

Little Canada Elementary School

2018-2019

Student Handbook



Little Canada Elementary
A Roseville Area School

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Letter from the Principal

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



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

We are looking forward to the coming year with enthusiasm and are confident that it will be a great year for your child.

Please feel free to contact us with any questions, concerns or comments.

Sincerely,

A handwritten signature in black ink, appearing to read 'G. Bogenholm', written over a light blue horizontal line.

Garin Bogenholm
Principal

Staff Directory

LITTLE CANADA ELEMENTARY SCHOOL
 400 Eli Road
 Little Canada, MN 55117
 Main office: 651-490-1353

Parents may leave a message for a staff member during school hours by calling 651-490-1353 between 8:00 a.m. and 4:00 p.m. If you are calling outside of regular school hours, you are invited to leave a message on voicemail, your call will be returned as soon as possible.

Principal	Garin Bogenholm
Behavior Coach	Zac Mernin
Behavior	Melissa Dorff
Art Teacher	Sarah Wolfe
ATPPS	Sue Wenthin
Basic Skills 3-6	Jodi Seifert and Natalie Skogstad
Building Engineer	Doug Jenson
Deaf/Hard of Hearing	Carole Charlson
Evening Building Lead	Kevin
Evening Building Custodian	Bee
ELL	Teresa Chavez
ELL	Kerry Gamble
ELL	Mary Cline
ELL	Karina Korman
Friendship Connection Site Manager	TBD
Kindergarten	Kelly Tierney
Kindergarten	Krysta Doughty
Kindergarten (DLI)	Erin Stellmach
Kindergarten (DLI)	Alison Nelson
Kindergarten (DLI)	Melissa Garbow
Grade 1 (ELI)	Patty Grossen
Grade 1 (ELI)	Jen Martin
Grade 1 (DLI)	Vilma Rivera
Grade 1 (DLI)	Shannon DeLozier-Lee Yick
Grade 2 (ELI)	Liisa Welke
Grade 2 (ELI)	Ella Flower

Grade 2 (DLI)	Karla Rivera Navarro
Grade 2 (DLI)	Jose Becerra-Cardena
Grade 3 (ELI)	Becky Bies
Grade 3 (DLI)	Victoria Mfon
Grade 3/4 (ELI)	Dan Zielske
Grade 3/4 (DLI)	Myriam Castro Franco
Grade 4 (ELI)	Whitney Berke
Grade 4 (DLI)	Natalie Wilson
Grade 5 (ELI)	Missi Gunelson
Grade 5 (DLI)	Doug Kleemeier
Grade 5/6 (ELI)	Katie Hokanson
Grade 5/6 (DLI)	Caitlin Miller
Grade 6 (ELI)	Kari Anderson Suggs
Grade 6 (DLI)	Luis Estrada Guzman
Gym Teacher	Carol Johnson
Health/Social Emotional Learning Teacher	TBD
Health Office Assistant	Kathy Wheeler
Health Office Nurse	Mary Jo Feely
Hispanic Bilingual Liaison	Marlene Stillman
Hispanic Bilingual Liaison	Michel Martinez-Morales
Hmong Bilingual Liaison	Maiden Lee
Literacy/Intervention Coach	Jodi Seifert
Media Center Specialist	Melanie Burgoyne
Media Center Clerical	Carole Zen
MTTA (Media, Technology, and Testing)	Carole Zen
Music Teacher	Laura Sharp
Nutrition Manager	Laurie Plendl
Nutrition Assistant	Marie Enhelder
Nutrition Assistant	Esther Sanchez
Nutrition Assistant	An DeTuncq
Office - Building Secretary	Jodie Spierer
Office - Building Secretary/ Spanish Liaison	Michel Morales Martinez
Office - Building Secretary	Shanelle Fleischhacker
Patrol & Buses	Zac Mernin
Primary DLI Interventionist	Kerry Gamble
Primary ELI Interventionist	Sue Wenthin
Social Worker	Tina Hogberg

Special Education	Andrea Scarpa
Special Education	Mandi Clayton
Special Education	TBD
Special Education Instructional Coach	Rebecca Jordan
Special Education Occupational Therapy	Marno Simon
Special Education Psychologist	Lisa Valerius
Special Education Speech Clinician	Jenny Bayha
Special Education Deaf/Hard of Hearing	Carole Charlson
Specialist - Adaptive PE	Jay Geissler
Specialist - Band	Chantal Schneck
Specialist - Orchestra	Brad Anderson
Teacher Assistant	Melissa Dorff
Teacher Assistant	Cheryl Hommen
Teacher Assistant	Raquel Montesino
Teacher Assistant	Anne Shannon
Teacher Assistant	Lara Youngquist
Teacher Assistant - Special Education	Renee Larson
Teacher Assistant - Special Education	Melissa Novak
Teacher Assistant - Special Education	Melissa Ogren
Teacher Assistant - Special Education	Claire Sobon

When you have questions call:

Transportation/Bus Stop	Shanelle Fleischhacker	651-490-1353
Transportation/Bus Stop	Jim Monroe	651-635-1609 (district #)
Health-related Concerns	Mary Jo Feely	651-490-1353
Breakfast/Lunch Program	Office	651-490-1353
Breakfast/Lunch Program	Angela Ritchie	651-635-1619 (district #)
Classroom/Curriculum	Your child's teacher	651-490-1353
Enrollment/Records	Office	651-490-1353
General Information	Office	651-490-1353



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

CALENDAR OF EVENTS

The most up to date calendar of events is available on the Little Canada Website LC Web page under the Quick links tab on the left side of the page. Events may also be communicated through our Friday Fliers email publications and/or through Robo Calls. Families are also encouraged to follow us on Facebook.

OPPORTUNITIES FOR FAMILY INVOLVEMENT

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

Parent volunteer work at Little Canada is both encouraged and appreciated. Parents are utilized in a number of areas, both within individual classrooms and in various resource areas of the school. Please contact your child's teacher if you wish to volunteer.

PTA Meeting Dates

You are invited to attend the PTA meetings scheduled at 5:30 p.m. in the Media Center. Dates are available on Little Canada Website. LC Web page

Rollerskating Nights

Families are invited to join other Little Canada families for a fun night of Rollerskating at Saints North Arena on Hwy 36 and White Bear Avenue. Proceeds benefit Little Canada PTA. These dates will be listed on the Little Canada website, in the newsletters and/or flyers. LC Web page

School Visitors

Parents are encouraged to visit Little Canada School. As a courtesy to the teacher, a prior appointment is requested for a visit and/or conference. All visitors must check in and out of the office during school hours and display a visitor badge.

Parents are welcome to eat lunch with their children. Please call the office in advance so our cooks can prepare for additional meals. When you arrive, please stop in the office to pay for your lunch. (An adult lunch costs \$4.00; please have exact change)

HOW TO STAY INFORMED

The staff at Little Canada is always interested in helping our families feel connected to their students' school. Please consider all the opportunities listed below so you can be well informed about what is happening at Little Canada.

If you have not already done so, please provide the LC Office with a current email address so you will receive electronic communication through our Friday Fliers.

Check out the Little Canada Webpage at www.isd623.org/lc where you will find information about:

- School hours
- School Calendar
- Nutrition and Menus
- Teacher Conferences
- PTA
- Little Canada Facebook Link
- Testing Information
- School supply lists
- Parent student handbook
- News
- Media Center information
- Dual Language Immersion Program

Read Clippings (Our Monthly Newsletter)

Go to www.isd623.org/lc. Click on Publications and you will find current and past Clippings newsletters. The Clippings has a monthly calendar of events and other important information about what to expect at Little Canada in the months to come.

Follow Us on Facebook

Go to www.isd623.org/lc. Click on School Facebook. Our Facebook page is continuously updated with photos, and calendar information that will help you stay informed about the goings on at Little Canada.

Bimonthly Teacher Newsletters

You can expect to receive a newsletter from your child's teacher about two times a month. Every teacher will be sending a newsletter home electronically or in their students' backpacks. Please let your classroom teacher know how you would prefer to receive classroom communication.

Attend PTA Meetings

At PTA meetings you will get an opportunity to meet with staff, the Principal and other families. You will get to ask questions and receive valuable information about our PTA. Go to www.isd623.org/lc to view our PTA webpage.

Call our office anytime with questions or concerns at 651-490-1353.

Garin Bogenholm, Principal
Jodie Spierer, Secretary
Michel Morales Martinez, Secretary
Shanelle Fleischhacker, Secretary

VISITOR POLICY

1.0 Purpose

The purpose of this policy is to inform the school community and the general public of the position of the School Board on visitors to school buildings and other school district facilities/ property.

2.0 General Statement of Policy

2.1 The School Board encourages interest on the part of parents and community members in school programs and student activities. The School Board welcomes visits to school buildings and district facilities by parents and community members, provided the visits are consistent with the health, education, and safety of students and employees and are conducted within the procedures and requirements established by the Roseville Area School District.

2.2 The School Board reaffirms its position on the importance of maintaining an environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or the employee working environment.

2.3 The School Board, the Superintendent, and the building administrators of the district reserve the authority to decline to give permission for or to withdraw permission for parents, citizens, alumni, or other members of the public to visit the schools and district facilities when this action is deemed necessary to ensure the physical or emotional safety of the students and staff of the district or to prevent disruption of the district's educational programs. Further, permission to visit District schools or property may be withdrawn if the individual or group violates any School District policy.

3.0 Definitions

3.1 School: any preschool, elementary school, middle school, or high school, and other school programs which exist within leased or district owned facilities including school grounds.

3.2 Other District Facilities: property owned by the School district, e.g., District Center, Fairview Community Center, football stadium.

3.3 Visitor: all non-623 employees, non-623 students, all students or children who are not participating in their educational programs or school sponsored activities or programs, members of the public, parents/ guardians of students and volunteers.

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

The daily parental monitoring of your child's total school experience is an important form of involvement.

CONFERENCES

2018-2019 fall conference dates are September 25-26 and October 4.

2018-2019 winter conference dates are January 29, January 31, and February 7.

Parent involvement also includes attendance at conferences held in the fall and winter as well as at various school events.

Families will be scheduling their child's teacher conferences online. Please note the following instructions.

Little Canada online conference sign up

- Step #1: Go to www.isd623.org/edg
- Step #2: On the main page of the Little Canada website, locate and click on "Conference Schedules."
- Step #3: Choose "I am a new user" and complete the sign up. Be sure to list each of your students at LC and their grade level



- Step #4: Choose the button “Create Account.”
- Step #5: Choose the name of your child’s teacher from the list on the left.
- Step #6: Choose the day you wish to register for
- Step #7: Choose an available time and click on the box.
- Step #8: Scroll down to the bottom of the page and select “Request Highlighted Time.” Your time will be reserved.
- Step #9: If you need to change or cancel your time, you may do so by choosing the red “Remove Reservation” button.

Repeat from step 5 for other children or log out.

If you have questions or need help setting up conferences, please call the LC office at 651-490-1353.

LUNCH/RECESS

Lunch/recess for Kindergarten is 60 minutes long. Lunch/recess for grades 1-6 is 40-45 minutes long. After the children finish eating, they have outdoor recess. Each child should be dressed for the weather conditions. We recommend boots, hats, mittens, etc. when the winter weather arrives. All children will be required to be outside for recess unless you provide a doctor’s note stating a medical reason. Students will not participate in outdoor recess if the temperature is below 0 or if the wind chill is -10 degrees below zero.

ARRIVALS & DEPARTURES

Student Hours: 8:55 a.m.-3:20 p.m.

STUDENTS ARE NOT ALLOWED TO ENTER THE BUILDING BEFORE 8:30 A.M. AS THERE IS NO SUPERVISION.

Students may arrive between 8:30 and 8:50 a.m. Students arriving before 8:45 will need to wait in the Commons Area. Students who wish to eat school breakfast are dismissed to the cafeteria at 8:30 a.m. They should go directly to the cafeteria and not stop at their classrooms to drop off coats and backpacks. Students who do not eat school breakfast remain in the Commons Area until they are released to their classrooms at 8:45 a.m. Classroom instruction begins at 8:55 a.m.

If you need childcare before or after school, contact Friendship Connection, which is provider of childcare in our building, at 651-482-0420. Your cooperation in following this policy is appreciated.

Students who walk to school will be aided by student and/or adult crossing guards at the corner of Eli and DeSoto. Please communicate with your classroom teacher if your child has permission to walk home after school. Parents are responsible to communicate to classroom teachers and the school office if there is a change in daily transportation arrangements.

Most students are transported to and from school by bus. Students must ride their assigned bus, board and exit the bus at their assigned stop, and follow bus safety guidelines. If a student will be dropped off or picked up at a different stop, or needs to ride a different bus, they MUST bring a note to school. If a student will be picked up rather than take the bus home, send a note to their teacher and communicate the change to the LC Office staff. If there are any transportation changes during the day, you must contact the office regarding the change prior to 1:00 p.m.

Dropping Off and Picking Up Students

Curbside drop off and pick up is available on the East side of the building through the East side parking lot. Please drop your child off in the East parking lot and have them enter the school at the front entrance. When using the Drop Off Lane, please pull down as far as possible to accommodate other families waiting behind you.

- Do not drop children off at the front entrance when school busses are present.
- Do not drop children off on Eli Road. It is illegal to stop there and dangerous for the children to cross the parking lot to the front door.
- If while dropping off your child in the morning, you are planning on accompanying your child into school, please park in the East Parking Lot and escort them to the front entrance and sign in the office as a visitor.
- If you are picking your child up at the end of school day you have two options. You may wait in the drive-through pick-up line and your child will be escorted to your vehicle. Or you may choose to park in the East Parking Lot and walk to the sidewalk to escort your child to your vehicle. Children are not allowed to leave the sidewalk unescorted.

Bus Procedures

Students should arrive at their stop at least five minutes before the scheduled arrival of the bus. They are expected to wait for the bus in a safe, courteous manner. Safety means staying out of the street and not playing games near traffic. Courtesy means being respectful of private property near the bus stop and not pushing or shoving in line. Parents are responsible for their child’s behavior and safety to and from the bus

stop, prior to entering, and immediately after exiting the bus. Kindergarten students will not be released from the bus unless a parent or guardian is at the stop to receive them. Unsupervised kindergarten students will be returned to school. Families will be contacted to pick up their child. If children are not picked up by 4 p.m, they will be placed in Friendship Connection and parents will be billed accordingly.

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

Students may rollerblade, skateboard, bike or ride scooters to and from school with their families' permission. These items are to be stored at the outdoor bike rack located near the front doors. Students are encouraged to lock these items to the bike rack and wear appropriate safety gear (e.g., helmets, etc.). Neither the school nor the district assumes liability for such items.

Bus Rules

1. Immediately follow the directions of your driver, or bus patrol.
2. Sit in your seat facing forward.
3. Talk quietly and use appropriate language.
4. Behave safely—do not throw any objects, do not stick your head or arms out of the windows.
5. Keep your arms, legs and belongings to yourself.
6. Show respect for others, no fighting, harassment, intimidation or

horseplay.

7. Treat the bus with respect.
8. No eating, drinking, or use of tobacco or drugs is allowed.
9. Do not bring any weapon or dangerous objects onto the school bus.
10. You must have a note from a parent or school representative before riding on any bus to which you are not normally assigned.

Consequences for inappropriate behavior could include:

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

Student Attendance

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

If you wish to have your child dismissed early, you must send a note to the teacher with your request and/or call the office before 1:00 pm that day. Students will not be released to anyone other than their parents/guardians or Emergency Contracts unless we have written or verbal permission from parent/guardian. . The person picking up the child must come into the school office and sign the child out. We will call the student down at that time.

DISTRICT ATTENDANCE POLICY

1.0 Purpose

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

2.0 Responsibilities

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



2.1 Student's Responsibility

It is the student's right to be in school

It is the student's responsibility to be familiar with all the procedures governing attendance.

It is the student's responsibility to attend all assigned classes and study halls every day that school is in session and to follow the correct procedures when absent from an assigned class or study hall.

It is the student's responsibility to complete any assignments missed due to an absence.

2.2 Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure that the student attends school and to understand the school's attendance procedures.

It is the responsibility of the student's parent or guardian to accurately inform the school, in a timely manner, of the reason for a student's absence.

It is the responsibility of the student's parent or guardian to work cooperatively with the school and the student to improve student behavior as to school attendance.

2.3 Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall.

It is the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures equitably.

It is the teacher's responsibility to provide any student who has been absent with any missed assignments upon request.

It is the teacher's responsibility to work cooperatively with the student's parent

or guardian and the student to address any attendance issues that occur.

2.4 Administrator's Responsibility

It is the administrator's responsibility to require that students attend all assigned classes and study halls.

It is the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures equitably to all students.

It is the administrator's responsibility to receive and maintain accurate records on student attendance.

It is the administrator's responsibility to work cooperatively with the student's parent or guardian and the student to address any attendance issues that occur.

It is the administrator's responsibility to inform parents and students annually of the need for regular school attendance and of the regulations, procedures, and implementation plan for this policy.

3.0 Requirements

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

DRESS CODE

Little Canada respects the right of students to dress in a way that expresses their personal style as long as it is not obscene or causes a disruption to the learning environment. Students must be appropriately dressed and groomed for school. We at Little Canada are committed to maintaining a school

atmosphere that is inclusive, respectful and conducive to student learning.

The following guidelines apply to student dress while at school, and include but are not limited to the following:

- Clothing or accessories that are obscene, sexually suggestive, or display images or slogans referring to violence, alcohol, tobacco, drugs or gang affiliation are not acceptable.
- Clothing may not display demeaning, discriminatory, inflammatory, or intimidating language
- Clothing must cover the back, midriff, cleavage, etc. and may not be too revealing.
- Students must wear appropriate footwear during the school day and any school activities (ie. dances, sports, etc.)
- Any accessories that may offend or create a danger to self or others (ie. Spikes, chains, etc.) are not permitted.

DRUG FREE ENVIRONMENT

Tobacco, alcohol and chemical use is strictly prohibited on school grounds. This includes all activities before, during and after school for all students, siblings, parent and staff. Tobacco use is not permitted in any Roseville School District parking lot.

CHANGE OF STUDENT CONTACT INFORMATION

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

EMERGENCY RESPONSE PREPAREDNESS

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

Our emergency response effort has many topics, including bus accidents, illness or injuries, hazardous accidents, weather emergencies, utility emergencies, assault or intruders, bomb threats, evacuation plans, and missing children. We are required by the State of Minnesota to practice 5 fire drills, 5 lock downs and one severe warning drill per school year.

In case of weather related emergencies, the district will contact local television and radio outlets to get the information to the general public. In the rare case of early dismissals during the day, we will communicate with families through an automated Robocall. This means we need some prior information at school about your preference, and your child should also know what is to be done.

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

Each building has set up a planned evacuation site so that parents can have an idea of where their children will be in case of a fire, utility emergency, or other evacuation causes. For Little Canada School, our evacuation site is St. John's Elementary School. In case there is an evacuation, a mass telephone call (Robocall) will go out to all members of

our community.

Roseville Area Schools uses an emergency notification system (District 623 Alert), which is an effective and efficient method for communicating important news with our families. Within minutes, the district can send recorded voice messages to a parent/guardian. Parents/guardians have the opportunity to designate their 623 Alert Emergency Notification phone number on their child's Health and Emergency form at the beginning of the school year.

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

SCHOOL CLOSING

In the event of severe weather or mechanical breakdown, the start time of Little Canada, as part of the Roseville School District, may be delayed or the entire school system may be closed. Official announcements regarding Roseville Area Schools, including Little Canada Elementary School, will be made over radio station WCCO (8.30 AM) and most other local television and radio stations between 6 a.m. and 7:30 a.m. Specific schools are not listed on cancellations. Little Canada is part of Roseville School District. Please look for cancellation information for the entire Roseville School District. If no report is heard, school will be in session. Please limit phone calls on days in question and listen to your radio/TV. If emergency conditions such as a fire, gas leak, etc. occur during the day at Little Canada School, plans have been made to take the students to St. John School

located at 2621 McMenemy Road in Little Canada. Families will receive an automated phone call regarding the event with follow up instructions.

REPORTING SYSTEM

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

Families may also receive informal feedback on daily work, samples of pupil's work, and formal tests as well as information on academic and social growth.

FOOD AT SCHOOL

Hot Lunch Program

A student lunch may be purchased at school for \$2.75 including milk. When purchasing milk only, the cost is 50¢.

The computerized lunch system requires pre-payment. Parents may deposit money into their student's lunch account by sending a check or cash in an envelope labeled with the student's name, grade and teacher. We recommend you consider prepaying a month's worth of meals for your student.. You may also pay by credit card online at PayPams.com. Please contact the Little Canada Office at 651-490-1353 for assistance.

When a child goes through the lunch line and takes a hot lunch, \$2.45 is deducted from his/her balance. When the balance reaches zero, each child is

reminded to bring money to replenish his/her account.

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

Breakfast Program

Students may purchase a breakfast for \$1.70 including milk. When purchasing milk only, the cost is 50¢. All Kindergarten children will receive a free breakfast regardless of their income status. All students who qualify for Free Price Meals will receive breakfast and lunch at no cost. Breakfast is available at 8:30 a.m., or when the student's bus arrives.

SCHOOL FOOD AND SNACK POLICY 580

1.0 Purpose

The purpose of this policy is to ensure a school environment that promotes and protects student and staff health, wellbeing, and ability to learn by supporting healthy eating, physical activity, and healthy life-styles. The District is committed to providing a school culture that supports whole child wellness; encouraging students to maintain lifelong healthy eating habits, physical, social, and emotional health.

2.0 Goals

2.1 Nutrition Education - continue to integrate nutrition education into the E-12 curriculum.

2.2 Physical Activities - promote physical activity through curricular and noncurricular activities including recess, interscholastic and intramural activities and out-of-school time. In addition, opportunities for physical activity will be incorporated into other subject lessons and classroom teachers will provide short physical activity breaks between lessons or classes where appropriate.

2.3 Other School Based Activities -

provide guidelines for school parties, fundraising and school based activities that promote the use of healthy foods. Sites will limit food and beverage fundraising and marketing to the promotion of products that meet US Department of Agriculture (USDA) nutrition standards.

2.3.1 The District will ensure that foods and beverages sold, offered or served on school grounds during the school day but outside of the school meals programs (including but not limited to school stores, fundraising, classroom celebrations/parties/snacks, and vending machines) meet the USDA Child Nutrition Smart Snack standards. Staff is encouraged to use non-food items for classroom/student rewards.

2.3.2 In addition, any food or beverage marketing within the district must meet the Smart Snack standards. Marketing and advertising of non-nutritious foods and beverages as outlined in the Smart Snack Guidelines, through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, incentive programs, or other means will be prohibited during the regular school day.

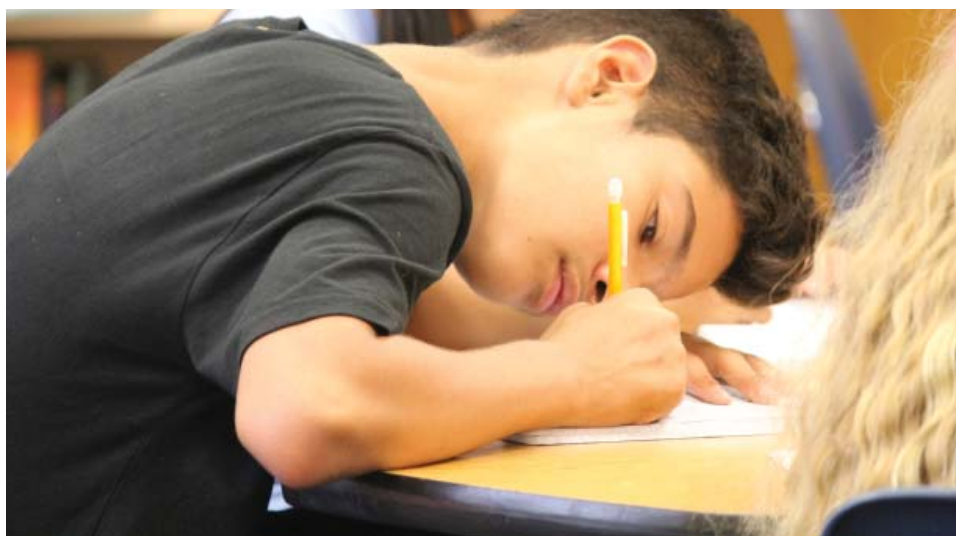
2.4 School Nutrition - The District Wellness Policy will meet or exceed the USDA Federal Nutritional Guidelines for the meal components of reimbursable meals. USDA Child Nutrition Standards

apply to all foods and beverages available at each school during the school day. This includes the National School Lunch Program, National School Breakfast Program, Snack Program, Special Milk Program, Child and Adult Care Feeding Program, Fresh Fruit & Vegetable Program, Summer Food Service Program as well as food sold a la carte.

2.4.1 Qualified Nutrition Services personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students while trying to accommodate the religious, ethnic and cultural diversity of the student body in meal planning. All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals.

2.4.2 School nutrition programs will integrate local menu items as seasonally available and when financially viable.

2.4.3 The district will make accommodations for the special dietary needs of students with or without disability as mandated by the Americans with Disabilities Act, 1990 and Individuals with Disability Education Act and per USDA regulations 7 CFR 15b and 7 CFR 210 & 220.



2.5 The district will provide student access to hand washing or hand sanitizing before they eat their meals or snacks.

2.6 The district will require that all foods and beverages made available on campus during the regular school day which begins at midnight before the start of the school day and ends one-half hour after the end of the school day will meet USDA Child Nutrition Standards. This includes but is not limited to, concessions, school stores, vending, beverage contracts and all other instances where food or beverages are provided or sold.

3.0 Implementation

3.1 Each building will have representation on the District Wellness committee.

3.2 Each building administrator will establish a site wellness team, consisting of staff, students and parents/guardians and community members that meet regularly and who will develop and implement an action plan that supports this policy within the site.

3.3 The district-wide wellness committee will support monitoring and evaluation of the policy, with representation from district staff, students and families and will make recommendations regarding the wellness policy to the Superintendent. A triennial report will be given to the school board to monitor district wide compliance with policy guidelines and goals in addition to being posted on the district website.

4.0 Communication

4.1 The district will develop and implement a communication plan that includes staff and student education and communication to families to ensure understanding of the Wellness policy. The district will make this information available via the district website and/or district-wide communications.

4.2 The district will include public involvement in the policy revision process through the district's public school board meeting notes, web page, and social media page(s).

5.0 Exemptions

5.1 Exemptions from this policy may be granted by the School Board upon recommendation of the Superintendent based upon the best interests of the district.

Snacks

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

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

PHOTOGRAPHS

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

LOST AND FOUND

Lost and found articles are kept in the "Lost & Found" area located by the West Wing of the school outside of the Friendship Connection room. Several times during the school year items are placed in the Commons Area to be claimed. Items not claimed are donated to charity. To guard against lost items, 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.

Students should not bring valuables to school. Collections, mementos, favorite toys, electronics (Game Boys, iPods, cell phones) etc., can be damaged, lost, or "disappear." Little Canada is not responsible for any lost or stolen items.

SCHOOL SUPPLIES

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

SCHOOL DISCIPLINE

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

Little Canada employs a positive discipline framework built upon Responsive Classroom and Positive Behavioral Intervention Support (PBIS) strategies.

Expectations will be taught and reinforced on an ongoing basis. Staff will give direct instructions in all areas. The key to students believing and achieving LC expectations is self-discipline and positive reinforcements. Families will be partners in supporting LC expectations and procedures.

Disciplinary procedures will allow teachers, staff, parent/guardians and students to respond in proactive ways to behaviors which threaten the learning environment or the safety of individuals. All members of the LC community will be responsible for being aware of the procedures and supporting students so they may meet expectations consistently.

- Reteaching
- Take a break
- Loss of privilege
- 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 could be taken.

Little Canada has identified four Core Values:

- Respect
- Responsibility
- Caring
- Safety

We explicitly teach our Core 4 Values in every school setting.

LC Core Four

	Hallway	Bathroom	Cafeteria	Recess	Bus	Everywhere
Respect	Level 1 voice Follow adult directions first time	Level 1 or 2 voice Give privacy to others	Level 2 or 3 voice Follow adult directions 1st time	Voice level 1-4 Follow adult directions 1st time	Level 1-3 voice Follow driver and patro directions the first time	Care for property Follow adult directions the first time
Responsibility	Walk to where you are supposed to go Do your job so students can learn	Only use bathroom when needed Return to class quickly	Throw away all garbage Keep table clean Stack trays	Line up quickly when whistle blows Return all equipment	Be on time Take your things with you Report unsafe behavior to an adult	Be ready to do your job Accept consequences for your actions
Kindness	Keep body under control Keep hands to yourself	Keep bathroom clean Clean up after yourself Flush toilets	Eat only your own food Welcome others to your table	Welcome others to play Use kind words	Be a friend to others, including the driver	Use appropriate and kind language Include others
Safety	Use walking feet Walk on the right side of the hallway Keep hallways clean and clear objects	Wash hands with soap and water Keep body under control	Stay at assigned table Walk	Use equipment correctly Keep body under control	Stay seated Keep your body to yourself Follow bus safety rules	Keep hands, feet, and objects to yourself

ELECTRONIC DEVICES IN SCHOOL

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

- First offense: Student will be asked to put the device away.
- Second offense: Item will be confiscated by staff member and held until the end of the day.
- Third offense: Item will be confiscated by staff member and placed in the office. The item may be returned to the student following an administrative conference.
- Fourth offence- the confiscated item will remain in the office until a parent/guardian is able to reclaim the item following an administrative conference.

Potential Nuisance Items

Items that may become distractions such as Gaming Cards, Matchbox Cars, Silly Bands, Spinners, Pokemon, etc. are discouraged. Please contact your classroom teacher if you have questions about classroom acceptance of any of these items. Little Canada is not responsible for theft or damage to such items.

Student Chemical Use

Students shall not possess, use, or distribute alcohol, tobacco, or other

illegal drugs while on school grounds or in school sponsored programs and activities. Such behavior is illegal as well as harmful to the student. Violations will result in any of the following consequences, depending on their frequency and/or severity of the offense:

- Parent Notification
- Parent Conference
- Suspension under Pupil Fair Dismissal Act
- Police notification or referral for prosecution
- Referral to Counselor, Social Worker, or other resource
- Expulsion under Pupil Fair Dismissal Act

AMERICANS WITH DISABILITIES ACT

If you, as a parent/guardian, require auxiliary aids for effective communication regarding issues of the district or education of your child; please notify principal Garin Bogenholm, at 651-490-1353.

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

SPECIAL SERVICES

Resource programs are available at Little Canada for students with special needs. These programs include special services for students who meet state criteria under the categories of learning disabilities, emotional/behavioral disorders, physically handicapped, or speech/language disorders, etc .

State law provides specific guidelines for the administration of these programs, as well as specific eligibility criteria which a student must meet prior to admission. Evaluation of a student for admission

into any of these programs is a very complex process requiring professional study and testing. Students are usually referred for assessment by their classroom teacher. However, parents may request this testing for their child.

TITLE I

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

LIBRARY/MEDIA SERVICES

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

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

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

Fines are not assessed for overdue books; they are, however, collected for damaged or lost books. Students with two current overdue books will not be

allowed to check out materials until books are returned

ROSEVILLE AREA SCHOOLS STUDENT ACCEPTABLE USE PROCEDURES AND POLICY (AUP)

Students are instructed in computer literacy, including the District adopted Acceptable Use Policy (AUP) and use these skills in the computer lab/ classroom to assist in learning other subjects.

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

11. I will use the Internet at school only with permission from a present, supervising adult.
12. I will be respectful of and responsible for all school technology I use, leaving it in good working order, organized and ready for the next person.

HEALTH SERVICES AND MEDICATIONS

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

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

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

sent in the original container, must be accompanied by a note from the parent. There may be correlation between aspirin and Reyes Syndrome. If you have any questions, please contact the school nurse.

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

Immunizations

There are new school immunization rules effective September 1, 2014. MN school immunization law requires documentation (statement of month/ day/year) of students' immunizations prior to the entrance of school. Requirements vary by grade. ALL students enrolled in school must have their proof on record in the school health office. These requirements apply to all public schools, private schools, and home schools. Appropriate documentation must be provided to the school health office in order for the student to enroll or remain enrolled. If you have not already done so, send a copy of your child's immunizations to the health office.

Latex

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 the health office
- 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.

PLAYGROUND AND RECESS EXPECTATIONS

Students are expected to participate in outdoor recess unless otherwise directed by school personnel or a doctor's note.

- **Play Area:** Students will stay on the playground, inside of the blacktopped walking track. Tennis courts may be used upon permission from recess supervisors based on the ability to provide adequate supervision of that space.
- **Physical Play:** For safety reasons students may not play games that involve pushing, pulling, tackling, tripping, or other aggressive activities. Play fighting is prohibited.
- **Weather:** Students will not participate in outdoor recess if the temperature is below 0 or if the wind chill is -10 degrees below zero. Please prepare your child to go outside for recess every day!

If conditions appear to present a potential hazard or disruption to normal school functions, Little Canada staff may elect to hold indoor recess.

- **Permissions:** Students may stay in their classroom during recess only with written permission from the classroom teacher stating a plan for supervision. Students who wish to not participate in recess due to health reasons need a doctor's note.

HOLIDAYS AND CELEBRATIONS

Celebrations are a very important part of creating a community of learners. In an effort to make Little Canada an inclusive environment for everyone, Little Canada Elementary School will not be endorsing specific holidays through our school wide or classroom practices. Instead, we will be focusing on our inclusive celebrations that support the mission, vision and values of Little Canada Elementary School and the Roseville School District. Our district practice is that we provide education about holidays, and celebrations (it is a significant part of the kindergarten curriculum and EL outcomes) but we don't promote or celebrate specific holidays or religious events. The last sentence of Section 2.3 of the Religion and Roseville Area Schools' policy states, "The school district does not support the inclusion of activities that are primarily celebrations for specific religious beliefs and customs." Section 3.13 states "The primary objective of the activity is instructive, not celebrative." Given that students are a "captive audience" during the school day, we are especially careful not to assume that all students share all beliefs or participate in celebrations that have been traditionally endorsed. Little Canada Elementary School will continue to celebrate learning achievements and school values through celebrations such as Hope and Dreams gatherings, Ice Cream for Books, Celebration of Learning Nights, etc.

CURRICULUM

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

Art

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

Computer Program

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

Band and Orchestra

Elementary Orchestra and Band involves 4th, 5th, and 6th graders. Beginning Violin and Cello instruction begins in 4th grade, beginning instruction on all the other instruments (Viola, Bass, Flute, Clarinet, Saxophone, French Horn, Trumpet, Trombone, Baritone, & Percussion) starts in 5th grade. The major goal of the elementary orchestra and band experience is to provide a solid base of musical skills and techniques, while providing an opportunity for

students to have fun making music with others. This is accomplished through weekly lessons, large group rehearsals, school concerts and district festivals.

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

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

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

Health

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

- 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.

Mathematics

Students at Little Canada learn mathematical concepts and procedures with relevance, understanding, and competence. As a result, students demonstrate confidence and flexibility, identify, analyze and solve problems and communicate and reason mathematically. Problem solving, number sense, computations, geometry and measurement, and statistics/probability, are studied at each grade level. Knowledge of basic facts and computational procedures is expected. Students at Little Canada Elementary use My Math instructional materials as their core program in grades K-6.

Music

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

Physical Education

All children need to wear gym shoes for PE classes. Tennis shoes with either laces or velcro straps are required to participate in gym class. No large platform soles or slip on tennis shoes will be allowed. If your child has an injury that requires limitations in physical activity, please send a note to Mrs. Johnson, the PE teacher. We will adapt the activity for your child, according to the child’s needs.

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.

Literacy

In fall 2010, there was a district-wide implementation of a new K-6 literacy program. The district uses Literacy by Design as the core curriculum for K-4 ELI and Tesoros for K-2 DLI literacy instruction. The district curriculum for 5th and 6th grade is Voices and DayBook. 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, then often are practiced together in cooperative settings, with students practicing independently only after strong initial support has been provided. This approach helps to ensure a high likelihood of success for all students.

Students read a wide variety of fiction,

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

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

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

Science

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

- Kindergarten: Animals Two by Two, Fabric, Paper
- Grade 1: Insects, Solids & Liquids, Pebbles, Sand & Silt
- Grade 2: New Plants, Balance & Motion, Air & Weather
- Grade 3: Structures of Life, Physics of Sound, Measurement
- Grade 4: Magnetism and Electricity,

Earth Materials, Water, Engineering (Roseville kit)

- Grade 5: Environment, Variables, Power Standards (Roseville Kit)
- Grade 6: Newton's Toy Box, Chemical Interactions, Scientific Method (Roseville Kit)

Social Studies

The social studies curriculum, taught from a multicultural perspective includes the following areas of focus:

- Kindergarten: Self, Family, School
- Grade 1: School, Communities, Geography, Citizenship
- Grade 2: U.S. Communities, African and European Communities, Citizenship, Geography
- Grade 3: U.S. Geography, States, Inventors, Entrepreneurs. Heroes, Native Americans
- Grade 4: Regions, Minnesota History and Geography, Native American
- Grade 5: U.S. History and Geography, Immigration
- Grade 6: World History: Early and Classical Civilizations

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

Special Education

The Little Canada Special Education team is made up of the following professionals: speech/language clinician, school psychologist, special education teachers, school nurse, and school social worker. District itinerant staff members join the team as needed. These staff include: occupational therapist, physical therapist, and developmental adaptive physical education teacher.

This staff provides a continuum of services to students who meet the State of Minnesota criteria for a variety of specific disabilities which may include: Specific Learning Disability, Speech/Language Impairment, Other Health Disability, Emotional/Social/ Behavior Disorder, Developmental Cognitive Disability, and Autism Spectrum Disorder. More information about district services or consideration for a referral to the Special Education Team for an evaluation is available online on the Roseville Area Schools home page at [www.isd623.org] under Programs and Services, then Student Services.

Section 504

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

Who Qualifies for Section 504?

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

Substantially Limits

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

Education is Considered a Major Life Activity

Major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. When a condition significantly limits a major life activity, an accommodation plan must be developed for that individual. Accommodations or services must be determined by a team

knowledgeable about the individual and his/her disability.

Parents or students may request accommodations under the protections of this law by contacting the building principal or program supervisor.

District Compliance Officer for Section 504: Dr. Alecia Mobley, Director of Student Services, 651-635-1608

English Learner Program

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

Media/Technology Center

Technology/Media Center is a facility 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 Guys Pick (a special collection of books that interest male readers) A separate magazine collection featuring periodicals that are of general interest are also housed in the center. Daily checkout is available to all students in grades kindergarten through sixth.

Gifted and Talented

Students in the Roseville Area Schools come from a variety of backgrounds and have a wide variety of academic needs.

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

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

Title I/Basic Skills Program

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

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

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

Title I and Parental Involvement

Title I schools are required to submit a plan to the Minnesota Department of Education on a yearly basis. As part of the School-wide Title I plan, schools are required to submit a Parental Involvement Plan. To view a copy of the Little Canada's Parental Involvement Plan, please visit the Little Canada Web page.

DATA PRIVACY

What student information can you inspect and review?

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

Who is responsible for records in our district?

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

What information is made public?

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

your child not be released. The directory information includes:

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

Where is student information kept?

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

What happens to the records when a student leaves our school?

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

What are your rights regarding student record information?

You have a right to ask and to obtain information as to what records are kept

on your child.

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

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

Who is allowed to see student records?

Access is limited to the following:

- Parents or legal guardians of students, or individuals acting as parents or guardians in their absence, if the student is under age 18 or dependent.
- Students
- Authorized professional personnel such as the principal, teachers, counselors, nurses in connection with their school functions and responsibilities.
- Other schools which provide service to the student or which the student attends.
- State or federal agencies as required by law.
- Scholarship and financial aid sponsors to whom the student is applying for aid.
- Accrediting organizations
- Researchers who do not identify the students by name.
- Individuals in compliance with a court order or subpoena; the school district will attempt to notify the parent or student prior to release of the information.
- Other third parties may have access to records only with the written permission of the student, parent or legal guardian.

How to Access Education Records

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

Amendment to Educational Records

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

How long are records kept?

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

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

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

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.

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

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

Why statewide testing?

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

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

Why does participation matter?

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

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

Academic Standards and Assessments

What are academic standards?

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

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

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

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

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

ACCESS and Alternate ACCESS for English Learners

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

Posted May 2018

Why are these assessments effective?

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

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

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

Are there limits on local testing?

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

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

What if I choose not to have my student participate?

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

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

When do students take the assessments?

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

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

When do I receive my student's results?

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

How much time is spent on testing?

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

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

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

Where do I get more information?

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

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

Parent/Guardian Refusal for Student Participation in Statewide Assessments

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

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

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

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

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

Student's District/School _____ Grade _____

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

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

Reason for refusal:

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

_____ MCA/MTAS Reading

_____ MCA/MTAS Science

_____ MCA/MTAS Mathematics

_____ ACCESS or Alternate ACCESS for ELLs

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

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

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only.

Student ID or MARSS Number _____

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 and study halls every day that school is in session and to follow the correct procedures when absent from an assigned class or study hall.
- It is the student's responsibility to complete any assignments missed due to an absence.

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 cooperatively 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 and study hall.
- It is the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures equitably.
- It is the teacher's responsibility to provide any student who has been absent with any missed assignments upon request.
- It is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to address any attendance issues that occur.

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 and/or study halls every day school is in session unless the student has a valid excuse for being absent, has been excused by the school board because the student has met all state and district graduation requirements, or has been directed by the school district not to attend school for a specific amount of time.

STATE LICENSING

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

Roseville Area Schools Belief Statement

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

Behavior Expectations

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

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

RAS Rules of Conduct

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

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

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

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

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



Roseville
Area Schools

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

Why Use Restorative Practices?

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

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

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

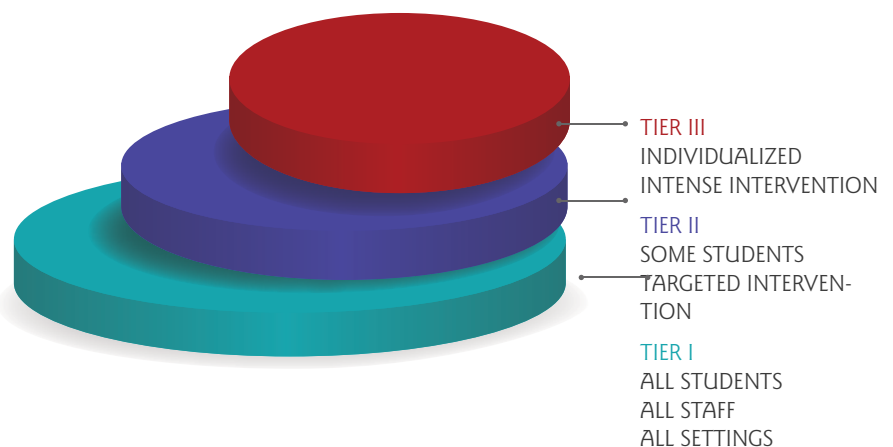
School-wide Tiered Behavior Support

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

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

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

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



Important District Policies to Know

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

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

400P	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.			