for kindergarten.
2. 5 doses of Diphtheria, Tetanus, Pertussis vaccine, unless the fourth dose was given after the child's fourth birthday, then 4 doses are minimum.
3. 4 doses of Polio vaccine, unless the third dose was given after the child's fourth birthday, then three doses are minimum.
4. Hepatitis B series
5. 2 doses of Varicella (Chicken Pox vaccine)

Students seven years and older:

1. Measles, Mumps and Rubella vaccine given after 12 months of age.
2. 3 doses of Diphtheria, Tetanus and Pertussis vaccine.
3. 3 doses of Polio vaccine
4. 1 dose of Chicken Pox vaccine

PRE K

Pre-K is an expansion of Roseville Area Schools' Friendship Connection Program for students who are 4 or 5 years old and a year away from Kindergarten. For more information, call 651-724-6314.

KITCHEN

The Ramsey County Health Department has issued guidelines on the use of school district kitchens. The use of the kitchen is only available if a food service employee is present. To make arrangements contact Deb Holmgren at 651-724-6322.

LITERACY

Literacy includes reading, writing, and oral communication as detailed in the MN 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, and then often are practiced together in cooperative settings, with students practicing independently only after strong initial support has been provided. This approach helps to ensure a high likelihood of success for all students.

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

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

specific skills lessons are part of instruction at all grades.

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

LOST AND FOUND

Lost and found articles are kept in the “Lost and Found” area, which is located in the main hallway. Several times during the school year items are placed on “claiming tables”. Items not collected are donated to an area charity. To guard against lost articles, please use a marker to label items with your child’s first and last name. Items left on the bus can be claimed by calling Centerline Charter at 651-482-1794.

LOST OR DAMAGED SCHOOL PROPERTY

Students who lose or damage library materials, textbooks, or other school property will be assessed a fine to cover the cost of loss or repair. The fine will be refunded if the book or other lost item is found later and returned. Families unable to pay the cost of the item are asked to contact the principal to make arrangements.

LUNCH AND BREAKFAST PROGRAM

School Meals

Parents are encouraged to prepay by the week, month, or year and to make note of when the next payment will be due.

A nutritious school lunch is provided for students at a cost of \$2.65 including milk. Free and reduced price meals are available to those students who qualify by family size and income as determined by federal guidelines. The application for free and reduced lunch was mailed to district families. It is

also available in the school office or at the District Center Food Service Office: 651-628-6442. Please contact Marge Dettling @ 651-724-6309 for confidential assistance.

Student Lunch Sales

All Roseville Area Schools use a computerized lunch system for purchasing lunches. Students will be credited with the number of meals they have purchased in advance. Students approved for free/reduced meals will automatically be credited.

MILK is included with each school lunch. Students who bring a lunch from home may purchase milk for \$0.50. The kindergarten milk program will provide 1/2 pint of milk daily during class to all kindergarten students at no charge.

Visitor Lunches

Lunch is available to Visitor at \$4.00. Parents who want to eat school lunch are asked to call the school office by 10:00 to place an order.

Lunch Choice

On most days, students have the choice of two hot lunch entrees or the salad bar.

Breakfast

Breakfast is served from 9:25-9:35 AM for a cost of \$1.70/adults \$2.40. The breakfast menu will consist primarily of 8 oz. milk, whole grain breads/cereal or 2 oz. protein, and fruit/fruit juice. There is no charge for families that qualify for free or reduced meals.

MEDIA CENTER

We are here to serve you and your students!

Mission

To ensure that students and staff are effective users of ideas and information. We do this by:

- Facilitating access to ideas and information.
- Collaborating with teachers in the teaching of information literacy and technology skills.
- Encouraging reading and the use of information skills to promote literacy and lifelong learning.

Media Center Staff

Shawna Traver, Library Media Specialist
Pachie Vue, MITA

Media/Technology Curriculum

The media/technology curriculum is integrated into the classroom curriculums. For more information on the media/technology curriculum, contact the Library Media Specialist.

Library Media Center Hours

The Media Center is open most times during the school day. Students may check out books with a pass from their teacher, or during their regularly scheduled library time.

Checkout Policies

Students come to the Media Center weekly to check out books. The number of books your student is able to check out depends on his/her grade level*:

Kindergarten & 1st grade:	1-3 books
2nd grade:	3 books
3rd, 4th, 5th& 6th grade:	4 books

*Under certain circumstances students may be permitted to checkout fewer or more than the normal number of books for their grade level.

Overdue Books

Overdue notices are sent home with students who have overdue materials. If a child feels s/he has received an

overdue notice in error, s/he should check with the library staff who will investigate further.

Taking Care of Books

At the beginning of each year, students are taught how to properly care for library books. Guidelines discussed include:

1. Having a special place at home just for library books.
2. Not eating or drinking while reading.
3. Keeping books out of reach of younger children and pets.
4. Turning the pages from the side or top corner instead of the bottom.
5. Carrying books between home and school in a backpack.
6. Using a bookmark instead of folding the corners of pages to keep your place.

Lost or Damaged Books

Students must pay for lost or damaged Media Center materials. If a lost item is found and returned to the media center within one year of payment, a full refund is given. If payment creates a hardship for the family please talk to Media Center staff for alternative options, which include the option for students to help out in the Media Center to supplement the cost of the book.

Book Selection

Students are encouraged to make their own book selections as part of a learning process to determine which books are right for them. Students take out books for many different and valid reasons. They are encouraged to take many different types of books, both fiction and non-fiction and teachers may have requirements as to the type of books they choose (i.e. one of the

books they choose should be a practice reading book, biography, etc.). If you are unhappy with the choice your child makes, discuss it with him or her. Find out why he chose the book and if he enjoyed having it. If he feels he did not make a good choice, discuss what might be a better choice next time. Remind him that the library staff knows almost every book in the library and is always happy to match books with students.

The Media Center has a computerized catalog and circulation system. Students are taught how to conduct computer searches for materials by subject, title, and author.

PARTY INVITATIONS

Invitations to birthday parties and other activities should be mailed from the family's home. We ask that invitations not be handed out at school unless the entire class is invited. Transportation to parties should be made independent of school busing.

PHOTOGRAPHS AND YEARBOOKS

Life Touch Studios will take individual and class pictures for all students in the fall of each year. Picture retakes are taken a month later. Picture packages are available for purchase. In addition, yearbooks are offered for purchase in the spring of each year. Notices are sent home with students in the winter regarding yearbook sales. Scholarships are not available for pictures or yearbooks.

PLAYGROUND SAFETY

Students use the playground only under the supervision of adult staff members. Safety rules are reviewed with the students the first week of school and periodically throughout the year as needed. Our students don't have equipment such as, helmets and padding that is required for physical contact sports. To protect their safety, tackling, wrestling, pushing, tripping,

hitting, kicking, and other body contact activities are not permitted. The throwing of snowball, sports equipment, and other objects at another person is also prohibited. Running and chasing others on the playground equipment is unsafe and not allowed. Good sportsmanship is expected at all times. Students who swear, berate others or name call will receive the same interventions as those described above.

PARENT TEACHER ASSOCIATION (PTA)

The PTA sponsors a variety of community-wide events including: Fall Fundraiser, Fall Festival, Imagination Book Fair, Science Fair, Family Fun Night and the Spring Ice Cream Social and Book fair. PTA Presidents for the 2018-2019 school year are Christine Friberg and Jackie Rowan. Meetings are held the first Monday of each month at 6:30PM. Free childcare is provided.

SCHOOL NEWS

Each Friday every family will receive the "Friday Update" from the school. This will be delivered to you via email.

SCHOOL SUPPLIES

A list of school supplies can be found on the EDW website. If you need assistance with supplies please call Juli Fick @ 651-724-6312.

SNACKS

Students often are hungry by mid-morning. They are encouraged to bring a nutritious snack to eat during their classroom break. Foods such as fruit, vegetables, and cheese will give them the energy they need to make it until lunch is served.

SODA POP

In order to promote healthy nutrition, soda pop is not allowed at school. Milk is included with hot lunches and may be purchased by students bringing cold

lunches from home.

STUDENT INVOLVEMENT

School Patrol: The job of our volunteers is to help the bus driver safely transport students to and from school, to escort kindergarten student to and from the buses at school, and to help with loading and unloading of buses at school. Some patrols help our walking students cross the street safely.

TECHNOLOGY ACCEPTABLE USE PROCEDURES & POLICY (AUP)

I understand many important educational resources are accessed using school technology.

I will use technology in schools for educational purposes only. The school has a right to monitor my use of school technology.

I will use respectful language and behavior while using school technology.

I will be mindful of school resources by printing only what is absolutely necessary.

I will not give out personal information about myself or anyone else while using school technology.

TREATS IN THE CLASSROOM

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 went into effect 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 with their student to school. The new guidelines help students avoid unhealthy snacks while still providing plenty of room for tradition and fun.

If there is a non-birthday classroom event that calls for families to provide snacks, families are asked to only send nutritious snacks. Information about healthy snacks can be found on the district's Nutrition Services webpage at rosevillennutrition.com.

VISITING THE CLASSROOM

Communication with families is very important to every staff member in our building. We want to be able to take the time to answer questions and address concerns effectively. Talking with families while students are present makes effective conversation difficult and is disruptive to the class. Before and after the student day, teachers often have team, staff, or other meetings scheduled and not always available if a parent stops by. We ask families to call in advance, so the teacher can devote the time needed for a productive conversation. This also allows the teacher to prepare any materials or information that might be helpful for the parent.

VOLUNTEERING IN OUR SCHOOL

We have a very active community of volunteers. We appreciate having help in the Media Center and classrooms. During the year, we have special activities that require extra hands. For parents that can't come to the school during the day we have a variety of projects that can be done at home. For volunteer opportunities please check with your child's teacher, call our Media Center or refer to our website.

WALKERS

Students who don't normally walk to and from school are required to submit written approval from parent or guardian, which will be kept on file for the current school year.

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 taught, 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.

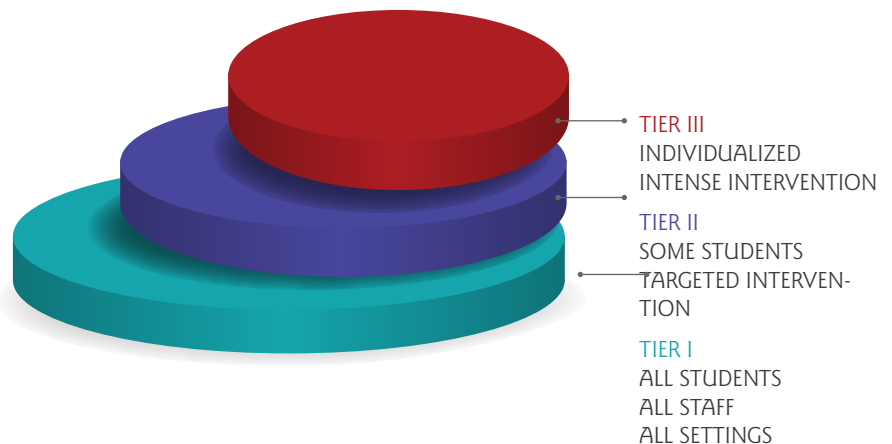
School-wide Tiered Behavior Support

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

Levels of Intervention for Behavior

LEVEL 1

Teacher Managed Response

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.			